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Evaluation of the Use of the Merdeka Mengajar Platform at Petir 4 Public Elementary School, Tangerang City

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ABSTRACT

The researcher wants to evaluate the use of the Merdeka Mengajar platform at SDN Petir 4, Tangerang City, which is useful for helping to improve the quality of learning. In this study, the data collection method will involve surveys of teachers and students, observations during learning practices using the Merdeka Mengajar Platform (PMM), and analysis of student learning outcomes from assessments carried out before and after the implementation of the Merdeka Mengajar Platform (PMM). The results of the study consistently show that most teachers admit that PMM is very helpful for them in preparing innovative lesson plans, understanding the essence of the Merdeka Curriculum better, and ultimately improving the quality of learning in the classroom. This study concludes that the use of the Merdeka Mengajar Platform (PMM) at SDN Petir 4 has shown a significant positive impact in several crucial aspects. However, identification of the remaining implementation challenges is also a major focus, which requires further attention for program optimization.

1. Introduction

This study discusses the position and function of digitalization in the field of education. The existence of a digital platform in the field of education aims to accelerate the achievement of educational goals and quality (Ketaren et al., 2022). In addition, the presence of a digital platform is a medium for the formation of innovation and creativity that can encourage educational progress. The learning process in the independent curriculum is designed to meet the diversity of student characteristics, both in terms of learning styles, interests, talents, and initial knowledge (Ambarita, 2022). So that teachers can choose teaching modules, learning methods, and learning media that suit the needs of students.

The government, through the Ministry of Education, Culture, Research, and Technology (Kemendikbud Ristek), has developed a technological transformation. One of the initiatives is the Merdeka Mengajar Platform Merdeka Mengajar Platform (PMM) which was launched on February 11, 2022 as Episode 15 of Merdeka Belajar. The Merdeka Mengajar Platform Merdeka Mengajar Platform (PMM) helps teachers get references, inspiration, and insights to implement the Merdeka Curriculum, so that learning objectives can be achieved in a measurable manner. The Merdeka Mengajar Platform Merdeka Mengajar Platform (PMM) Platform has the advantage of features that are realized in digital form, such as teaching tools, student assessments, independent training, communities, LMS, competency reflections, inspirational videos, and evidence of work (Ambawani et al., 2024).

Research on the evaluation of the Merdeka Mengajar Platform Merdeka Mengajar Platform (PMM) Platform has been widely conducted, one of which is in the research of Ketaren et al., (2022) which states that the results of the Merdeka Mengajar Platform Merdeka Mengajar Platform (PMM) Platform evaluation provide benefits in teaching and learning activities. Meanwhile, in the research of Hasan et al., (2023) it shows that the evaluation analysis based on planning, implementation, and assessment of learning in the school curriculum is good and needs guidance. In this study, the evaluation of the Merdeka Mengajar Platform Merdeka Mengajar Platform (PMM) Platform at SD Negeri Petir 4, Tangerang City needs to be carried out to determine the extent to which the program's objectives have been implemented.

In general, evaluation can be understood as an activity that is carried out systematically to analyze and assess instructions in order to provide decisions or values related to the achievement of the expected goals (Novalinda et al., 2020). In line with Anderson's opinion in (Winarno, 2008) explaining the definition of evaluation as an activity that involves the estimation or assessment of policies that include the substance, implementation and impact of the implementation of the policy. Clarified by (Basri, 2017) that evaluation is research to collect, analyze, present useful information about the object of evaluation, assess it and compare it with evaluation indicators and the results are used to make decisions about the value and benefits of the evaluation object. From several opinions of the experts above, it can be concluded that evaluation is an activity that includes information from the substance, implementation and impact of implementation using indicators so that it can be assessed and the results can be used to make decisions.

The purpose of evaluation is to "keep track, check up, find out and summing up". Keeping Track is to trace and track the program implementation process according to the established program plan (Asrul, 2014). In education, program evaluation has an important role, according to Worten, Braine, and Sanders in (Munthe, 2015) that evaluation information is used to make policies and decisions, then assess the results achieved by students, assess curriculum activities, give trust to schools, monitor data that has been provided, improve educational materials and programs.

