The Effectiveness of The Independent Teaching Platform (PMM) in Increasing The Competency of Primary and Secondary Education Teachers

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ARTICLE INFO	ABSTRACT
	The Ministry of Education and Culture's intervention in supporting the implementation of the independent curriculum, from policy to technical matters, is carried out because the experience of implementing a top-down curriculum experienced many obstacles. Among the five forms of technical intervention carried out by the Ministry of Education and Culture which are in direct contact with teachers, both teachers at driving schools and non-moving schools, are the independent teaching platform or "Platform Merdeka Mengajar" (PMM). The extent to which the effectiveness of the independent teaching platform (PMM) can increase teacher competence in achieving learning in the classroom is the aim of this research. The methods used are the critical method, dialectical method, and scholastic method. This research is included in library research. The author tries to find data, and theories related to the issues raised in various literature or references that the author finds and then compares them using the method mentioned above. The research results show that the content of the independent teaching platform meets the dimensions and indicators that can increase teacher competence. After learning by utilizing PMM, teacher competence increases according to the indicators that have been determined, so PMM has very high effectiveness in increasing teacher competence in their learning performance.

Introduction

Since the concept of independent learning was introduced as an effort to improve the quality of education, many policies and interventions have been carried out by the Ministry of Education and Culture, as stated by Padli. H (2021) including 1) consultative and symmetrical assistance, a form of collaboration between the central government and regional governments related to initial and continued assistance in implementing the concept of independent learning; 2) Strengthening human resources in schools, focusing on driving schools who will receive assistance for 3 years, then the local school government will continue this; 3) New paradigm learning, differentiated learning as an effort to facilitate learning based on student needs through intra-curricular and co-curricular to build a Pancasila student profile; 4) Data-based planning, this intervention aims to break the chain

of education planning which is only enlightenment. Through this intervention, education report data is provided by the government which is summarized from various sources; 5) Digitalization of schools, and many platforms to reduce complexity, increase efficiency, increase inspiration, and adapt approaches. The platforms provided include a teacher platform for profiles and competency development, a teacher platform for learning, a school resource platform, and an education report dashboard. Among the platforms provided, the Independent Teaching Platform (PMM) is a platform that can be directly used by teachers to improve their learning competencies. There has been such massive socialization of the benefits of PMM for teachers, since its launch it has been accessed by almost all teachers.

The independent teaching platform is provided for teachers to support the implementation of the independent curriculum, and get references, inspiration, and understanding of the independent curriculum. This platform provides a menu, 1) Studying the independent curriculum; Apart from facilitating teachers in understanding the independent curriculum, this menu also provides independent training facilitation; 2) Teaching and learning activities, facilitating teachers in carrying out assessments, learning tools, and explaining ways to develop learning objectives and the flow of learning objectives from learning outcomes; 3) Self-development, facilities provided by independent training, community, principal selection and competency tests; 4) Search for and share inspiration, containing inspirational videos, proof of work, and a collection of superior content. PMM access data in 5 districts that including frontier, remote and disadvantaged areas (3T), namely Banggai, Buol, Donggala, Morowali, and Sigi districts by Marzuki, A. G. (2023), that the number of PAUD, SD, SMP, SMA and SLB teachers from the five regions there were 2177 people, 1430 people had logged in to PMM (66%), the number of teachers who watched the video was 1062 people (49%), the number of teachers who passed the post-test was 797 people (37%), and the number of teachers who passed the topic were 248 (13%). The data above shows that teacher involvement in PMM is in the high category because the data was collected from the 3T area. The big question is how effective is the use of PMM in increasing teacher competency?

The effectiveness of a teacher in achieving his role is influenced by the competence of the teacher. According to Sudiantini, D. (2020:57), the dimensions and indicators of the effectiveness of public performance actors, in this case teachers, are, 1) The cooperation dimension, the indicator is that a teacher must be able to work together and accept differences in the results of the work of students and other teachers; 2) Creativity dimension, an indicator of being able to find new ideas in overcoming learning problems inside and outside the classroom; 3) Dimensions of learning knowledge, indicators of understanding duties and responsibilities, and accountability; 4) Dimensions of learning quality, indicators of being able to plan, organize, implement and assess learning objectively and responsibly; 5) Dependability dimension, an indicator of prioritizing teaching responsibilities compared to others.

The research aims to determine to what extent the effectiveness of the independent teaching platform (PMM) can increase teacher competence in carrying out learning?

Research Methods

Louis O. Kattsoff describes five steps of philosophical thinking in building a concept, namely 1) human knowledge is collected as much as possible; 2) analysis; 3) raising doubts, questioning, and connecting, looking for better answers than existing answers; 4) looking for reasons, coherence and understanding knowledge; 5) prepare a coherent and rational chart; 6) logical; 7) develop conceptual. Although the discussion of this theme is not as

detailed as the steps above, the author tries to get it closer by carrying out the following synthesis. The discussion is 1) critical, an analysis of terms and opinions, which is an interpretation of meaning that explains beliefs and shows contradictions; dialectical, meaning by following the dynamics of nature itself according to realistic opinions, and conflicting opinions, and both are synthesized so that a consensus of thought is reached; 3) scholastic, conclusions drawn based on clear definitions and principles (synthetic-deductive).

