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Analysis of The Impact of The Merdeka Mengajar Platform on Improving Economic Learning

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A B S T R A C T

The government provides this platform as a reference, collaboration forum and quality content. The Merdeka Mengajar platform is an important pillar in building better education. This research was carried out for high school level Economics teachers. The data collection technique uses a questionnaire using a Likert scale. This research aims to determine the use of the independent teaching platform for the quality of learning of high school Economics teachers in the city of Pematangsiantar. The research method used is quantitative descriptive research. The population of this study were all Economics teachers at Senior High School (SMA) level in the city of Pematangsiantar. The sample was selected using purposive sampling with a sample size of 20 respondents. The reason for using the Purposive Sampling technique is because not all samples have the criteria that match the phenomenon being studied. Therefore, the author chose the Purposive Sampling technique which establishes certain considerations or criteria that must be met by the samples. This research was conducted from January to February 2024. Based on the research results, the probability value < significance value of (0.000 < 0.05) and the calculated t value> t table (8.265> 2.10092) were obtained, so it can be concluded that there is an influence of the Merdeka Mengajar Platform (PMM) on the learning quality of economics teacher. The results of the research show that there is a significant influence in terms of the use of the independent teaching platform on the learning quality of high school economics teachers in the city of Pematangsiantar in implementing the merdeka curriculum.

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1. INTRODUCTION

The mission of National Education is to develop talent and shape the character and civilization of the nation dignified in order to enlighten national life. National Education also

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aims to develop the potential of students to become people who have faith and fear God Almighty, have morals noble, healthy, knowledgeable, capable, creative, independent and democratic (Lubis, 2024; Lubis & Ritonga, 2023). The education system must change to adapt to globalization along with developments in society and the times. The government provides outreach to the teacher through various methods and facilities, including offline and online, to ensure curriculum autonomy Socialization of the merdeka curriculum is carried out outside the network in the form of technical guidance, workshops, and so on (Darlis et al., 2023; Ritonga et al., 2022). The government promotes an merdeka curriculum through various online (in-network) and outside-of-network methods, including technical guidance (technical guidance), workshops, use of independent learning platforms, and so on. As a form of free learning, the free teaching platform (Merdeka Mengajar Platform (PMM) can help improve students' understanding of the merdeka curriculum. Merdeka Mengajar Platform (PMM) is very much in line with the demands of advances in information technology in network-based education in the millennial era (Ketaren et al., 2022; Nuraini Aristawati, 2024; Susilawati et al., 2021) (he recovery period was triggered by the COVID-19 pandemic, which caused almost all schools to switch to learning online during the pandemic. Thus, the government decided to increase digital-based learning. One way is to develop the Merdeka Mengajar Platform (PMM), which can be accessed by teachers to learn independently with materials, modules and other learning materials (Istiqomah et al., 2024; R et al., 2023; Setiariny, 2023). With Merdeka Mengajar Platform (PMM), teachers can also share real learning experiences with other teachers.

Merdeka Mengajar Platform (PMM) is a learning material or teaching tool provided by the government regularly online with learning features for teacher competency. The goal of the Merdeka Teaching Platform (PMM) is to be the next step in the transformation efforts education digital-based in Indonesia and functions as a driving partner for teachers in teaching, studying and learning By providing various training materials and teaching materials that can be applied directly in the classroom, the Merdeka Mengajar Platform (PMM)) is designed to help teachers improve their abilities and apply Merdeka Curriculum (Kartikasari et al., 2023; Prasetyaningsih, Nur; Muiz, 2024; Widiyono et al., 2021). However, the material available on the platform remains relevant for use by teachers which can be accessed via the Merdeka Mengajar Platform (PMM) web https://bit.ly/faqmerdekamengajar. The Economics Teachers can access the Merdeka Mengajar platform (PMM) by using a Google account with the domain Belajar.id or madrasah.kemenag.go.id. Five products are available for the teacher development feature, which are divided into the categories of Teaching and Learning Activities and Teacher Development.

