

TEACHERS' PERSPECTIVE TOWARD  
PLATFORM MERDEKA MENGAJAR IN  
IMPLEMENTING KURIKULUM MERDEKA  
AT SMP NEGERI 2 TUGALA OYO IN  
2023/2024

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MERDEKA MENGAJAR IN IMPLEMENTING KURIKULUM  
MERDEKA AT SMP NEGERI 2 TUGALA OYO IN 2023/2024**

**UNDERGRADUATE THESIS**



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## INTRODUCTION

**1.1 Background of the Research**

The current era of globalization is an era where technology is used in everyday life in almost all aspects and information is quickly transmitted from information providers to information recipients. The revolution brought by this era of globalization has both positive and negative influences. Nowadays, globalization has begun to spread to the younger generation, there are many ways to transfer knowledge using digital applications. Today's millennial generation prefers and interested to learning through digital applications, with digital applications they are happier learning and increasing their creativity. Okra R. (2019) digital learning can be interpreted as all forms of physical communication equipment in the form of software and devices that must be created or developed used and managed for learning needs and achieving effectiveness and efficiency in the learning process. Educators who use digital application-based learning models are evidence of the development of the millennial era in the world of education.

In the world of education, you are certainly familiar with the term curriculum. (Jeffline et al 2020, Angga 2022) Curriculum is one of the important parts of an educational process. Because it is a basis and guideline in education, therefore without a curriculum it will look chaotic and disorganized. The definition of curriculum is also stated in Law Number 20 of 2003 concerning the National Education System Article 1 point 19, namely: "Curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve educational goals certain".

However, based on the news published on the kompasiana.com website entitled "Obstacles to Learning with the Independent Curriculum" it is said that the independent curriculum cannot be implemented optimally due to 1) lack of teacher experience in teaching the independent curriculum, 2) lack of access to learning and 3) management time. This in line with the article

published on the 26<sup>th</sup> August 2022 on the baikpangkat.com website entitled "Obstacles for our teachers implementing the independent curriculum". In the article it is written that teachers still rely on textbooks, both student books and teacher books as the only learning source.

Meanwhile, other learning sources are considered unimportant. This is what makes teachers carry out less activities to improve literacy. Lack of literacy is sometimes accompanied by a lack of references. There are still textbooks for students and teachers currently published by book centers whose quality is not as expected. The case of the withdrawal of one of the Independent Curriculum books which had been circulating in electronic format shows this book provide references that can help teachers references regarding how to facilitate learner-centered learning effectively. Teacher limitations in a reference for implementing *kurikulum merdeka* can be considered in to create learning activities that suit the needs of students. Difficulty in digital or internet access is also an obstacle for teachers implementing the *kurikulum merdeka*. An unstable internet network will make it difficult for teachers to access materials that are learning resources. In fact, some schools still do not have adequate digital and internet facilities, one of the schools than has unsupportive internet is SMP Negeri 2 Tugala Oyo. So that, teachers must also have easy access to digital and the internet.

Regulation Number 56/M/2022 of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia concerning Guidelines for Implementing Curriculum in the Context of Learning Revitalization and Learning Recovery (2022). However, until there is an evaluation of learning recovery in 2024, schools are not ready to use the *kurikulum merdeka* would be one option. who are not ready to adopt. *Kurikulum merdeka* should stick to the 2013 Curriculum or Emergency Curriculum.

The efficiency and competence of teachers in the education sector needs to be improved by the Ministry of Education and Culture. Therefore, a special platform for teachers has been created to develop the potential and skills of educators, because the main aim of the Merdeka Mengajar Platform (PMM) is to increase the competencies possessed by educators and strive to inspire

other educators. Platform Merdeka Mengajar (PMM) platform provides equal opportunities for educators to learn and improve their skills anywhere and anytime. The “Learning” feature on the Platform Merdeka Mengajar (PMM) provides independent training opportunities for educators and education staff to obtain various high-quality training materials and study them independently.

Lena et.al (2023) The technology platform known as Platform Merdeka Mengajar, or PMM, allows educators to access resources, ideas, and knowledge related to autonomous curriculum. By using PMM, educators can better tailor their instruction to the skills of their students, gain training that will increase their competency, and involve the community in creating a collaborative learning environment with other educators. Platform Merdeka Mengajar (PMM) allows more educators the ability to learn and improve their skills and abilities at any time or place. The platform also provides a feature of “Learning” in which there are independent training facilities for both educators and educational workers to access quality and quality resources or training materials, and they can also do it independently (Kemendikbud Ristek, 2021).

Based on researcher title about teachers perspective the term "Teacher's Perspective" refers to the viewpoint or outlook of an individual who is actively engaged in the profession of teaching. It encompasses the beliefs, attitudes, values, experiences, and insights that teachers bring to their roles as educators. A teacher's perspective is shaped by their training, background, teaching philosophy, classroom experiences, interactions with students and colleagues, as well as their personal and professional goals. Understanding the teacher's perspective is important for gaining insight into their motivations, challenges, successes, and approaches to education. It can help in appreciating the complexities of the teaching profession, as well as in fostering effective communication, collaboration, and support for teachers in their work with students. With the Merdeka Belajar platform teachers to assisted syllabus, lesson plans, learning media and excetera. In accordance with the elaborated explanation above, the researcher utilized qualitative

methods in the study as the suitable way. Auebrac and Silverstein in Sugiyono (2020) say "Qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful descriptive patterns of a particular phenomenon". The title is **"Teachers' Perspective Towards Platform Merdeka Mengajar in Implementing Kurikulum Merdeka at SMP Negeri 2 Tugala Oyo 2023/2024"**.

## 1.2 Focus of the Research

This research focuses on analyzing the Teachers perspective toward Platform Merdeka Belajar in implementing the Kurikulum Merdeka in SMP Negeri 2 Tugala Oyo.

## 1.3 Formulation of the Problem

Formulation of the problem will conducted to answer this questions raised in the following questions :

1. What are teachers' perspective toward Platform Merdeka Mengajar in implementing Kurikulum Merdeka at SMP Negeri 2 Tugala Oyo?
2. How the teachers' at SMP Negeri 2 Tugala Oyo follow developments of Platform Merdeka Mengajar?

## 1.4 Objective of the Research

Objective of the study based on the statement of the formulation of the problem above :

1. To describe the teachers' perspective toward platform merdeka mengajar in implementing kurikulum merdeka at SMP Negeri 2 Tugala Oyo in 2023/2024"
2. To find out the way of the teachers to follow the developments of Platform Merdeka Mengajar

### 1.5 Significance of the Research

- a. Theoretically **this research is useful** as a source for further research related to the Platform Merdeka Mengajar, especially about Teachers' perspective about that's application in the kurikulum merdeka.
- b. Practically:
  1. For teachers, this research can be used as a guideline on how to use and to know what the benefits of the Platform Merdeka Mengajar.
  2. For researchers, this research can be used as a direct experience before becoming a teacher in a school, and to know how many important platforms for independent learning in the Merdeka Curriculum
  3. For University of Nias, **the results of this research can improve campus ratings in the field of research.**

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Theoretical Framework

##### 2.1.1 Teachers' Perspective

Chasani (2022) Since teachers are professionals in the field of education, parents have indirectly given the school teachers some responsibility for their children's education since they sent their kids there. Therefore, teachers have implicitly agreed to take on and undertake some of this obligation. Teacher is job or profession is important in school, because without teacher a student will never achieve the goal and without teacher a student will not be someone who is educated. They are responsible for creating lesson plans, delivering lectures, assessing student progress, and fostering a positive learning environment. Teachers can work at different levels of education, from preschool to university, and can specialize in various subjects or fields of study.

Teacher refers to the office, position, and career path of an individual who dedicates themselves to the field of teaching through formal, structured classroom interactions. The influence that teachers have on students' short-term academic performance only goes so far in explaining their impact on students' long-term success. So that the role of teacher is very important, because teachers are figures in the world of education. Perspective various kinds of perspective that occur in our lives are normal, Therefore everyone certainly has a way of looking at things with a different perspective. Sujarwo *et.al* (2020) Perspective is a perspective on a problem or a certain point of view used in seeing a phenomenon or a point a view.

Perspective according to Charon (1979) in (Mutiara 2021) is a conceptual framework, a series of presumptions, a set of ideals, and a collection of ideas that shape someone's vision and, ultimately, their behavior under particular circumstances. Perspective can also be interpreted as a point of view, namely



person's way of assessing something which can be presented verbally or in writing. The teacher's perspective is the teacher's way of looking at something/phenomena that is happening.

According to David Krech and Richard S. Krutch in Rakhmat (2001) in Mutiara (2021) perspective influenced by :

a. Functional factors

Based on needs, prior experiences, and other personal factors including education, cultural background, horizons and knowledge, learning process, and other factors that are influenced by one's personality values. Frames of reference are a popular term used to describe functional characteristics. This frame of reference affects how individuals interpret or give meaning to the messages they encounter.

b. Structural factors

In this instance, external factors include stimuli and the surrounding environment. Because an individual gets multiple stimuli at once, a stimulus needs to be strong enough for the individual to perceive it optimistic outlook.

