# EFFORTS TO INCREASE TEACHER COMPETENCY IN TEACHING THROUGH THE USE OF THE MERDEKA TEACHING PLATFORM AT SDN PAKIS V SURABAYA ACADEMIC YEAR 2022/2023

**\* Irawan Muhanik**
SDN Pakis V Surabaya
[*]Email: irawanmuhanik2017@gmail.com

### Abstract

*The implementation of the Independent Learning Curriculum is a major change in the education system in Indonesia. These changes not only affect classroom teaching methods, but also affect school structure and management systems. In this context, the role of the school principal becomes very important, especially in supervising the curriculum implementation process. Principal supervision is very important in implementing the Independent Learning Curriculum for several reasons. Supervising the implementation of the Independent Learning Curriculum is not an easy task. A good understanding of this curriculum is required, as well as skills in supervision and school management. Therefore, it is important for school principals to continue to improve their competence in this matter.*
*This research was conducted using the school action research method which lasted for 2 cycles. Each cycle consists of planning, implementation, observation and reflection stages. The research method used by researchers is to carry out academic supervision which includes traditional supervision and clinical supervision with subj. 10 Class teachers and fields of study*
*The results of this research show that the implementation of the use of good practices in PMM through academic supervision in cycle 2 in the learning category is very good with a score of 4.2. With the results above, the implementation of the use of good practices in PMM through academic supervision is considered successful because the results are good and in accordance with the predetermined indicators of success in increasing teacher professionalism.*
*Keywords: PMM, Supervision, academic*

## INTRODUCTION

The Merdeka Belajar Curriculum is an initiative from the Ministry of Education and Culture of the Republic of Indonesia which aims to create an education system that is more flexible, inclusive and student-centered. Implementation of this curriculum at the elementary school (SD) level has an important role in forming the basis of children's education(Hakim, 2018; Ilmu et al., 2023).

At the elementary level, the Merdeka Belajar curriculum is expected to help students develop their personal potential, creativity and interest in learning. With a more flexible approach, students are expected to be able to learn according to their own pace and learning style.

However, implementing this curriculum is certainly not without challenges. Teachers, parents and other related parties need a good understanding of the principles and objectives of this curriculum. Apart from that, adjusting teaching and evaluation

methods is also important in implementing this curriculum(Andhini et al., 2019; Hasan, 2017; Mussardo, 2019).

Implementation of the Merdeka Belajar curriculum at elementary school level, the challenges faced, and efforts that can be made to overcome these challenges. It is hoped that this article will provide a better understanding of the Merdeka Belajar curriculum and how to implement it effectively at the elementary school level. The implementation of the Independent Learning Curriculum is a major change in the education system in Indonesia. These changes not only affect classroom teaching methods, but also affect school structure and management systems. In this context, the role of the school principal becomes very important, especially in supervising the curriculum implementation process.

Principal supervision is very important in implementing the Independent Learning Curriculum for several reasons. First, the principal has a role as a policy maker in the school. The decisions taken by the principal can influence how this curriculum is implemented in the school. Second, the principal also acts as a supervisor and assessor of teacher performance. Through supervision, the principal can ensure that teachers have implemented this curriculum properly and correctly (Bedworth, David A; Bedworth, 2013; Goinpeace, 2019; R.Strickland, 2001; Rahma et al., 2019).

However, supervising the implementation of the Independent Learning Curriculum is not an easy task. A good understanding of this curriculum is required, as well as skills in supervision and school management. Therefore, it is important for school principals to continue to improve their competence in this matter.

The background to this problem is important to discuss because through a good understanding of the importance of school principal supervision in implementing the Independent Learning Curriculum, we can design effective strategies and programs to support the successful implementation of this curriculum.

Education is an important element in the development of a country. Teachers, as the spearhead in the education system, have a very important role in shaping the nation's next generation. Therefore, increasing teacher competency is a very important thing to pay attention to. In the current digital era, the use of technology in the teaching and learning process has become unavoidable. One platform that teachers can use to improve their competence is Merdeka Mengajar. This platform is designed to help teachers develop teaching methods that are more effective and engaging for students.

However, using this platform certainly requires special understanding and skills from the teacher. Therefore, efforts to increase teacher competency in teaching through the use of the Merdeka Mengajar Platform are very important. Academic supervision can help teachers understand and use these platforms better.

