

Analysis of the Need for Using the Independent Teaching Platform to Improve Teacher Performance in Schools

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Article Information:

Received April 30, 2023

Revised November 30, 2023

Accepted November 30, 2023

Keywords:

Analysis; Implementation; PMM

Abstract

This research aims to analyze teachers' needs for the use of the Merdeka Mengajar Platform (PMM) in the context of implementing the Independent Curriculum. The research method in this research uses quantitative descriptive analysis techniques. The data collection technique uses a needs questionnaire which is distributed directly to teachers. The population of this study were teachers in the MGMP English community at the junior high school level in Bengkulu City. In this research, the technique of distributing questionnaire sheets filled out by teachers was used to determine the level of teachers' needs for PMM applications in learning. The data analysis technique in this research uses quantitative techniques and is concluded quantitatively. From 36 respondents, data was obtained that 25% of teachers were still not familiar with PMM, only 14 teachers used PMM in learning. 58.3% of teachers stated that there was a need for training in using PMM in learning and recommended the use of PMM to other fellow teachers. Based on the results of data analysis, it is concluded that there is a need for socialization and training on the use of PMM for all teachers so that the implementation of the Independent Curriculum can run well and teacher performance and competence can increase.

A. Introduction

Education has an important role for the progress of a nation, because education is a vehicle for preparing individuals who have superior competence and character as the basic capital for the development of a nation (Agustina & Wibawa, 2019; Hidayati, 2016). The Indonesian government, through the Ministry of Education and Culture, has made various efforts to adapt to current developments, one of which is improving the curriculum to prepare a superior generation to face the challenges of the times. In the Independent Teaching Program, the Ministry of Education, Culture, Research and Technology has released the Independent Curriculum and the Independent Teaching Platform as the 15th episode. With the release of this program, it is hoped that it can increase teacher competency in teaching. Good teacher competency is very important in ensuring that students can learn effectively and achieve optimal results in learning. However, many schools in Indonesia still face challenges in improving teacher competency. These challenges include limited access to training, lack of teacher knowledge and skills in integrating technology in learning, and lack of access to quality educational resources. The launch of the Merdeka Mengajar Platform is one of the technology platforms provided to support teachers so they can teach better, increase their competency and develop career-wise (Ketaren et al., 2022; Saputra et al., 2023; Siregar et al., 2023). PMM is here as a friend of teaching, learning and working in the context of implementing the independent curriculum.

Therefore, the use of the Merdeka Belajar Platform (PMM) can be a solution to overcome these challenges. The use of PMM is very important because the guidelines and teaching modules for implementing the

How to Cite : Sudarsih, S. (2023). Analysis of the Need for Using the Independent Teaching Platform to Improve Teacher Performance in Schools. FINGER : Jurnal Ilmiah Teknologi Pendidikan, 2(3), 95–101.
<https://doi.org/10.58723/finger.v2i3.146>

ISSN : 2830-6813

Published By : Asosiasi Profesi Multimedia Indonesia

Independent Curriculum are all there. This application provides various educational resources and services that can help teachers improve their competence, such as online training, digital teaching materials, and learning community networks. PMM is an educational platform to improve the competence of educators by giving educators the freedom to create quality learning according to students' needs and learning environment, so that the Pancasila Student Profile is realized (Arwitaningsih et al., 2023; Fitriya et al., 2023; Marisana et al., 2023). This platform is also provided to be a driving partner for educators and school principals in teaching, learning and creating. The implementation of the Independent Curriculum can be understood properly and optimally through the use of PMM. In this context, analyzing the needs for using PMM can help educators and educational staff to understand the features and benefits of this application, as well as how this application can help improve teacher performance and competency. By understanding user needs and desires, PMM can be developed better and can meet user expectations in improving the quality of education in Indonesia (Aulia et al., 2023; Defa et al., 2023; Lena et al., 2023).

This research aims to analyze the level of teachers' needs for PMM applications and how teachers master PMM. Through the results of this research, it is hoped that it can provide a solution to the use of the PMM application by teachers, so that teacher competence and performance can increase.

