

Readiness of The Principal Related to Implementation Independent Teaching Platform

Purnama Sari¹, Yuniarto Mudjisusatyo²

Universitas Negeri Medan

Medan, Indonesia

purnamasari2387@gmail.com, yuniartomudjisusatyo@gmail.com

Abstract— The purpose of this study is to observe more deeply regarding the readiness of school principals in implementing the *Independent Teaching Platform* which is being enforced by the government. In this article, the researcher uses this type of qualitative research. As for in this questionnaire method, the tool used is a closed questionnaire. The questionnaire method was used by providing a list of questions to the respondents who were the sample in this study in order to obtain information. Based on the results of the research that has been done, it can be seen that the teachers are still not ready to take advantage of the *Independent Teaching Platform*, especially on the real action feature as a whole the teachers are not able to complete it. Furthermore, based on data related to the readiness of school principals in guiding and motivating teachers to utilize the *Merdeka Mengajar Platform*, it is still around 52.5 %. This means that principals and teachers are not ready to take advantage of the free teaching platform, so they still need to be further improved.

Keywords— *principal's readiness, independent teaching platform.*

INTRODUCTION

At this time, Indonesian education has entered the modern era, which is commonly referred to as the Era of Digitalization. In the digitalization era, there has been a change in learning and teaching that is no longer monotonous or only in one direction (*central teacher*), so that during the current digitalization era, there has been a reduction in the use of physical books due to the existence of E-books (Digital Books). This information or news and events in various countries can be known only in the blink of an eye, a time when many young critics will appear because it is easy to find answers or more valid information. As stated [1] these experts predict that schools will develop into learning networks. Technology resources will support networks that are interconnected, dialogue and exchange information as

well as become a movement facility towards collaborative learning.

In addition, education at this time should do learning not only in class but has moved to a digital class called "online", where assignments, tests or face-to-face can be done online. In principle, if there is a teacher or instructor who is not ready with the times, he will be eroded or will only ride on people who have more technological knowledge.

However, based on the results of the *Political and Economic Risk Consultant* (PERC) survey, the quality of education in Indonesia is ranked 12th out of 12 countries in Asia. Indonesia's position is under Vietnam. Data reported by The World Economic Forum Sweden (2000), shows that Indonesia has low competitiveness, which is only ranked 37th out of 57 countries surveyed in the world. And according to a survey from the same institution, Indonesia is only predicated as a follower, not as a technology leader from 53 countries in the world. This fact is very concerning and needs serious handling, so that the world of education in Indonesia continues to progress and develop rapidly. Add to that the Covid 19 virus pandemic in 2020 which resulted in the weak quality of education getting worse to a very worrying point. As stated by [10] that 2020 will be quite a tough year for all of us, until now entering 2021 Indonesia is still hit by the covid 19 pandemic. The Covid 19 virus is an infectious disease caused by the acute respiratory syndrome coronavirus this virus is a family of victims of viruses that can attack animals when attacking humans, coronaviruses usually cause respiratory infections such as flu, MERS and SARS.

Based on the above facts that occur in the quality of education in Indonesia today, the government must think hard to be able to revive enthusiasm in education. According to [2] the beginning of the pandemic until 2021, the Ministry of Education and Culture issued a policy on the use of the 2013 Curriculum and the Emergency Curriculum (simplified 2013 Curriculum). The implementation of the Emergency Curriculum aims to provide convenience for educational units in

managing learning so that it becomes easier with essential material substances. Then, from 2021 to 2022, the Ministry of Education and Culture issued a policy on the use of the 2013 Curriculum, the Emergency Curriculum, and the Independent Curriculum in Driving Schools (SP) and Center for Excellence Vocational High Schools (SMK PK).

