

THE CONTRIBUTION OF THE USE MERDEKA MENGAJAR PLATFORM TO THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM BY TEACHERS AT SDN PADANG SELATAN DISTRICT, PADANG CITY

Elsya Safitri^{1*}, Syahril², Nelfia Adi³, Widiawati⁴

¹²³⁴ Department of Educational Administration, Padang State University, Padang, Indonesia

ARTICLE INFO

Article history:

Received August 10, 2024

Revised June 07, 2024

Accepted June 29, 2024

Available online September 30, 2024

Keywords:

Contribution, The use of Merdeka Mengajar Platform, Implementation of Independent Curriculum



This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license.

Copyright © 2022 by Author. Published by Laboratory of Educational Administration Departemen Universitas Negeri Padang

Corresponding Author:

Elsya Safitri

Email: safitrielsya1@gmail.com

ABSTRACT

This article aims to explain the implementation of the independent curriculum, the use of Merdeka Mengajar Platform, and the contribution of the use Merdeka Mengajar Platform to the implementation of independent curriculum by teachers. This type of research is quantitative correlation research. The study population was 157 teachers, of which 78 were sampled using the Proportional Stratified Random Sampling technique. Data were collected with a questionnaire of the Likert scale model that had been tested for validity and reliability. The results of the data analysis show that 1) the Implementation of the Independent Curriculum with an achievement rate of 88.09% is in a good category, 2) the use of Merdeka Mengajar Platform with an achievement rate of 86.39% is in a good category, 3) there is a significant contribution between the use of Merdeka Mengajar Platform and the Implementation of the independent curriculum with a large contribution of 74.4% with the remaining 25.6% influenced by other variables.

1. INTRODUCTION

The curriculum serves as a guideline in the education system, determining the direction and goals of the learning process in schools. A well-structured curriculum not only provides a clear direction but also ensures that various educational activities are aligned with the desired end goal (Khoirurrijal et al., 2022). Without a clear curriculum, the educational process will lose direction and structure, hindering the achievement of optimal results. Therefore, a deep understanding of the role and content of the curriculum is very important for all education actors.

In the context of curriculum updates, Angga in Oktaviani & Ramayanti (2023) explained that the curriculum must certainly undergo updates and improvements along with the development of science and technology. The Covid-19 pandemic has accelerated these changes, forcing the education system to adopt new methods of learning. Indonesia has undergone various curriculum changes, from the Lesson Plan Curriculum to the 2013 Curriculum, and is now heading towards the Independent Curriculum which is planned to be implemented in 2024 (Hidayat in Apriatni et al., 2023). The Independent Curriculum aims to provide freedom for students to explore their interests and talents, through the Independent Learning policy spearheaded by the Minister of Education and Culture, Nadiem Makarim (Hendri, 2020).

Previous research shows that the Independent Curriculum is expected to bring positive changes in the learning process in elementary schools. Aprima & Sari (2022) emphasizing the importance of differentiated learning approaches that meet the individual needs of students. Hasim (2020) also highlights the importance of independence in education, which allows educational institutions to adapt learning methods. However, research by Sudarto et al. (2021) reveals that despite the emphasis on

project-based practices and the Pancasila Student Profile, challenges in the field often hinder the effective implementation of the curriculum (Rahayu et al., 2022).

Using the Merdeka Mengajar Platform is the key to supporting the implementation of the Independent Curriculum (Rohimat et al., 2022). The platform provides tools and resources that make it easier for teachers to plan, implement, and evaluate learning. Fathoni et al. (in Aditya et al., 2023) point out that although this platform has great potential, many teachers still face difficulties in utilizing it effectively. This phenomenon can be seen at SDN Padang Selatan District, Padang City, where the implementation of the Independent Curriculum and the use of the Merdeka Mengajar Platform have not been optimal.