Bates (2015) in his book emphasizes the importance of technology integration to improve learning effectiveness, considering various contexts and challenges faced in the use of technology in education. Spector (2008) also explains that learning

design with the use of technology can encourage an understanding of how technology affects education at a broader level. Elpin et al. (2024) said that the Merdeka Mengajar Platform is effective in supporting the understanding of the Merdeka Curriculum. Through its interactive features, this platform provides access to diverse learning resources that can be adapted to flexible curriculum principles. In addition, according to Bers (2012), a positive digital experience is important for student development. Not only that, Sofyan et al. (2023) said that the Merdeka Mengajar platform has many features that can be accessed by teachers and principals. Another function of the Merdeka Mengajar Platform Merdeka Mengajar Platform (PMM) is the learning function. The learning function is intended so that teachers can obtain independent and quality training through various inspirational videos to develop themselves with unlimited access (Dewi et al., 2024).

According to Rahmadani (2023), first of all, it should be noted that the lack of access to technological infrastructure is one of the main inhibiting factors. Many areas, especially in rural areas, still face obstacles to stable internet accessibility and technological devices. According to Marisana (2023), the second factor that needs to be considered is the lack of technological knowledge and skills among educators. It was also added that according to Aulia (2024) it was still found that teachers were not used to online learning. Anggraini (2023) said that some educators may feel anxious or uncomfortable with the use of technology in the classroom because they are afraid of losing control or changing the learning patterns that are already familiar.

According to Fida (2024) Supporting factors for the use of technology (Merdeka Mengajar Platform) adequate accessibility of technological infrastructure is a key factor. According to Nurfitriani (2023) the second factor that encourages the use of technology (Merdeka Mengajar Platform) is the improvement of technological skills and knowledge among educators or human resources. Clarified by Anrichal (2023) support from schools and families is an important factor that strengthens the use of technology as an effective learning tool. According to Agustian (2021) the fourth factor that influences the use of technology (Merdeka Mengajar Platform) is the readiness of the community to accept innovation.

According to Hardison (2024), in the Merdeka Mengajar Platform, teachers can provide online learning to students in all corners of the country, thereby increasing the accessibility of education. According to Christensen (2008), technology can change the way the world learns by shifting the traditional learning paradigm. According to Dewi (2024) the collaborative aspect is also the focus of discussion in this section. The Merdeka Mengajar Platform allows collaboration between teachers, sharing the best experiences, and discussing successful learning strategies. The Digitalization of Education initiated by the Ministry of Education and Culture designed the 2020-2035 Indonesian National Education Roadmap so that schools are supported or facilitated by technology in the learning process (Latif, 2021).

Based on the phenomena that occur, the goal-oriented evaluation approach leads to the problem of implementing a program. So that in this study, research was

conducted related to "Evaluation of the Use of the Merdeka Mengajar Platform at PETIR 4 Elementary School, Tangerang City".

2. Methodology

In this study, it is categorized as an evaluation study using a qualitative method, namely the responsive model. This evaluation emphasizes the importance of humanizing the evaluation process. The type of evaluation in this study uses a goal-oriented evaluation model. The evaluation is oriented towards the general and specific objectives of a program, and there are measurement indicators. This type of evaluation is a reference or basis for determining the quality of PMM implementation at SD Negeri Petir 4, Tangerang City. The quality results of the evaluation that will be carried out are based on considerations and assessment benchmark criteria that have been determined.

The evaluation research design model used is goal-oriented evaluation, as quoted by Suharmi Arikunto, emphasizing a review of the objectives from the beginning of the activity and taking place continuously. (Arikunto, 2002). The evaluator tries to measure the extent to which the achievement of the objectives has been achieved (Tayibanapis, 2008).

