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Enhancing the Utilisation of the "Platform Merdeka Mengajar" to Empower Primary School Educators as Agents of Educational Excellence in Indonesia's "Sekolah Penggerak"

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ABSTRACT

This research examines the impact of the "Platform Merdeka Mengajar" on elementary school teachers in Indonesia, focusing on its role as a catalyst for enhancing educational quality in the "Program Sekolah Penggerak". This study adopts a qualitative case study method, involving one hundred elementary school teachers and one hundred students participating in the programme. Key informants include twenty-five facilitators, representatives from "Balai Besar Guru Penggerak", "Balai Penjaminan Mutu Pendidikan", and other educational practitioners. Data were collected through observation, interviews, and documentation, and validity was ensured using data triangulation. The analysis followed Stake's stages, including categorical aggregation, direct interpretation, pattern recognition, and naturalistic generalisations. Findings reveal that the "Platform Merdeka Mengajar" offers various features for teachers, such as inspirational videos, independent training, real action tools, proof of work, class creation options, teaching resources, and student assessment tools. These features enhance teacher competence, enabling effective knowledge transfer, and helping achieve measurable learning goals. The platform also facilitates student assessment, providing insights into learning outcomes. Accessible on Android, the platform proves to be both effective and efficient. The level of success depends on teacher engagement with the paltform's features, making it a valuable tool in achieving educational objectives within the "Program Sekolah Penggerak."

Keywords: Catalyst, educational quality, elementary school teacher, *Platform Merdeka Mengajar*, *Program Sekolah Penggerak*

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INTRODUCTION

Background of the Study

Education in Indonesia began during the Dutch East Indies and Japanese rule (Suratno, 2011). After independence, the education curriculum in Indonesia underwent 12 changes (Batubara & Davala, 2023; Oktavia et al, 2023). Curriculum changes in Indonesia were carried out to improve the quality of education and the quality of Indonesian society (Jannah, 2023; Pakpahan et al., 2023). Curriculum changes cannot be separated from changes in eras of leadership and political turmoil in the country (Lubis et al., 2022; Sakhiyya & Rahmawati, 2024). Until now, several challenges in achieving this quality of education are still faced by the Indonesian nation. Referring to data from the Central Statistics Agency in 2022, one third of the entire Indonesian population aged over five years has a junior high school education level. Another fact shows that college graduates in Indonesia are only 7.57% Indonesia's Development Index achievement in 2023 is still at 0.71 and is ranked 112th in the world. Indonesia's Programme for International Student Assessment score is still below the average for the Organisation for Economic Cooperation and Development and ASEAN-5 (Litbang Kompas).

Various things have been done to overcome these challenges, one of which is to make a breakthrough in educational innovation by launching the "Program Sekolah Penggerak", which was carried out on February 1, 2021, by the Ministry of Education and Culture, Research and Technology of the Republic of Indonesia. The "Program Sekolah Penggerak" is an effort to realise the vision of advanced Indonesian education that is sovereign, independent, and has personality through the "Profil Pancasila Student". Schools that are members of the "Program Sekolah Penggerak" implement the "Kurikulum Merdeka" in their learning. To implement the "Kurikulum Merdeka", the Indonesian government launched the "Platform Merdeka Mengajar" to help teachers get references, inspiration and understanding of the "Kurikulum Merdeka" (Inspektorat Jenderal Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi [Itjen Kemendikbudristek], 2023).

Many studies have been conducted on the use of the "Platform Merdeka Mengajar", including research conducted by Rahmadani and Kamaludin (2023), which showed that the use of the "Platform Merdeka Mengajar" significantly improved teacher competence in vocational schools. The "Platform Merdeka Mengajar" provides better access to educational resources, training, and collaboration between teachers. Teachers can also share experiences and best practices and gain access to the latest learning materials. In addition, the "Platform Merdeka Mengajar" allows teachers to improve their ability to teach vocational techniques. This research makes an important contribution to the development of education in vocational schools, especially in the use of technology and online platforms to improve teacher skills. The benefits of the "Platform Merdeka Mengajar" felt by 90.3% of PPKn teachers at SMP Negeri throughout

Sijunjung Regency were gaining inspiration, references and a deep understanding of the nature and implementation of the "Kurikulum Merdeka". Teachers are motivated to continue learning, teaching, and working through the ecosystem built on the "Platform Merdeka Mengajar."

