



Teachers' Perspective towards *Platform Merdeka Mengajar* in Implementing *Kurikulum Merdeka*

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Article History:

Received: Nov 13, 2024

Revised: Dec 02, 2024

Accepted: Dec 27, 2024

Online First: Jan 22, 2025

Keywords:

Kurikulum Merdeka,
Qualitative Method,
Teachers' Perspective,
PMM.

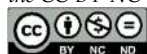
Kata Kunci:

Kurikulum Merdeka,
Metode Kualitatif
Pandangan Guru,
PMM.

How to cite:

Hulu, J. P. S., Telaumbanua, Y. A., Zega, R., & Waruwu, Y. (2025). Teachers' Perspective towards *Platform Merdeka Mengajar* in Implementing *Kurikulum Merdeka*. *Edunesia : Jurnal Ilmiah Pendidikan*, 6(1), 415-430.

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Abstract: The purpose of this study was to describe teachers' perspectives towards *Platform Merdeka Mengajar* in implementing *kurikulum merdeka* and to find out how the teachers follow the developments of *Platform Merdeka Mengajar* at SMP Negeri 2 Tugala Oyo. This research is qualitative. Respondents consisted of three teachers at SMP Negeri 2 Tugala Oyo, namely an English teacher, an Indonesian teacher, and a Math teacher. Data was collected through interviews, supported by documentation. All data was collected and analyzed descriptively to obtain reliable findings. In implementing *kurikulum merdeka*, Kemendikbudristek developed the *Platform Merdeka Mengajar* to make it easier for teachers to teach according to students' abilities, provide training to improve competence and work to inspire peers. The results of the study showed that: (1) the teachers' perspective about *Platform Merdeka Mengajar* in implementing *Kurikulum merdeka* is positive and appreciated because this platform helped and supported the teachers' implementing *kurikulum merdeka* at SMP Negeri 2 Tugala Oyo, (2) the teachers have several ways to follow the developments of *Platform Merdeka Mengajar* (PMM) namely, the 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.

Abstrak: Tujuan dari penelitian ini adalah untuk mendeskripsikan perspektif guru terhadap *Platform Merdeka Mengajar* dalam mengimplementasikan kurikulum merdeka dan mendeskripsikan bagaimana cara guru mengikuti setiap perkembangan yang ada di *Platform Merdeka Mengajar* di SMP Negeri 2 Tugala Oyo. Peneliti menggunakan metode kualitatif, sehingga penelitian ini sangat memperhatikan proses, peristiwa, dan intensitas. Responden terdiri dari tiga orang guru di SMP Negeri 2 Tugala Oyo, yaitu guru Bahasa Inggris, guru Bahasa Indonesia, dan guru Matematika. Pengumpulan data melalui wawancara, didukung oleh dokumentasi. Semua data dikumpulkan dan dianalisis secara deskriptif untuk mendapatkan temuan yang dapat dipercaya dan dapat diandalkan. Dalam mengimplementasikan kurikulum merdeka, Kemendikbudristek mengembangkan *Platform Merdeka Mengajar* untuk memudahkan guru mengajar sesuai dengan kemampuan siswa, memberikan pelatihan untuk meningkatkan kompetensi, dan berkarya untuk menginspirasi rekan sejawat: (1) pandangan guru terhadap *Platform Merdeka Mengajar* dalam mengimplementasikan kurikulum merdeka adalah positif dan mengapresiasi, karena platform ini sangat membantu dan mendukung guru dalam mengimplementasikan kurikulum merdeka di SMP Negeri 2 Tugala Oyo, (2) guru memiliki beberapa cara dalam mengikuti perkembangan *Platform Merdeka Mengajar* (PMM) yaitu, guru harus dapat mengakses semua fitur yang tersedia dalam aplikasi, karena dengan selalu mengakses fitur-fitur tersebut guru dapat mengetahui perkembangan apa saja yang tersedia dalam aplikasi.