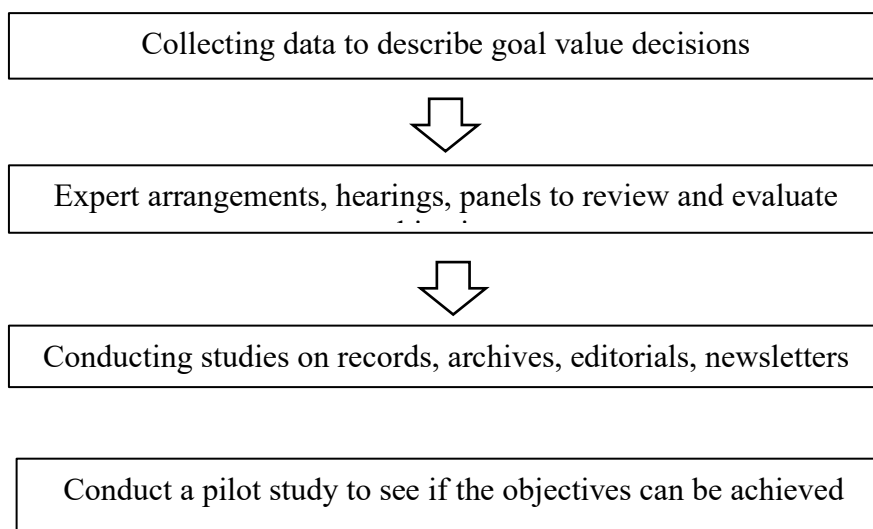


Figure 1. Tyler's Approach to the Evaluation Process

In this study, data collection used focused on two types of data based on their sources, namely primary data and secondary data. In this study, the safe determination technique used by the researcher was the Purposive Sampling Technique. According to Sugiyono (Sugiyono, 2015:53) Purposive Sampling is a technique for taking samples of data sources with certain considerations. In this study, the research subjects who will be considered to have valid information are PMM staff, Principals, Vice Principals, educators (teachers), education personnel, students, and representatives of parents of students. The data collection procedure was carried out naturally, using primary data and secondary data. The data

collection technique used interviews with informants, Observation and Documentation Studies, After all the documents were collected, they were then analyzed according to their suitability with the evaluation criteria made and a decision was drawn on the results of the research.

3. Result and Discussion

Active mentoring from teachers is carried out when students interact to ensure that the student socialization process runs as expected. The beautiful environment of the elementary school and the existence of Environmental Education shape the character of citizens who care about environmental sustainability so that Elementary School Petir 4 became the 2022 National Adiwiyata School in November 2022. This is one of the magnets that attracts students' enthusiasm to enter SDN Petir 4. Elementary School Petir 4 won 1st place in the DPAD Literate School in Tangerang City, the school believes that literacy is a basic need in learning and communicating.

Based on the results of the study, the results of the evaluation of the use of the Merdeka Teaching Merdeka Mengajar Platform (PMM) platform which has been transformed into the GTK Room at SDN Petir 4 will be described and discussed, based on the identification of problems and success criteria covering aspects of input, process and output, several evaluations can be identified, namely input evaluation, process evaluation and outcome evaluation.

Analysis of Research Results

Analysis and discussion of the results of interviews with research informants will provide a description of an object or phenomenon into smaller parts or components, then examine and understand the relationship between these parts to gain a deeper understanding. The analysis and discussion will answer the formulation of the problem related to the Evaluation of the Independent Teaching Platform Merdeka Mengajar Platform (PMM) for Teachers at SD Negeri Petir 4, Tangerang City which is depicted in a mind map visualized with the help of the NVivo 15 Pro application as follows Figure 2.

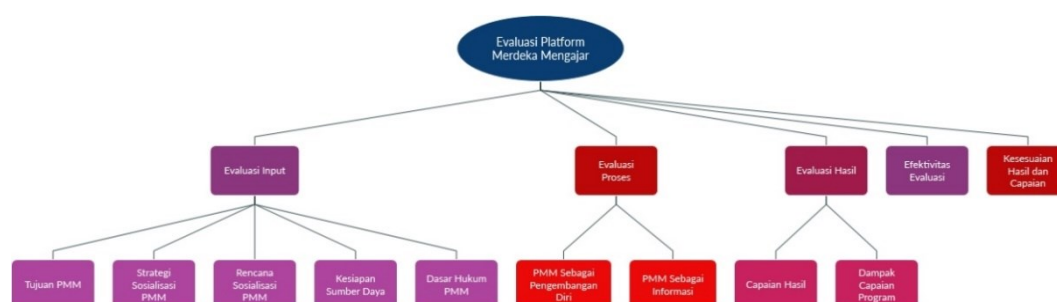


Figure 2. Mind Map of the Evaluation of the Independent Teaching Platform Merdeka Mengajar Platform (PMM) for Teachers at Petir 4 Public Elementary School, Tangerang City