This phenomenon raises the hypothesis that the use of the Merdeka Mengajar Platform contributes to the implementation of the Independent Curriculum. Better utilization of this platform is expected to improve aspects of planning, implementation, assessment, as well as reflection and follow-up of learning, which ultimately has a positive impact on student learning outcomes. This research aims to explore the contribution of the Merdeka Mengajar Platform to the implementation of the Independent Curriculum and identify the necessary challenges and solutions.

This research is very important ahead of the comprehensive implementation of the Independent Curriculum in 2024. It is hoped that this research can provide deeper insights into the role of the Merdeka Mengajar Platform in supporting teachers to face the new curriculum, to ensure the successful implementation and improvement of the quality of education.

This research will be conducted at SDN Padang Selatan District, Padang City, considering the phenomenon of problems in the implementation of the Independent Curriculum and the use of the Merdeka Mengajar Platform. The study population included teachers at the elementary school, with samples taken from those directly involved. The results of this study are expected to provide a clear picture of the contributions and challenges of using the Merdeka Mengajar Platform in this context.

Through this research, it is hoped that effective strategies can be identified to optimally utilize the education platform and support the successful implementation of the new curriculum, resulting in a quality and supportive learning environment for students.

2. METHOD, DATA, ANALYSIS

This study uses a quantitative method with a type of correlational research because this study aims to see the relationship between the use of the Merdeka Mengajar Platform and the implementation of the Independent Curriculum. The research aims to determine the extent to which the use of this platform contributes to the implementation of the curriculum at SDN Padang Selatan District. The independent variable in this study is the use of the Merdeka Mengajar Platform, while the dependent variable is the implementation of the Independent Curriculum.

The population in this study includes teachers of grades I, II, IV, and V at SDN Padang Selatan District, totaling 157 people. To determine a representative sample, the researcher used the Slovin formula with a significance level of 10%, so that the minimum sample size was 62 teachers. The sampling technique used is Stratified Proportional Random Sampling, which allows sampling from different strata with appropriate proportions to ensure representativeness (Sugiyono, 2022). Sampling is based on the working period of teachers by grouping the working period so that the final sample taken is 78 teachers.

The research instrument is in the form of a questionnaire designed using the Likert scale to measure respondents' attitudes, opinions, and perceptions. The questionnaire consisted of two parts: one to measure the use of the Merdeka Mengajar Platform and another to measure the implementation of the Independent Curriculum. The Likert Scale consists of five answer options: Very Suitable (5), Suitable (4), Less Suitable (3), Not Suitable (2), and Very Not Suitable (1). The weight of these answers is given a score which is then used in data analysis.

Data analysis was carried out using SPSS 29.0 for Windows. The validity and reliability test of the questionnaire was carried out to ensure the accuracy of the data. Validity tests identify items that do not meet standards (Sugiyono, 2022), while reliability tests use Cronbach's Alpha values to ensure the internal consistency of the instrument (Sujarweni, 2014). The data was analyzed with a normality test to check the residual distribution and a linearity test to find out the relationship between variables. Hypothesis testing was carried out using the product moment correlation technique to determine the correlation between variables, as well as the t-test to measure the significance of the correlation. The determination coefficient (R^2) is used to measure the contribution of the use of the Merdeka Mengajar Platform to the implementation of the Independent Curriculum. All of these analyses provide insight into the extent to which the platform contributes to the successful implementation of the Independent Curriculum.

3. RESULT AND DISCUSSION

Implementation of the Independent Curriculum

The implementation of the Independent Curriculum at SDN Padang Selatan District shows significant achievements in several aspects, although several areas require further attention. The Independent Curriculum, based on the Decree of the Minister of Research, Technology and Higher Education No.56 of 2022, aims to improve and perfect the previous curriculum. In this context, the role of teachers as implementers, adapters, developers, and researchers is very important (Sanjaya, 2016). The implementation of the Independent Curriculum is based on various legal bases that serve as a reference and guide for educational institutions at the pre-school, elementary, and secondary levels (Ketaren et al., 2022). The implementation process involves education stakeholders and follows the legal guidelines set by the central government through the Ministry of Education, Culture, Research, and Technology (Asroa et al., 2023).