The Merdeka Mengajar Platform provides equal opportunities for all teachers in Indonesia to be able to learn and improve their competencies whenever and wherever they are (Arnes et al., 2023), because the learning feature in the Merdeka Mengajar Platform provides various independent training facilities to obtain various materials. quality training (Marisana et al., 2023) increasing the competency of elementary school teachers through the Merdeka Mengajar Platform. Apart from that, it also explains the Merdeka Mengajar Platform as a place for teachers to improve their competence, especially in practicing the independent curriculum. The Merdeka Mengajar platform can provide equal opportunities for teachers to continue to improve and develop their learning competencies whenever and wherever teachers are (Sumandya et al., 2022)(Banten, 2023).

This school action research will discuss efforts that can be made to increase teacher competency in utilizing the Merdeka Mengajar platform through academic supervision. It is hoped that through school action research, it can provide understanding and inspiration for teachers and related parties in improving the quality of education in Indonesia.

To make teachers into professionals, it is necessary to provide continuous and continuous training, and to make teachers into workers need to be cared for, appreciated and recognized for their professionalism.(Effendi, 2019; Prasetiya, 2019; Ulfatun, 2020; Umro, 2017). To make them become professionals, it is not only about increasing their competence, either through providing upgrading, training or getting the opportunity to learn more, but it is also necessary to pay attention to teachers from other aspects, such as increasing discipline, providing motivation, providing guidance through supervision, providing incentives, increasing salaries. worthy of their professionalism so as to enable teachers to be satisfied in working as educators.

Based on the results of monitoring by the head of SDN Pakis V Surabaya before the action was taken, it was found that the teaching methods of class teachers and field teachers were still not fully in accordance with the scientific approach; 1) class I teachers tend to teach only by lecturing and singing, 2) class II teachers are still the same, namely using the lecture and singing method, 3) class III teachers still tend to teach by lecturing and giving assignments, 4) class IV teachers are still using lectures combined with assignments are the same as for class III teachers, 5) class V teachers are still dominated by lectures, assignments, and occasional group discussions, and 6) class VI teachers' conditions are not much different from the way class V teachers teach, namely lectures , assignments, and group discussions. The conclusion is that most teachers at SDN Pakis V Surabaya teach by prioritizing lectures only. In fact, the independent curriculum does not require digital-based learning.

The scientific approach implies that in the learning process in the classroom there are 5 (five) learning steps, namely observing, asking questions, gathering information/trying (Experimenting), reasoning/associating. There are many souls that can be done by the head of the elementary school. Pakis V Surabaya as a researcher, for example, by making effective KKG activities, micro teaching/real teaching, workshops, training, and what is most appropriate is optimizing the implementation of the use of good practices in PMM through academic supervision for teachers at SDN Pakis V Surabaya in a planned, programmed and guided manner. Thus, from the many alternative solutions carried out by researchers.

There are several advantages to optimizing the implementation of academic supervision, namely; 1) able to touch the character of educators so that they can change the mindset of teachers' way of teaching from teacher-centric learning patterns to active student learning patterns, 2) can increase teacher professionalism so that they become professional teachers in the field of actual classroom learning processes, and 3) able to improve results learning and student learning achievement. To prove the advantages of academic supervision, it is necessary to conduct School Action Research (PTS) for the reasons; 1) if academic supervision is carried out in a planned, scheduled and consistent manner then teacher competence in the learning process can be improved,

Academic supervision behavior is directly related to and influences teacher behavior. This means that through academic supervision, supervisors influence teachers' teaching behavior so that their behavior becomes better in managing teaching and learning. Furthermore, good teacher teaching behavior will influence students' learning behavior. Thus, implementing the use of good practices in PMM through academic supervision of school principals can improve the learning process if this is done in accordance with applicable supervision principles. Therefore, school principals as supervisors are required to be competent as people who provide guidance to teachers in improving the learning process.

**METHOD**

The research location is at SDN Pakis V Surabaya. The implementation time is planned for one month from 1 to 30 January 2023. This research was carried out personally by the Principal of SDN Pakis V Surabaya and 10 teachers who received assistance.

This research was conducted using the school action research method which lasted for 2 cycles. Each cycle consists of planning, implementation, observation and reflection stages. The research method used by researchers is to carry out academic supervision which includes traditional supervision and clinical supervision.