In contrast to these studies, this research examines the impact of the "Platform Merdeka Mengajar" on elementary school teachers in Indonesia, focusing on its role as a catalyst for enhacing educational quality in the "Program Sekolah Penggerak."

Statement of Problems

Although the Indonesian education curriculum has undergone various changes in an effort to improve quality, a number of fundamental problems remain, such as low educational attainment, disparities in teacher quality, and substandard international assessment results. To address these issues, the government launched the "Program Sekolah Penggerak", implementing the "Kurikulum Merdeka", supported by the "Platform Merdeka Mengajar". However, studies on the use of this platform by elementary school teachers, particularly in the context of the "Program Sekolah Penggerak", are still limited. Therefore, an in-depth analysis is needed to examine the extent to which the "Platform Merdeka Mengajar" can act as a catalyst in improving the quality of basic education in Indonesia.

Research Objectives

The following are the problem formulations that will be discussed in depth in this paper: (1) What is the "Platform Merdeka Mengajar?"; (2) What are the features available on the platform? (3) What are the advantages of utilising the platform for elementary school teachers? and (4) How can the platform be a catalyst for improving the quality of education in the "Program Sekolah Penggerak?"

Significance of Study

The importance of this research is its contribution to addressing the challenge of improving the quality of basic education in Indonesia. Elementary school teachers are at the forefront of shaping the quality of learning, so strengthening their competencies through the use of educational technology is highly strategic. The " Platform Merdeka Mengajar" presents itself as an innovation that offers learning resources, independent training, collaboration, and learning inspiration, but its use at the elementary school level has not been comprehensively studied. This research is important because it can provide a deeper understanding of how the platform is optimized to empower teachers, strengthen the implementation of the "Kurikulum Merdeka", and become a catalyst for the success of the "Program Sekolah Penggerak" towards realising quality and globally competitive Indonesian education.

LITERATURE REVIEW

"Program Sekolah Penggerak"

The Ministry of Education, Culture, Research and Technology of the Republic

of Indonesia (https://sekolah.penggerak.kemdikbud.go.id/ stated that the "Program Sekolah Penggerak" is an effort to realise the vision of Indonesian Education in realising a sovereign, independent, and personality-based advanced Indonesia through the "Profil Pelajar Pancasila" Students. The "Program Sekolah Penggerak" focuses on developing student learning outcomes holistically, which includes competencies (literacy and numeracy) and character, starting with superior human resources (principals and teachers). The "Program Sekolah Penggerak" is a refinement of the previous school transformation program. The "Program Sekolah Penggerak" will accelerate public/private schools in all school conditions to move 1-2 stages more advanced. The programme is carried out in stages and integrated with the ecosystem until all schools in Indonesia become "Program Sekolah Penggerak."

There are five characteristics of the "Program Sekolah Penggerak", namely: (1) A collaborative programme between the Ministry of Education and Culture and the Regional Government where the commitment of the Regional Government is the main key, (2) has a scope and covers all school conditions, not only superior schools, both public and private, (3) the programme is integrated with the ecosystem until all schools in Indonesia become "Sekolah Penggerak", (4) interventions are carried out in a holistic, starting from school human resources, learning, planning, digitalisation and assistance from the Rgional Government and (5) assistance is carried out for 3 academic years and the school continues its transformation efforts independently.

The five interventions of the "Program Sekolah Penggerak" include: (1) Consultative and asymmetric assistance; (2) Strengthening human resources in schools; (3) Learning with a new paradigm; (4) Data-based planning; (5) School digitalisation.

"Platform Merdeka Mengajar"

The "Platform Merdeka Mengajar", according to the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, was built to support the Implementation of the "Kurikulum Merdeka" so that it can help teachers get references, inspiration, and understanding of the "Kurikulum Merdeka" (Itjen Kemendikbudristek, 2023). This platform is also provided to be a driving companion for teachers and principals in teaching, learning, and working. The "Platform Merdeka Mengajar" can be accessed via the Android and Chromebook applications.

