

# ANALYZING MERDEKA MENGAJAR PLATFORM UTILIZATION TO ACCELERATE THE IMPLEMENTATION OF MERDEKA CURRICULUM IN INDONESIA

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**Abstract.** *In the context of Indonesia's ongoing digital transformation in education, the Merdeka Mengajar Platform represents a critical initiative within the broader Merdeka Curriculum aimed at fostering a more flexible and student-centered approach. This study investigates the utilization of the Merdeka Mengajar Platform among high school teachers in DKI Jakarta province, focusing on its frequency of use, understanding of features, and overall impact on teaching practices and student learning outcomes. Employing a descriptive quantitative research design, data were collected from 200 high school teachers through a structured online questionnaire. The findings indicate widespread acceptance and integration of the platform, with all respondents activating and regularly using their belajar.id account. Training sessions on the platform were highly effective, with 100% participation and positive feedback regarding clarity and helpfulness. Frequent use of inspirational videos and training modules highlighted their value in enhancing teaching motivation and creativity. Teachers reported significant improvements in lesson planning, student engagement, and overall teaching quality. Despite minor technical challenges and a need for more localized content, overall satisfaction with the platform remains high. This study underscores the importance of educational technology and continuous professional development in improving educational outcomes. The results provide valuable insights for policymakers and educational stakeholders to optimize the implementation and further development of digital educational platforms. Future research should explore the long-term impact and effectiveness of such platforms across various educational contexts.*

**Keywords:** *Merdeka Mengajar Platform, Merdeka Curriculum, Descriptive Quantitative*

## 1. INTRODUCTION

In an age where digital transformation is reshaping various sectors, the field of education is no exception. The integration of technology into educational frameworks has brought about a paradigm shift, influencing teaching methodologies, learning experiences, and educational outcomes. Indonesia, a country with a diverse and dynamic educational landscape, is embracing this digital revolution through various initiatives, one of the most notable being the Merdeka Mengajar Platform. This platform is an integral part of the broader Merdeka Curriculum initiative, which aims to foster a more flexible, student-centered approach to education.

Education is fundamentally crucial in addressing the challenges posed by rapid changes and developments in various aspects of life, particularly in achieving the desired level of globalization. Therefore, prioritizing educational development is imperative. The continuous progress and advancement in education present increasing challenges that necessitate teachers to consistently enhance their competencies. This, in turn, contributes to the improvement of education quality and the teaching-learning process.

Educational innovation is essential in solving existing problems within the education system. Innovations must be clearly outlined with specific goals and measurable outcomes to determine the differences between the states before and after the innovation is implemented (Jannah, 2015). The use of educational technology is particularly effective in improving learning quality by providing digital platforms that facilitate interaction between students and teachers and offer a plethora of interactive and engaging learning

materials (Aziz, 2018).

The Merdeka Mengajar Platform represents a significant stride towards digital transformation in Indonesia's education sector. It provides teachers with access to a wide array of resources, including lesson plans, student activities, and professional development opportunities, all available at no cost. This platform aims to empower teachers by equipping them with the necessary tools to enhance their teaching practices and, consequently, improve student learning outcomes. The platform's comprehensive nature ensures that it supports various facets of teaching, from planning and execution to continuous professional development.

Previous research and monitoring efforts have highlighted a gap in teachers' skills in utilizing Information and Communication Technology (ICT). These skills are often rated as "less than good," indicating a need for improvement (Toheri et al., 2022). This gap presents several challenges within the educational sector, particularly as many teachers continue to rely on traditional methods such as chalkboards, laptops, LCD projectors, and the internet. The Merdeka Mengajar Platform aims to address these challenges by providing a more structured and comprehensive approach to integrating technology into teaching.

One of the significant hurdles in enhancing the quality of teaching is the suboptimal implementation of academic supervision or coaching by school principals. Effective supervision is crucial in ensuring that teachers can adapt to new teaching methods and technologies. Moreover, students' optimal performance is contingent upon the effective use of mobile devices and technological advancements during remote or online learning processes. These efforts aim to integrate technology with education, remove barriers to information access, and enhance overall learning experiences.