Based on the explanation about Merdeka Mengajar Platform (PMM) above, there is a discrepancy between reality and what should happen. Meanwhile, according to the Ministry of Education and Culture's advice, all teachers must link their Belajar.id account to the Merdeka Teaching Platform application, and use the Merdeka Mengajar Platform (PMM) to learn, teach and share and get feedback on published work. In the end, the Merdeka Mengajar Platform (PMM) can improve teachers' ability to utilize information technology to improve the quality of learning and self-development, teachers' understanding of the merdeka curriculum, and increase teachers' professional competence (Andika Dwi Putra, 2024; Setiariny, 2023; Susilawati et al., 2021)

Research on the Merdeka Mengajar Platform (PMM)) has been conducted by several researchers including ((Budiarti, 2022);Sumandya, 2022). but none of the previous research has discusses the analysis of the use of the (Merdeka Mengajar Platform (PMM)) by Economics Teachers. Most research only uses literature studies, so it is not supported by reliable field data and facts. Therefore, researchers want to analyze the extent to which

Pematang Siantar City Economics teachers utilize the Merdeka Mengajar Platform (PMM) to accelerate the implementation of the merdeka curriculum.

2. METHOD

The research method used is quantitative descriptive research. The population of this study were all Economics teachers at Senior High School (SMA) level in the city of Pematangsiantar . The sample was selected using purposive sampling with a sample size of 20 respondents. The reason for using the Purposive Sampling technique is because not all samples have the criteria that match the phenomenon being studied. Therefore, the author chose the Purposive Sampling technique which establishes certain considerations or criteria that must be met by the samples. This research was conducted from January to February 2024. Data collection techniques used questionnaires. Data analysis uses the t test and significance values to see The Impact of The Merdeka Mengajar Platform on Improving Economic Learning by using SPSS version 26.0.

3. RESULTS AND DISCUSSION

3.1 Result

The Merdeka Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies (Dewi et al., 2024; Ketaren et al., 2022; Marisana et al., 2023). Teachers have the freedom to choose various teaching tools so that learning can be adjusted to the learning needs and interests of students. Based on the research conducted, the (Merdeka Mengajar Platform (PMM)) can help teachers study the merdeka curriculum so that they can improve the quality of learning which will have an impact on improving the quality of education. By utilizing this platform, you can slowly bring about the following changes:

1) Educator learning behavior
2) Student activity behavior, learning climate, media and learning systems
3) The quality of learning increases

Collecting data from respondents through instruments correlated variables X and Y where X1 is the use of the Merdeka Mengajar Platform (PMM) and Y is the quality of learning of economics teachers with the following data.

Table 1. Respondents' Scores on The Use of Merdeka Mengajar Platform (X) and Learning Quality of Economics Teachers (Y)

Respondent	X	Y	Total
1	72	75	147
2	80	80	160
3	77	79	156
4	73	78	151
5	70	76	146
6	78	79	157
7	77	79	156
8	74	79	153
9	69	76	145
10	78	79	157
11	77	78	155
12	74	77	151
13	70	76	146
14	80	80	160

15	78	80	158
16	74	78	152
17	71	77	148
18	76	78	154
19	80	80	160
20	75	79	154
Total	1503	1563	3066

Based on these results, it can be seen that the variable using the Merdeka Mengajar Platform (PMM) (X1) has a total score of 1503 and the learning quality of economics teachers variable (Y) has a total score of 1563. The highest number of criteria scores for each question item is 4 x 40 questions x 20 respondents = 3200 The highest score for each item is 4, the number of questions is 40 questions and the number of respondents is 20 teachers.

From the results of this data, statistical data was obtained using SPSS version 26.0, namely as follows:

Table 2. Descriptive Statistics of The Use of Merdeka Mengajar Platform (PMM) and Learning Quality of Economics Teachers

		The Use of Merdeka Mengajar Platform (PMM)	Learning Quality of Economics Teacher
N	Valid	20	20
	Missing	0	0
Mean		75.15	78.15
Std. Error of Mean		.782	.342
Median		75.50	78.50
Mode		74[a]	79
Std. Deviation		3.498	1.531
Variance		12.239	2.345
Skewness		-.262	-.572
Std. Error of Skewness		.512	.512
Kurtosis		-1.054	-.700
Std. Error of Kurtosis		.992	.992
Range		11	5
Minimum		69	75
Maximum		80	80
Sum		1503	1563

a. Multiple modes exist. The smallest value is shown

It can be seen that there are no questions that were not filled in by respondents with the missing information 0. Furthermore, the minimum value for the independent teaching platform variable is 69 while for the learning quality variable is 75. Likewise, the maximum value for the Merdeka Mengajar Platform (PMM) and learning quality of economics teachers is 80.