Wardana et al. (2023) stated that, in general, the "Platform Merdeka Mengajar" application is considered easy to install by users, this means that this application has succeeded in providing a smooth experience for users. In addition, the use of this application is also beneficial in terms of time flexibility, users can access the "Platform Merdeka Mengajar" from anywhere and anytime if they are connected to the internet.

The "Platform Merdeka Mengajar" has the following features: (1) A learning

platform that balances technological and human touch; (2) A learning platform that improves competence, character, and spirituality; (3) The human focus feature is used in conjunction with the technology platform; (4) The platform targets the Indonesian nation, which has a super smart society with big data.

"Kurikulum Merdeka"

The "Kurikulum Merdeka" 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. Teachers have the freedom to choose various teaching tools so that learning can be adjusted to the learning needs and interests of students. The "Kurikulum Merdeka" provides educators with the freedom to create quality learning that is in accordance with the needs and learning environment of students (Itjen Kemendikbudristek, 2023). The "Kurikulum Merdeka" is an effort to recover from the learning crisis and improve the quality of education carried out by the Indonesian Government. Facts on the ground show that the "Kurikulum Merdeka" is effective in efforts to utilise technology and learning communities to share good practices between teachers, students and academics (Fitra, 2023; Nugraha, 2022).

The Ministry of Education, Culture, Research and Technology provides six supports in implementing the "Kurikulum Merdeka", namely the "Platform Merdeka Mengajar","Komunitas Belajar","Narasumber Berbagi Praktik Baik","Seri Webinar","Mitra Pembangunan", and "Pusat Layanan Bantuan" (Itjen Kemendikbudristek, 2023).

The "Kurikulum Merdeka" is based on constructivism theory, which emphasises that knowledge is actively constructed through interaction with the environment (Piaget, 1972; Vygotsky, 1978). Furthermore, the humanism theory developed by Rogers and Carl (1969) and Maslow (1970) serves as an important foundation, positioning students as unique, free individuals with a need for self-actualisation. Furthermore, the connectivism theory introduced by Siemens (2005) and Downes (2008) also provides a foundation for utilising digital technology and networks as learning resources that enable students to build knowledge collaboratively. Based on these theories, the "Kurikulum Merdeka" is designed to improve the quality of education in Indonesia in a holistic and integrative manner.

Human Resources for Elementary School Teachers

The most important resource to ensure the success of the teaching and learning process and improve education standards is the teacher. Because the success or failure of their students depends on a number of factors, including the way the teacher teaches, instructors are expected to behave professionally when teaching or educating their students. The effectiveness of the teaching and learning process determines the standard of student learning, and the position and function of teachers in this process are very influential (Manora et al., 2024).

The role of teachers in the implementation of independent learning is as driving teachers, innovative teachers, learning facilitators, characteristic teachers, and creative and independent teachers. Improving teacher resources is carried out through training and then providing compensation and allowances. One of the ministry's programmes, which of course is also a programme of the education office, is "Program Kurikulum Merdeka", and there is also "Platform Merdeka Mengajar", where there are many learning media that can be downloaded or viewed by all teachers and there are also stages.

Quality of Education in Indonesia

The quality of education is the ability of educational institutions to utilise educational resources to improve learning abilities as optimally as possible. In terms of education, the meaning of quality refers to the process of implementing education and its educational outcomes (Kurniawati, 2022; Larasati, 2022).

According to PISA 2018, Indonesia is internationally ranked 72 out of 79 countries that are members of the Organisation for Economic Co-Operation and Development (OECD, 2018) and in the TIMSS 2015 results, Indonesia ranked 44 out of 49 countries for mathematics and ranked 44 out of 47 countries in the field of arts. Based on these data, it is clear that the low achievement of students in the quality of Indonesian education is low, so the role of competent teachers is still very much needed and still needs to be improved as research by UNESCO Global Education Monitoring (GEM) Report 2016, where Indonesia's quality is ranked fifth from the bottom of 14 other developing countries regarding the quality of education. However, based on the latest research, the UNESCO Global Education Monitoring (GEM) Report 2020 stated that the quality of education throughout the world has declined due to a lack of finances so that many students have dropped out of school due to the Covid-19 pandemic. (Adamson et al., 2021). The quality of education is said to be good if it has good input and output values, meaning that these values can later solve problems in society. The quality of education in Indonesia is still very low compared to other countries in the Southeast Asian region. However, the government continues to strive to provide improvements in the quality of education for the community to create superior human resources so that they can compete with the outside community (Wahyudi et al., 2022).