### 2.1.2 Definition Platform Merdeka Mengajar (PMM)

#### 1. Definition of Platform Merdeka Mengajar (PMM)

The Ministry of Education and Culture established a teaching platform, namely a learning Platform that functions as a creative driver for educators and school managers as well as teaching and learning process teams. A technological platform called the Platform Merdeka Mengajar (PMM) is made available to instructors as an official means of instruction, learning, and employment. The purpose of the Platform Merdeka Mengajar is to facilitate the implementation of the Kurikulum Merdeka by providing instructors with resources, motivation, and comprehension to aid in their teaching. (Rahayu et al., 2022). Platform Merdeka Mengajar (PMM) is also defined as an educational platform that empowers teachers achievements to create

Pancasila students. Another definition states that <sup>27</sup> the independent teaching platform is a platform designed to help teachers implement the independent curriculum easily. From the explanation of the Platform *Merdeka Mengajar* (PMM), researchers concluded that the Platform *Merdeka Mengajar* (PMM) was <sup>12</sup> a platform launched to implement the Merdeka Curriculum and make it easier for teachers and school leaders to create Pancasila students.

## 2. The Functions of Platform *Merdeka Mengajar* (PMM)

Nadiem (2022) There are three functions of the Platform *Merdeka Mengajar* which have benefits for teachers, these functions are learning, teaching and creating.

### a. Teaching

The independent teaching platform can be used as educational material for teachers. The teaching tools provided on the platform <sup>4</sup> can make it easier for teachers to quickly carry out analyzes and assessments according to the students' level of development. The teaching tools available on the platform include books, project modules, teaching modules and materials, Learning Implementation Plans, and assessments. These tools are available online and can be downloaded. In the student assessment section, teachers can access competency levels and information, assessments are based on stages and subjects, and the assessment process is carried out automatically.

### b. Study

The next feature is learning, which means teachers can independently practice and topics in training, reflective stories, training modules, real actions and understanding exercises. Real actions are generally carried out from topics training that is applied directly to students at school.

c. Create

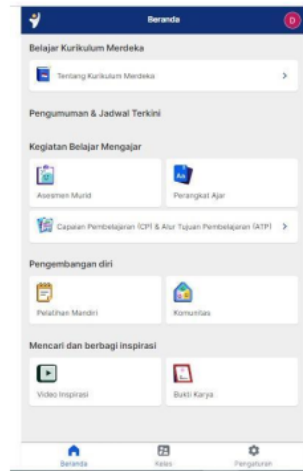
The work feature allows teachers to share portfolios and save teacher work in video format on the independent teaching platform for later sharing and giving feedback. This feedback becomes material for discussion at a later date to help teachers develop independently. <sup>53</sup> The Ministry of Education, Culture, Research and Technology <sup>2</sup> provides various and useful features on the Platform Merdeka Mengajar. This is intended to help teachers understand the nature of implementing the Merdeka Curriculum in the learning process. <sup>3</sup> However, in reality, all educators do not install and use it. The problems which hinder educators when using the Platform Merdeka Mengajar include:

- a. The level of technological proficiency of teaching staff is still minimal
- b. Instability of the internet network or connection
- c. Limited skills possessed by teaching staff
- d. Not all devices (smartphones) can download the Platform Merdeka Mengajar (PMM) application <sup>1</sup>
- e. Not everyone has access to the Merdeka Mengajar Platform (PMM).

So, the function of the Merdeka Mengajar Platform (PMM) is divided into three, namely Learning, Teaching and Creating. These three functions are very useful for educators. Educators can obtain materials for teaching and independent practice and can develop teaching skills which are expected to produce work.

### 3. Contents of the Platform *Merdeka Mengajar*

Currently, on the Platform Merdeka Mengajar there are three menus available, in which there are several sub-menus that can be accessed. The homepage display on the independent teaching platform is as shown in the following image.



The first menu, namely the independent curriculum learning menu, contains the basic principles and concepts of learning in the new paradigm of the independent curriculum, apart from that there is also a Pancasila student profile and learning achievements in the independent curriculum.

The next menu is teaching and learning activities which contain:

1. Student Assessment, Helping teachers carry out diagnostic analysis of literacy and numeracy quickly so that they can implement learning that is appropriate to the stage of achievement and development of students.
2. Teaching Toolkit, which contains various teaching materials to support teaching and learning activities, such as teaching materials, teaching modules, project modules, or textbooks. In lower menu activity Study teach there is self-development menu containing: a.

- a. <sup>1</sup> Independent Training, which contains various short training materials, so you can carry out training independently, anytime and anywhere.
- b. Communities, which contain relevant communities for learning together with other teachers, for example MGMP or Subject Teachers' Conference, Knowledge Sharing Activator Teachers community and so on.

Below there is a menu for finding and sharing inspiration which contains:

- a. <sup>1</sup> Inspirational Videos, which contain a collection of inspirational videos created by the Ministry of Education and Culture and experts, as a reference for improving competence as educators.
- b. Evidence of Work, which functions as a place for work documentation <sup>1</sup> to describe performance, competence and achievements achieved while carrying out the profession of teacher or school <sup>2</sup> principal. As well as a forum for sharing good practices and getting feedback from colleagues.

### <sup>2</sup> How to Access the Platform *Merdeka Mengajar*

*Platform Merdeka Mengajar* can only be downloaded via an Android device. Minimum specifications for Android version 5 - Lollipop. Currently it can only be accessed <sup>2</sup> via Android and web browser. The *Merdeka Mengajar* platform <sup>17</sup> can be accessed using a web browser via the link <https://guru.kemdikbud.go.id>. If you use the application, make sure you have installed the Merdeka Belajar via play store. ([centerinformation.guru.kemdikbud.go.id](http://centerinformation.guru.kemdikbud.go.id)). Some of the products and features in Platform Merdeka Mengajar allows it to be accessed offline, for example by downloading Teaching Toolkit materials to a device or smartphone. Platform Merdeka

Mengajar is intended for teachers and school principals. To be able to download the Merdeka Mengajar application at Google Play Store, you only need an Android device with minimum specifications of Android Version 5 and a storage capacity of 50 MB. To provide services in a reliable and responsible manner, the Ministry of Education and Culture team processes and stores user information on servers that have guaranteed security, in accordance with applicable legal standards and provisions. The privacy policy can be seen at the link <https://guru.kemdikbud.go.id/policy>. Platform Merdeka Mengajar can only be accessed by teachers who already have a Belajar.id account. This account can be obtained by all educators registered in the basic education data or Dapodik.

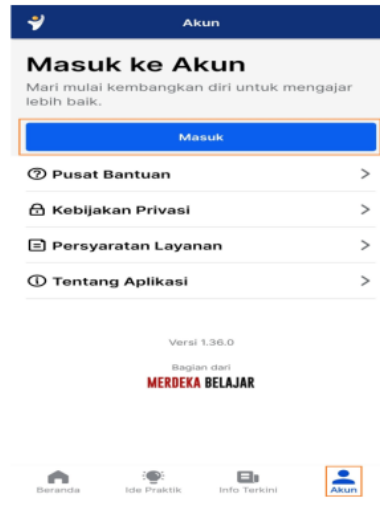
The steps to login Platform Merdeka Mengajar:

1. Open the Platform Merdeka Mengajar on your android
2. Click login :
  - a. On the Home page, swipe down until you find the Sign In or,



b.

Login

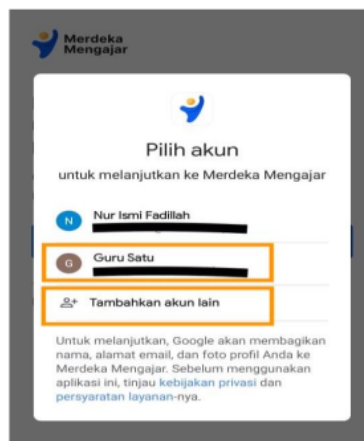


- c. For users of the Merdeka Mengajar application version 1.25.0 and above, you must agree to the Privacy Policy and Terms of Service by checking the box. Then click the Login



3. Choose your account.

- a. If you have already logged in, please select an account that is already registered, for example in the image below is the Guru Satu account. Then, you will immediately successfully enter the Platform Merdeka Mengajar.
- b. If you want to log in with an account that is not yet in the account selection list, please select Add another account.



- c. For those of you who choose Add another account, you will be directed to fill in your email and password. Make sure the email entered is an account with the domain Belajar.id or madrasah.kemendiknas.go.id. Click Next.



Berikutnya



d. Enter the password, then click next



The screenshot shows the Google login interface. At the top is the Google logo, followed by the text 'Selamat datang' and the email address 'learning-admin@testing.belajar.id'. Below this is a password input field with the placeholder text 'Masukkan sandi Anda'. To the right of the input field is a checkbox labeled 'Tampilkan sandi'. Below the input field is a link that says 'Lupa sandi?'. At the bottom right of the form area is a blue button with the text 'Berikutnya'.

e. Click I agree and you have successfully entered the Platform Merdeka Mengajar.



The screenshot shows the Google Terms of Service page. At the top is the Google logo, followed by the text 'Selamat datang' and the email address 'learning-admin@testing.belajar.id'. Below this is a paragraph of text: 'Kami memublikasikan Persyaratan Layanan Google agar Anda dapat mengetahui apa yang diharapkan saat Anda menggunakan layanan kami. Dengan mengklik 'Saya Setuju', Anda menyetujui persyaratan tersebut. Anda juga menyetujui Persyaratan Layanan Google Play untuk mengaktifkan penemuan dan pengelolaan aplikasi. Dan perlu diingat, Kebijakan Privasi Google menjelaskan cara Google menangani informasi yang dihasilkan saat Anda menggunakan layanan Google. Anda dapat membuka Akun Google Anda (account.google.com) kapan saja untuk melakukan Pemeriksaan Privasi atau menyesuaikan kontrol privasi Anda.' At the bottom right of the page is a blue button with the text 'Saya setuju'.