A. Introduction

Education is a longterm investment in human resources (HR) as a fundamental value for the continuity of human progress in the world. The era of globalization also requires education to try to balance this and develop the quality and excellence of the education sector in order to survive the impact of globalization. Globalization is also closely associated with education. Entering the globalization era, reforms need to be made in the course of education in Indonesia, including a focus on creating a more flexible and comprehensive education system (Okra & Novera, 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 to achieve 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 undoubtedly familiar with the term curriculum (Jefline & Afriansyah 2020; Angga 2022). Curriculum is one of the important parts of an educational process. Because it is a basis and guideline in education, without a curriculum, it will look chaotic and disorganized.

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 is in line with the article published on 26th August 2022 on the *baikpangkat.com* website entitled "Obstacles for our teachers implementing the Curiculum Merdeka". In the article, it is written that teachers still rely on textbooks, both student books and teacher books, as the only learning source. 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 (Rahayu et al., 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 need to be improved by the Ministry of Education and Culture. Therefore, a unique platform for teachers has been created to develop the potential and skills of educators because the main aim of the *Platform Merdeka Mengajar*, is to increase the competencies possessed by educators and strive to inspire other educators. *Platform Merdeka Mengajar* 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.

According to Chasani (2022), since teachers are professionals in the field of education, parents have indirectly given 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. A Teacher's job or profession is important in school because without a teacher, a student will never achieve the goal, and without a teacher, a student will not be someone who is educated. Perspective Various kinds of perspectives that occur in our lives are normal. Therefore, everyone certainly has a way of looking at things from a different perspective. According to [Sujarwo et al \(2020\)](#), perspective is a perspective on a problem or a particular point of view used in seeing a phenomenon or a point of view. Perspective, according to Charon (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 behaviour under particular circumstances. Perspective can also be interpreted as a point of view, namely a person's way of assessing something, which can be presented verbally or in writing. The teachers' perspective is the teachers' way of looking at something/phenomena that is happening.

Based on [Lena et al \(2023\)](#), the technology platform known as *Platform Merdeka Mengajar* allows educators to access resources, ideas, and knowledge related to autonomous curriculum. By used *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* 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 ([Kemendikbudristek, 2021](#)).

Based on the researcher's title, the 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. Teachers' perspectives are shaped by their training, background, teaching philosophy, classroom experiences, interactions with students and colleagues, and 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 *Platform Merdeka Mengajar*, teachers can assist with syllabi, lesson plans, learning media, etc. In accordance with the elaborated explanation above, the researcher utilized qualitative methods in the study as a suitable method.

In SMP Negeri 2 Tugala Oyo is a driving school that implemented *kurikulum merdeka* as a whole in all classes. Some of the challenges encountered when implementing *kurikulum merdeka* at SMP Negeri 2 Tugala Oyo include a lack of learning experiences, lack of resources, gaps in access to learning opportunities, lack of guidebooks and lack of adequate internet access so that teachers have difficulty implementing independent curriculum at the school. To overcome these problems, educators at SMP Negeri 2 Tugala

Oyo have implemented the use of the *Platform Merdeka Mengajar (PMM)* this platform since 2023 and have been able to carry out implementation and real action. Researchers chose to conduct research at SMP Negeri 2 Tugala Oyo with a focus on the views of teachers and how teachers follow the development of the *Platform Merdeka Mengajar* after considering the problems and findings in previous studies. This study also considers the implementation of the *Platform Merdeka Mengajar* and the implementation of the *kurikulum merdeka* at SMP Negeri 2 Tugala Oyo.

B. Method

Researchers used a qualitative approach to research. The qualitative descriptive method is used in this research method. (Sugiyono, 2019) "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 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.