METHODOLOGY

Research Design

This study uses a qualitative research method that is a case study. Case study research is a type of qualitative approach whose research explores the real life of a case or various cases through in-depth data collection.

This study examines casuistically;

1. What is the "Platform Merdeka Mengajar?"
2. What are the features available on the platform?

3. What are the advantages of using the platform for elementary school teachers?
4. How can the platform be a catalyst for improving the quality of education in the "Program Sekolah Penggerak?"

Participants

Participants in this study consisted of several parties who were directly involved and experienced the events studied. In this case, the participants are one hundred elementary school teachers and one hundred students participating in the programme. Key informants include twenty-five facilitators, representatives from "Balai Besar Guru Penggerak", "Balai Penjaminan Mutu Pendidikan", and other educational practitioners.

Instruments and Data Collection Techniques

The research instrument is basically a tool used to collect data from research. In the research, the instrument used was a semi-open questionnaire distributed to participants and informants. Data collection techniques used were observation, interviews, and documentation. The aspects observed were (1) the "Platform Merdeka Mengajar "and its various features, (2) teacher skills in utilising the "Platform Merdeka Mengajar", (3) learning using the "Platform Merdeka Mengajar", (4) student responses in learning when teachers use the "Platform Merdeka Mengajar". Interviews were conducted using in-depth interviews and focus group discussions. Meanwhile, documentation includes data on elementary schools that are members of the "Program Sekolah Penggerak" in Central Java and East Java Provinces, data on teachers who are members of the "Program Sekolah Penggerak" in Central Java and East Java Provinces, the "Platform Merdeka Mengajar", and other data related to the focus of this research.

Data Validity Technique

The validity of the data in this study uses data triangulation techniques, namely comparing data from observations, interviews and documentation, comparing what people say individually and what they say in public; and comparing secondary data. If the data has similarities, it means the data is declared valid, but if the data is different, it is not immediately discarded, because there is a possibility that the data will become found data.

Data Analysis Technique

Data analysis techniques use the Stake stage, including categorical aggregation, direct interpretation, establishing patterns and looking for a correspondence between two or more categories and naturalistic generalisations.

RESULTS

"Platform Merdeka Mengajar"

Questionnaire questions regarding the "Platform Merdeka Mengajar" include:

1. Do you know what the "Platform Merdeka Mengajar" is?
2. How did you learn about the "Platform Merdeka Mengajar?"

3. How do you use the "Platform Merdeka Mengajar?"
4. Do you often use the "Platform Merdeka Mengajar?" How often?

A questionnaire regarding teachers' understanding of the "Platform Merdeka Mengajar" concept was given to teachers, principals and facilitators who members of the "Platform Merdeka Mengajar" are. The results of the questionnaire stated that most teachers did not know what the "Platform Merdeka Mengajar" was conceptual. So far, if they want to use the "Platform Merdeka Mengajar", teachers only need to access it via the Android or Chromebook application. Figure 1 presents the results of the questionnaire regarding this matter.

Meanwhile, Figure 2 presents the frequency with which the teachers use the "Platform Merdeka Mengajar."