Teachers must be able to adapt the curriculum to relevant materials and manage the learning process effectively (Mulyasa, 2015). Learning management at SDN Padang Selatan District follows four main stages: planning, implementation, assessment, as well as reflection and follow-up of learning.

Table 1. Level of Achievement of Independent Curriculum Implementation Indicators

No	Indicators	Item Count	Ideal Total Score	Total Average Score	Average Indicator	% TCR	Category
1.	Learning Planning	10	50	44,13	4,41	88,25%	Good
2.	Learning Implementation	8	40	36,28	4,53	90,69%	Excellent
3.	Learning Assessment	9	45	39,79	4,42	88,43%	Good
4.	Reflection and Follow-up Learning	11	55	47,58	4,33	86,50%	Good
Total Average Score		38	190	167,37	4,40	88,09%	Good

Based on data analysis regarding the implementation of the Independent Curriculum by teachers at SDN Padang Selatan District, it was found that overall, the implementation of the curriculum was in a good category with a percentage of 88.09%. The data shows that each indicator has an average score of < 4.5 out of a maximum score of 5. This shows that even though the implementation of the Independent Curriculum has been carried out well, there is still room for improvement. In particular, the aspects of reflection and follow-up learning showed good results with an average score of 4.33 and a percentage of 86.50%. However, some aspects need to be improved, namely the implementation of reflection with fellow educators who get an average score of 4.21.

In particular, reflection and follow-up learning, which includes assessment of the learning process and continuous improvement, has gone well but there are some shortcomings. Peer reflection, which scored an average of 4.21, suggests that some teachers may still need to increase their involvement in the process of collective reflection. Reflection is an important part of the process of evaluation and improvement of learning (Ismayanti et al., 2020). Teachers are expected to reflect at least once per semester to increase the effectiveness of learning (Anggraena, 2022).

Erwindani (2023) explained that effective learning reflection, both individually and with peers, is crucial in understanding the learning experience and improving the teaching process. Openness in receiving and providing input is the key to the success of this reflection. Relevant discussions and documentation of reflection can improve the quality of teaching and create a culture of professionalism in schools.

Thus, to achieve the optimal implementation of the Independent Curriculum, it is recommended that teachers at SDN Padang Selatan District continue to improve and improve the quality of the implementation of joint reflection. Measures such as in-depth discussions, giving ample time for reflection, and creating a comfortable environment are essential for building a collaborative culture and supporting continuous improvement in the learning process.

The Use of Merdeka Mengajar Platform

Merdeka Mengajar Platform is an integral part of the Ministry of Education, Culture, Research, and Technology's strategy to support the implementation of the Independent Curriculum. (Wahyudin et al., 2024). The platform is designed to support three main functions: teaching, learning, and creating (Mengajar, 2024). In the context of the implementation of the Independent Curriculum, this platform

provides a variety of tools and references for teachers, including teaching tools, student assessments, self-training, and features for sharing good practices such as proof of work (Merdeka, 2022).

Table 2. Achievement Level of the Merdeka Mengajar Platform Indicators

No	Indicators	Item Count	Ideal Total Score	Total Average Score	Average Indicator	% TCR	Category
1.	Accessing PMM	5	25	22,42	4,50	89,92%	Good
2.	Using PMM Features	24	120	102,85	4,29	85,89%	Good
Total Average Score		29	145	125,27	4,32	86,39%	Good

Based on data analysis regarding the use of the Merdeka Mengajar Platform by teachers at SDN Padang Selatan District, it was found that overall, the use of the platform was in a good category with a percentage of 86.39%. The data shows that each indicator has an average score of ≤ 4.5 out of a maximum score of 5. This shows that even though the use of the Merdeka Mengajar Platform by teachers has been carried out well, there is still room for improvement. In particular, the aspect of using the features on the Merdeka Mengajar Platform showed good results with an average score of 4.29 and a percentage of 85.89%. However, there is an aspect that needs to be improved, namely the proof of work feature, which is designed to allow teachers to upload and share their work, such as YouTube videos, getting a lower average score of 4.01. This shows that even though teachers have used this feature, they still need to improve its utilization. According to him, the work function of this User Guid Merdeka Mengajar Platform (2022) platform is very important for documenting and sharing good practices and teachers' work.

