

Merdeka Curriculum and Merdeka Mengajar Platform to Improve Teacher Pedagogical Competence

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Abstract

The Merdeka Curriculum is one of the government's programs as a stepping stone in improving the quality of education. The Merdeka Curriculum provides freedom for educators to design learning as needed by students. The Merdeka Curriculum is a refinement of the 2013 Curriculum with several changes such as changing basic competencies and core competencies into learning outcomes, emphasizing formative assessments, and also providing freedom for educational units to develop operational curricula independently. The presence of the Merdeka Mengajar Platform also supports the implementation of the Merdeka Curriculum by providing digital resources to develop teacher professionals. This platform has a menu for Personal Development, Teaching, Inspiration and Information about the Merdeka Curriculum which can make it easier for teachers to obtain references, inspiration and understanding regarding the implementation of this curriculum. Implementation of the Merdeka Curriculum requires teachers to master pedagogical competencies such as understanding students, designing learning, implementing learning, evaluating learning outcomes, and developing student competencies. This research uses the literature study method. The results of this research show that the Merdeka Curriculum and Merdeka Mengajar Platform can increase the competence, innovation and creativity of teachers.

Keywords: *Merdeka Curriculum, Merdeka Mengajar Platform, Pedagogical Competence.*

INTRODUCTION

Human life cannot be separated from the educational aspect, this is because education is one of the most important aspects. Education is defined as an activity whose aims and objectives are focused on developing human potential, both as individuals and as a society to the fullest (Nurkholis, 2013, p. 25).

Education and curriculum are closely related, so the two cannot be separated. Curriculum is defined as a set of plans or programs used in the educational process. The curriculum contains subjects and matters related to education which are used as a guide in organizing to achieve the goals in teaching students in an education (Kamiludin & Suryaman, 2017, p. 59). The curriculum is a plan or program, meaning that the curriculum preparation must be flexible. The curriculum can change and be developed, so that its implementation can adapt to the needs and developments of the times.

The curriculum in Indonesia has undergone changes and changes 11 times. The educational curriculum currently used is the Merdeka Curriculum. The *Merdeka* curriculum is a curriculum with a variety of intracurricular

learning where the context will be maximized so that students have sufficient time to study concepts and strengthen competencies. (Fauzi, 2022, p. 18). This curriculum has been implemented in stages since 2022 and it is hoped that in 2024 it can be fully implemented at all levels starting from primary and secondary education. The Merdeka Curriculum is a new curriculum to replace the 2013 Curriculum which was deemed unable to provide evidence of an increase in the quality of education in Indonesia during the 2013 Curriculum implementation. Several changes occurred in the implementation of the *Merdeka* Curriculum when compared to when the 2013 Curriculum was still in effect, namely that it can be shown that there were modifications to the core competencies and basic competencies which are now learning outcomes, the status of subjects that underwent changes, the authority given to the operational curriculum development unit to be carried out. independently, the structure consists of intracurricular activities and projects to strengthen the profile of Pancasila students, the implementation of grouping of elective subjects as a form of change of major, and formative assessments are prioritized compared to

summative assessments in the learning assessment process (Hamdi et al., 2022, p. 11).

The implementation of the Merdeka Curriculum is also supported by the availability of the Merdeka Teaching Platform. The *Merdeka Mengajar* Platform is a technology-based educational media whose presence is intended to be a driving partner for teachers and school principals in carrying out the educational process of teaching, learning and also creating. It is hoped that this platform will make it easier for teachers to get various references, inspiration and understanding in implementing the *Merdeka* Curriculum. This platform provides 4 menus based on benefits, namely Personal Development, Teaching, Inspiration, and About the *Merdeka* Curriculum. It is hoped that the existence of this platform can help implement the *Merdeka* Curriculum at all levels of education in Indonesia well.

The implementation of the *Merdeka* Curriculum cannot be separated from the teaching staff who teach in schools. Teachers are the determinants of the success of the *Merdeka* Curriculum, because teachers have direct involvement and face to face with students in learning activities in the classroom. Teachers are required to be able to master 4 competencies to become a teacher. Based on Law no. 14 concerning Teachers and Lecturers of 2005 article 10 paragraph (1), the four mandatory competencies for a teacher consist of pedagogical competence, personality competence, social competence and professional competence. Pedagogical competency shows the level of skill of an educator in managing learning for students which includes the teacher's understanding of his students, designing and implementing learning, evaluating learning outcomes, and developing students in actualizing their potential. (Lestari et al., 2023, pp. 154-155).

This article was written to discuss how the Merdeka Curriculum and Merdeka Teaching Platform are linked which can improve teachers' pedagogical abilities. Teachers' pedagogical abilities include how much learning theory they have mastered as well as applying principles in an educational learning process, facilitating students to develop all abilities and skills they

have by providing appropriate and appropriate methods, carrying out assessments, considering ongoing processes and learning outcomes. (Lestari et al., 2023, p. 155).

METHOD

This research is a literature study method, this research uses material sourced from journals related to the research object being studied, namely the *Merdeka* curriculum policy and workforce quality. This research analyzes using descriptive analysis which analysis includes collecting data, classifying, analyzing and interpreting the data.