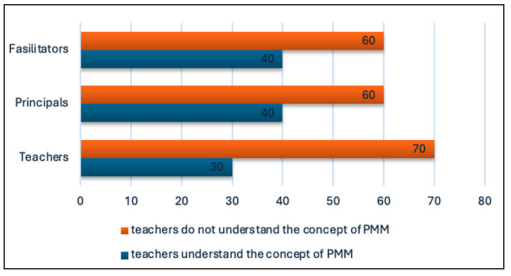

Figure 1. Teacher understanding of the "Platform Merdeka Mengajar" concept

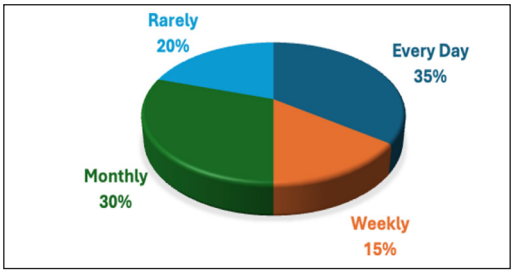

Figure 2. "Platform Merdeka Mengajar" utilisation percentage

Features in "Platform Merdeka Mengajar"

Questionnaire questions regarding the features available on the Platform "Merdeka Mengajar Platform," including:

1. How many features are there on the Platform Merdeka Mengajar?
2. What are the features available on the Platform Merdeka Mengajar?
3. Do you know what the features are?
4. Have you ever used all the features available on the Platform Merdeka Mengajar?
5. Which features do you visit most often?
6. Which features do you rarely visit?
7. Are there any obstacles in using the Platform Merdeka Mengajar?
8. How do you overcome these obstacles?

The results of the documentation regarding the Platform Merdeka Mengajar are presented in Figures 3, 4, and 5.



Figure 3. "Platform Merdeka Mengajar" initial view



Figure 4. "Platform Merdeka Mengajar" features

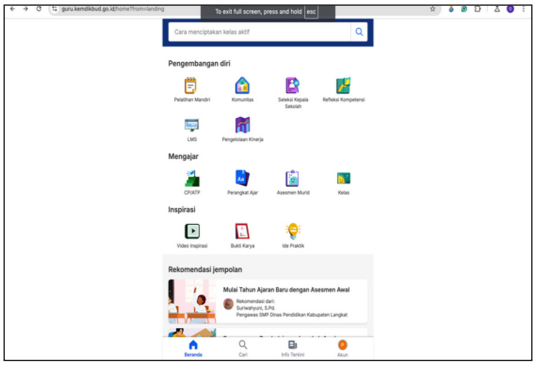

Figure 5. "Platform Merdeka Mengajar" features

Benefits of Using the "Platform Merdeka Mengajar" for Elementary School Teachers

The questionnaire on the benefits of using the "Platform Merdeka Mengajar" for elementary school teachers includes:

1. What are the advantages of the "Platform Merdeka Mengajar?"
2. What are the benefits of using the "Platform Merdeka Mengajar?"

The questionnaire was given to participants and informants. Here are their answers:

> ...There are many advantages, from the many features, the content, the appearance, the convenience, the benefits... (P78)

> ...The benefits are that it increases teaching inspiration, my competence increases, I have lots of ideas in class, classes become more fun, I can save documents online, teaching becomes easier, there is a P5 concept... (P90)

"Platform Merdeka Mengajar" as a Catalyst for Improving the Quality of Education in the "Program Sekolah Penggerak"

The "Platform Merdeka Mengajar" questionnaire as a catalyst for improving the quality of education in the "Program Sekolah Penggerak" contains:

1. What is the role of the "Platform Merdeka Mengajar" for you?
2. Will you continue to use the "Platform Merdeka Mengajar?" Why?
3. Do you think the "Platform Merdeka Mengajar" can improve the quality of education? Why?
4. What are your suggestions and input related to this!

This questionnaire was given to the teachers. Figure 6 presents one of the teacher's answers to Question No. 4.

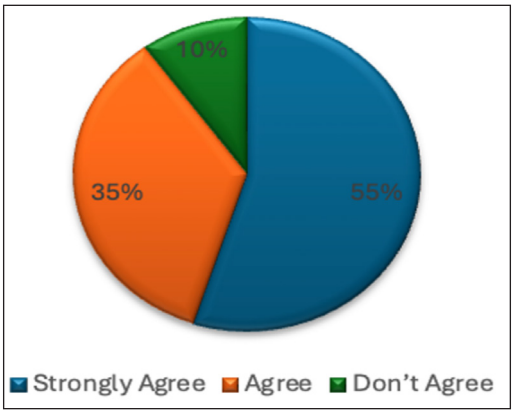

Figure 6. Platform Merdeka Mengajar can improve the quality of education

DISCUSSION

"Platform Merdeka Mengajar"