One form of Implementation of the Independent Curriculum, the Ministry of Education, Culture, Research, and Technology (Kemendikburistek) developed the *Independent Teaching Platform* (PMM) which is an educational platform that becomes a driving companion for educators in realizing Pancasila Students which have Learning, Teaching, and Creative features. . However, as stated by [4] "Evaluating the quality of the educational process under the conditions of 21st century education is an interesting and instructive attempt, but it is not easy", which means evaluating the quality of the educational process in the twentieth century. -21 is a very interesting and instructive endeavor, but not easy to do.

The government continues to develop and make policy changes that can be adapted to conditions. For now, during the transition from the pandemic period and the digitalization era, the government has developed a technology platform provided for teachers and school principals in teaching, learning and working, namely the *Independent Teaching Platform* (PMM). In the PMM application, educators and education staff can get references, inspiration, and understanding in implementing learning based on the independent curriculum.

The Independent Teaching Platform provides equal opportunities for teachers to continue to learn and develop their competencies whenever and wherever the teacher is. The Learning Features on the Independent Teaching Platform provide Independent Training facilities that provide opportunities for teachers and education staff to be able to obtain quality training materials by accessing them independently. Another feature of Learning is the Inspirational Video, this feature provides an opportunity for teachers and education staff to get a variety of inspiring videos to develop themselves with unlimited access which in the end is developing the quality of their competence in implementing the independent curriculum (IKM.2022).

Through the PMM developed, it is hoped that it will be able to become a guide and guide for teachers in implementing an independent curriculum with the spirit of collaboration and sharing, encouraging teachers to continue working by providing a forum for sharing practices, and educational staff can build portfolios of

their work so that they can share inspiration and collaborate with each other. so that teachers can move forward together. The results of research by [3] found that the benefits of *Free Teaching Platform* felt by 90.3% of PPKn teachers at State Middle Schools throughout Sijunjung Regency were obtaining inspiration, references and a deep understanding of the nature and application of an independent curriculum.

Based on the information above regarding the features contained in the PMM (Independence Teaching Platform), it is certain that the quality of education in Indonesia will definitely be able to rise and be able to compete with other countries if it is carried out optimally and in coordination with each other. However, in reality for now, the independent teaching platform is still very minimally *downloaded* and used by teachers. This is due to the school's unpreparedness to get out of the comfort zone. Teachers still feel awkward and unfamiliar with the independent teaching platform, teachers are still lazy to take advantage of the features found on the *Independent Teaching Platform* as learning materials, and there is a lack of motivation from the school's superiors (principals).

This is in accordance with the opinion of [2] that the implementation of the *Independent Teaching Platform* in schools cannot be separated from various challenges, namely the readiness of the *mindset* of educators. The Director General of Vocational Education Kemendikbudristek, Wikan Sakarinto, also explained that the curriculum applied by Indonesia in the 1970s until now has adopted the German system. While the country has changed rapidly, Indonesia is still using the same pattern (detik.com, 11 May 2022). In addition, the results of interviews with school principals whose schools were selected as one of the driving schools in 2022/2023 explained that he felt that teachers and himself were not fully ready to carry out learning by utilizing the *Independent Teaching Platform*. This can be seen in the results of observations that teachers still teach in the same way (lectures) and learning is not student-centered so that curriculum changes do not have a significant impact on educational success.

Based on the study and the background of the problem, the researcher wants to make more observations regarding the readiness of school principals regarding the implementation of the *Independent Teaching Platform* which is currently being implemented by the Ministry.

METHODOLOGY

This research was conducted at SDN 104242 Lubuk Pakam with a sample of 17 teachers at the school. In this article, the researcher uses this type of qualitative research. Qualitative method as a research procedure that produces descriptive data in the form of written or oral from people and observed behavior. Qualitative methods are a type of research whose findings are not obtained through statistical data or calculations but use various data collection facilities. As for In this questionnaire method, the tool used is a closed questionnaire. The questionnaire method was used by providing a list of questions to the respondents who were the sample in this study in order to obtain information.