From the results of statistical calculations using SPSS 26 for windows obtained a mean score (M) of 75; median (Me) of 75.5; mode (Mo) 74; standard deviation of 3.49 for the Merdeka Mengajar Platform (PMM) questionnaire. Meanwhile, for the learning quality questionnaire, the average score (M) was 78; median (Me) 78.5; mode (Mo) of 79; and standard deviation of 1.53. The data description also presents the frequency of categories for each variable to find out a detailed description of each variable which can be seen as follows:

1. Use of Merdeka Mengajar Platform (PMM)

The number of questions on using the Merdeka Mengajar Platform (PMM)consists of 20 questions with 4 alternative answers. The scores given are 4, 3, 2, and 1. This means the highest score is 80 and the lowest score is 20. The following is data on the frequency of pen the use of the independent platform teaches:

Table 3. Frequency Distribution of The Use of Merdeka Mengajar Platform (PMM)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	69	1	5.0	5.0	5.0
	70	2	10.0	10.0	15.0
	71	1	5.0	5.0	20.0
	72	1	5.0	5.0	25.0
	73	1	5.0	5.0	30.0
	74	3	15.0	15.0	45.0
	75	1	5.0	5.0	50.0
	76	1	5.0	5.0	55.0
	77	3	15.0	15.0	70.0
	78	3	15.0	15.0	85.0
	80	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

Source: SPSS 26 for Windows processed data

From this data it can be seen that the scores that have the highest frequency are scores of 74, 77, 78 and 80 with a frequency of 3 respondents each. Data was obtained that there were 9 respondents below the average value. So, there are 45% of respondents below the average value and 55% (11 respondents) above the average. So, it can be concluded that most of the scores for using the merdeka mengajar platform (PMM) platform to teach Economics teachers in the city of Pematangsiantar are above the average score. Based on table a bar chart can be made as follows:

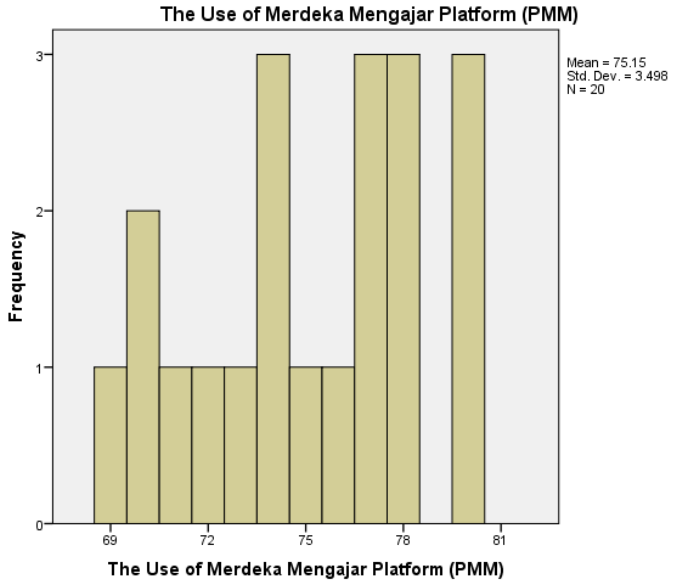

Figure 1. Histogram of The Use of PMM Frequency

2. Learning Quality of Economics Teachers

The number of items on the learning quality instrument consists of 20 questions with 4 alternative answers. The scores given are 1, 2, 3, and 4. This means the highest score is 80 and the lowest score is 20. The following is the frequency data for learning quality, namely:

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	1	5.0	5.0	5.0
	76	3	15.0	15.0	20.0
	77	2	10.0	10.0	30.0
	78	4	20.0	20.0	50.0
	79	6	30.0	30.0	80.0
	80	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Source: SPSS 26 processed data *for windows*

Table 4. Frequency Distribution of Learning Quality of Economics Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	1	5.0	5.0	5.0
	76	3	15.0	15.0	20.0
	77	2	10.0	10.0	30.0
	78	4	20.0	20.0	50.0
	79	6	30.0	30.0	80.0
	80	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

From this data it can be seen that the score with the highest score was 79, as many as 6 respondents. Data was obtained for 6 respondents (30%) below the average score and there were 14 respondents or 70% above the average score. So it can be concluded that the majority of Economics teachers' learning quality scores in implementing the merdeka curriculum in the city of Pematangsiantar are above the average score. Based on this table, the bar chart is as follows:

Figure 2. Histogram of Learning Quality of Economics Teachers Frequency

a. Normality test

The normality test is used to test whether in the regression model, confounding variables or *residual* has a normal distribution. So, the researcher used the SPSS 26.0 program *for windows* with *Kolmogrov Smirnov* (KS).