Anwar & Utami (2023) Identify some of the problems faced by teachers in organizing and carrying out real actions. These problems include a low understanding of the topic, difficulty in managing time, and challenges in compiling real actions. This shows that teachers may have difficulty in using the proof of work feature optimally.

Therefore, to increase the effectiveness of the use of the Merdeka Mengajar Platform at SDN Padang Selatan District, a solution is needed to overcome this problem. Some solutions that can be considered include: (1) improved Training: provide additional training on the use of platform features, especially for proof-of-work features; (2) sufficient time: provide more flexible time for the planning and implementation of concrete actions, including their documentation; (3) technical support: provide adequate technical support to assist teachers in overcoming technical problems or obstacles in using the platform, (4) openness and collaboration: encourage collaboration between teachers to share experiences and best practices in using the proof-of-work feature.

By implementing this solution, it is hoped that the use of the Merdeka Mengajar Platform can be further improved, so that teachers can take advantage of all existing features to support the effective implementation of the Independent Curriculum.

The Contribution of the Use of the Merdeka Mengajar Platform to the Implementation of the Independent Curriculum

Data analysis using the product moment correlation technique shows that the value of the correlation coefficient (r) is 0.863. With the value of the r_{table} at the significance level of 5% of 0.185, the calculation results show that the r_{count} (0.863) is greater than the r_{table} (0.185). This shows that there is a significant relationship between the use of the Merdeka Mengajar Platform and the implementation of the Independent Curriculum. In addition, the significance value obtained was also less than 0.01, which was smaller than 0.05, so the research hypothesis was accepted.

Furthermore, the T-test was carried out to measure the significance of the relationship between the use of the Merdeka Mengajar Platform and the implementation of the Independent Curriculum. The results of the calculation of the T-test using SPSS 29.0 for Windows produced a calculated t-value of 14.875. The t-value of the table for degrees of freedom (df) of 76 ($N-2$) at the significance level of 5% is 1.665. Because the t-count (14.875) is greater than the t-table (1.665), there is a significant relationship between the two variables.

To determine the contribution of the use of the Merdeka Mengajar Platform to the implementation of the Independent Curriculum, the determination coefficient (R^2) is calculated. From the results of the analysis with SPSS 29.0 for Windows, an R^2 value of 0.744 was obtained. This means that the contribution of the use of the Merdeka Mengajar Platform to the implementation of the Independent Curriculum is 74.4%, while the remaining 25.6% is influenced by other factors that are not analyzed in this study.

Table 3. Recapitulation of Correlation Test Results and Correlation Significance and Determination Coefficient Test with R-Test Table and T-Test Table

r- calculate	>	r-table	t- calculate	>	t- table	Coefficient of determination (r ²)
0,863		0,1852	14,875		1,665	74,4%

The results of this study show that there is a significant relationship and substantial contribution between the use of the Merdeka Mengajar Platform and the implementation of the Independent Curriculum. The high correlation coefficient value (0.863) and the results of the significant T-test (t count = 14.875) confirm that the use of the Merdeka Mengajar Platform plays an important role in the successful implementation of the Independent Curriculum. This is in line with the strategy implemented by the Ministry of Education, Culture, Research, and Technology, which emphasizes the importance of technology platforms in supporting curriculum implementation (Wahyudin et al., 2024)

The Merdeka Mengajar platform is designed to support three main functions: teaching, learning, and working, as well as providing references, inspiration, and understanding for teachers. This platform is a crucial part of the Independent Curriculum program launched in the 2022/2023 school year. The findings of the study show that the contribution of the use of the platform to the implementation of the curriculum reaches 74.4%, indicating how significant the role of this platform is in supporting teaching and learning.