The "Platform Merdeka Mengajar" is one of the supporting media in the implementation of the "Kurikulum Merdeka" used by schools, especially schools that are members of the "Program Sekolah Penggerak", as stated by the Ministry of Education, Culture, Research and Technology (Itjen Kemendikbudristek, 2023). Based on the results of the study, 70% of teachers stated that they did not know the concept of the "Platform Merdeka Mengajar", while the principal and facilitator stated 60%. It was further stated that teachers have so far used

the "Platform Merdeka Mengajar" directly by browsing the internet. Even though teachers do not understand the concept of the "Platform Merdeka Mengajar", they still use the platform in their daily lives. This is due to the ease of accessing the platform. As stated by Wardana et al. (2023), the "Platform Merdeka Mengajar" application is easy to install and flexible to use anywhere and anytime. This is also reinforced by the results of research presented by Istiqomah, et al. (2024) that most teachers find it easy to access the "Platform Merdeka Mengajar", indicating a user-friendly platform design. These data are sufficient to strengthen the positive perception of the existence of the "Platform Merdeka Mengajar". Meanwhile, the intensity of teachers in using the "Platform Merdeka Mengajar" is 35% stating every day, 15% stating weekly, 30% stating monthly and 20% stating rarely using it. Differences in the intensity of teachers in using the platform are influenced by individual instructional desires, instructional needs, and different levels of technological capabilities.

"Platform Merdeka Mengajar" Features

The results of the study show that the "Platform Merdeka Mengajar" features are very diverse. The "Platform Merdeka Mengajar" has many diverse features that can be accessed by teachers freely with or without logging in to the application, each of which has different information. The results of the documentation regarding the "Platform Merdeka Mengajar" show that "Platform Merdeka Mengajar" features that can be opened without logging in are "Informasi Terkini", "Setting", and "Video Inspirasional". Meanwhile, features that can be explored by logging in are "Pengembangan Diri" (Pelatihan Mandiri, Komunitas, Seleksi Kepala Sekolah, Refleksi Kompetensi, LMS, Pengelolaan Kinerja), "Mengajar" (CP/ATP, Perangkat Ajar, Asesmen Murid, Kelas), "Inspirasi" (Video Inspirasi, Bukti Karya, Ide Praktik), "Rekomendasi Jempolan" dan "Dokumen Rujukan."

There are several features that are frequently accessed by teachers, such as "Kurikulum Merdeka", "Asesmen Siswa", "Perangkat Ajar", "Pembinaan Mandiri", "Komunitas", "Video Menginspirasi" and "Bukti Karya". These features are frequently accessed due to the high demand from teachers for the materials presented.

Many other studies have shown varying results on the level of intensity of access to features in the "Platform Merdeka Mengajar", such as research by Triningsih et al. (2024) which shows that the feature that is often accessed by teachers is "Asesmen Siswa" because it makes it easier for teachers to analyze learning and map student abilities so that they can be reused for further learning planning. Ambawani et al (2024) said that the feature that is often accessed is "Aksi Nyata" because it can obtain independent training certificates that can be used for teacher performance management assessments. Rohman et al. (2024) said that the feature that is often accessed by teachers is "Pengembangan Diri" because it provides many diverse activities that can improve teacher competence.

Benefits of Using the "Platform Merdeka Mengajar" for Elementary School Teachers

Learning for students in Elementary School is different from learning for students at other levels; this is due to the differences in the characteristics of Elementary School students and students at the next level. These differences in characteristics cause differences in the treatment of learning delivered by teachers; teachers must use various models, methods, and media that can meet students' learning needs according to their learning phase. For this reason, teachers must be creative and innovative in using learning models, methods, and media. The results of the study show that with the "Platform Merdeka Mengajar", teachers can access many things that can improve the quality of their learning.

