

## The Impact of Utilizing Merdeka Teaching Platform on Improving the Quality of Learning at School

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### ABSTRACT

This research aims to describe the impacts of utilizing the Merdeka Mengajar Platform for teachers to improve the quality of their learning during teaching. Researchers use the Systematic Literature Review (SLR) method. Researchers conducted data collection techniques by reviewing all journal findings that were in accordance with the topics discussed in this study. From the search results, the author obtained four research findings that are in accordance with the topic of this study. Based on the results of the four research findings, researchers found that the Merdeka Mengajar Platform is very useful for teachers to improve their competence and learning quality. In addition, from the results of these four research findings, researchers also found five positive and four negative impacts of using the Merdeka Mengajar Platform.

**Keywords:** *Impacts; Merdeka Mengajar Platform; Improving the Quality of Learning.*

### INTRODUCTION

Education is a strategy that is carried out in a planned manner to create a learning environment that makes students move actively during learning so that they can use the religious spiritual strength and full self-mastery needed for themselves and society (Haetami, 2023: 173). Education in Indonesia is changing according to the times and must follow the rapid development of technology. Therefore, technological developments are key to expanding access and improving the quality of learning in schools (Murtopo et al., 2023).

In this increasingly rapid technological development, teachers are required to always improve their competence so that it can help them improve the quality of learning in the learning and teaching process. To improve the quality of learning, teachers can make various kinds of innovations, such as developing methods, approaches, strategies, and learning media in the teaching and learning process in the classroom. In addition, teachers can maximize the potential of students by finding fun ways to deliver learning materials and developing exciting learning in the classroom so that it does not seem boring (Aziz, 2023). When innovating in learning, teachers must make clear details about the targets and results to be achieved so that these details can be measured to determine the difference in conditions between before and after innovating (Ely et al., 2023). By innovating in learning, it can improve and

develop the education system, improve the quality of learning in the teaching-learning process, and improve student learning outcomes in the classroom (Aziz, 2023).

Teachers are not only tasked with providing learning materials but also guiding students to understand and apply the material to their daily lives. To carry out their duties professionally, a teacher must be creative in developing learning methods and strategies. Creative teachers will have new ideas and thoughts that are in line with the development of science which is always changing and the changes seem fast so that the teacher can adjust to develop learning that follows the flow of globalization. In addition, creative teachers will create an exciting learning environment and develop appropriate teaching methods according to the needs of students in the classroom. If the conditions of the student learning environment can be optimized to the maximum, then the productivity of learning for teachers and students will increase dramatically (Setiariny, 2023).

To improve the quality of learning, the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) launched an educational platform that helps teachers carry out teaching activities and develop innovative lesson plans. This educational platform is called Platform Merdeka Mengajar (PMM). This platform is designed to provide access to digital learning resources, facilitate online learning, and increase interaction between teachers and students (Rahmadani & Kamaluddin, 2023). The Merdeka Mengajar Platform (PMM) can be used as a driving companion for teachers in realizing the Pancasila Student Profile, where in this platform three main functions can improve teacher competence, namely learning, teaching, and working. This platform can provide freedom for teachers to learn anywhere and can improve their skills and abilities at any time.

Based on the statements that have been described, this research will explain the impacts of using the Merdeka Mengajar Platform (PMM) for teachers in improving the quality of their learning in teaching.

## RESEARCH METHODS

Researchers used a Systematic Literature Review (SLR) as a research method. The Systematic Literature Review (SLR) method is a systematic method that identifies, reviews, evaluates, and interprets all research that has been collected to facilitate searches related to the impact of using the Merdeka Mengajar Platform (PMM). In this study, researchers conducted a review of regular journal findings that were in accordance with the topics discussed in this study. The review process will be carried out systematically and organized in each process, following predetermined steps.

This Systematic Literature Review (SLR) method will be carried out in five steps: (1) formulating the discussion in the research; (2) mapping and searching for journals that are in accordance with the title of the current research; (3) classifying and evaluating by selecting journals that have been collected; (4) presenting and processing the data that has been found; and (5) interpreting the findings in the journal and concluding the overall results (Choerusyifa, 2024).

## RESULTS AND DISCUSSION

### Result

The Merdeka Mengajar Platform (PMM) aims to create an environment that collaboratively encourages learning to be carried out effectively, creates a positive classroom environment, and helps

teachers improve their competence. Another goal is to support teachers in carrying out learning that suits students' abilities, provide several exercises to hone students' knowledge and skills, and be used as aspiration material for fellow teachers. This platform has various menus, which are as follows (Kemendikbudristek, 2021):

### 1. Pengembangan Diri

In the Pengembangan Diri menu, there are four features, including: (1) pelatihan mandiri, (2) komunitas, (3) seleksi kepala sekolah, and (4) refleksi kompetensi. The following will explain the four features.