#### 4. Advantages and disadvantages of the Platform Merdeka Mengajar

Through Platform Merdeka Mengajar teachers can access various kinds of references such as teaching tools, carry out independent training and practice in developing competencies. All of these things are the advantages of the independent teaching platform. Besides that platform this can accessed anywhere and anytime. However platform This also has the disadvantage that it must always be connected to the internet and requires a stable network to be able to access it smoothly. Therefore, for teachers who live in certain areas where internet connections are limited, this is still a difficulty. Apart from that, regarding the appropriate device specifications to be able to install this application, some teachers who do not have the appropriate devices cannot access the application ([centralinformation.guru.kemdikbud.go.id](http://centralinformation.guru.kemdikbud.go.id)).

### 2.1.3 Definition of Kurikulum Merdeka

#### 1. Definition of Kurikulum Merdeka

Tuerah *et.al* (2023) *kurikulum merdeka* is curriculum For restoring the education system in Indonesia which is experiencing a crisis during the Covid-19 pandemic. The *kurikulum merdeka* is the name of the new curriculum which has been approved and designated as a refinement of the previous curriculum. After evaluating the 2013 Curriculum, the full implementation of the *kurikulum merdeka* will be implemented in 2024. *Kurikulum merdeka* is also defined as a curriculum that uses learning methods that aim to develop and hone students' talents and interests. *Kurikulum merdeka* is an internal learning plan that is more optimally structured and diversified so that students have sufficient time to choose from various learning sources and their education be tailored to their own learning needs and interests. The researcher concluded that *Kurikulum Merdeka*, after

being explained, is a curriculum that restores the education system and perfects the curriculum previously so as to enable <sup>12</sup> students to develop their skills according to their interests and talents.

## 2. Goals of the *Kurikulum Merdeka*

Pusmenjar 2022, *kurikulum merdeka* has several objectives including:

### a. Creating fun education

Creating fun education for educators and students is the main goal of the *kurikulum merdeka*. Focus This curriculum is Indonesian education to build character and skills in accordance with Indonesia's national ideals.

### b. Catch up on learning lags

The second aim is to cover the learning lag <sup>25</sup> caused by the Covid-19 pandemic. The aim of creating the Independent Curriculum is also to pursue education like in developed countries by freeing students to choose all their interests and talents.

### c. Development of student potential

For deeper learning, the *kurikulum merdeka* is more adaptive and efficient. Apart from that, the *kurikulum merdeka* emphasizes developing students' talents at each level and content concerned. The aim of the *kurikulum merdeka* mentioned above can be concluded that the *kurikulum merdeka* aims to make education more enjoyable so that they can catch up with education by giving freedom to students according to their interests.

## 3. Benefits of the *Kurikulum Merdeka*

Amelia (2024) The existence of the *kurikulum merdeka* program is not only an improvement on the previous curriculum, but also has other benefits, namely:

a. More Focused and Simple

The independent curriculum makes students more focused on the main material and can develop skills. The independent curriculum is a comprehensive, substantial and flexible curriculum.

b. More Independent

Curriculum allows students to choose courses according to their interests, skills and goals. Teachers and students can adapt teaching and learning activities to the skill level and stage of development of each student when using the independent curriculum.

c. More Interactive

The independent curriculum becomes more significant and not passive. In other words, in the independent curriculum there is active communication between teachers and students. Learning activities through project-based learning provide wider opportunities for students to actively study the real world, such as the environment, health and other issues.

d. Reducing Teacher Burden

With an independent curriculum that makes learning free, it is necessary to help ease the burden borne by educators. Making educators more flexible in teaching students and free from administrative tasks which are sometimes a burden on educators, free from threats and other pressures.

e. Simplified lesson plan

It is hoped that the simplification of the lesson plan will be able to lighten the burden of administrative tasks and make teachers more independent. The Ministry of Education and Culture has also given teachers the freedom to design, implement and develop lesson plans. There are three essential elements in a lesson plan, namely learning objectives, learning activities, and assessment.

f. Creating More Enjoyable

Learning The systematic learning carried out by educators in schools sometimes does not attract the attention of students. The presence of the Independent Curriculum is necessary to make conditions in the classroom more interesting and enjoyable, which will have a good effect on the quality of learning. Learning conditions not only foster students' interest in learning, but educators and parents can also feel it.

g. Free Expression

Freedom of expression aims to guarantee freedom of expression for educators and students in schools. A place to create a school environment that is free of obstacles or psychological disorders. In particular, educators have the freedom to educate students so that they can be directed and optimize the nation's children.

h. Increasing Teacher Competence

Improving the skills of educators is a task that must be carried out to develop education in Indonesia. With the advancement of the Independent Curriculum, the Independent Learning program is determined by skilled educators. However, there is still an imbalance in the capacity controlled by educators. This happens to educators in certain areas. Therefore, training is needed sustainable to grow teacher skills and classification.

i. Teacher Independence

In essence, the aim of the Merdeka Belajar program is to provide independence for teachers. Systematic learning requires essential independence for students and educators as well as support from other parties. Freedom must be fought for, not given.

j. Does not require students to be the same

Educators have always been required to make students the same as each individual through grades. The Independent Learning Program is

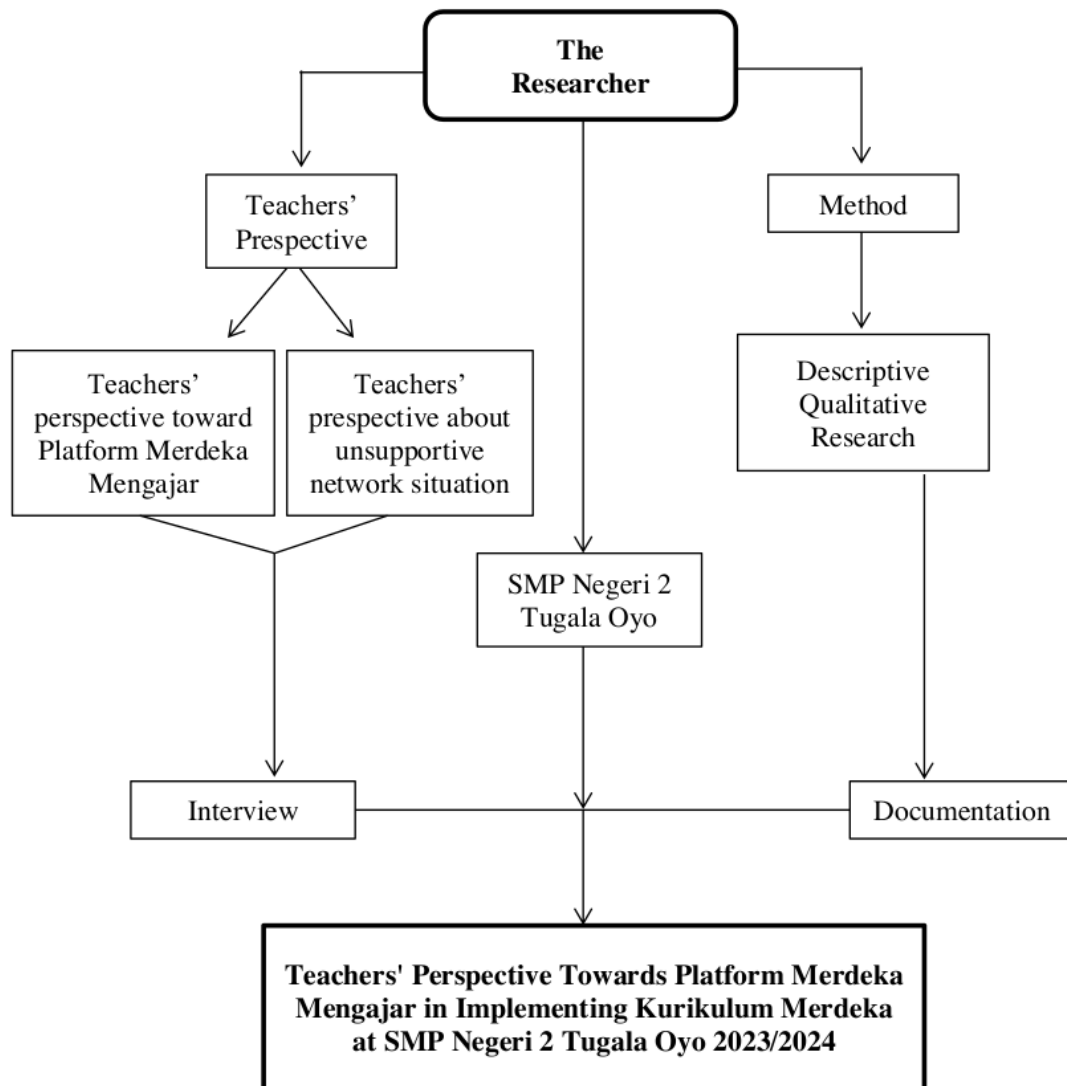
here to change educators to be the same and not require students to be the same. Because every child has different abilities from birth and these are inherent in them. Educators play an important role in developing students' abilities and growing their talents. This process requires patience, time and facilities that support the development of talent. When students know their own abilities, they will have the motivation to hone, practice and develop their potential. In this case, the teacher plays a very important role in being a listener and providing advice during the process of honing students' talents.

k. Supporting Teacher Innovation in Teaching

With the presence of the Merdeka Belajar program, educators are free to innovate in learning and apply methods to create active and creative classes. To create innovation, educators can apply learning such as joint discussions.