However, the results of the study also highlight the need for further attention to other factors that may affect the implementation of the Independent Curriculum. The remaining 25.6% of the contribution came from other variables that were not analyzed in this study. Therefore, it is important to continue to conduct evaluations and training to maximize the benefits of using the Merdeka Mengajar Platform and ensure that all platform features are used optimally to support curriculum goals.

Overall, the results of this study emphasize the importance of educational technology support and training to increase the effectiveness of teaching and learning, as well as strengthen the success of the implementation of the Independent Curriculum.

4. CONCLUSION

The results of the data analysis show that 1) the Implementation of the Independent Curriculum with an achievement rate of 88.09% is in a good category, 2) the use of Merdeka Mengajar Platform with an achievement rate of 86.39% is in a good category, 3) there is a significant contribution between the use of Merdeka Mengajar Platform and the Implementation of the independent curriculum with a large contribution of 74.4% with the remaining 25.6% influenced by other variables.

5. ACKNOWLEDGE

Thank you very much to Mr. Drs. Syahril, M.Pd, Ph.D. who has guided me in the process of making this thesis from beginning to end. Then to all Mr./Mrs. teachers of SDN Padang Selatan District who have been willing to be respondents in my research. Don't forget the examiner who has provided suggestions and input for my thesis and all parties who have helped in completing this thesis. The author has made every effort in writing this thesis.

6. REFERENCES

- Aditya, M., Wardana, W., Panca Indra, D., & Ulya, C. (2023). Analisis Penggunaan Aplikasi Merdeka Belajar Oleh Guru Bahasa Indonesia di SMP Surakarta Sebagai Akselerasi Implementasi Kurikulum Merdeka. 13, 209–220. <https://doi.org/10.23887/jpbsi.v13i3.69150>
- Anggraena, Y. (2022). Panduan Pembelajaran dan Asesmen Kurikulum 2013. Seminar Pendidikan IPA Pascasarjana UM, 123.
- Anwar, C., & Utami, R. P. (2023). Analisis Problematika Guru Dalam Membuat Aksi Nyata Pada Platform Merdeka Mengajar. SENTRI: Jurnal Riset Ilmiah, 2(2), 353–360. <https://doi.org/10.55681/sentri.v2i2.385>
- Apriatni, S., Nindiasari, H., & Tirtayasa, S. A. (2023). Analisis Kesiapan Madrasah dalam Mengimplementasikan Kurikulum Merdeka (Studi di MAN 2 Kota Serang). <http://jiip.stkipyapisdmpu.ac.id>