B. Research Methods

Data analysis techniques in research use quantitative descriptive analysis techniques. Quantitative data analysis means analyzing number-based data (not word-based), or data that can be easily converted into numbers without losing any meaning. Quantitative Research Methods are methods that rely on objective measurements and mathematical (statistical) analysis of data samples obtained through questionnaires, polls, tests or other research instruments (Adiputra & Sumarta, 2023; Fourkhani & Jarodi, 2023; Putra, 2023). In quantitative research, one of them is a survey with data collection techniques using a needs questionnaire which is distributed directly to respondents. Appropriate data collection techniques are strategic and systematic steps in obtaining data that is valid and in accordance with reality.

The population of this study were teachers in the MGMP English community at the junior high school level in Bengkulu City. In this research, the technique of distributing questionnaire sheets filled out by teachers was used to determine the level of teachers' needs for PMM applications in learning. The data analysis technique in this research uses quantitative techniques and is concluded quantitatively. The quantitative analysis technique is based on a questionnaire completed by 36 teachers.

The stages of conducting the research began with determining the research subjects, namely teachers from the English Middle School MGMP community in the city of Bengkulu. Then the subject was given a questionnaire observation sheet and asked to fill in the questionnaire sheet. The final step is to analyze the data, each question item is given a percentage based on the respondent's answer.

C. Results and Discussion

The aim of this research is to analyze teachers' needs for PMM applications in improving performance. In this study, respondents came from 36 teachers who responded to the questionnaire given. From the results of respondents' answers, data was obtained that 75% of teachers were familiar with PMM, and 25% of teachers were not familiar with PMM.

1. Apakah anda mengenal PMM ?

36 responses

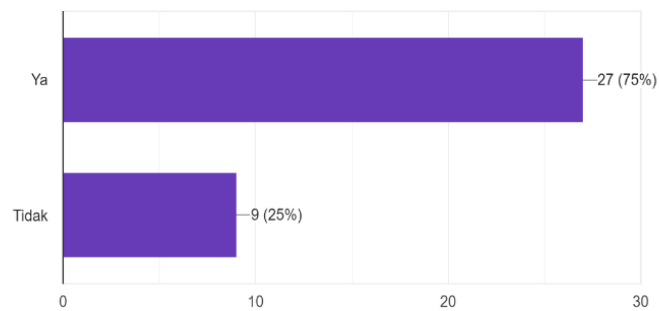


Figure 1. Results of Question 1

14 teachers have used PMM in teaching, the remaining 22 people have not used PMM in teaching. Of the 14 teachers who use PMM in teaching, 1 teacher uses PMM every day, 9 teachers use PMM several times a week and 4 teachers rarely use PMM in teaching.