Some of the advantages of using the "Platform Merdeka Mengajar" for Elementary School teachers are:

1. Increase teaching inspiration for teachers. Through various features for work, teachers can share various experiences in creating quality learning. By seeing and observing some of the experiences shared in these features, it can be an inspiration for teachers to refer to and modify the learning that will be carried out.
2. Improve teacher competence. The "Platform Merdeka Mengajar" presents various types of training that can be followed by teachers independently whenever and wherever they are. This freedom of access can increase the intensity of training followed by teachers so that there is a lot of new information that can improve teacher competence.
3. Enriching teachers' ideas and creativity while in class. Various features provided, especially related to sharing learning videos, will enrich teachers' ideas and creativity in developing activities in the classroom.
4. Making learning meaningful and enjoyable.
5. Storing documents online. Several documents accessed by teachers in the application can be easily stored online.
6. Making it easier for teachers to teach. The "Platform Merdeka Mengajar" can also be used as teaching materials; teachers can easily teach according to student assessments and diagnostic literacy analysis.
7. Bringing up the concept of the "Profil Pelajar Pancasila". In the "Platform Merdeka Mengajar", the "Profil Pelajar Pancasila" is a character that is included in learning as a real action.

These advantages are also supported by other studies such as research by Marisana et al. (2023), Rahmadani & Kamaluddin (2023), Setiariny (2023), and Wardana et al. (2023).

"Platform Merdeka Mengajar" as a Catalyst for Improving the Quality of Education in the Program Sekolah Penggerak

Schools that are members of the "Program Sekolah Penggerak" are required to implement the "Kurikulum Merdeka."

One of the tools and supporters of the implementation of the "Kurikulum Merdeka" in schools is the use of the "Platform Merdeka Mengajar", as per the policy of the Ministry of Education, Culture, Research and Technology of the Government of the Republic of Indonesia which states that there are six supports in implementing the "Kurikulum Merdeka", namely the "Platform Merdeka Mengajar", "Komunitas Belajar", "Narasumber Berbagi Praktik Baik", "Seri Webinar", "Mitra Pembangunan", dan "Pusat Layanan Bantuan" (Itjen Kemendikbudristek, 2023).

The results of the study, based on one of the questionnaire questions asked to teachers, showed that 55% of teachers strongly agreed that the "Platform Merdeka Mengajar" could be a catalyst for improving the quality of education. Meanwhile, 35% agreed and 10% disagreed. Based on further questions, data was obtained that teachers who strongly agreed and agreed were teachers who had made extensive use of the "Platform Merdeka Mengajar". Teachers who disagreed were teachers who had not yet utilised the "Platform Merdeka Mengajar". Teachers were greatly helped by the various information and activities in the "Platform Merdeka Mengajar" because they could provide benefits both internally and externally. Internally, there is an increase in self-competence and externally, there is an increase in the quality of learning carried out. Improving self-quality and learning quality is very important in efforts to improve the quality of education in Indonesia because teachers are the spearhead of education implementation in schools. Teachers are one of the most influential factors in the success of education. As conveyed by Indartiningsih (2023) and Nurjanah et al. (2023).

Data from the Ministry of Education, Culture, Research and Technology in 2022 stated that the "Platform Merdeka Mengajar" has helped 1.8 million people continue learning, teach better and create work. It was further conveyed that not only teachers in big cities or regions with adequate network infrastructure, but teachers in 3T ("Tertinggal, Terdepan dan Terluar") areas have also utilised the "Platform Merdeka Mengajar". In 3T areas, there are already 100 thousand activated belajar.id accounts, 29 thousand teacher users have accessed the "Platform Merdeka Mengajar", and 20 thousand teachers are actively using the five main menus on the "Platform Merdeka Mengajar". Another achievement is that in 2022, there were 80 thousand works uploaded by more than 30 thousand teachers from various provinces. This is positive evidence that the spirit of "Merdeka Belajar" has truly become a contagious movement and has had a positive impact in various regions in Indonesia.

Based on the above explanation, the "Platform Merdeka Mengajar" launched by the Ministry of Education, Culture, Research and Technology of the Government of the Republic of Indonesia has proven to be a catalyst for improving the quality of education in Indonesia, especially in schools that are members of the "Program Sekolah Penggerak" and for all schools in general.

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