- Aprima, D., & Sari, S. (2022). Analisis Penerapan Pembelajaran Berdiferensiasi Dalam Implementasi Kurikulum Merdeka Pada Pelajaran Matematika SD. *Cendikia : Media Jurnal Ilmiah Pendidikan*, 13 (1)(1), 95–101.
- Asroa, I., Susanti, H., & Fadriati. (2023). Kesiapan Sekolah terhadap Implementasi Kurikulum Merdeka (Studi Kasus di SMPN 5 Padang Panjang). *Jurnal Keislaman Dan Ilmu Pendidikan*, 5(1), 126–137. <https://doi.org/10.36088/islamika.v5i1.2447>
- Erwindani, A. (2023). Serunya Melakukan Refleksi Pembelajaran Bersama Rekan Guru. <https://cabdindikwil1.com/blog/serunya-melakukan-refleksi-pembelajaran-bersama-rekan-guru/>
- Hasim, E. (2020). Penerapan Kurikulum Merdeka Belajar Perguruan Tinggi di Masa Pandemi Covid-19. *Webinar Magister Pendidikan Dasar Pascasarjana Universitas Gorontalo*, 1(1), 68–74.
- Hendri, N. (2020). Merdeka Belajar: Antara Retorika dan Aplikasi. *E-Journal Tech*, 08(01), 2541–3600. <https://doi.org/10.1007/XXXXXX-XX-0000-00>
- Ismayanti, Arsyad Muhammad, & Marsida Hikmah Dewi. (2020). Penerapan Strategi Refleksi Pada Akhir Pembelajaran Untuk Meningkatkan Keterampilan Berpikir Kreatif Peserta Didik Pada Materi Fluida. *Jurnal Pendidikan Fisika Dan Terapannya*, 3, 27–31.
- Ketaren, A., Rahman, F., Meliala, H. P., Tarigan, N., & Simanjuntak, R. (2022). Monitoring dan Evaluasi Pemanfaatan Platform Merdeka Mengajar pada Satuan Pendidikan Aswinta. *Jurnal Pendidikan Dan Konseling*, 4(6), 10340–10343. <https://doi.org/https://doi.org/10.31004/jpdk.v4i6.10030>
- Khoirurrijal, Fadriati, Sofia, D, M. A., Gandi, S., Muin, A., Tajeri, F., Hamdani, & Suprapno. (2022). *Pengembangann Kurikulum Merdeka*. CV. Nusantara Abadi.
- Mengajar, M. (2024). Platform Merdeka Mengajar. <https://pusatinformasi.guru.kemdikbud.go.id/hc/id/articles/6090880411673-Apa-ltu-Platform-Merdeka-Mengajar>.
- Merdeka, I. K. (2022). Materi Pelatihan Platform Merdeka Mengajar Platform Merdeka Mengajar. https://kupdf.net/queue/materi-41-platform-merdeka-mengajar-untuk-ikm_630361c5e2b6f5555d9912b7_pdf?queue_id=-1&x=1722084122&z=MjAwMToNDhhOjEwNDE6NGVkmTpkNTM6YmViMjphYTUxOjI4Mjc=
- Mulyasa, E. (2015). Implementasi kurikulum tingkat satuan pendidikan : Kemandirian guru dan kepala sekolah. <https://inlisilite.uin-suska.ac.id/opac/detail-opac?id=12281>
- Oktaviani, S., & Ramayanti, F. (2023). Analisis Kesiapan Sekolah dalam Mengimplementasikan Kurikulum Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 7(3), 1454–1460. <https://doi.org/10.31004/basicedu.v7i3.5156>
- Panduan Penggunaan Platform Merdeka Mengajar. (2022). Panduan Penggunaan Platform Merdeka Mengajar versi 0.2.0. 1–10.
- Keputusan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini. (2022). Implementasi Kurikulum Merdeka Di Sekolah Penggerak. *Junal Basicedu*, 6(4), 6313–6319. <https://doi.org/10.57216/pah.v18i2.480>
- Rohimat, S., Sanusi, S., & Munthahanah, M. (2022). Diseminasi Platform Merdeka Mengajar Untuk Guru Sma Negeri 6 Kota Serang. *ABDIKARYA: Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, 4(2), 1–9. <https://doi.org/10.47080/abdikarya.v4i2.2035>
- Sanjaya, W. (2016). Strategi pembelajaran berorientasi standar proses pendidikan. Prenadamedia.
- Sudarto, Hafid, A., & Amran, M. (2021). Analisis Implementasi Program Merdeka Belajar di SDN 24 Macanang dalam Kaitannya dengan Pembelajaran IPA/Tema IPA. *Seminar Nasional Hasil Penelitian 2021*, 1(1), 406–417. <https://ojs.unm.ac.id/semnaslemlit/article/view/25268>
- Sugiyono. (2022). Metode Penelitian Kuantitatif, Kualitatif, Dan R&D. Alfabeta.
- Sujarweni, V. W. (2014). Metodologi Penelitian Lengkap, praktis, dan mudah dipahami (Vol. 3). Pustaka Baru Press.
- Wahyudin, D., Subkhan, E., Malik, A., Hakim, Moh. A., Sudiapermana, E., Alhapip, L., Maisura, R., Amalia, N. R. A. S., Solihin, L., Ali, N. B. V., & Krisna, F. N. (2024). Kajian Akademik Kurikulum Merdeka. In *Kemendikbud* (pp. 1–143). Pusat Kurikulum dan Pembelajaran Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. <https://kurikulum.kemdikbud.go.id/file/>.