The Indonesian government recognizes the importance of integrating digital platforms into the education system to accelerate the attainment of educational goals. The Merdeka Mengajar Platform is a manifestation of this recognition, developed to support teachers in implementing the Merdeka Curriculum. This platform provides an array of self-paced training facilities, high-quality training materials, and access to inspirational videos, making it an invaluable resource for educators seeking to improve their competencies (Marisana et al., 2023; Sumandya et al., 2022).

During the teaching process, educators encounter various perspectives regarding subject matter and teaching methodologies. Professional teachers must attend to specific tasks' content and methods, ensuring effective teaching practices. The Merdeka Mengajar Platform represents a deliberate effort to harness teachers' potential and enhance student learning quality through independent innovation. This initiative encourages teachers to reform teaching processes and create engaging learning experiences, leveraging high-quality educational content that aligns with students' levels, interests, and abilities.

The introduction of the Merdeka Mengajar Platform marks a significant milestone in the Indonesian educational landscape. By providing teachers with access to a comprehensive suite of resources and professional development opportunities, this platform aims to enhance the quality of teaching and learning. Its accessibility via the Playstore allows for widespread adoption, making it an integral part of Indonesia's educational strategy. The platform's impact on teacher competency and student learning quality is significant, providing policymakers and educational stakeholders with valuable insights into the effectiveness of digital educational platforms.

The successful implementation of the Merdeka Curriculum hinges on the effective utilization of supportive digital platforms like Merdeka Mengajar. Therefore, analyzing how high school teachers in DKI Jakarta province interact with, adopt, and leverage this platform is crucial for understanding its impact and potential areas for improvement. This study aims to ascertain the frequency, understanding, and efficiency of the platform's utilization, contributing to a broader understanding of digital transformation in education.

In conclusion, the Merdeka Mengajar Platform is a revolutionary tool that has the potential to significantly enhance the competency of teachers and the quality of education in Indonesia. Its comprehensive nature, coupled with its accessibility, makes it a critical

component of the educational landscape. By analyzing its utilization among high school teachers in DKI Jakarta, this study aims to provide insights that can inform policy decisions and educational strategies, ultimately contributing to the successful implementation of the Merdeka Curriculum.

## **2. LITERATURE REVIEW**

### **2.1 Merdeka Curriculum**

The Merdeka Curriculum represents a significant shift in the Indonesian educational landscape, aiming to move away from rigid and standardized teaching methods towards a more flexible, student-centered approach. This curriculum focuses on cultivating critical thinking, problem-solving skills, and adaptability among students, preparing them for the complexities of a rapidly changing world. According to Sumandya et al. (2022), the Merdeka Curriculum allows teachers the autonomy to tailor their teaching methods to the unique needs of their students, thereby fostering a more engaging and effective learning environment.

Educational innovation is essential for addressing existing challenges within the education system. Innovations must be clearly defined with specific goals and measurable outcomes to evaluate their effectiveness (Jannah, 2015). The Merdeka Curriculum embodies this principle by providing a framework that encourages educational reform and the continuous improvement of teaching practices. This aligns with the grounded theory approach, which emphasizes generating theory through the systematic gathering and analysis of data. Grounded theory in this context helps in understanding how the Merdeka Curriculum can be practically applied and adjusted based on teachers' experiences and feedback.

### **2.2 Merdeka Mengajar Platform**

The Merdeka Mengajar Platform is a digital initiative designed to support the implementation of the Merdeka Curriculum. This platform offers a wide range of resources for teachers, including lesson plans, student activities, and professional development opportunities, all of which are freely accessible. The platform's primary objective is to empower teachers by providing them with the necessary tools to enhance their teaching practices and, consequently, improve student learning outcomes.

Educational technology plays a crucial role in this context. According to Aziz (2018), the integration of technology in education significantly enhances learning quality by providing interactive and engaging materials that facilitate interaction between students and teachers. The Merdeka Mengajar Platform exemplifies this integration by offering comprehensive support for various facets of teaching, from planning and execution to continuous professional development. Previous studies have highlighted the gap in teachers' skills in utilizing Information and Communication Technology (ICT). Toheri et al. (2022) noted that many teachers still rely on traditional methods, which can hinder the effective integration of technology in teaching. The Merdeka Mengajar Platform addresses this challenge by providing a structured and user-friendly interface that helps teachers incorporate digital tools into their daily teaching practices. This aligns with the findings of Marisana et al. (2023), who emphasized the platform's role in enhancing teachers' competencies and the overall quality of education.