## FINDING AND DISCUSSION
### Cycle I

The initial conditions before action was taken by the 6 (six) class teachers at SDN Pakis V Surabaya as a result of monitoring by the principal were; 1) class I teachers tend to teach only by lecturing and singing, 2) class II teachers are still the same, namely using the lecture and singing method, 3) class III teachers still tend to teach by lecturing and giving assignments, 4) class IV teachers are still using lectures combined with giving assignments are the same as class III teachers, 5) class V teachers are still dominated by lectures, assignments, and occasional group discussions, and 6) class VI teachers' conditions are not much different from the way class V teachers teach, namely lectures , assignments, and group discussions.

In cycle 1, so that the action objective can be achieved, namely "increasing teacher performance in an effective learning process through the academic supervision of the principal", it is necessary to prepare all aspects related to this, especially those related to teachers and supervisors. To measure teacher performance, a questionnaire needs to be prepared. The questionnaire was adopted from the Teacher Performance Assessment Attachment. This questionnaire is used by the school principal (supervisor) as a list of assessments of teacher performance. The score scale is $1 - 5$ with the following conditions: A score of 5 if all the descriptors are visible, a score of 4 if most of the descriptors are visible, a score of 3 if only some of the descriptors are visible, a score of 2 if only a small part of the descriptors are visible, and a score of 1 if no descriptor visible.

Apart from that, it is necessary to prepare a schedule for implementing supervision. So that the implementation of supervision can be carried out in a short time, the existing schedule has been revised again so that implementation only takes 2 (two) weeks for all teachers (12 people). The researcher as the principal carries out academic supervision of all teachers, both class and study teachers. Supervision is carried out in the classroom for 2 x 40 minutes per teacher.

Before entering the classroom, the principal as supervisor informs all teachers about the supervision schedule. The supervisor and teacher enter the classroom together. The teacher carries out learning in the front of the classroom while the supervisor sits in the back row of students' seats. When the teacher carries out the learning process, the supervisor observes the learning process and at the same time fills out the questionnaire that has been provided. Supervisors follow all teacher and student activities, from opening, implementation, to closing.

Observations are made during the learning process carried out by the supervisor. Observers monitor directly in the study room. Observers are guided by the observation

sheet (questionnaire) provided. Evaluation is carried out after the learning process is complete by adding up the scores obtained by each teacher on the observation sheet which consists of 5 descriptor items, each descriptor is given a score/value of $1 - 5$.

After paying attention to the entire series of actions in cycle 1, there are several things that need attention, including: a). The learning objectives listed in the TEACHING MODULE are not all achieved by the teacher. Teachers need to be equipped to develop the correct TEACHING MODULE so that learning objectives can be achieved effectively and efficiently. b). In general, teachers only use packages as good practice learning media on the Merdeka Mengajar platform. The pictures in the textbook are generally used as media through good practices on the Merdeka Mengajar platform. Media through good practices on the Merdeka Mengajar platform, no teachers were found during the implementation of cycle 1 actions. c) Not all teachers provided assessment instruments for the learning material they taught.

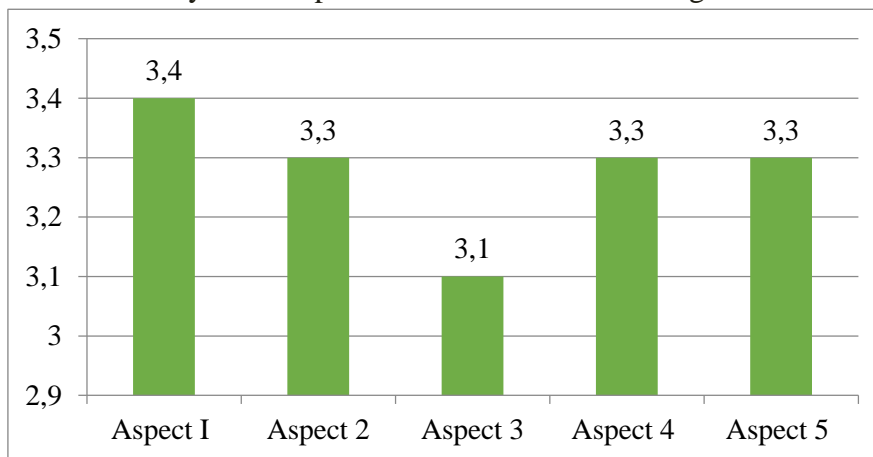Achievements in cycle I are presented in the table and diagram as follows:



**Diagram 1:** Achievement of cycle 1 academic supervision

The data above shows that the average academic supervision achievement of teachers' abilities in learning is quite good. The explanation is as follows:

1. Aspect 1 where abilities include learning preparation (KOSP, teaching modules, project modules, formative assessments, summative assessments) are quite good, where almost all teachers have prepared learning tools even though there are several shortcomings and need to be adjusted to school conditions such as promes, prota, KKm and Ajar module. The value obtained in this aspect is 3.4

2. Aspect 2 where the teacher's ability to prepare tools, good practice learning media on the Merdeka Mengajar platform, readiness of teaching materials, class management and ability to manage learning resources is quite good because the teacher uses the environment as a learning resource and is able to manipulate good practice learning media on the Merdeka platform Teaching even though it

is not perfect. Interaction is multi-directional so that students feel active and happy. So the value obtained in this aspect is an average of 3.3.

3.  Aspect 3, where the teacher's ability to provide apperception and motivation to explore initial knowledge and students' responses in asking questions is quite good. Apart from this, assessment observations also include the ability to explain teaching material by linking subjects in one theme quite well, namely starting with initial activities, core activities and ending with closing activities. The teacher has linked the teaching material to the real life of students in their environment. The average score achieved is 3.1

4.  Aspect 4 is where the teacher's ability to develop learning strategies that are appropriate to the material has been planned, students feel comfortable, happy and motivated to think actively. So the value of the observation results in this aspect is quite good with an average of 3.3.

5.  Aspect 5 where the teacher's ability to provide reinforcement and evaluation is quite good, because the teacher is able to provide a summary of a conclusion at the end of the lesson. In this aspect the average is 3.3. In general, the results of implementing the use of good practices in PMM through academic supervision in cycle 1 in the learning category are quite good.

Based on the reflection results of cycle 1, things that need to be perfected in cycle 2 are provisions given to teachers to prepare the correct TEACHING MODULE so that all activities do not run away from the learning objectives. Provisioning is carried out generally for all teachers. Considering the importance of good practice learning media on the Merdeka Mengajar platform, the supervisor advised teachers to utilize good practice learning media on the Merdeka Mengajar platform available in schools and teacher-made media. Teachers are reminded to prepare assessment instruments (questions, keys, scoring guidelines) in accordance with the learning objectives stated in the TEACHING MODULE. The supervisor gathers all teachers at the teachers' council office to follow up on the results of cycle 1 reflection. The supervisor explains in general the findings obtained during class supervision. The supervisor prepares the tools/materials needed to explain the things mentioned above, such as Questionnaires (Observation Sheets), materials in the form of power points, laptops, LCD (in focus), etc.

In cycle 2, before entering the classroom, the principal as supervisor informs all teachers about the schedule for implementing supervision. The supervisor and teacher enter the classroom together. The teacher carries out learning in the front of the classroom while the supervisor sits in the back row of students' seats. When the teacher carries out the learning process, the supervisor observes the learning process and at the

same time fills out the questionnaire that has been provided. Supervisors follow all teacher and student activities, from opening, implementation, to closing.

Observations are made during the learning process carried out by the supervisor. Observers monitor directly in the study room. Observers are guided by the observation sheet (questionnaire) provided. Evaluation is carried out after the learning process is complete by adding up the scores obtained by each teacher on the observation sheet which consists of 40 descriptor items, each descriptor is given a score/value of $1 - 5$. Achievements in cycle II are presented in the table and diagram as follows:

**Table 1:** Teacher performance achievements in cycle II

| No | Teacher name | Ability of Each Aspect | | | | | Average | Information |
|----|--------------|---|---|---|---|---|---------|-------------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1 | Eny Supriatin | 5 | 4 | 4 | 4 | 5 | 4.4 | Good |
| 2 | Nofiyati | 4 | 4 | 3 | 4 | 4 | 3.8 | Good |
| 3 | Rizky Adinda Sekar Arum | 5 | 4 | 4 | 5 | 4 | 4.4 | Good |
| 4 | Nur Aini Widawati | 4 | 4 | 4 | 4 | 3 | 3.8 | Good |
| 5 | Yulita Dwi Handayani | 4 | 4 | 4 | 4 | 4 | 4 | Good |
| 6 | Mera Puput Putri | 4 | 4 | 3 | 3 | 4 | 3.6 | Good |
| 7 | Syahrul Adhi Sugiarto | 5 | 5 | 4 | 4 | 4 | 4.4 | Good |
| 8 | Tri Handayani | 4 | 4 | 4 | 4 | 4 | 4 | Good |
| 9 | Dina Dwi Wahyu Puspita | 4 | 4 | 4 | 4 | 4 | 4 | Good |
| 10 | Bint Nur Hamidah | 5 | 5 | 4 | 5 | 5 | 4.8 | Very good |
| | Average | 4.4 | 4.3 | 3.8 | 4.2 | 4.2 | 4.2 | |
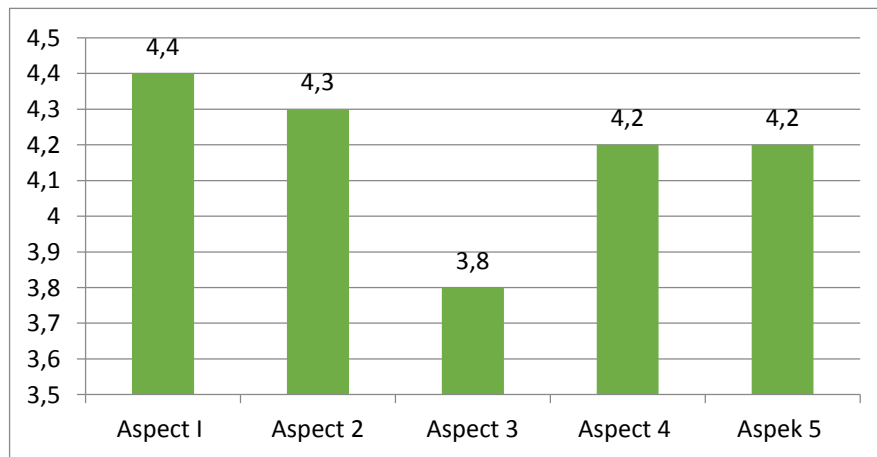


**Diagram 2:** Achievement of cycle 2 academic supervision

The data above shows that the average academic supervision achievement of teachers' abilities in learning is quite good. The explanation is as follows:

1. Aspect 1 where abilities include learning preparation (KOSP, teaching modules, project modules, formative assessments, summative assessments) are very good, where almost all teachers have prepared learning tools perfectly. The value obtained in this aspect is 4.4

2. Aspect 2 where the teacher's ability to prepare tools, good practice learning media on the Merdeka Mengajar platform, readiness of teaching materials, class management and ability to manage learning resources is very good because the teacher uses the environment as a learning resource and is able to manipulate good practice learning media on the Merdeka platform Teach . Interaction is multi-directional so that students feel active and happy. So the value obtained in this aspect is an average of 4.3.

3. Aspect 3 is the teacher's ability to provide apperception and motivation to explore students' initial knowledge and responses in asking good questions. Apart from this, assessment observations also include the ability to explain teaching material by linking subjects into one good theme, namely starting with initial activities, core activities and ending with closing activities. The teacher has linked the teaching material to the real life of students in their environment. The average score achieved is 3.8

4. Aspect 4 is where the teacher's ability to develop learning strategies that are appropriate to the material has been planned, students feel comfortable, happy and motivated to think actively. So the value of the observation results in the aspect is good with an average of 4.2.

5. Aspect 5 where the teacher's ability to provide reinforcement and evaluation is in the good category, because the teacher is able to provide a summary of a conclusion at the end of the lesson. In this aspect the average is 4.2. In general, the results of implementing the use of good practices in PMM through academic supervision in cycle 1 in the learning category are quite good.

In general, the results of the implementation of the use of good practices at PMM through academic supervision in cycle 2 in the learning category were very good with a score of 4.2. With the results above, the implementation of the use of good practices in PMM through academic supervision is considered successful because the results are good and in accordance with the predetermined indicators of success in increasing teacher professionalism.

**CONCLUSSION**

The procedures for implementing the use of Good Practices at PMM through academic supervision consist of: (1) Preparation Stage, including; (a) prepare instruments and (b) prepare a joint schedule, (2) Implementation Stage, namely the implementation of supervisory observations of the school principal, (3) Reporting Stage, including; (a) identify the results of observations during classroom observations, (b) analyze the results of supervision, (c) evaluate together between the principal and teacher, and (d) make notes on the results of supervision which are documented as

reports, (4) Follow-up Stage, includes; (a) discuss and create solutions together, (b) inform the results of the class visit, and (c) communicate to the teacher.