The implementation of this design is achieved by collecting data, processing the data, and then presenting the data with helpful 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 English teachers, Indonesian teachers, and math teachers. Furthermore, the research flow about "Teachers' Perspective towards Platform Merdeka Belajar in implementing Kurikulum Merdeka at SMP Negeri 2 Tugala Oyo in" is described in the schematic as follows :

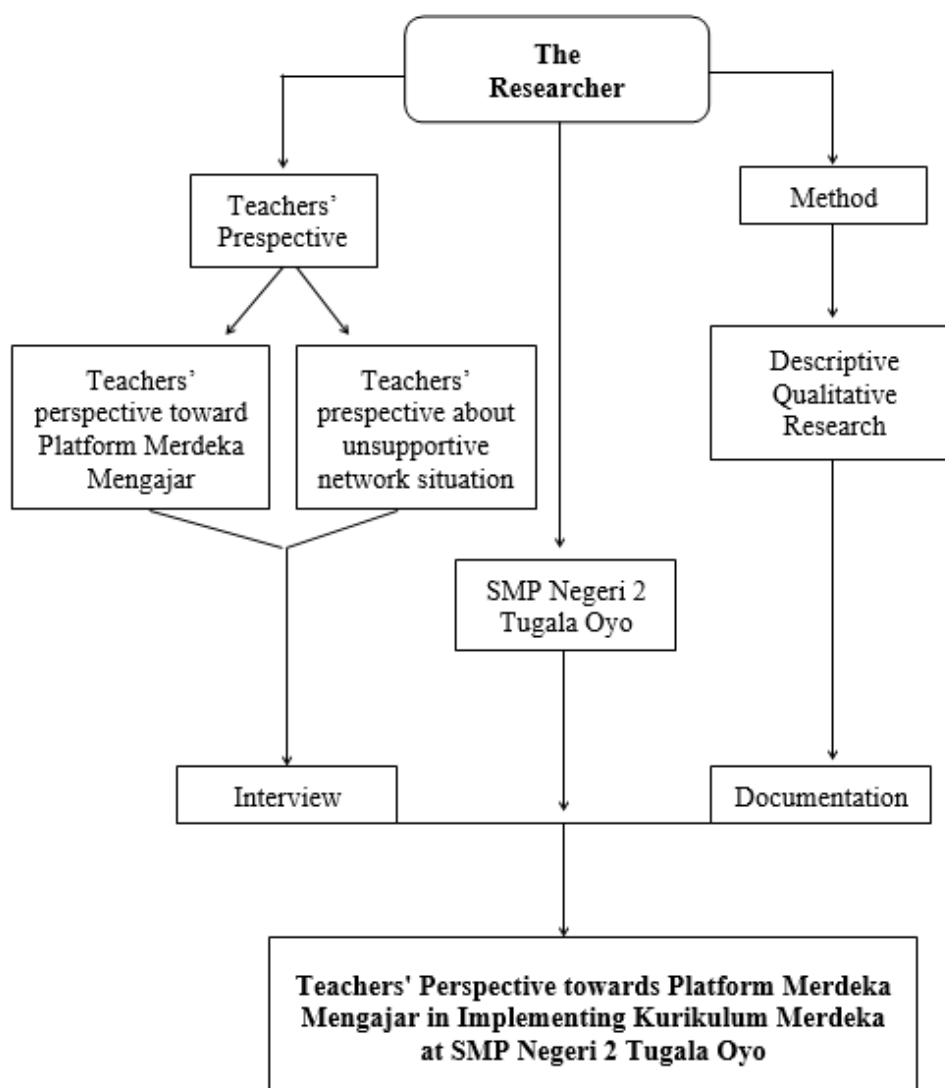


Figure 1. Research Flow

C. Result and Discussion

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

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 the teachers follow the developments of *Platform Merdeka Mengajar*, the researcher collected accurate data by interviewing an English teacher, Indonesian teacher, and Math teacher at SMP Negeri 2 Tugala Oyo.