### 2.1.2 Conceptual Framework

A thinking framework is a researcher's tool for analyzing designs and arguing against assumptions. It is the argumentation design analysis that underlies these assumptions. In this research, the researcher chose SMP Negeri 2 Tugala Oyo as the research location. Then, to collect data, the researcher will use instruments in the form of interview guidelines with teachers at SMP Negeri 2 Tugala Oyo. After collecting the data, the researcher will report the results of the research in accordance with the actual situation in the field based on existing data without making changes or adjustments to the circumstances and results of the data. Furthermore, the conceptual framework about “Teachers' Perspective Toward Platform Merdeka Belajar in implementing Kurikulum Merdeka at SMP Negeri 2 Tugala Oyo in 2023/2024 ” is described in the schematic as follows :



## RESEARCH METHOD

**3.1 Approach and Type of the Research**

Researchers will use a qualitative approach to research. The qualitative descriptive method is used in this research method. (Sugiyono, 2020) "qualitative methods are classified as artistic methods because the research process is less patterned and are classified as interpretive methods because the data produced in a study tends to be related to the interpretation of data collected in the field". In qualitative research, data are not sought through statistics or other quantitative measurement methods (Anggito et al, 2018). Likewise the descriptive method according to (Sugiyono, 2020) "a method used to analyze or explain findings, but not used to draw broad conclusions".

Using all the information gathered from fieldwork, this qualitative description method discusses and examines items from a specific scenario. In this study, observations and interviews were the methods employed. This study clarifies the roles that elementary school educators and principals play in ensuring the success of the kurikulum merdeka in rural areas. Apart from that, it also reviews whether this kurikulum merdeka can be efficiently applied to this educational unit.

And are there any problems or obstacles and problems that were felt during the implementation of the kurikulum merdeka in these two semesters? The implementation of this design is achieved by collecting data, processing the data, and then presenting the data with useful information that is easy for readers to understand. The elements that are the subject of qualitative research using observation techniques are place, actors and activities. This research was conducted at SMP Negeri 2 Tugala Oyo. The target group for this research is teachers.



### 3.2 Variables of the Research

Variables are research objects or what is the point of attention of a research (Arikunto 2019). In this research, the researcher took the title "Teachers' Prespective Toward Platform Merdeka Mengajar in implementing Kurikulum Merdeka", so here there are variables that influence and there are variables that are influenced.

To facilitate understanding of the status of the variables studied, the variables identified in this study are, Independent variable from this research is Platform Merdeka Mengajar this is the factors that may influence and dependent variable is Teachers' Prespective, because these are the outcomes that measuring, which influenced by the independent variabels.

### 3.3 Setting and Schedule of the Research

The research will be conducted at SMP Negeri 2 Tugala Oyo located at Arolawolo, Humenesiheneasi Village, Tugala Oyo, North Nias, North Sumatra. The research period will be carried out from May to June 2024

### 3.4 Source of Data

The data of the research indicates the types of data that will be collected and will be analyzed by the researcher. Royadi *et.al* (2019:85), To achieve the objectives of qualitative research, researcher use typical qualitative data and Schedule a collection technique, such as observations and interviews which are generally absolutely used. However, the actual data collection techniques is not limited to observation and interviews. In qualitative research, other techniques, such as documents, subject life,subject matter, text publication, etc

The source of data in this research is teachers' at SMP Negeri 2 Tugala Oyo, Researcher will interview teachers' based on interview guidelines to obtain data about how teachers' perspective toward platform merdeka mengajar in implementing kurikulum merdeka .

### 3.5 Instruments of the Research

Research instrument is a tool for measuring, observing, or documenting the data Creswell (2008:151). Instrument which was used in this research is

the researcher herself. According to Sugiyono (2012:223), the researcher themselves is the essential instrument in qualitative research. A research instrument is a crucial component that must be taken into account when doing research. The quality of the data research will depend on the instruments used in the study. It refers to the role of the researcher as the organizer, data gatherer, analyst, and disseminator of the study findings. According to the justification provided, observation and interview sheets are the research instruments used by researchers.

Here the example of interview sheet, complete details are in the appendix :

<b>Interview Sheet</b>				
<b>Identitas Informan</b>				
Nama Guru :				
Jabatan :				
Hari/tanggal :				
Pukul :				
Tempat :				
No.	Pertanyaan	Jawaban		
		Guru 1	Guru 2	Guru 3
1	Apakah Bapak/Ibu telah memiliki akun di Platform Merdeka Mengajar?			
2	Apakah Bapak/Ibu membuat sendiri akun tersebut atau dibantu oleh rekan yang lain?			

### 3.6 Data Collecting Techniques

According to (Sugiyono, 2019) Since gathering data is the primary goal of research, data collection procedures are the most important stage of the process. Without a solid understanding of data collection techniques, researchers cannot expect to receive data that satisfies standards. To obtain the data of interest, the researcher use the following data collection techniques:

#### a. Interviews

Interviews are the procedure carried out by researcher whose aim is to obtain information about the problems being investigated directly

from informants/respondents in an in-depth and systematic manner. According to Sugiyono (2019), interviews are a meeting of two or more people where information and ideas are exchanged through questions and answers in such a way as to create meaning regarding a particular topic. In summary, interviews are a data collection method used by researcher to obtain verbal information from subjects directly and through conversations with information sources.

b. Documentation

(Sugiyono, 2019) documentation is to obtain data directly from the place of research, including relevant books. Directly from the research site, including relevant books, regulations, activity reports, photographs, and data relevant to the research. Documentation was conducted in the study to take pictures of the school under study and teacher activities, this data is only secondary data only.

**3.7 Data Analysis Techniques**

In this research, the researcher analyzed data based on the results of interviews with teachers as well as the results of observations from SMP Negeri 2 Tugala Ovo. Based on Miles, Huberman, and Saldaña(2014) in E. Kurniati (2021) analysis as three concurrent flows of activity: data condensation, data display, and conclusion drawing.

I. Data Condensation

The process of selecting, focusing, simplifying, and/or transforming the data that appears in the full corpus of written field notes, document interview transcripts, and other empirical materials. By condensing, the data becomes more robust. Data condensation is a form of analysis that sharpens, selects, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified. The following are the guidelines use by researcher:

**Table 3.1** Data Condensation

No	Interview	Concepts	Description
1			
2			

## 2. Data Display

The ideal displays are a major way to firm qualitative analysis. All are designed to collect organized information into an immediately accessible, compact form so that the writer can see what is happening and either draw justified conclusions or move on to the next step of analysis. By displaying data it will make easier to understand about the content of this research. The following are the guidelines data in table form:

**Table 3.2** Data Display

No	Interview	Teachers Response			Description
		Teacher 1	Teacher 2	Teacher 3	
1					
2					

## 3. Drawing & Verification

Conclusion At this stage, some things that are still unclear from the data results can be confirmed again with the teacher. Furthermore, after all the data was clear, the researcher made conclusions by interpreting all the data findings.

**RESULT AND DISCUSSION****4.1. RESULT**

This research was carried out at SMP Negeri 2 Tugala Oyo. It is located in Arolawolo Desa Humenesiheneasi, Kec. Tugala Oyo, Kab. Nias Utara, Prov. Sumatera Utara.

There were 3 teachers who have been interviewed by researcher namely English teacher, Math teacher and Indonesian teacher at the school. Based on the research focus, namely Teachers' Perspective toward *Platform Merdeka Mengajar* in Implementing *Kurikulum Merdeka*, the data collection stages were carried out by the researcher, namely interviews and documentation. The interview was done on 5<sup>th</sup> June, 6<sup>th</sup> June, 8<sup>th</sup> June, and 8<sup>th</sup> July 2024. After that, the researcher collected data by analyzing data based on the results of interviews.

To be better understood, the researcher decided to search for information on Mrs. Mitrani Elidarwati Zendato, S.Pd as the English teacher Mrs. Sariati Daeli, S.Pd as the Indonesian teacher and Mr. Providentia Hulu S.Pd as the Math teacher.

**4.1.1 The Result of Interview**

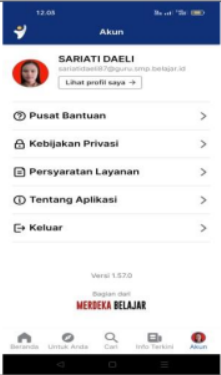

Based on the focus of the research namely to describe teachers' perspective toward *platform merdeka mengajar* in implementing *kurikulum merdeka* and to find out the way of the teachers to follow the developments of *platform merdeka mengajar*, the researcher collected accurate data by conducting interview to English teacher, Indonesian teacher, and Math teacher at SMP Negeri 2 Tugala Oyo.