2. Apakah Anda pernah menggunakan aplikasi PMM dalam mengajar?

36 responses

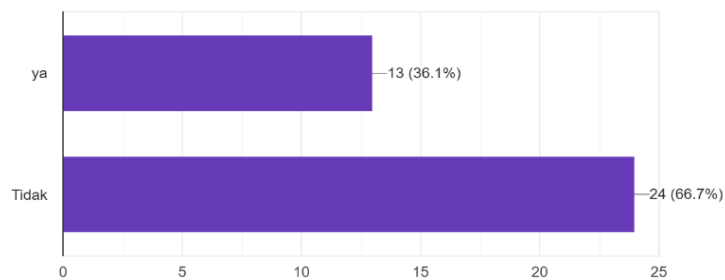


Figure 2. Results of Question Item 2

3. Jika Anda menjawab "ya" pada pertanyaan nomor 2, seberapa sering Anda menggunakan aplikasi PMM dalam satu minggu?

14 responses

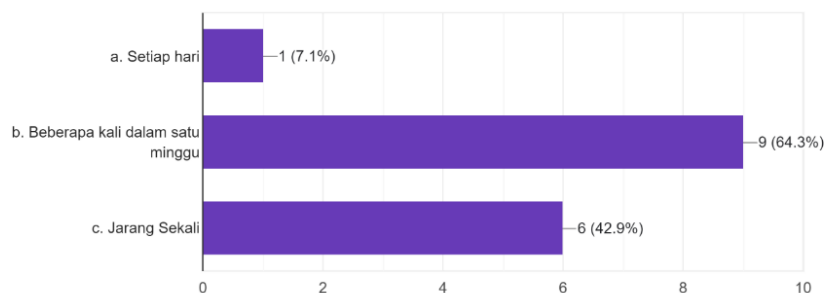


Figure 3. Results of Question 3

68.6% of teachers stated that PMM was quite effective as a learning medium, 20% said it was very effective, 8.6% said it was less effective and 2.8% said it was not effective.

4. Bagaimana pendapat Anda tentang efektivitas penggunaan aplikasi PMM sebagai media pembelajaran dalam mata pelajaran yang Anda ajarkan?

35 responses

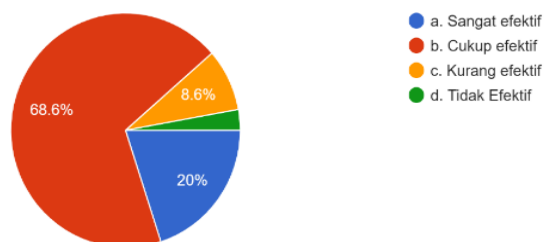


Figure 4. Results of Question 4

60% of teachers chose PMM to moderately increase students' motivation and interest in learning, 25.7% greatly increased it, 11.4% increased it slightly and 2.9% stated that PMM did not increase students' motivation and interest in learning.

5. Menurut Anda, apakah penggunaan aplikasi PMM dapat meningkatkan motivasi dan minat belajar siswa dalam mata pelajaran yang Anda ajarkan?

35 responses

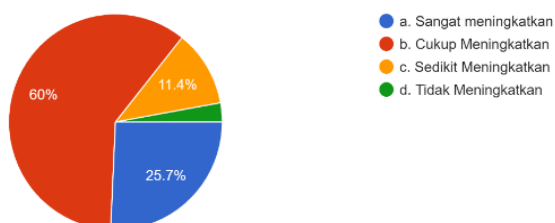


Figure 5. Results of question 5

42.9% of teachers chose that PMM could attract students' attention in learning, 34.3% could improve the quality of learning and 22.9% stated that PMM was more interactive in learning.

6. Apa kelebihan dari penggunaan aplikasi PMM dalam proses pembelajaran dan mengajar?

35 responses

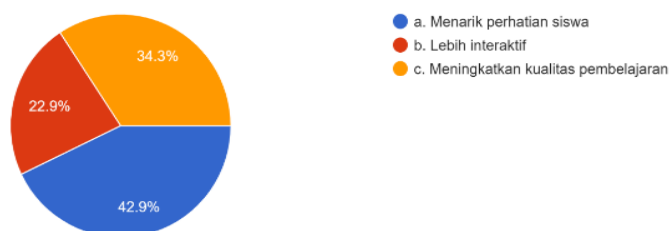


Figure 6. Results of question 6

The drawback of PMM application in the learning and teaching process is that 60% of teachers choose to require more time and effort in preparing the material. 22.9% had limited access to technology, and 17.1% chose that it may not be suitable for all students.

7. Apa kekurangan dari penggunaan aplikasi PMM dalam proses pembelajaran dan mengajar?
35 responses

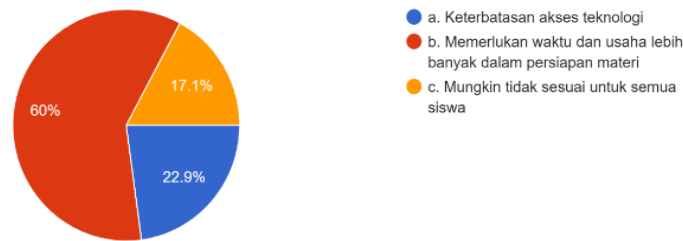


Figure 7. Results of question 7

51.4% of teachers chose to be quite helped by PMM in the learning process, 31.4% were very helped and 17.1% were helped a little.