FINDING AND DISCUSSION

The implementation of the *Merdeka Mengajar Platform* encourages all components of the educator unit, starting from the principal, teaching staff, education staff and also students. All move and learn to understand the concept of the *Merdeka Mengajar Platform*, especially the substance of the implementation of the *Independent Learning Curriculum* for students. So that teachers can carry out well, and become a habit, through the steps for implementing the concept of the *Independent Teaching Platform* in Schools. The following is a recapitulation of the data observed by the teachers regarding the features on *the Merdeka Mengajar Platform*, namely:

Table 1 Teacher Readiness Results related to the *Independent Teaching Platform*

No	Teacher name	Status Learn.id	Training Module	Real Action	Training Module	Real Action	Topics
1	PS	Active	√	X	√	X	X
2	DH	Active	√	X	√	X	X
3	RLT	Active	X	X	√	X	X
4	DM	Active	√	X	√	X	1,2
5	SS	Active	√	X	√	X	X
6	ID	Active	√	X	X	X	X
7	LNP	Active	√	X	√	X	X
8	AST	Active	X	X	X	X	X
9	TS	Active	X	X	√	X	X
10	NAWP	Active	√	X	X	X	X
11	DCH	Active	X	X	X	X	X
12	OLD	Not yet	X	X	X	X	X
13	AS	Active	√	X	√	X	X
14	NN	Active	√	X	√	X	X
15	ES	Active	√	X	√	X	X
16	BP	Not yet	X	X	X	X	X
17	RS	Active	√	X	√	X	X

Based on table 1 above, it can be seen that the teachers are still not ready to take advantage of the

Independent Teaching Platform, especially on the real action feature as a whole the teachers are not able to complete it. Even though the *Merdeka Mengajar Platform* is the right method for increasing the development of competency, innovation, and creativity of elementary school teachers in particular [7].

The unpreparedness of teachers in utilizing the *Independent Teaching Platform* is one of the impacts of the unpreparedness of the principal as a leader to motivate teachers and the principal's ignorance regarding the *Independent Teaching Platform*. This fact is evident from the results of a questionnaire filled out.

Table 2 Recapitulation of Principal's Understanding

No	Indicator	Evaluation
1	Principal's understanding of the <i>Merdeka Mengajar Platform</i> Features	30%
2	Strengthening Training related to the <i>Independent Teaching Platform</i>	60%
3	Coordination and Collaboration with Other Schools regarding the <i>Merdeka Mengajar Platform</i>	80%
4	Evaluation	40%

Based on the data in table 2 above, it can be concluded that the readiness of school principals in guiding and motivating teachers to utilize the *Merdeka Mengajar Platform* is still around 52.5 % . This means that principals and teachers are not ready to take advantage of the *Merdeka Mengajar platform*, so they still need to be further improved.

The use of new terms on the *Merdeka Mengajar Platform* actually summarizes what was in the previous curriculum but with different terms. The challenge is when teachers develop their own learning objectives. Teachers are given independence, but in terms of ability there are still many teachers who are not ready. In fact, there are still many teachers who have not been able to develop a good learning implementation plan. Teachers have not been able to complete the Real Action activities on the *Merdeka Mengajar Platform* feature.

It can be seen based on table 1 above, it can be seen that the teachers are still not ready to take advantage of the *Merdeka Mengajar Platform*, especially on the real action feature as a whole the teachers are not able to complete it. Furthermore, based on the data in table 2 above, it can be concluded that the readiness of school principals in guiding and motivating teachers to utilize

the *Independent Teaching Platform* is still around 52.5 % . This means that principals and teachers are not ready to take advantage of the *Independent Teaching Platform*, so they still need to be further improved.

Therefore, strengthening for principals, teachers, and school supervisors is important. In addition, Kemendikbudristek also needs to provide curriculum implementation guidelines that contain a curriculum framework to be referred to by schools, so that school discretion in PMM can be monitored and its quality mapped. Another thing that becomes a challenge is the readiness of students in PMM, especially with regard to the teacher's flexibility to choose what they will learn for themselves. This needs to be a concern so that teachers really choose what will be learned based on their abilities, not just following their friends' choices or even because of pressure. from both the principal and supervisor.