Table 1. Data Obtained from Interview Sheet for Teachers

No	Teachers Name	Perspective	Explanation
1.	S.D	a. More Independent b. Reducing Teacher Burden c. Simplified lesson plan	<i>PMM</i> really helps the teachers in implementing the <i>kurikulum merdeka</i> because of the many references and materials that we can access for free from the platform, especially since this curriculum is something new for a teacher.
2.	M.E.Z	a. More focused and simple b. Reducing Teacher Burden c. Simplified lesson plan d. Increasing teacher competence e. Teacher independent	<i>Platform Merdeka Mengajar</i> helps the teachers to implement <i>kurikulum merdeka</i> because, with <i>PMM</i> , teachers can access the necessary references, and if the teacher has difficulties, the teacher can use the self-training feature to keep up with developments in <i>kurikulum merdeka</i> . Teachers can also input their work in the application to get rewards in the form of certificates to support the competence of a teacher.
3.	P.H	a. More focused and simple b. Reducing Teacher Burden c. Simplified lesson plan d. Increasing teacher competence e. Teacher independent	Teachers' perspective towards <i>Platform Merdeka Mengajar</i> really helps the teachers in implementing <i>kurikulum merdeka</i> because with <i>PMM</i> , teachers can access the references needed, and teachers are also assisted by features that every teacher needs. Teachers can also input actual actions in any form, such as videos, modules, and others, so that by inputting these real actions, the teacher gets a certificate and helps other teachers who have difficulties.

Based on the question, the answers from the English teacher, Indonesian teacher, and Math teacher about teachers' perspective towards *Platform Merdeka Mengajar* in implementing *kurikulum merdeka* 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*.

Table 2. Data Obtained from Interview Sheet for Teachers

No	Teachers Name	Explanation
1.	S.D M.E.Z	Opening the self development feature in this self development is one of the features, namely independent training, so when we open this feature, there is much material that we can access for free so that this material can support the ability of the teachers professionally.
2.	P.H	By updating the application, because this application always has the latest version, then the update has a schedule, namely every Wednesday. Then, if, for example, there is a new feature, we as teachers must follow its development. For example, the latest feature that was just released is the teacher assistant, so we as teachers can use this feature; we know that the teacher assistant is a tool that can help us, so when we are looking for something, then we can use this feature.

Based on the next question, the response results for S.D, M.E.Z stated that there was the same answer to follow the development of *Platform Merdeka Mengajar*, that is, By opening the self development feature, in this self development is one of the features, namely independent training so that this material can support the ability of the teachers professionally. The answer by P.H. to follow the development of *the Platform Merdeka Mengajar* is to update the application because this application always has the latest version.

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

Note:

M.E.Z= Mitrani Elidarwati Zendrato

S.D= Sariati Daeli

P.H= Providentia Hulu

PMM = *Platform Merdeka Mengajar*

Discussion

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 an English teacher, an Indonesian teacher, and a Math teacher at SMP Negeri 2 Tugala Oyo. Based on the results of interviews with an English teacher, an Indonesian teacher and a Math teacher, it is known that the *Platform Merdeka Mengajar* is essential to the teacher in implementing *kurikulum merdeka*, Priantini (2022) explain that the need for a *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 et al (2024).

Based on the interviews conducted, the researcher observed that an English teacher, an Indonesian teacher, and a 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, and it includes 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*. The learning feature on the *Platform Merdeka Mengajar* provides self-training facilities to obtain quality training materials by allowing them to be accessed independently.

The features of the independent teaching platform application are teacher self-development and teaching and learning activities. Self-development has several features, namely inspirational videos, self-training, proof of work, and community. Teaching and learning activities consist of assessments of students and teaching tools, such as 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, 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 neighbourhood.

The Way of the Teachers to Follow the Developments of *Platform Merdeka Mengajar*

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

To find out the results of the second problem formulation, the researcher obtained data through interviews with an English teacher, an Indonesian teacher, and a Math teacher regarding how to follow the development of *PMM. Platform Merdeka Mengajar*, which was built to support the implementation of the *kurikulum merdeka* so that it can assist 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 constantly update the application to the latest version so that the features increase or switch to a newer version. Education personnel can get a variety of inspirational videos to develop themselves with unlimited access, which ultimately is to develop the quality of their access, which in the end is to develop the quality of their competence in the implementation of the *kurikulum merdeka* (*Amiruddin, 2023*).

As for what is contained in *PMM*, in the learning section of the *kurikulum merdeka*, the teachers can access a menu about the *kurikulum merdeka* and how to implement it. Then, in teaching and 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 and 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, teachers can find a menu of inspirational videos, proof of work and practical ideas, so when teachers continue accessing the application every day, the teacher can automatically follow developments, especially with friends who make videos of their inspirative lesson plans, their actual actions in *PMM* so that teachers can follow every development in *PMM*.