#### a. Pelatihan Mandiri (Self-training)

This training contains various short training materials to improve teacher competencies that are carried out anywhere and anytime independently through devices connected to the internet. In this Pelatihan Mandiri, there is a Aksi Nyata feature, which is the last activity to complete one topic in the Pelatihan Mandiri. This Aksi Nyata feature is also a form of practicing understanding the issues learned from Pelatihan Mandiri. In this Aksi Nyata feature, the theory learned can be implemented and demonstrated during teaching activities. In addition, there is a post-test to measure the teacher's understanding of the material learned from the modules provided.

#### b. Komunitas

The Komunitas feature is a forum that can be used by teachers to share good practices and learning tools and can also be used as a means of discussion among other teachers throughout Indonesia. In this community, there are webinars organized by all communities registered on the Merdeka Mengajar Platform (PMM) that can be attended by anyone.

#### c. Seleksi Kepala Sekolah

This feature contains information on the principal selection stages, such as checking the qualification requirements and how to upload the principal selection file.

#### d. Refleksi Kompetensi

This feature is a form of self-introduction in the form of an assessment that aims to reflect and measure teacher competencies as a basis for self-development planning that affects student-centered learning. This feature will get learning recommendations that have been compiled based on the level of competence possessed so that the teacher's competence is in accordance with the competency model of the Ministry of Education and Culture (Kemendikbudristek).

### 2. Mengajar

In the Mengajar menu, there are four features, including: (1) asesmen murid, (2) perangkat ajar, (3) capaian pembelajaran, and (4) kelas. The following will explain these four features.

#### a. Asesmen Murid

In this feature, there are two sections. First, the Asesmen Pembelajaran that teachers use as learning feedback and measures the achievement of student learning outcomes for specific subjects. Asesmen Pembelajaran contains a collection of assessment documents by phase and subject. Second, the Classroom Assessment of Minimum Competencies (AKM) is used by schools to report learning outcomes to evaluate and improve the quality of learning and measure the level of literacy and numeracy that students must have to function productively in life. The Class AKM contains a collection of question packages that have been mapped based on the phases and types of diagnostic assessments.

b. Perangkat Ajar

This feature contains a collection of teaching tools based on the Merdeka Curriculum that teachers can use to find references or inspiration for teaching materials that are in accordance with the characteristics and needs of students and are mapped based on the phase and subject depending on the teacher's teaching. This feature can be in the form of teaching materials, teaching modules (RPP+), project modules, or textbooks.

c. Capaian Pembelajaran

This feature contains information on the learning competencies that students must achieve in each developmental phase. In addition, there is also a Flow of Learning Objectives (ATP), which contains a series of Learning Objectives that are systematically and logically arranged in the learning phase for students.

d. Kelas

This feature can be used by teachers to obtain information or data on students based on their respective class groups. This data can be in the form of competency level analysis from the assessment results, which will later be used as a target for the distribution of Class AKM, which is carried out online.

3. Inspirasi

In the Inspirasi menu, there are three features, including: (1) Video Inspirasi, (2) Bukti Karya, and (3) Ide Praktik. The following will explain the three features.

a. Video Inspirasi

This feature contains a collection of inspirational videos created by the Ministry of Education and Culture (Kemendikbudristek) and experts. The themes of these videos have been curated and can be used as a reference to improve teacher competence, both from a professional and personal aspect.

b. Bukti Karya

This feature can be used by teachers as a place to document their work to describe their performance, competencies, and achievements achieved while carrying out the potential of teachers and principals.

c. Ide Praktik

This feature contains good practice content that has been curated by the Kemendikbudristek team from the Bukti Karya feature dan Video Inspirasi feature to inspire teachers to practice student-centered learning.

Table 1. Research Findings on the Impact of Utilizing the Merdeka Mengajar Platform on Improving the Quality of Learning in the School

No	Peneliti dan Tahun	Nama Jurnal	Hasil Penelitian
1.	(Budiarti, 2022)	“Merdeka Mengajar Platform As A Support for the Quality of Mathematics Learning in East Java”	The research results from this journal show that the utilization of the Merdeka Mengajar Platform (PMM) is very useful for teachers in developing their potential to inspire and teach better, where around 87.6% of respondents agreed that the utilization of the Merdeka Mengajar Platform plays a role in helping