Discussion

Paying attention to PMM user participation data from 3T areas as the lowest measure of teacher quality illustrates how enthusiastic teachers are to move towards better things. Likewise, if you pay attention to the number of teachers who learn via video, it has almost reached 50%, although not as high as those who log in, the figure describes the same thing. However, if we look closely at the quality data represented by pre-test results and passing topics, the figures are still relatively under. If our perspective is positive, if the lowest level has reached a figure like that, what about developing and advanced areas? But if our perspective is a challenge, then these numbers are expected to continue to increase. To answer this research question more definitively, we will continue the discussion.

Cooperation abilities

An educational service is said to be effective if it can build cooperation in the process, output, and outcome. According to Susilawati, E. et al. (202) PMM can build cooperation between teachers, apart from that PMM is also able to make the process of internalizing educational subjects respect differences in needs (differentiation). By getting used to sharing good practices, self-actualization will become stronger. It is hoped that when implemented in the classroom, teachers will become accustomed to working together, having tolerance, and respecting differences. This indicator has been fulfilled as the education service platform can increase cooperation, tolerance, and respect for differences.

Creative and solution

Are educational services able to make users creative and able to overcome various problems with their creativity? One of the PMM menus that encourages users to be creative and find solutions is to find and share inspiration, containing inspirational videos, proof of work, and a collection of superior content. This menu encourages a teacher to continue learning based on the inspiration provided by PMM, sharing good practices in solving various learning problems creatively. Proof of work is PMM's facilitation for teachers to develop various innovative learning works aimed at fellow teachers who are looking for inspiration. Aulia, D. et al. (2023) strengthen the above analysis from the results of their research, that PMM can increase teacher competence from the aspect of creativity, the ability to overcome teachers' problems in learning.

Understanding the role of a teacher

Minister of National Education Regulation number 16 of 2007 substantively provides guidelines for the minimum competencies that a teacher must have, namely: pedagogical, personal, social, and professional competencies. Because of this policy, a teacher must develop his competence personally and institutionally. Teacher competency has a huge influence on a teacher's performance, Rohman, H (2020). In the context of independent learning, government intervention through the provision of PMM is a manifestation of the government's responsibility to increase teacher competency regarding the policy of implementing the independent curriculum. It is hoped that this platform can be used by teachers to develop their competencies both personally and institutionally. PMM meets the requirements to improve teacher competency through the menus it facilitates. According to research by Lena, SM (2023), 90.5% of teachers were helped in dealing with new paradigm learning in implementing the independent curriculum.

Learning management

The problem felt by teachers in implementing the curriculum is preparing learning objectives (TP) and developing a flow of learning objectives (ATP) in making learning plans (RPP) or teaching modules. The first PMM menu is related to a complete understanding of the independent curriculum, the stages of preparing teaching modules, examples, and independent training, all facilitated. According to Priantini, D. et al. (2022) almost all teachers felt helped by the existence of PMM, learning from PMM to compose TP, ATP, and teaching modules, even though it was difficult at first, became easier after getting used to it.

Responsibility for Learning

Teachers' teaching motivation is strongly influenced by intrinsic and extrinsic factors. Intrinsic factors include having adequate professional capital and a high enthusiasm for learning. Meanwhile, extrinsic motivation includes appreciation from students, peers, and leaders, having a platform for self-actualization, and a healthy competitive culture. The independent learning platform fulfills all of this, professional capital can be met through a menu of self-development, competency tests, and independent and group training. The menu of teaching and learning activities, looking for inspiration encourages teachers to continue learning so that their enthusiasm for learning never goes out. PMM facilitates self-actualization and peer appreciation through a menu of sharing good practices, selection of school principals, and proof of work. Coaching is a form of peer-to-peer communication that is built by school principals and teachers. Through this communication model, both are on an equal footing, this motivates teachers not to feel awkward towards the principal. The research results of Setiariny, E (2023) concluded that PMM was able to increase synergy between teachers, and teacher ability in learning, and increase student learning outcomes. These results motivate teachers both intrinsically and extrinsically.

Conclusion

In terms of content, the independent teaching platform meets dimensions and indicators that can increase teacher competence, based on findings from various studies that after learning and utilizing PMM, teacher collaboration becomes stronger, understanding of teacher duties and functions increases, responsibility for learning becomes higher, quality learning and even student learning outcomes have also increased, and teacher responsibilities have increased along with increased motivation.

Based on the content and after its use, the independent teaching platform is very effective in increasing teacher competence in carrying out their learning performance. These findings can be used by other researchers to analyze teachers' participation in utilizing the independent teaching platform in a wider scope.

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