8. Bagaimana pengalaman Anda dalam menggunakan aplikasi PMM, dan apakah Anda merasa terbantu dalam proses pembelajaran dan mengajar?
35 responses

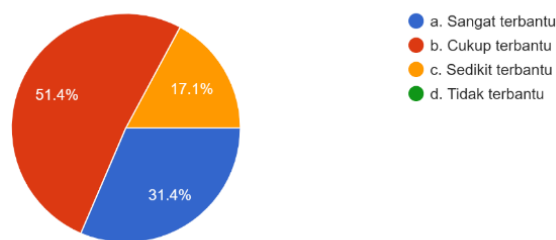


Figure 8. Results of question 8

58.3% of teachers chose that training and support in using PMM is very necessary, 36.1% quite necessary and 5.6% slightly necessary.

9. Apakah Anda merasa perlu adanya pelatihan dan dukungan dalam penggunaan aplikasi PMM?
36 responses

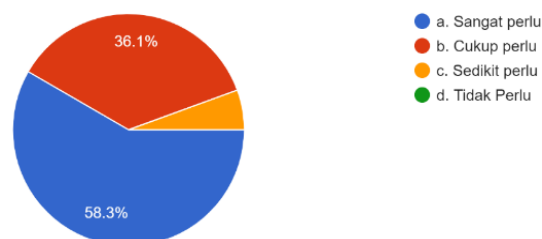


Figure 9. Results of question 9

55.6% of teachers strongly recommend the use of PMM to other fellow teachers, 41.7% quite recommend it and 2.7% slightly recommend it (Nesti et al., 2022).

10. Apakah Anda akan merekomendasikan penggunaan aplikasi PMM kepada rekan guru lainnya?
36 responses

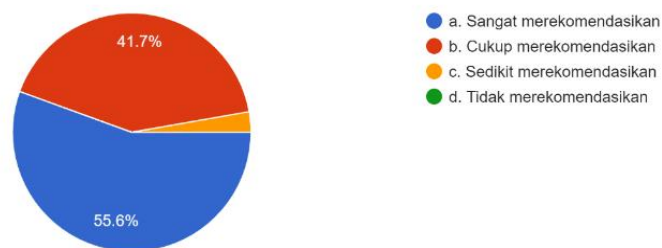


Figure 10. Results of question 10

Analysis of the data obtained shows that there are still teachers who are not familiar with the PMM application, this does not rule out the possibility of a lack of socialization about the PMM application to all teachers. The use of PMM by teachers is also not optimal, but has made progress. This can be seen from 36 respondents, only 11 teachers have used the PMM application in classroom learning. It is hoped that all teachers can make optimal use of PMM in line with the efforts of the government and related stakeholders to promote and provide access to this program.

Although PMM can provide significant benefits for teachers in developing themselves and providing a better learning experience for students, there are several obstacles that arise in its use, including: lack of infrastructure and internet access in remote areas, limited technological knowledge in some Teacher. lack of support and guidance for teachers, limited technological devices for students, and challenges in adapting new learning models.

Therefore, there is a need for comprehensive and continuous socialization as well as training on the use of the PMM application for all teachers. Efforts continue to be made by the government and related stakeholders to overcome these obstacles, such as through training and guidance programs for teachers, increasing the availability of infrastructure and internet access, as well as supporting technological devices for students. In this way, it is hoped that PMM can be used more easily and optimally by teachers. Therefore, efforts continue to be made to expand access and support the development of PMM so that it can provide greater benefits for teachers and students in Indonesia.

D. Conclusion

The results of data analysis from research on the need for use of the PMM application by teachers conclude that there needs to be wider socialization about the PMM application and training on the use of PMM needs to be held for all teachers so that the implementation of the Merdeka Curriculum can run well. In this way, teacher performance and competence can increase.

E. Acknowledgment

Thanks are addressed to Mr. Dr. Eko Risdianto, M.Cs. as a lecturer in the course Issues and Trends in Educational Technology and All teachers who are members of the Bengkulu City Middle School English Language MGMP who have supported this research.

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