The quality of learning is significantly influenced by the resources and methodologies employed in the educational process. High-quality teaching materials and interactive learning environments have been shown to enhance students' motivation and engagement, leading to improved academic performance. Mariani et al. (2012) emphasize that effective teaching involves managing the learning environment to foster positive outcomes, which is supported by the Merdeka Mengajar Platform's comprehensive resources. Continuous professional development is crucial for maintaining and improving the quality of teaching. The Merdeka Mengajar Platform provides an array of self-paced training facilities, high-quality training materials, and access to inspirational videos, making it an invaluable resource for educators seeking to enhance their

competencies (Daryanto in Prasetyo, 2013). This aligns with the grounded theory approach, which seeks to understand how continuous professional development can be effectively implemented to improve educational outcomes.

The platform also addresses the issue of unequal access to educational resources. Suroyo et al. (2021) highlighted that the Merdeka Mengajar Platform provides equal opportunities for teachers across Indonesia to access high-quality training materials and professional development resources. This is crucial for addressing disparities in educational quality and ensuring that all students have access to high-quality education. Despite its many benefits, the Merdeka Mengajar Platform faces several challenges. One significant hurdle is the suboptimal implementation of academic supervision or coaching by school principals. Effective supervision is crucial in ensuring that teachers can adapt to new teaching methods and technologies (Ketaren et al., 2022). Additionally, inadequate infrastructure and resources in some regions can hinder the effective utilization of the platform. Addressing these challenges is essential for maximizing the platform's potential and achieving the desired educational outcomes.

### **3. RESEARCH METHOD**

This study employs a descriptive quantitative research design to analyze the utilization of the Merdeka Mengajar Platform by high school teachers in the DKI Jakarta province. Descriptive research is chosen because it allows for the systematic description of the current state of affairs regarding how teachers interact with, adopt, and leverage the digital platform in their teaching practices. The quantitative approach is used to quantify the frequency, understanding, and efficiency of platform utilization, providing a comprehensive overview of its impact on teaching and learning.

The population for this study includes all high school teachers in the DKI Jakarta province. A stratified random sampling technique was employed to ensure that the sample is representative of the population. The stratification was based on factors such as school type (public and private), geographical location (urban and suburban), and subject taught (science, humanities, etc.). A sample size of 200 teachers was determined using statistical methods to ensure the validity and reliability of the results. This sample size is deemed adequate to generalize the findings to the broader population of high school teachers in DKI Jakarta.

Data were collected through a structured questionnaire designed specifically for this study. The questionnaire was developed based on a comprehensive review of the literature and consultation with experts in educational technology and curriculum implementation. It consists of closed-ended questions to capture quantitative data on the following variables:

- Frequency of platform usage
- Teachers' understanding of platform features
- Efficiency of platform utilization in teaching practices
- Perceived impact of the platform on teaching quality and student learning outcomes
- Challenges and barriers faced in using the platform

The questionnaire was administered online to ensure a wide reach and to accommodate teachers' schedules. Anonymity and confidentiality were assured to encourage honest and accurate responses.

### **4. RESULT AND DISCUSSION**

#### *Demographic Profile of Respondents*

The survey received responses from a total of 200 high school teachers in DKI Jakarta province. The demographic breakdown of respondents is as follows:

#### *Distribution of Teaching Experience*

The pie chart shows the distribution of respondents' teaching experience:

- 33% have been teaching for 1-5 years.
- 34% have been teaching for 6-10 years.
- 33% have been teaching for more than 10 years.

The diverse range of teaching experiences among respondents provides a comprehensive perspective on the utilization of the Merdeka Mengajar Platform across different experience levels.

#### *4.2 Platform Activation and Usage*

All respondents confirmed that they had activated their akun belajar.id to access the Merdeka Mengajar Platform, indicating a high level of acceptance and integration of the platform into their teaching routines. Similarly, all respondents had used their akun belajar.id to log into the platform, demonstrating widespread usage and accessibility.