			teachers develop their competence through the Video Inspiratif feature, Pelatihan Mandiri feature, dan Bukti Karya feature, and around 86.6% of respondents also agreed that the utilization of the Merdeka Mengajar Platform (PMM) plays a role in assisting teaching and learning activities through the Asesmen Murid feature dan Perangkat Ajar feature.
2.	(Lena et al., 2023)	“Penggunaan Platform Merdeka Mengajar (PMM) Untuk Meningkatkan Kompetensi Guru Di Sekolah Dasar”	The research results from this journal show that around 96.7% of respondents in West Sumatra are familiar with and access the Merdeka Mengajar Platform (PMM), around 93.4% of respondents said that the Merdeka Mengajar Platform (PMM) is easy to access and convenient to use, around 96.7% of respondents said that the Merdeka Mengajar Platform is useful for teachers to motivate, inspire, and provide input and appreciate the work of fellow teachers throughout Indonesia.
3.	(Setiariny, 2023)	“Pemanfaatan Platform Merdeka Mengajar sebagai Upaya Meningkatkan Kualitas Pembelajaran Guru”	The research results from this journal show that around 87% said that the use of the Merdeka Mengajar Platform (PMM) is very useful for improving teacher competence, the quality of independent learning, and the learning activity process.
4.	(Prasetyaningsih et al., 2024)	“Penggunaan Platform Merdeka Mengajar (PMM) untuk Peningkatan Kompetensi Guru di Sekolah Dasar”	This journal shows that there were 20 teachers at SD Negeri Panunggan 4 Tangerang City, involved in this study. The results of the study are as follows: (1) about 100% of all teachers have activated their belajar. id and installed the Merdeka Mengajar Platform (PMM) on their respective devices, (2) for data regarding studying teaching modules in the Merdeka Mengajar Platform (PMM), there are 90% (18 teachers) who have studied teaching modules and 10% (2 teachers) who have not studied teaching modules, (3) for data regarding completing topics on the Merdeka Mengajar Platform, 15% have completed more than three topics, 15% have only completed two topics, 10% have only completed one topic, and 10% have not completed a single topic, and (4) for data regarding completing the Aksi Nyata feature on the Merdeka Mengajar Platform (PMM), 15% have completed more than three Aksi Nyata, 40% have completed three of the

			Aksi Nyata, 15% have only completed two of the Aksi Nyata, 5% have only completed one Aksi Nyata, and 25% have not completed any Aksi Nyata.
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## Discussion

Based on the four research findings that have been presented, it can be seen that the utilization of the Merdeka Mengajar Platform (PMM) can be optimally implemented for schools that have good internet signals and teachers who understand technology. In addition, the school can also help introduce the Merdeka Mengajar Platform (PMM) to teachers by conducting webinars together with the Ministry of Education and Culture (Kemendikbudristek) regarding the utilization of the Merdeka Mengajar Platform (PMM). From the four research findings above, both principals and teachers are actively looking for interesting learning strategies to teach students. Therefore, from the four research findings above, on average, more than 50% use the Merdeka Mengajar Platform (PMM).

From the four research findings above, there is a positive impact of utilizing the Merdeka Mengajar Platform (PMM), which is as follows:

1. Can find the right learning methods, strategies, approaches, and techniques according to the level of understanding and ability of students;
2. Can improve teacher competence so that their teaching methods are more creative and innovative so that students can be interested in the teacher's subject matter;
3. The availability of abundant teaching materials that can be used as a reference in supporting learning for teachers;
4. Some webinars can be used to add new knowledge for teachers;
5. There is a post-test to measure the level of teacher understanding of the material learned from the modules provided on the Merdeka Mengajar Platform (PMM).

The negative impacts of using the Merdeka Mengajar Platform are as follows.

1. Some teachers still cannot use the Merdeka Mengajar Platform (PMM) because they are still rigid about using technology;
2. It is difficult to access the Merdeka Mengajar Platform (PMM) if you do not have an account with the domain belajar.id or madrasah.kemenag.go.id;
3. In the Kelas feature, the process of entering data is done manually by entering it one by one;
4. Limited internet signal for remote areas.

For teachers who cannot use the Merdeka Mengajar Platform (PMM) because they are still rigid with technology, this can be overcome by the teacher trying to learn and hone their Information and Communication Technology (ICT) skills to explore the use of the Merdeka Mengajar Platform (PMM) independently. In addition, the school can help by conducting socialization on how to use the Merdeka Mengajar (PMM) Platform so that these teachers can access and use it more optimally.

## CONCLUSIONS

The presence of the Merdeka Mengajar Platform is very helpful for teachers in improving their competence and learning quality. From the Merdeka Mengajar Platform, teachers can determine

learning methods, strategies, approaches, and techniques that are suitable for their students. The number of teaching tools in the form of teaching modules, teaching materials, project modules, and books is very helpful for teachers in making lesson plans based on students' ability levels. By utilizing the Merdeka Mengajar Platform, teachers can improve their competence by learning independently and honing their abilities by taking Aksi Nyata and post-tests to measure the extent of their level of understanding and ability while implementing the Merdeka Mengajar Platform in the classroom. Researchers hope that this research can be used as reference material for other researchers if they research the same topic. In addition, the researcher hopes that this research can be used as information to show that the utilization of the Merdeka Mengajar Platform has a very positive impact on teachers and that this utilization can be applied during learning.

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