**4.1.1.1 The Result of the English Teacher, Math Teacher, Indonesian Teacher Interview**

Based on the research design, the researcher conducted interview using unstructured interviews to answer the first and the second problem

formulations of the research. Following are the data as the results of interview from Indonesian teacher, English teacher and Math teacher.

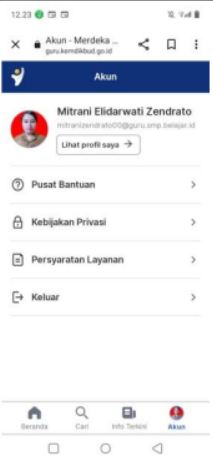
**Table 4.1** Data Obtained from Interview Sheet for Indonesian Teacher

No.	Teacher Name	Questions	Responses	Documentation
1.	S.D 6 June 2024	Apakah Ibu telah memiliki akun di Platform Merdeka Mengajar?	Ya, saya mempunyainya	
		Apakah Ibu membuat sendiri akun tersebut atau dibantu oleh rekan yang lain?	Saya membuat sendiri akun tersebut	
		Apakah Ibu memiliki proses/langkah langkah dalam membuat akun di Platform merdeka Mengajar?	a. Saya install dulu aplikasinya melalui Hp ataupun laptop b. Kemudian melakukan aktivasi untuk bisa mengakses menu-menu yang ada dalam aplikasi c. Kemudian login , menggunakan akun yang telah dibagikan	
		Apakah Ibu menggunakan referensi pembelajaran dari Platform Merdeka Mengajar? Mengapa?	Ya, tentu saja karena itu dapat membantu kita dalam pekerjaan kita seperti dalam membuat silabus, RPP dan buku cetak	 <a href="https://guru.kemdikbud.go.id/peran-gkat-ajar/toolkits/54JjwpPmpq">https://guru.kemdikbud.go.id/peran-gkat-ajar/toolkits/54JjwpPmpq</a>

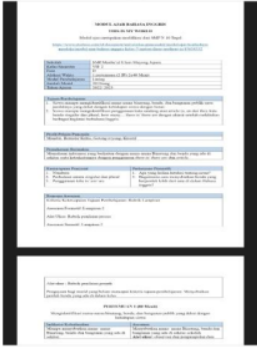
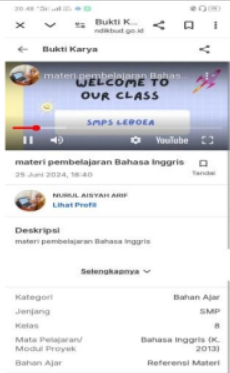

		<p>Apakah Ibu membuat video, karya nyata dan juga menggunakan system penilaian hasil pembelajaran yang ada di Platform Merdeka Mengajar?</p>	<p>Ya, saya pernah menginput video tentang aksi mengajar. Untuk system penilaian pernah saya gunakan.</p>	 <p>WhatsApp Video 2023 08 10 at 14 27 18  <a href="https://youtu.be/quSIVVUo4AI">https://youtu.be/quSIVVUo4AI</a></p>
		<p>Fitur apa saja yang sangat membantu Ibu dalam penerapan kurikulum merdeka dan mengapa?</p>	<p>Fitur yang sangat membantu saya dari platform tersebut adalah fitur pelatihan mandiri, karena dengan fitur itu saya sebagai seorang guru sangat terbantu, dan juga fitur f</p>	
		<p>Apa kelebihan dan kelemahan Platform Merdeka Mengajar selama Ibu mengakses aplikasi tersebut?</p>	<p>a. Kelebihan  - Banyaknya referensi referensi yang sangat membantu guru  b. Kelemahan  - Jaringan yang sulit diakses, karena lokasi sekolah yang ada di desa terpencil</p>	
		<p>Bagaimana cara Ibu mengatasi kendala dalam menggunakan Platform Merdeka Mengajar?</p>	<p>Kelemahannya tadi adalah jaringan, jadi ketika saya mengakses aplikasi tersebut saya akan pergi ke tempat yang ada jaringannya</p>	
		<p>Apakah diwajibkan kepada setiap guru yang memiliki akun Platform Merdeka Mengajar untuk menginput aksi nyatanya?</p>	<p>Wajib, untuk memberikan pengalaman-pengalaman kepada teman teman yang lain</p>	
		<p>Bagaimana pandangan Ibu terhadap Platform Merdeka Mengajar dalam mengimplementasikan Kurikulum Merdeka?</p>	<p>PMM sangat membantu saya dalam mengimplementasikan kurikulum merdeka karena banyaknya referensi yang dapat kita akses dari platform tersebut</p>	
		<p>Bagaimana cara Ibu mengikuti semua perkembangan yang ada di platform merdeka mengajar?</p>	<p>Pertama tama kita harus tau fungsi dari PMM ini, PMM ini dapat memberikan kemudahan bagi setiap guru dalam memahami kurikulum merdeka itu sendiri. Ketika kita menggunakan akun belajar id ada beberapa</p>	

		<p>fitur fitur yang diberikan kepada setiap bapak ibu guru untuk dipelajari salah satunya yaitu dengan membuka fitur pengembangan diri, pengembangan diri ini adalah salah satu fitur yaitu pelatihan secara mandiri, jadi ketika kita memiliki fitur ini maka ada banyak sekali materi materi yang bisa kita akses secara gratis, maka materi materi ini dapat menunjang kemampuan bapak ibu gurusecara profesional. Maka dengan mempelajari materi tersebut dan membuat aksi nyata bapak ibu guru bisa mendapatkan sertifikat, ketika sudah menyelesaikan aksi nyata dari fitur pengembangan diri ini. Jadi menurut saya ini adalah salah satu cara guru mengikuti perkembangan di PMM.</p>	
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**Table 4.2** Data Obtained from Interview Sheet for English Teacher

No.	Teacher Name	Questions	Responses	Documentation
2.	M.E.Z 8 July 2024	Apakah Ibu telah memiliki akun di Platform Merdeka Mengajar?	Ya, tentu saja karena seorang guru harus memiliki akun di Platform Merdeka Mengajar	
		Apakah Ibu membuat sendiri akun tersebut atau dibantu oleh rekan yang lain?	Saya membuat sendiri akun tersebut	
		Apakah Ibu	a. Meminta akun	

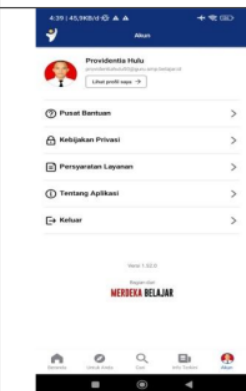





	<p>memiliki proses/langkah langkah dalam membuat akun di Platform merdeka Mengajar?</p>	<p>kepada operator sekolah</p> <p>b. Kemudian menginstal aplikasi PMM di playstore</p> <p>c. Kemudian login , menggunakan akun yang telah dibagikan</p>	
	<p>Apakah Ibu menggunakan referensi pembelajaran dari Platform Merdeka Mengajar? Mengapa?</p>	<p>Terkadang saya menggunakan referensi dari PMM, seperti modul pembelajaran penilaian dan materi-materi yang berhubungan dengan materi yang ada disekolah</p>	 <p><a href="https://guru.kemdikbud.go.id/peran-gkat-ajar/toolkits/nbZ3KkVZqr">https://guru.kemdikbud.go.id/peran-gkat-ajar/toolkits/nbZ3KkVZqr</a></p>
	<p>Apakah Ibu membuat video, karya nyata dan juga menggunakan system penilaian hasil pembelajaran yang ada di Platform Merdeka Mengajar?</p>	<p>Ya, saya pernah menginput aksi nyata ketika saya menjadi narasumber tentang kurikulum merdeka. Aksi nyata yang pernah diinput adalah video pembelajaran yang menyenangkan dan desiminasi budaya positif. Untuk system penilaian pernah saya gunakan tetapi tidak berpatokan dari aplikasi tersebut.</p>	 <p><a href="https://guru.kemdikbud.go.id/bukti-karya/video/696028?from=share">https://guru.kemdikbud.go.id/bukti-karya/video/696028?from=share</a></p>
	<p>Fitur apa saja yang sangat membantu Ibu dalam penerapan kurikulum merdeka dan mengapa?</p>	<p>Fitur yang sangat membantu saya dari platform tersebut adalah fitur pelatihan mandiri, karena dengan fitur itu saya sebagai seorang guru sangat terbantu, dan juga fitur lain yang sangat membantu saya juga adalah aplikasi cap cut canva dan lain lain.</p>	
	<p>Apa kelebihan dan kelemahan Platfrom Merdeka Mengajar selama Ibu</p>	<p>a. Kelebihan - Banyaknya referensi referensi yang sangat</p>	

		mengakses aplikasi tersebut?	membantu guru  b. Kelemahan - Jaringan yang sulit diakses, karena lokasi sekolah yang ada di desa terpencil	
		Bagaimana cara Ibu mengatasi kendala dalam menggunakan Platform Merdeka Mengajar?	Kelemahannya tadi adalah jaringan, jadi ketika saya mengakses aplikasi tersebut saya akan pergi ke tempat yang ada jaringannya	
		Apakah diwajibkan kepada setiap guru yang memiliki akun Platform Merdeka Mengajar untuk menginput aksi nyatanya?	Wajib, untuk memberikan pengalaman-pengalaman kepada teman teman yang lain supaya mereka mendapatkan referensi dari aksi nyata yang telah kita input	
		Bagaimana pandangan Ibu terhadap Platform Merdeka Mengajar dalam mengimplementasikan Kurikulum Merdeka?	Sampai saat ini PMM sangat membantu saya dalam mengimplementasikan kurikulum merdeka dan juga membantu saya mengajar dalam kelas karena banyak nya referensi dari PMM	
		Bagaimana cara Ibu mengikuti semua perkembangan yang ada di platform merdeka mengajar?	Seperti yang 26 ta ketahui bersama PMM merupakan Platform Merdeka Mengajar yang dibangun untuk menunjang implementasi kurikulum merdeka agar dapat membantu guru dalam mendapatkan referensi inspirasi dan pemahaman tentang kurikulum merdeka. Nah, berdasarkan pertanyaannya pertama dulu otomatis dengan membuka situs PMM dan bisa juga menginstalnya di Hp, kemudian kita mengakses semua fitur fitur yang terdapat dalam PMM tersebut, karena dengan selalu mengaksesnya maka kita akan mengikuti perkembangan. Adapun yang terdapat di PMM itu di bagian belajar kurikulum merdeka kita bisa mengakses menu tentang kurikulum merdeka dan juga implementasi kurikulum merdeka kemudian pada	