Mind map is made to show the picture of the research results that will be discussed, namely the evaluation of the results of the implementation of the Merdeka Mengajar Platform Merdeka Mengajar Platform (PMM) for teachers at SD Negeri Petir 4 Tangerang City seen from the input, process and results. The study will also discuss the factors that influence the effectiveness of the evaluation of the Merdeka Mengajar Platform Merdeka Mengajar Platform (PMM) program at SD Negeri Petir 4 Tangerang City and the suitability between the results felt by teachers and the initial objectives of the Merdeka Mengajar Platform Merdeka Mengajar Platform (PMM) program at SD Negeri Petir 4 Tangerang City.

Input-Process-Output Results

1) Input

Based on the results of the selective coding analysis on the Input aspect, there is alignment between the objectives of PMM and the needs of teachers and schools in supporting the implementation of the Merdeka Curriculum. PMM is accepted as a platform that not only provides independent learning resources but also helps teachers in preparing learning plans that are more focused and relevant to the field context. As conveyed by the Principal (KI-1), the legal basis for using PMM is very clear, namely through SK BSKAP Number 05/H/KR/2022, so that it becomes a formal guide in preparing school work plans and implementing socialization to all teachers.

“Dasarnya jelas, dari SK BSKAP... kami menyusun KOSP yang memang disesuaikan dengan semangat Kurikulum Merdeka.” (KI-1) .

This shows that the existence of clear regulations is a strong foundation for schools to encourage optimal use of PMM. In addition, the socialization strategy carried out by SDN Petir 4 is considered effective because it is carried out gradually and repeatedly, especially through internal forums such as monthly meetings, learning communities (Kombel), and group discussions. The process of understanding PMM does not happen instantly, but through stages of learning assisted by the principal, TU, and teachers who are more technologically proficient. As expressed by IP-1, initial understanding of PMM still requires periodic explanations because some teachers are not yet familiar with technology.

“Pihak sekolah sudah cukup paham tujuan PMM... tapi awalnya agak bingung, apalagi untuk yang belum familiar teknologi.” (IP-1) .

Thus, the socialization process carried out by school management plays an important role in forming collective awareness and increasing gradual understanding of PMM. Managerial support from the principal and other education personnel is also a major supporting factor in the implementation of PMM. The principal actively provides moral encouragement and technical facilitation to teachers so that they are willing and able to use PMM in self-development and the preparation of teaching materials and primary tools in improving the quality of

learning. In addition, teachers who are more digitally proficient often become mentors for senior teachers who are still less confident in accessing PMM.

“Sering kali guru saling bantu saat menyusun perangkat ajar. Bahkan kadang-kadang saling bagi tugas: satu cari ide kegiatan, satu bikin asesmen, satu lagi edit tampilan.” (KI-4) .

“PMM seperti platform yang mendukung kita untuk belajar lebih baik dan mengajar lebih efektif.” (IP-6)

This shows that support is not only structural, but also operational through direct collaboration in the teacher environment. In addition, it can improve the quality of learning. The availability of digital infrastructure at SDN Petir 4 is also relatively adequate, although not yet ideal for all teachers. Several teachers said that the internet connection had been expanded and Wi-Fi was available in the teacher's room, making it easier to access PMM. In addition, many teachers chose to use cellphones as an alternative when laptops were not available.

“Saya biasanya buka referensi di PMM dulu sebelum nyusun ATP atau modul. Soalnya di situ lengkap: capaian pembelajaran, tujuan, sampai contoh kegiatan dan asesmen.” (IP-2) .

Although there are still technical constraints such as network disruptions or device limitations, teachers generally feel that PMM can be accessed quite easily through various available digital devices. However, the analysis also revealed that not all teachers have the same ICT skills. Young teachers tend to be more fluent in utilizing PMM, while senior teachers still need additional assistance. Even so, the school's active efforts in explaining the purpose and benefits of PMM have helped them to start getting involved in utilizing the platform.

“Yang penting itu mau coba duluan. Sekarang kan gampang, tinggal klik-klik doang.” (IP-3) .