RESULTS AND DISCUSSION

The *Merdeka* Curriculum is a government program as a stepping stone in improving the quality of education. This curriculum is expected to be able to produce students, whether at primary, junior secondary, senior secondary, or university levels, to become graduates with quality who are able to compete to face challenges that will be even more difficult in the future. The Merdeka Curriculum is centered on freedom for teaching staff and students. Teachers are given the freedom to choose the learning models and tools that will be used. Teachers must be able to see student characteristics from various aspects so they can choose appropriate learning models and tools. The ability that an educator must have in seeing the characteristics of students from various aspects of life, whether from a moral, emotional or intellectual perspective is called pedagogical competence [6].

According to Suprihatiningrum in (Akbar, 2021, p. 28) The minimum pedagogical competence of an educator is: a) understanding the insight or foundation of education (the ability to manage learning), b) understanding students, c) designing learning, d) implementing educational and dialogical learning, e) utilizing learning technology, f) evaluating learning outcomes, and g) development of students to actualize the various potentials they have.

The Merdeka Curriculum is closely related to learning that supports students, as well as differentiated learning (Pitaloka & Arsanti,

2022, p. 34). Differentiated learning is a teaching and learning activity that adapts to what the students need. Teachers are expected to provide facilities to students as needed by them. The needs of each student are not the same because each student has different characteristics. Therefore, in implementing the *Merdeka* Curriculum, teachers should strive to improve pedagogical competence related to understanding of their students. According to Lestari, et al(2023, p. 156) Teachers must align learning strategies with students' learning styles, so that teachers must be able to understand the learning styles of each student.

The *Merdeka* Curriculum also requires teachers to prepare Teaching Modules before learning activities(Baihaqi & Utama, 2024, p. 5446). Teachers are given the freedom to create teaching modules, they can modify the teaching modules that have been prepared by the government or they can also prepare them individually according to their needs. Therefore, in implementing the *Merdeka* Curriculum, teachers will try to fulfill pedagogical competencies related to learning design.

The *Merdeka* Curriculum is implemented with the hope of fostering students' learning motivation because in this curriculum the learning process is student-centered (Lince, 2022, p. 38).This means that in the learning process students must be included and participate actively, not just as objects of education. The teacher only acts as a facilitator and motivator for students to learn enthusiastically and obtain the best results. Therefore, in implementing the *Merdeka* Curriculum teachers must be able to carry out educational and dialogical learning.

The *Merdeka* curriculum combines literacy skills, knowledge intelligence, skills and attitudes as well as the use of technology(Ariga, 2022, p. 666). The existence of digital technology will greatly facilitate all activities carried out, both by teachers and students. The Ministry of Education and Culture even provides a digital platform specifically created for teachers so they can increase their potential and abilities. The platform in question is the *Merdeka Mengajar* Platform. Some of the menus available on this platform include *Merdeka* curriculum,

student assessments, teaching tools, *Merdeka* training, community, inspirational videos and also proof of work. This platform allows teachers to learn and try to improve their competence anytime and anywhere. Based on research results from Marisana, Iskandar & Kurniawan(2023, pp. 148-149)The *Merdeka Mengajar* platform is a way to increase teacher competence, innovation and creativity that can be said to be appropriate. The same thing was also expressed in research by Aulia, Murni, & Desyandri(2023, p. 805) that the *Merdeka Mengajar* Platform can make it easier for teachers to obtain various references, inspiration and understanding regarding the *Merdeka* Curriculum, where the more you study it, the greater the knowledge and skills you will gain so that it can improve the quality of teachers if it is utilized optimally.

The *Merdeka* Curriculum uses 3 types of assessment in learning, namely assessment at the beginning of learning or diagnostic assessment, formative assessment, and summative assessment(Budiono & Hatip, 2023, p. 109). The use of diagnostic assessments can make it easier for teachers to determine students' readiness, interest and mastery, so that teachers can determine appropriate approaches to learning and evaluation.(Wulandari et al., 2023, p. 436).

The *Merdeka* Curriculum priority program applies the Project Based Learning learning model(Shalehah, 2023, p. 15). The application of this model can attract all students to play an active role and participate in solving problems that have been determined by the teacher. Teachers are required to be able to enable students to maximize the various potentials they have through learning projects. Developing students' potential can also be done through group discussions in class. According to Baihaqi & Utama(2024, p. 5446)Group discussions can train students to express opinions, comments or ask questions so that learning can take place actively.

CONCLUSION

Research results from several literature studies show that the implementation of a *Merdeka* curriculum and a *Merdeka Mengajar* platform that is centered on freedom for teaching

staff and students supports teachers to improve their pedagogical abilities. The implementation of the *Merdeka* curriculum requires teachers to master several skills used to teach in the classroom, one of which is by making and understanding student assessments, learning process tools, independent training, discussion groups, inspirational videos and also proof of work. The government provides the *Merdeka Mengajar* Platform which includes a menu including a *Merdeka* curriculum, student assessment, and proof of work. Proper use of technology-based media makes it easy for teachers to continue learning and strive to improve their competencies flexibly. The *Merdeka* curriculum requires teachers to understand each student's different characteristics so that they can determine the learning strategies that will be applied. *Merdeka Mengajar* media is an appropriate model for improving teaching abilities, providing innovation, and increasing teacher creativity so that its implementation can improve teachers' pedagogical abilities. Increasing pedagogical abilities show that the teacher has competence in understanding the characteristics of students and focusing on the needs of their students, so that teachers are able to provide encouragement for learning motivation in students.

SUGGESTION

The author realizes that the preparation of this article is still far from perfect, so the author needs various input from various parties to improve the writing of this article in the future.

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