The results of this research show that the implementation of the use of good practices in PMM through academic supervision in cycle 2 in the learning category is very good with a score of 4.2. With the results above, the implementation of the use of good practices in PMM through academic supervision is considered successful because the results are good and in accordance with the predetermined indicators of success in increasing teacher professionalism.

From the results and discussion of school action research, researchers provide recommendations to education stakeholders as follows: (1) teachers to be innovative and creative to improve their professional competence, (2) school principals to develop academic supervision with clinical supervision techniques, (3) school supervisors to can develop academic supervision in an effort to improve teacher performance, and (4) the education office to provide motivation to school supervisors to carry out supervision in a programmed and sustainable manner.

**REFERENCES**

Andhini, Fakhruddin, & Suminar, T. (2019). A Habituation Based Islamic Character Learning Management in MI Muhammadiyah 2 Kudus Program Khusus. *Educational Management*, *8*(2), 165–172.

Banten, B. G. P. P. (2023). *Pemanfaatan Platform Merdeka Mengajar Sebagai Upaya Meningkatkan Kualitas Pembelajaran Guru*. *20*(1), 23–33.

Bedworth, David A; Bedworth, A. E. (2013). *Dictionary of Health Education* (Vol. 84). Oxford University Press.

Effendi, N. (2019). Meningkatkan Kemampuan Guru Dalam Melaksanakan Pembelajaran Melalui Supervisi Akademik Berbasis Teknologi Informasi dan Komunikasi (TIK) di SMPN 1 …. *Jurnal Penelitian Tindakan Dan Pendidikan*, *5*(1), 49–56.

Goinpeace, H. T. (2019). Pengaruh Budaya Organisasi Terhadap Akuntabilitas Kepala Sekolah. *Jurnal Administro (Jurnal Kajian Kebijakan Dan Ilmu Administrasi Negara)*, *1*(1), 28–34.

Hakim, S. (2018). Implementation Impact of Integrative Thematic Learning for Developing the Student and Teacher'S Competencies in the Islamic Elementary School (Madrasah Ibtidaiyah) in Yogyakarta Special Region. *Sunan Kalijaga International Journal on Islamic Educational Research*, *1*(1), 83–109. https://doi.org/10.14421/skijier.2017.2017.11-06

Hasan, B. Z. (2017). Manajemen Mutu Pendidikan Ikhtiar dalam Meningkatkan Mutu Pendidikan Madrasah melalui Pendekatan Balanced Scorecard. In *Kemampuan Koneksi Matematis (Tinjauan Terhadap Pendekatan Pembelajaran Savi)*. Akademia Pustaka.

Ilmu, J., Turmuzi, A., Jerowaru, S. M. P. N., Timur, L., & Korespondensi, E. (2023). *Peningkatan Kompetensi Guru Dalam Menyusun Perangkat Ajar Kurikulum Merdeka Melalui Supervisi Akademik Di SMP Negeri 4*. *1*(1), 24–38.

Mussardo, G. (2019). Penggunaan Media Animasi Dalam Meningkatkan Aktivitas Belajar Matematika Siswa Kelas VIII SMP Negeri 3 Galing. *Statistical Field Theor*, *53*(9), 1689–1699.

Prasetiya, B. (2019). Mengungkap Analisis Dan Evaluasi Kebijakan Tentang Pendidikan Agama Dan Keagamaan Di Indonesia. *Conciencia*, *XIX*(2), 99–111.

R.Strickland, B. (2001). The Gale Enclyclopedia of Psychology. In *Simply Psychology, Second Edition* (second edi). Gale Group. https://doi.org/10.4324/9780203720448

Rahma, R. A., Wahyuni, S., Raharjo, K. M., & Apriani, R. (2019). Informal Education Analysis Program through Family Environment and Alternative Care for Children. *International Conference on Education, Social Sciences and Humanities (ICESSHum 2019)*, *335*, 782–789. https://doi.org/10.2991/icesshum-19.2019.123

Ulfatun, H. B. S. (2020). Hubungan Antara Metode Belajar Dan Motivasi Belajar Dengan Prestasi. *Al-Muaddib*, *1*(April 2020), 71–79.

Umro. (2017). Upaya Guru Pendidikan Agama Islam Dalam Mencegah Radikalisme Agama Di Sekolah. *Journal Of Islamic Education (JIE)*, *II*(1), 89–108.