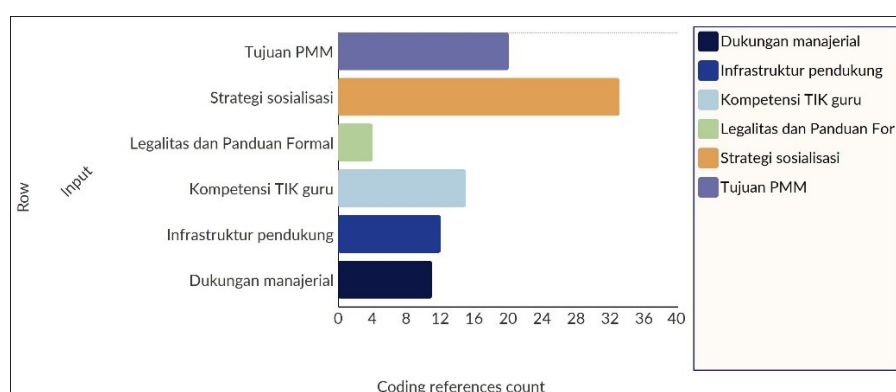


Figure 3. Mind Map Input for Using the Independent Teaching Platform Merdeka Mengajar Platform (PMM) at Petir 4 Public Elementary School, Tangerang City

From the data above, it can be concluded that with the existence of a planned socialization strategy, understanding of the objectives of PMM, availability of supporting facilities and infrastructure, and active participation of teachers, it can be concluded that research input shows conditions that support the success of PMM implementation, although it still requires increasing digital capacity for teachers who are less technologically literate.

2) Process

In the selective coding process, it was found that teachers' independent learning activities increased significantly during the implementation of the Independent Module Development Program (PMM). Teachers showed activeness in seeking references and accessing learning modules to prepare lesson implementation plans (RPP), ATP, and teaching modules. The training materials were considered very relevant to the needs in the field because they were compiled based on the latest learning achievements and curriculum framework. In addition, teachers were also active in modifying the teaching modules to better suit student conditions, class ability levels, and resources available at school. However, technological barriers and time constraints were still felt by some teachers, especially those who had a lot of administrative burdens or additional tasks. Even so, a number of young teachers such as IP-2 and IP-6 stated that PMM was the main reference in the daily learning planning process. They considered PMM to be helpful in providing a complete learning structure, starting from learning achievements, learning objectives, to examples of activities and assessment instruments.

“Perannya besar banget. Saya biasanya buka referensi di PMM dulu sebelum nyusun ATP atau modul. Soalnya di situ lengkap: capaian pembelajaran, tujuan, sampai contoh kegiatan dan asesmen.” (IP-2)

“Modul ajar dari PMM itu bantu banget. Ada alur kegiatannya, tujuan pembelajarannya juga jelas, dan tinggal sesuaikan sama kebutuhan murid.” (IP-6)

However, not all teachers have sufficient time flexibility to utilize PMM optimally. IP-3 said that the heavy workload requires teachers to be smart in managing their time so that they can still access and utilize PMM as a learning resource.

“Waktu saya emang padet ya... Tapi kalau bisa ngatur waktu, sebenarnya masih bisa kok disempetin buat buka PMM.” (IP-3)

In addition to the time issue, module adaptation to the local context is also an important issue that emerged from several teachers. They emphasized that PMM modules cannot be used directly without adjustment. Each class has different characteristics, both in terms of academic ability, interests, and psychological readiness of students. Therefore, flexibility in modifying learning activities is key to the effective use of PMM.

“Nggak bisa langsung dipakai mentah-mentah juga, karena tiap kelas punya karakter beda-beda. Jadi fleksibel aja.” (IP-2)

“Modul-modulnya disesuaikan dengan kondisi di lapangan. Misalnya, ada aktivitas diskusi kelompok di modul, tapi murid saya belum siap, jadi saya ubah jadi diskusi dua orang.” (IP-9)