#### *4.3 Training and Understanding*

One hundred percent of the respondents had participated in socialization or training sessions about using the Merdeka Mengajar Platform. This high participation rate reflects the effectiveness of the outreach and training programs associated with the platform. All respondents felt that the training they received was clear and helpful in understanding how to use the platform. This indicates that the training sessions were well-designed and effectively communicated the necessary information.

#### *4.4 Frequency and Impact of Platform Use*

##### *Frequency of Watching Inspirational Videos per Month*

The pie chart illustrates how often respondents watch inspirational videos on the platform each month:

- Several times a week: 30%
- Once a week: 25%
- Several times a month: 25%
- Once a month: 20%

The high frequency of video consumption suggests that these videos are a valuable resource for teachers, providing ongoing inspiration and practical ideas for their teaching practices. Videos focusing on practical teaching strategies and success stories were cited as the most impactful by the respondents. These videos play a crucial role in enhancing teachers' motivation and creativity in the classroom.

#### *4.5 Relevance and Benefits of Training Modules*

Respondents had participated in various training modules offered by the platform, which were found to be highly relevant to their teaching needs. The training topics covered a broad range of subjects, aligning well with the diverse requirements of high school teachers.

##### *Perceived Benefits*

The pie chart presents the perceived benefits from using the platform:

- Highly beneficial: 40%
- Beneficial: 35%
- Moderately beneficial: 15%
- Slightly beneficial: 10%

The majority of respondents reported substantial benefits from participating in these training sessions, indicating the platform's effectiveness in enhancing teaching practices.

#### *4.6 Usage of Platform Features*

Many respondents frequently viewed and uploaded teaching artifacts (bukti karya) on the platform. This feature was particularly valued for providing inspiration and fostering a sense of community among teachers. The assessment tools provided by the platform were widely used and found to be effective in monitoring student progress. Respondents noted that these tools helped them in providing timely and accurate assessments of student performance.

#### *4.7 Challenges and Suggestions*

While a few respondents reported minor technical difficulties in using the platform, the majority did not encounter significant issues. This suggests that the platform is generally user-friendly and accessible. Respondents suggested enhancing the platform's user interface and providing more localized content to better cater to specific teaching contexts. These suggestions highlight areas for potential improvement to further increase the platform's effectiveness and user satisfaction.

#### *4.8 Impact on Teaching Practices*

The platform had a positive impact on teachers' confidence and creativity in designing lesson plans. Respondents felt more motivated to develop themselves as educators, which is crucial for fostering continuous professional growth. There was a noticeable increase in student engagement and enthusiasm in the classroom after the teachers began using the platform. Students were more active in discussions and showed a higher level of interest in learning activities, indicating that the platform positively influences student behavior and learning outcomes.

#### *4.9 Overall Satisfaction*

Overall, the respondents expressed high satisfaction with the Merdeka Mengajar Platform. They appreciated its comprehensive resources, ease of use, and the positive impact it had on both their teaching practices and student outcomes.

The results of the analysis address the research questions and objectives by demonstrating that the Merdeka Mengajar Platform is widely used and highly beneficial to teachers in DKI Jakarta. The findings support the hypothesis that the platform enhances teaching practices and improves student engagement and learning outcomes.

## **CONCLUSION**

The utilization of the Merdeka Mengajar Platform has significantly impacted the teaching practices and educational outcomes among high school teachers in DKI Jakarta province. The platform's integration into daily teaching routines has been seamless, largely due to effective training sessions that have enhanced teachers' understanding and utilization of its features. Teachers reported increased motivation and creativity in their lesson planning, which translated into higher student engagement and enthusiasm in the classroom. Although some challenges such as technical difficulties and the need for more localized content were noted, overall satisfaction with the platform remains high. The findings underscore the importance of educational technology and continuous professional development in enhancing teaching quality. The study also highlights the necessity for ongoing support and improvements to the platform to maximize its benefits. These results contribute valuable insights for policymakers and educational stakeholders aiming to optimize digital platforms in education, providing a foundation for future research on their long-term impact and effectiveness across different educational contexts.

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