Based on the research results, the researcher found that the teachers' perspective toward *Platform Merdeka Mengajar* teachers at SMP Negeri 2 Tugala Oyo is very good and supports the teachers at the school. 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, focusing on student needs and making it easy for teachers to implement teaching activities (*Sari et al., 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 the unsupportive network remote location of the school. Unsupportive network: There is only one tower providing the internet network in this village (Tuerah 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 the use of technology as a learning resource.

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

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

The result of the second formulation/1the teacher follows 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 teachers 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 inspirational lesson plans and their actual 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 actual actions in *PMM* so that we can follow developments in *PMM*. The *PMM* application always has the latest version, and there is a schedule for updating it every Wednesday. 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 the teachers can use this feature, 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 educators and education personnel to access various quality and quality training resources or materials, and they can also learn them independently.

The Research Results Versus 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) to improve teacher competence in elementary schools. 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, which 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 some features did not appear on the screen when they accessed the platform using smartphones. 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 \(2022\)](#), is 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. The technology that really helps teachers implement the independent curriculum is the *Platform Merdeka Mengajar*. 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 undoubtedly made for today's educators. A lot of research and outreach has been written about the use, benefits, and impacts of the independent teaching platform. However, there is still little research that addresses the topic of teachers' perceptions of the platform.

In the researcher results, it was found that teachers at SMP Negeri 2 Tugala Oyo, the features of the independent teaching platform are very supportive of teachers at the school, one of the features that really support 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.

The last, by [Istiqomah et al \(2024\)](#), is 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 self development features provide 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*. Teachers at the school can access references, videos, and inspiration from other teachers to improve their shortcomings in teaching and learning activities. Last but not least, all the menus in *PMM* are very supportive, making it easier for teachers to implement the *kurikulum merdeka* and make the teaching and learning process more manageable.

Based on the results of all the findings that the researcher has carried out, the researcher can conclude that one of the *platforms, merdeka mengajar*, is a platform that can support all teachers to implement the *kurikulum merdeka* because the menu of the *Platform Merdeka Mengajar* is exciting and helpful the teachers. 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.

The Research Results Versus Theories

Based on the research results, the researcher found that the teachers' perspective toward *Platform Merdeka Mengajar* teachers at SMP Negeri 2 Tugala Oyo is very good and supports the teachers at the school. 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, focusing on student needs and making it easy for teachers to implement teaching activities (Royadi et al., 2019).

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/1teachers to implement the *kurikulum merdeka* in every learning process carried out. The irrelevant from this research is the unsupportive network remote location of the school. Unsupportive network: There is only one tower providing the internet network in this village. 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 the use of technology as a learning resource.

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

In addition, *PMM* also offers an "Inspirational Video" feature, which provides an opportunity for teachers to explore various helpful inspirational videos for their self-development without limitations. This feature is expected to provide additional encouragement for teachers to improve the quality of their competence in the learning process (Sari et al., 2023).

The result of the second formulation/1the teacher follows 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 teachers 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 inspirational lesson plans and their actual 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 actual actions in *PMM* so that we can follow developments in *PMM*. The *PMM* application always has the latest version, and there is a schedule for updating it every Wednesday. 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 the teachers can use this feature; as we know, 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 educators and education personnel to access various quality and quality training resources or materials, and they can also learn them independently (Kemendikbud, 2021).

D. Conclusion

Based on the research, the teacher perspective towards *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 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 follow the development of *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 constantly update the application to the latest version so that the features increase or switch to a newer version.

Acknowledgement

Foremost, the researcher thanks God Almighty for His love and mercy, and the researcher was able to complete this Undergraduate Thesis entitled: Teachers' Perspective towards *Platform Merdeka Mengajar* in Implementing *kurikulum merdeka* at SMP Negeri 2 Tugala Oyo. The researcher faced many weaknesses in the preparation of this thesis. However, the researcher can go through it well because of the love and generosity of the Lord Jesus Christ and all the people around the researcher who have given enthusiasm and motivation to the researcher.

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