This is where strengthening the role and cooperation of educators and school principals is very important in encouraging and directing their potential to achieve optimal and meaningful learning outcomes. Curriculum changes and the implementation of new curricula in education is a necessity when the previous curriculum is no longer relevant or when there is an urgent need to accelerate the recovery of education. However, changing the curriculum that is not mature, hasty, and changes too quickly will be very burdensome.

Therefore, the government must also take part in helping school principals to motivate teachers regarding the *Merdeka Mengajar Platform*, this is in accordance with the launch of Merdeka Learning Episode 15: Independent Curriculum and the Launching of the *Independent Teaching Platform* by the Minister of Education, Culture, Research and Technology in February 11, 2022, to prepare for the implementation of the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery, in particular the Implementation of the Independent Curriculum which will take effect in the 2022/2023 academic year (IKM). .2022).

With the cooperation between schools and the government, it is certain that education in Indonesia will increase in quality. As stated by Sagala (2017) that education is the key to the progress of a nation, in the future and the future will be largely determined by the younger generation who will become the nation's successors. Qualified young generation results from a quality education system, children of primary and secondary education are the golden age who need to

receive education and training provided by the government. Human capital and investment in human capital development are a necessity for a nation and an investment area for human resource development. is a very important effort in preparing the golden generation for the welfare and progress of a nation that has a high civilization

CONCLUSION AND RECOMMENDATION

Based on the results of research that has been carried out, it can be concluded that the readiness of school principals in guiding and motivating teachers to utilize the *Independent Teaching Platform* is still around 52.5 % . This means that principals and teachers are not ready to take advantage of the *Independent Teaching Platform*, so they still need to be further improved.

REFERENCES

- [1] Ally, Mohamed. "Competency Profile of the Digital and Online Teacher in Future Education" 20, no. 2 (2019)
- [2] Arifa, Fieka Nurul 2022. Implementation of the Independent Curriculum and its Challenges. Brief INFO. PUSLIT BKD. Vol. XIV, No. 9/I/Puslit/May/2022
- [3] Arnes, Amelia. Et all. 2003. Analisis Pemanfaatan Platform Merdeka Mengajar Oleh Guru PPKn untu Akselerasi Implementasi Kurikulum Merdeka. Jurnal Ilmu Pendidikan. Vol. 5. No. 1. Doi: <https://doi.org/10.31004/edukatif.v5i1.4647>
- [4] Berlian, Ujang Cepi. Et all. 2022. Impelementaasi Kurikulum Merdeka dalam meningkatkan Mutu Pendidikan. Journal Of Educatinal and language Research. Vol. 1. No. 12.
- [5] Boşcodeală, Felicia Elena. 2022. Consequences of changes in the educational field at the end of the 21st century. Customizations for history teaching. Technium Social Sciences Journal. 36(119-129).
- [6] Implementation of the Independent Curriculum (IKM). 2022. Can be accessed at <https://kurikulum-demo.simpkb.id/>.
- [7] Moleong, j, Lexy. 2006. Qualitative Research Methodology. Bandung: PT. Rosdakarya Teens
- [7] Marisana, Dela. Et all. 2023. Penggunaan Platform Merdeka Mengajar untuk Meningkatkan Kompetensi Guru di Sekolah Dasar. Jurnal Basicedu. Vol. 7 Nomor 1, p. 139 – 150.
- [8] Sagala, Syaiful. Human Capital: Building Human Capital with Superior Character. Google Books. Retrieved 20 October 2022.

- [9] Sugiyono. 2010. Quantitative, Qualitative, and R&D Research Methods. Bandung: Alfabeta
- [10] Widad, ZE, Yunus, AB 2021. A New Face of Indonesian Education in a Pandemic Period and Analysis of Educational Policy Problems in the Midst of a Pandemic. MAPPESONA Student Journal of Islamic Education Management .3(1)