		<p>kegiatan belajar mengajar kita juga bisa menemukan menu assessment murid, perangkat ajar, capaian pembelajaran dan kelas. Kemudian pada menu pengembangan diri kita juga bisa menemukan pelatihan mandiri, komunitas seleksi kepala sekolah refleksi kompetensi dan LMS, selain itu kita juga bisa mengikuti perkembangan dengan mengakses fitur mencari dan membagi inspirasi yang mana pada fitur tersebut kita dapat menemukan menu video inspirasi, bukti karya dan ide praktik, nah ketika kita terus mengakses aplikasi tersebut setiap hari maka otomatis kita dapat mengikuti perkembangan apalagi dengan adanya teman teman yang membuat RPP mereka video inspirasi mereka, aksi nyata mereka dalam PMM tersebut sehingga kita bisa mengikuti perkembangan yang ada di PMM</p>	
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**Table 4.3** Data Obtained From Interview Sheet for Math Teacher

No.	Teacher Name	Questions	Responses	Documentation
3.	P.H 8 June 2024	Apakah Bapak telah memiliki akun di Platform Merdeka Mengajar?	Ya, karena itu adalah aturan dari menteri pendidikan untuk memiliki akun belajar di PMM	
		Apakah Bapak membuat sendiri akun tersebut atau dibantu oleh rekan yang lain?	Saya membuat akun tersebut bersama sama dengan guru guru lain, kebetulan juga saya adalah operator sekolah, jadi	

		saya membantu para guru yang belum mengetahui cara membuat akun tersebut	
	Apakah Bapak memiliki proses/langkah langkah dalam membuat akun di Platform merdeka Mengajar?	<ul style="list-style-type: none"> <li>a. Meminta akun kepada operator sekolah</li> <li>b. Kemudian menginstal aplikasi PMM di playstore</li> <li>c. Meriset Id dan Password sebelum login ke PMM</li> <li>d. Kemudian login , menggunakan akun yang telah dibagikan</li> </ul>	
	Apakah Bapak menggunakan referensi pembelajaran dari Platform Merdeka Mengajar? Mengapa?	Ya, saya sering menggunakan referensi dari PMM ketika saya menemukan kesulitan dalam memahami beberapa materi yang akan diajarkan	 <p><a href="https://guru.kemdikbud.go.id/perangkat-ajar/toolkits/jvJLbZx9R">https://guru.kemdikbud.go.id/perangkat-ajar/toolkits/jvJLbZx9R</a></p> <p><a href="https://guru.kemdikbud.go.id/video-inspirasi/playlists/video?id=104&amp;video=ovgfwfSdpXU">https://guru.kemdikbud.go.id/video-inspirasi/playlists/video?id=104&amp;video=ovgfwfSdpXU</a></p>
	Apakah Bapak membuat video, karya nyata dan juga menggunakan system penilaian hasil pembelajaran yang ada di Platform Merdeka Mengajar?	Ya, saya pernah menginput beberapa aksi nyata ketika saya menjadi narasumber tentang kurikulum merdeka. Aksi nyata yang pernah diinput adalah video pembelajaran yang menyenangkan	 <p><a href="https://guru.kemdikbud.go.id/bukti-karya/video/202149?from=share">https://guru.kemdikbud.go.id/bukti-karya/video/202149?from=share</a></p>
	Fitur apa saja yang sangat membantu Bapak dalam penerapan kurikulum merdeka dan mengapa?	Sebenarnya semua fitur yang ada di PMM sangat membantu kami, tapi fitur yang sangat membantu saya dari platform tersebut adalah fitur pelatihan mandiri, karena dengan fitur itu saya sebagai seorang guru sangat terbantu, sesuai dengan kebutuhan dan ketersediaan waktu maing masing guru. Pelatihan mandiri ini bisa berupa modul dan juga webinar	
	Apa kelebihan dan kelemahan	a. Kelebihan	c.

	<p>Platform Merdeka Mengajar selama Bapak mengakses aplikasi tersebut?</p>	<ul style="list-style-type: none"> <li>- Banyaknya referensi referensi yang sangat membantu guru dengan cara mengakses aksi nyata yang sudah ada di PMM</li> <li>- Mudah diakses</li> </ul> <p>b. Kelemahan</p> <ul style="list-style-type: none"> <li>- Ketika PMM diakses di Hp/Android maka ada beberapa fitur yang tidak muncul</li> </ul>	
	<p>Bagaimana cara Bapak mengatasi kendala dalam menggunakan Platform Merdeka Mengajar?</p>	<p>Kelemahannya tadi adalah kurang lengkapnya fitur ketika kita mengakses PMM di Hp/Android, oleh karena itu ketika mengakses PMM alangkah baiknya menggunakan Laptop karena dengan menggunakan laptop maka semua fiturnya lengkap dan juga kita mudah mengaksesnya</p>	
	<p>Apakah diwajibkan kepada setiap guru yang memiliki akun Platform Merdeka Mengajar untuk menginput aksi nyatanya?</p>	<p>Dalam menginput aksi nyata belum ada tuntutan terhadap guru untuk diwajibkan dalam menginput aksi nyatanya, tetapi alangkah baiknya seorang guru menginput aksi nyatanya karena dengan itu dapat membantu guru lain yang memiliki kesulitan dalam mendapatkan materi yang dibutuhkan</p>	
	<p>Bagaimana pandangan Bapak terhadap Platform Merdeka Mengajar dalam mengimplementasikan Kurikulum Merdeka?</p>	<p>PMM sangat membantu saya dalam mengimplementasikan kurikulum merdeka karena kurikulum merdeka ini adalah sesuatu hal yang baru untuk kami sebagai guru</p>	
	<p>Bagaimana cara Bapak mengikuti semua perkembangan yang ada di platform merdeka mengajar?</p>	<p>Saya harus selalu mengupdate, karena aplikasi PMM ini selalu ada versi terbaru, kemudian updatenya itupun dijadwalkannya yaitu setiap hari rabu. Kemudian kalau misalnya ada fitur terbaru maka kami sebagai guru harus mengikutiperkembangannya. Contohnya fitur terbaru yang baru rilis adalah asisten guru, jadi kita sebagai guru dapat menggunakan fitur tersebut, seperti yang kita ketahui bahwa asisten guru itu adalah sebagai alat yang dapat membantu kita, jadi ketika kita mencari sesuatu maka kita bisa menggunakan fitur tersebut.</p>	

For the first question was answered by English teacher, Indonesian teacher and Math teacher had the similar responses. The teachers at SMP

Negeri 2 Tugala Oyo had *PMM* account, because every teacher is required to has *PMM* account in implementing *kurikulum merdeka*.

The second question, *apakah Bapak/ibu membuat sendiri akun tersebut atau dibantu oleh rekan lain?*. Based on English teacher and Math teacher stated has the same answer that is in creating the account they were assisted by fellow teachers and also school operators. And based on the opinion of the Indonesian teacher stated that the teacher created the account herself, she only asked for a learning account from the school operator and after that she created the account. Meanwhile for the third question, answer by English teacher, Indonesian teacher and Math teacher have the same answered that is the process to make *PMM* account, namely request *akun belajar* from school operator, download *PMM* in playstore, and login to *PMM* by teachers account.

The fourth question was answered by English teacher, Indonesian teacher and Math teacher with different answered but with the same meaning, namely English teacher stated that sometimes she used references from *PMM*, based on related and relevant material at school. And the answers from Indonesian and Math teacher stated that they always used references from *PMM*. So, it can be concluded that English teacher, Indonesian teacher and Math teacher used references from *PMM* because *PMM* provides materials that can support teacher in implementing the *kurikulum merdeka* at SMP Negeri 2 Tugala Oyo.

The fifth question was answered by the English teacher, the teacher had uploaded a real action when the teacher became a resource person about the *kurikulum merdeka*. Teacher have also uploaded videos about fun learning videos and spreading positive culture, for the assessment system teacher have used but not based on the application. The Indonesian teacher stated that he had uploaded real actions and videos but never used the assessment system from *PMM*. The Math teacher answered that she had uploaded real actions about the *kurikulum merdeka* and videos. However, the teacher never used the assessment system from *PMM*.