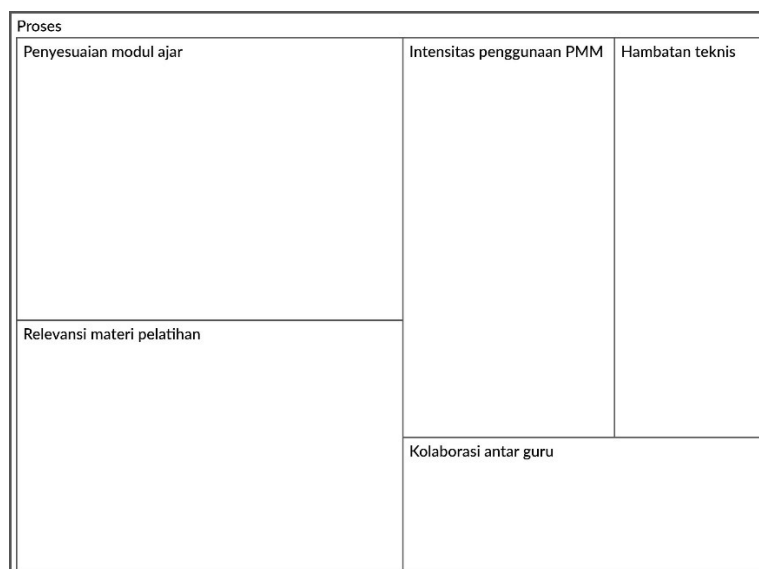


Figure 4. Mind Map of the Process of Using the Independent Teaching Platform Merdeka Mengajar Platform (PMM) at Petir 4 Elementary School, Tangerang City

Based on the picture above, it can be concluded that teachers' independent learning activities increased rapidly during the implementation of PMM. Most teachers stated that the training materials were relevant and applicable, and made a real contribution to designing learning plans. However, challenges related to time constraints and access to technology are still obstacles for some teachers. In addition, the need for module adaptation to the local context shows that PMM must be used flexibly to suit real needs in the field.

3) Output

In the selective coding output stage, it was found that the use of the Independent Module Development Program Merdeka Mengajar Platform (PMM) had a significant positive impact on teacher competence, the quality of classroom learning, and the dynamics of collaboration between fellow educators. The findings show that PMM not only functions as an administrative tool or technical reference, but also as a vehicle for professional development that encourages personal and collective growth of teachers in implementing the Independent Curriculum.

1. Improving Teacher Competence

One of the main impacts that emerged was the improvement of teachers' pedagogical and professional competence. With the teaching modules, examples of learning activities, and ATP/Teaching Module preparation guidelines, teachers felt more guided in preparing systematic learning plans that were in accordance with the principles of the latest curriculum. IP-1 said that the feeling of uncertainty in preparing previous teaching devices had decreased significantly after using PMM:

“Dulu kadang takut salah, tapi sekarang lebih tenang karena ada pegangan dari PMM. Tinggal disesuaikan aja sama kondisi kelas.” (IP-1)

This statement shows that PMM has succeeded in providing teachers with a sense of confidence and certainty in carrying out their teaching duties. In addition, the ability to adapt and personalize modules based on local contexts is evidence that teachers are beginning to understand the importance of a flexible and student-based learning approach.

2. Improving the Quality of Learning

The quality of learning in the classroom has also increased thanks to the implementation of PMM. Many teachers stated that the classroom atmosphere has become more lively, interactive, and innovative. IP-3 said that classes are no longer boring because of the variety of learning methods available in PMM:

“Lebih hidup, lebih variatif. Anak-anak juga jadi lebih aktif. Pokoknya kelas nggak ngebosenin deh!” (IP-3)

In addition, IP-6 highlighted that changes do not only occur in teachers, but also in students' responses to learning. The presence of new, fun activities makes students more interested and motivated to learn:

“Anak-anak jadi lebih tertarik belajar karena ada aktivitas baru yang menyenangkan.” (IP-6)

This progress was also observed by KI-3, who is the school's coordinator. He stated that the implementation of the Merdeka Curriculum is increasingly easier for teachers to do thanks to the complete references and teaching tools in PMM:

“Guru-guru sekarang sudah bisa lebih mudah menerapkan Kurikulum Merdeka. Dengan referensi dan perangkat ajar dari PMM, mereka bisa lebih paham cara mengajar yang berbasis pada siswa.” (KI-3)

This shows that PMM has a broad domino effect, not only on individual teachers, but also on the entire learning ecosystem in schools.

3. Improving Collaboration Between Teachers

Another prominent finding is the increase in collaboration between teachers. With PMM, teachers no longer work alone in preparing learning plans. They start to share ideas with each other, critique PMM modules together, and even compile teaching materials collectively. This creates a learning community space that supports ongoing professional development.