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.69931415
Most Extreme Differences	Absolute	.155
	Positive	.085
	Negative	-.155
Test Statistic		.155
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the normality test results of these two variables, it is known that the significance value of 0.200 is greater than 0.05, so it can be concluded that the residual value is normally distributed.

b. Hypothesis testing

This hypothesis test is carried out to provide proof of the hypothesis according to the research carried out whether there is a relationship or influence between variables x and y.

Table 5. Coefficients of The Regression Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	48.888	3.544		13.793	.000
	The Use of Merdeka Mengajar Platform (PMM)	.389	.047	.890	8.265	.000

a. Dependent Variable: Learning Quality of Economics Teacher

Source: SPSS processed data for windows

Based on the results of the data processing, a significance value of 0.000 was obtained and this figure is smaller than 0.05, therefore it can be concluded that there is an influence of the independent teaching platform variable (x) on the learning quality of economics teacher (y). Furthermore, to provide other supporting evidence, it can be seen from the calculated t and t table values. T value obtained is 8.265 and the t table value is 2.10092. Because the calculated t value is greater than the t table, it can be concluded that there is an influence of the independent teaching platform on the learning quality of high school economics teachers in the city of Pematangsiantar.

3.2 Discussion

This study analyzes the impact of the Merdeka Mengajar Platform (PMM) on improving the quality of economics education in Pematangsiantar. The Merdeka Curriculum adopted in this study is characterized by diverse intracurricular learning, giving teachers the freedom to select various teaching tools that align with students' learning needs and interests. This approach is expected to enhance the overall quality of education.

Based on the findings, the Merdeka Mengajar Platform effectively aids teachers in understanding and implementing the Merdeka Curriculum, thereby improving the quality of instruction. This improvement is reflected in several changes, such as educator learning behaviour, student engagement and learning climate, and the use of media and learning systems. These changes collectively contribute to the enhancement of educational quality.

Data were collected through instruments measuring the correlation between the use of PMM (X1) and the quality of economics instruction (Y) from 20 respondents. The results show that the total score for variable X1 is 1503, while the total score for variable Y is 1563, with the highest score for each item being 80. Statistical analysis using SPSS version 26 revealed that the mean score for PMM usage is 75.15 with a standard deviation of 3.498, while the mean score for instructional quality is 78.15 with a standard deviation of 1.531.

The frequency distribution indicates that most respondents scored above average in their use of PMM, with 55% of respondents exceeding the average score. Regarding the quality of instruction, 70% of respondents scored above average, indicating that the majority of economics teachers have good instructional quality when implementing the Merdeka Curriculum.

A normality test showed that the residual values are normally distributed, indicating that the regression model is valid. Hypothesis testing also demonstrated a significant effect of PMM usage on the quality of economics instruction, with a significance value of 0.000, which is less than 0.05. Additionally, the t-value (8.265) being greater than the t-table value (2.10092) further supports the conclusion that PMM usage positively and significantly impacts the quality of economics instruction in Pematangsiantar.

The findings of this study align with previous research (Aditya et al., 2023; Budiarti, 2022; Prasetyaningsih et al., 2024; Siagian et al., 2024)indicating that the use of technology and digital platforms in education can enhance teaching effectiveness and learning outcomes. Previous studies have suggested that online learning platforms provide flexibility for teachers to access a variety of educational resources, which in turn improves classroom instruction. For example, research by (Ikram et al., 2023; Rohman et al., 2024) found that integrating technology in education can strengthen teachers' pedagogical competencies, enrich teaching materials, and increase student engagement.

Furthermore, previous research highlights the importance of professional development and training for teachers in adopting new technologies. This is consistent with the findings of this study, which show that PMM not only provides comprehensive teaching materials and tools but also helps teachers understand and effectively implement the Merdeka Curriculum. Thus, this study confirms that investing in educational technology and teacher training is key to improving educational quality in the digital age.

Overall, this research reinforces the argument that digital platforms like PMM have great potential to transform the dynamics of classroom learning, especially in the context of the Merdeka Curriculum. The practical implication of this study is the importance of developing and implementing similar platforms across Indonesia to ensure equitable improvements in educational quality nationwide.

4. CONCLUSION

Based on the research results, the probability value < significance value of (0.000 < 0.05) and the calculated t value> t table (8.265> 2.10092) were obtained, so it can be concluded that there is an influence of the Merdeka Mengajar Platform (PMM) on the learning quality of economics teacher.

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