Based on the next question, English teacher, Indonesian teacher, Math teacher stated that have the same answered, namely the features that were needed by teacher in implementing the *kurikulum merdeka*, the

features they needed were *pelatihan mandiri* because these features could help teachers according to their needs and time.

For the seventh question, the benefits of PMM for English teacher, Indonesian teacher, Math teacher, have almost the same answer, namely that there are many references that can help teachers to access real works that are already in PMM..

And the answered from English and Indonesian teachers had the same answered, namely the network that is less supportive, because around the school does not have a good network, and the answer from the Math teacher is that the obstacle is the incomplete features that exist when we access *PMM* via smartphone, therefore when accessing *PMM* it is better to use a laptop, so that all features are complete and they can also access easily. The way to overcome this problem is that teacher must find a location that has a good network when accessing PMM and use a laptop when accessing PMM.

Furthermore, for the ninth question English teacher stated that making *aksi nyata* is something that must be done to provide experience to other friends so that they can got references from the *aksi nyata* that the teacher uploads on *PMM*. Indonesian teacher and Math teacher had different answered from English teacher, that uploading real actions in *PMM* is not mandatory for teacher, but it is better to upload real actions to help other teachers who need other materials and references.

Based on the next question, the answers from the English teacher, Indonesian teacher, Math teacher stated that there was the same answer regarding the teacher's perspective on the *platform merdeka mengajar*, namely that *PMM* really supports the teachers at SMP Negeri 2 Tugala Oyo in implementing the *kurikulum merdeka*, because with *PMM* the teachers can use references, videos, and others.

For the last question, English and Indonesian teachers have almost the same answer, but what makes the difference is the English teacher explanation of the features in PMM, while the Indonesian teacher explains in general about the features in PMM. And the answers from Math teacher have different answers about how the teacher keep up with the development of *platform merdeka mengajar*. Math teacher stated that they

always update, because the *PMM* application always has the latest version, then there is a schedule for updating, namely every Wednesday. Then, for example, there are new features, we as teachers must follow the developments. For example, the latest feature that has just been released is the teacher assistant, then we as teachers can use this feature, as we know that the teacher assistant is a tool that can help us, so when we are looking for something we can use this feature.

Based on the results of interviews conducted by researcher with the three teachers', researcher can conclude that the teachers' view of the *platform merdeka mengajar* is very helpful for teachers at SMP Negeri 2 Tugala Oyo in implementing the *kurikulum merdeka*, because with *PMM* teachers can access the references needed by each teacher in carrying out his duties as a teacher. And if the teacher has difficulties in implementing *kurikulum merdeka*, the teacher can take part in *pelatihan mandiri* that is available in the application. And the second is the way teachers follow the development on the *platform merdeka mengajar* is to always update the application to the latest version, so that the latest features will appear after the teacher update the application. Teachers can also access all the features in the application to learn, for example the independent training feature, teacher assessment, references, inspiring videos and real work.

Explanation :

M.E.Z = Mitrani Elidarwati Zandrato

S.D = Sariati Daeli

P.H = Providentia Hulu

PMM = Platform Merdeka Mengajar

## 4.2 DISCUSSION

### 4.2.1 The Descriptions and Interpretation of the Research Results

#### 4.2.1.1 Teachers' Perspective Toward *Platform Merdeka Mengajar* in Implementing *Kurikulum Merdeka*

To describe the teachers' perspective toward *platform merdeka mengajar* in implementing *kurikulum merdeka*, the researcher has taken information through interviews with English teacher, Indonesian teacher,



and Math teacher at SMP Negeri 2 Tugala Oyo. <sup>6</sup> Based on the results of interviews with English teacher, Indonesian teacher and Math teacher, it is known that the *platform merdeka mengajar* is very important to teacher in implementing *kurikulum merdeka*, (Prianti, 2022), explain that the need for an *platform merdeka mengajar* is important for every teacher to support learning activities. Currently, teachers are very interested in the diversity of teaching materials and the ease of access to *PMM*. *PMM* is considered an effective and relevant tool in education today. Respondents consider *PMM* very helpful in transforming education in the digital era. Teachers' feedback on *PMM* is very diverse in terms of content, training and platform accessibility (Istiqomah 2024).

Based on the interviews conducted, the researcher observed that English teacher, Indonesian teacher, and Math teacher at SMP Negeri 2 Tugala Oyo used *PMM* to assist teachers in implementing the *kurikulum merdeka*. *PMM* is used as a professional development tool, including online training, acquisition of additional materials, and participation in academic discussions. Thus, the use of *PMM* helps teachers to stay relevant to the latest educational trends. Some teachers rely on *PMM* as a reference source for teaching tools, including learning materials, lesson plans, and other resources on the *PMM*. <sup>2</sup> The Learning feature on the *platform merdeka mengajar* provides self-training facilities to obtain quality training materials by accessing them independently. <sup>1</sup> The features in the independent teaching platform application are teacher self-development and teaching and learning activities. <sup>8</sup> Self-development has several features, <sup>1</sup> namely inspirational videos, self-training, proof of work, community. Teaching and learning activities consist of assessments students and teaching tools (Arnes *et.al* 2023).

These results reflect the diversity of ways teachers use *PMM* in different aspects of education, such as preparing teaching materials, improving skills, understanding the curriculum or completing school tasks. As such, *PMM* has proven to be highly beneficial in supporting teachers' professional development and improving the overall quality of education, <sup>4</sup> illustrating the richness of resources and flexibility of the *PMM* platform. However, *PMM* has obstacles when accessed, one of which is the lack of

features when accessed on mobile phones, the second is the lack of network stability that occurs during blackouts, making it difficult for teachers to access the application at school or in the neighborhood.

#### 4.2.1.2 To Find Out the Way of the Teachers to Follow the Developments of Platform Merdeka Mengajar

<sup>16</sup> Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemendikbudristek 2022) developed the Platform Merdeka Mengajar <sup>3</sup> to support the implementation of the *kurikulum merdeka* so that it can help <sup>1</sup> teachers in getting references, inspiration, and strengthening their understanding and sharpening their skills.

To find out <sup>the</sup> results of the second problem formulation, researcher obtained data through interviews with English teacher, Indonesian teacher, and Math teacher regarding how to follow the development of *PMM. Platform merdeka mengajar* which was built <sup>32</sup> to support the implementing of the *kurikulum merdeka* so that it can assist <sup>32</sup> teachers in getting references for inspiration and understanding of the *kurikulum merdeka*.

In following every development on the *platform merdeka mengajar* teachers must be able to access all the features available in the application, because by always accessing these features, teachers can find out what developments are available in the application, for example by always accessing the independent training feature, inspiring videos and others. Teachers can also always update the application to the latest version, so that the features <sup>2</sup> increase or switch to a newer version. Education personnel can get a variety of inspirational videos to develop themselves <sup>2</sup> with unlimited access, which ultimately is to develop the quality of their access, which <sup>2</sup> in the end is to develop the quality of their competence in <sup>2</sup> the implementation of the *kurikulum merdeka* (Amiruddin 2023).

As for what is contained in *PMM*, in the learning section of the *kurikulum merdeka* the <sup>3</sup> teachers can access a menu about the *kurikulum merdeka* and also how <sup>3</sup> to implementing the *kurikulum merdeka*, then <sup>3</sup> in teaching and <sup>3</sup> learning activities the teachers can also find a menu of student assessments, learning tools, learning outcomes and classes. Then

on the self-development menu there are self-training features, reflection on the competencies of the principal selection community and LMS, besides that, in following developments, teachers can access the search and share inspiration feature, where in this feature teacher can find a menu of inspirational videos, proof of work and practical ideas, so, when teacher continue accessing the application every day, the teacher can automatically follow developments, especially with friends who make videos of their inspirative lesson plans, their real actions in *PMM* so that teachers can follow every development in *PMM*.

#### 4.2.2 The Research Results versus to the Latest Related Research

Previously, several related and current studies have been published. The first was written by Megawati *et.al* (2024) entitled *Penggunaan Platform Merdeka Mengajar (PMM) untuk Meningkatkan Kompetensi Guru Di Sekolah Dasar. Platform Merdeka Mengajar (PMM)*. This platform also provides a "Learning" feature in which there are independent training facilities for educators and educational staff to access various high-quality training resources or materials, and they can also study independently. *Platform Merdeka Mengajar* (PMM) aims to help educators develop their abilities and skills in implementing the independent curriculum. *Platform Merdeka Mengajar* is successful in encouraging effective learning and a pleasant learning environment. This platform provides many benefits for teachers in helping the implementation of learning PMM is presented in a web-based or Android-based format, so users can access it via smartphone.

In the researcher results, it was found that teachers at SMP Negeri 2 Tugala Oyo were motivated in teaching because PMM has many features, references, videos, and also real works from other teachers and other schools. However, the teachers at the school accessed the Platform through laptops because when teachers accessed the platform using smartphones some features did not appear on the screen. However, the disadvantage when teachers use this platform is the network, in the village, the network is less supportive so all teachers have to find a place that has a good network.