This collaboration does not only occur in the form of informal discussions, but also in the MGMP (Subject Teachers' Conference) forum, coordination meetings, and internal social media groups used to share good practices. Utilizing PMM as a starting point for shared references makes it easier for teachers to align perceptions and move in a harmonious direction can be seen in Figure 5.

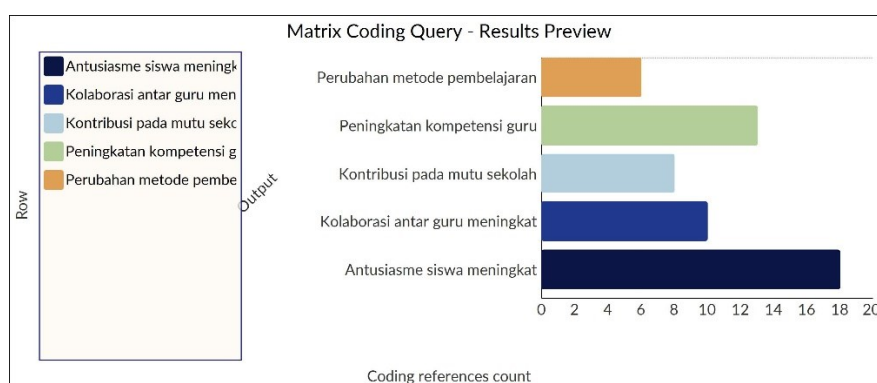


Figure 5. Mind Map Output of Using the Independent Teaching Platform Merdeka Mengajar Platform (PMM) at Petir 4 Public Elementary School, Tangerang City

From the output results above, it can be concluded that the Merdeka Mengajar Platform Merdeka Mengajar Platform (PMM) program has a positive multidimensional impact on the world of education. At the individual level, PMM has succeeded in improving teacher competence, both pedagogically and professionally, and increasing self-confidence in preparing learning plans. At the classroom level, the quality of learning has increased with the variety of methods, more interesting activities, and positive responses from students. At the institutional level, PMM has also encouraged a culture of collaboration between teachers, both in sharing ideas and in preparing joint teaching materials. Therefore, PMM can be categorized as a program that is not only informative, but also transformational in improving the quality of education in the field.

4. Conclusion

Based on the results of the analysis, this study concluded that the use of the Merdeka Mengajar Platform (PMM) at SDN Petir 4 has shown a significant positive impact in several crucial aspects. However, identification of the remaining implementation challenges is also a major focus, which requires further attention for program optimization.

The results of the study consistently showed that most teachers acknowledged that PMM greatly helped them in preparing innovative lesson plans, understanding the essence of the Merdeka Curriculum better, and ultimately improving the quality of learning in the classroom. Teachers felt calmer and more confident in teaching because of the complete guidance and references from PMM, and found it easier to implement the Merdeka Curriculum thanks to the available resources. However, it should be noted that the achievement of this goal has not been entirely even, especially seen in senior teachers and in areas that still face limitations in technological infrastructure, indicating disparities in utilization.

Furthermore, the use of PMM has had a real and multidimensional impact. In terms of learning quality, the classroom atmosphere has become more lively and dynamic, students show more active participation, and teachers are able to implement a richer variety of learning methods. This makes children more interested in learning because of the new and fun activities. In addition, PMM also contributes to improving teacher competence, where they become more confident and proactive in planning learning. The aspect of technology mastery has also increased, especially among young teachers who show higher proficiency in utilizing digital platforms as learning aids. Not only that, PMM also encourages collaboration between teachers, as seen from the increased interaction in preparing teaching materials and sharing learning ideas, which creates a supportive learning ecosystem. Although the positive impact of PMM is very pronounced, this study also identified several gaps between the ideal conditions expected and the reality in the field. This gap is influenced by several supporting and inhibiting factors. Supporting factors that contribute to the success of PMM implementation include a gradual and repeated socialization strategy, strong managerial support from the school, and the relevance of the training materials presented. Repeated socialization is considered quite effective in helping teachers understand. On the other hand, the main inhibiting factors that hinder the effectiveness of PMM are technological barriers that are still an issue in several regions, as well as time constraints experienced by teachers, both of which require strategic intervention.

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