The second, by Triscova *et.al* (2022) entitled *Persepsi Guru Sekolah Dasar dalam Pemanfaatan Platform Merdeka Mengajar*. Teachers are required to follow and understand that the students they are currently teaching are generations who have been offered the convenience of digital technology since birth. So the technology that really helps teachers in implementing the independent curriculum is the Platform Merdeka Mengajar, because this platform also provides features that make it easier for teachers to add insight and inspiration to enrich learning content in the classroom namely *pelatihan mandiri*. The considerations underlying the presence of an independent teaching platform were certainly made for today's educators. There has been a lot of research and outreach written about the use, benefits and impacts of the independent teaching platform, but there is still little research that addresses the topic of teachers' perceptions of the platform.

In the researcher's findings, it was found that teachers at SMP Negeri 2 Tugala Oyo, the features on the independent teaching platform are very supportive of teachers at the school, one of the features that really supports teachers is self training, because with this feature teachers can take part in training through webinars and also available modules, and teachers also get certificates after participating in the webinar..

And the last, by Istiqomah *et.al* (2024) entitled *Persepsi Guru Terhadap Platform Merdeka Mengajar: Merespon Transformasi Pendidikan Di Era Digital*. Teachers are very interested in the variety of teaching materials and ease of access to PMM. PMM is considered an effective and relevant tool in education today. Respondents consider PMM to be very helpful in transforming education in the digital era. Teachers' suggestions and input about PMM are very diverse regarding content, training, and platform accessibility. Platform merdeka mengajar is designed to help teachers implementing *kurikulum merdeka*. PMM provides references, stages of implementing the *kurikulum merdeka* in the learning process, and assessment methods that meet the requirements of the *kurikulum merdeka*. There are four main menu options for teachers at PMM (1) Learning the Independent Curriculum, (2) Teaching and Learning Activities, (3) Personal Development, and (4) Seeking and Sharing Inspiration (Kemendikbud, 2023) self development features provides many training videos and documentation of teachers' work or achievements while carrying out their professional duties. This menu is specifically designed to improve teacher abilities (Marisana et al., 2023)

In the researcher results, it was found that teachers at SMP Negeri 2 Tugala Oyo can implement the *kurikulum merdeka* well, because it is supported by the *platform merdeka mengajar*. Teacher's at the school can access references videos, and inspiration from other teachers to improve their shortcomings in teaching and learning activities. And last but not least, all the menus in *PMM* are very supportive and make it easier for teachers to implement the *kurikulum merdeka* and make the teaching and learning process easier.

Based on the results of all the findings that have been carried out by the researcher, the researcher can conclude that one of the *platform merdeka mengajar* is a platform that can support all teachers to implement the *kurikulum merdeka* because the menu of the *platform merdeka mengajar* is very interesting and helpful the teacher's. Overall, *PMM* is seen as an effective and relevant tool in education today, despite some shortcomings. *PMM* is helpful in transforming education in the digital era.

#### 4.2.2 The Research Results versus Theories

Based on the research results, researcher found that the teachers' perspective toward *platform merdeka mengajar* of teachers at SMP Negeri 2 Tugala Oyo is very good and supporting the teachers at the school. *Direktur Guru dan Tenaga Kependidikan Pendidikan Menengah dan Pendidikan Khusus, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (RI, 2022), Yaswardi*, the vision of the *platform merdeka mengajar* is to create a learning ecosystem collaborative to increase learning effectiveness and create a work climate the positive. In addition, within the framework of the *kurikulum merdeka*, implementation will be very important focuses on student needs and makes it easy for teachers to implement teaching activities (Sariman, 2023). The relevant of research at SMP Negeri 2 Tugala Oyo show that the use of the *platform merdeka mengajar* in implementing the *kurikulum merdeka* at SMP Negeri 2 Tugala Oyo supported teachers to implement the *kurikulum merdeka* in every learning process carried out. The irrelevant from this research is unsupportive network remote location of the school. Unsupportive network there is only one tower providing the internet network in this village (Anggraini et al 2023). This limited electricity directly or indirectly creates obstacles for teachers in accessing *PMM* optimally. Teachers who are accustomed to environmental conditions are less able

to adapt quickly to changes that occur, including in <sup>12</sup> the use of technology as a learning resource.

*Platform Merdeka Mengajar (PMM)*, as an innovative educational platform, provide <sup>2</sup> equal opportunities for educators to continue learning and improve their competence, whenever and wherever they are. One of a key features in *PMM* is "Learning," which provides self-paced training facilities to educators and educational staff. They can access a variety of materials high-quality training and independent learning (Education et al., 2022) *Platform Merdeka Mengajar* was designed with the aim of supporting implementation *Kurikulum Merdeka* by providing support to teachers in terms of reference sources, motivation, and understanding related to the *Kurikulum Merdeka*. This platform too serves as a motivating friend for teachers and principals in the process teach, learn, and create.

In addition, *PMM* also offers an "Inspirational Video" feature, which provides opportunity for teachers to explore various useful inspirational videos their self-development without limitations (RI, 2022). This feature is expected to provide additional encouragement for <sup>4</sup> teachers in improving the quality of their competence in learning process (Sari et al., 2022)

The result of second formulation the teacher follow the developments with the self-development menu we can also find *pelatihan mandiri*, competency reflection school principal selection community and LMS, apart from that the teacher's can also follow developments by accessing the search and share inspiration feature, where in this feature we can find a menu of inspirational videos, proof of work and practical ideas. So, when teachers continue to access the *PMM*, the teacher can automatically keep up with developments, especially with friends who make videos of their inspiration lesson plans, their real actions in *PMM* so that we can follow the developments in *PMM*, especially with friends who make their lesson plans videos of their inspiration, their real actions in *PMM* so that we can follow developments in *PMM*. *PMM* application always has the latest version, then there is a schedule for updating it, namely every Wednesday. Then, for example, if there is a new feature, we as teachers have to follow its development. For example, the newest feature that has just been released is the teacher assistant, so as the teachers can use this feature, as we know that the teacher assistant is a tool that can help us, so when we are looking for something

we can use this feature. The platform also provides a “Learning” feature in which there is an independent training facility for educators and education personnel to access various quality and quality training resources or materials, and they can also learn them independently (Kemendikbud, 2021).

#### 4.2.3 The Research Results Implication

The research findings indicate that teachers' perspectives on the *platform merdeka mengajar* suggest that this platform can support teachers in facilitating an effective teaching and learning process. As a prospective teacher, *PMM* has a positive impact on students because teachers gain many references and videos that can motivate students to learn at school.

Additionally, all the features available enhance the knowledge of both teachers and students in implementing the *kurikulum merdeka* making the *platform merdeka mengajar* very important in the learning process as a source of information for various learning activities. This research can also raise awareness among all teachers at SMP Negeri 2 Tugala Oyo about the importance of using *PMM* and uploading real works and videos, so that teachers not only use them but also provide feedback, allowing other teachers to utilize our products. Therefore, the findings of this research are expected to serve as a basis for evaluation to improve this application.

#### 4.2.3 The Research Results Limitation

There are some research results limitation in this research, they are:

- a) There are still many limited knowledge in conducting this research because the researcher is still a beginner and this is the first research for the researcher so that the researcher has not been able to carry out this research perfectly because she doesn't previous experience.
- b) The researcher has limited experience in understanding all of about *PMM*. This lack of knowledge made the researcher sometimes a little difficult and confused in carrying out this research. Therefore, the researcher could not conduct this research perfectly.
- c) In addition, the researcher experienced limitations in conducting research is road access to the research location is very unsupportive.

But that is the problem does not reduce the enthusiasm of researcher to conduct the research.

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## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion

Based on the research it can be concluded that the teacher perspective toward *platform merdeka mengajar* can support the teachers in implementing *kurikulum merdeka*. Because of the informative content, teachers highly value high-quality educational resources. Overall, these data show that *PMM*, by providing informative content and a satisfying user experience, provides significant benefits to the educational community.

In addition, there are other reasons to attract teachers to *PMM*, such as ease of use. Overall, *PMM* is seen as an effective and relevant tool in education today, despite some shortcomings. *PMM* is very helpful in transforming education in the digital era. Most educators feel they need to receive additional training to use *PMM* effectively. The teachers suggestions and feedback regarding *PMM* include content updates, additional training, and improvements to platform accessibility

Furthermore, the results from the teachers to follow the development of *platform merdeka mengajar* teachers must be able to access all the features available in the application, because by always accessing these features,



teachers can find out what developments are available in the application, for example by always accessing the independent training feature, inspiring videos and others. Teachers can also always update the application to the latest version, so that the features increase or switch to a newer version.

## **5.2 Recommendations**

There are several suggestions from the researchers after conducting the study and analyzing the research findings, as explained below.

For teachers at SMP Negeri 2 Tugala Oyo, it is important to enhance their understanding of every feature available on the *platform merdeka mengajar* in order to effectively implementing the *kurikulum merdeka*.

For students at SMP Negeri 2 Tugala Oyo, they should have a positive perspective that the *kurikulum merdeka* allows them greater freedom in the learning process within the classroom. Therefore, having a positive mindset and studying harder will have beneficial effects.

For the last, for future researchers can develop this research to be even better, the reasecher recommend that future researchers explore the benefits from the platform merdeka mengajar and also obstacles experienced by teachers who are in remote areas, for the example, teachers have difficulty accessing *PMM* due to unstable networks.



# TEACHERS' PERSPECTIVE TOWARD PLATFORM MERDEKA MENGAJAR IN IMPLEMENTING KURIKULUM MERDEKA AT SMP NEGERI 2 TUGALA OYO IN 2023/2024

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