

Training on the Use of the Independent Teaching Platform for Elementary School Teachers

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Abstract

Platform Merdeka Mengajar (PMM) is a form of work technology advancement that makes it easier for internal teachers to teach, learn and be creative. Teachers can get references, inspiration and understanding in implementing the Independent Teaching Curriculum. This morning app is very useful for driving teachers. In fact, there are many teachers who still can't even access the application even though they already have an ID (special teacher ID). The aim of this service is to provide socialization and training on the use of the Merdeka Mengajar Platform as well as providing socialization and understanding of the Pancasila P5 Profile to PSP 3 Elementary School Teachers, Sidrap Regency. The methods of devotion are gaze, face and presentation. The target of the activity is the teachers of the Sidrap Regency Education Service. After the activity, the teachers understood and recognized the benefits of using the Merdeka Mengajar Platform and felt the benefits of the P5 Pancasila knowledge material.

Keywords: *Platform Merdeka Mengajar, PMM, Kurikulum Merdeka, Elementary School Teachers*

Introduction

The Merdeka Teaching Platform application is a technology platform provided to become a Friend mover for teachers and school principals in teaching, learning and being creative (Budiarti, 2022; Sumandya et al, 2022; Abidah et al, 2020). Platform Merdeka Mengajar was built to support the implementation of the Independent Curriculum so that it can assist teachers in getting references, inspiration and understanding in implementing the Independent Curriculum (Restu et al, 2022; Aritonang et al, 2023; Firdaus et al, 2022). Designing applications to make it easier for teachers to implement the Independent Curriculum (Yusup et al, 2022; Rizki et al, 2023). Not just an application, the Merdeka Belajar platform is also included to help teachers develop themselves independently (Tessalonika et al, 2022). To access the Merdeka Mengajar platform, teachers must register independently on the thelearning.id website or with the help of the Education Unit Operator at each school (Yunaini et al, 2022; Anis et al, 2020; Kasman et al, 2022).

Platform Merdeka Mengajar has 3 main functions, namely Learning, Teaching and Creating. Faidah Nailatir, member of the Ministry of Education and Culture's Research and Technology Research Team, explained the 3 main functions (Lestari et al, 2023; AL et al, 2023; Novita et al, 2022). According to him, these functions are very beneficial for internal teachers in all aspects (Wijayanti et al, 2024). BPMP, Cokroaminoto Palopo University and the Sidrap Education Service have implemented an MOU (Cooperation) to support the acceleration of the implementation of the Independent Curriculum. The Community Service Team consisting of Lecturers and Students carries out community service activities, especially at the Schools implementing the Driving Schools.

Sidrap is a district that has not been the same in implementing and obtaining the Driving School Program (PSP), so the results of observations and interviews from various schools, both elementary and middle school, the Education Department convey that the problems they are currently facing are difficulties in learning through the Merdeka Mengajar Platform (PMM) and Understanding of the P5 Pancasila Profile (Partikasari et al, 2023). Therefore, BPMP took the initiative and invited collaboration with Cokroaminoto Palopo University (UNCP) lecturers to support the accelerated implementation of the Independent Curriculum in Sidrap.

Based on a survey by a team of lecturers and assisted by students in dealing with these problems. The Service Team carries out community service with the theme: Educational Assistance Unit for Accelerating the Implementation of the Independent Curriculum and the Team which differentiates into the title " Training on the Use of the Independent Teaching Platform for Elementary School Teachers" (Supriati et al, 2022; Simamora et al, 2023).

Method

Before start activity, following steps good before up to the start activity devotion to society that can seen on the schematic below:

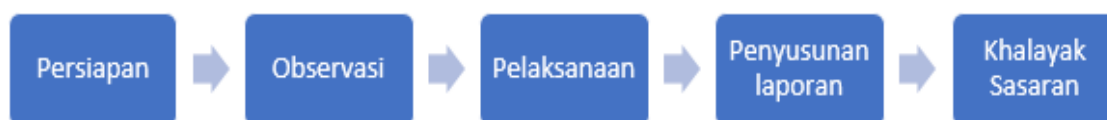


Figure 1. Stages of the Service process to the Community

a. Stage preparation

At this stage This done preparation covers Setup tool material including providing the tools will be used as a medium. Determination time proper implementation (Nengsih, 2023). Meeting members filled devotion with discussion material and technical implementation devotion. Send letter introduction to Head of the Sidrap Regency Education Service.

b. Stage Observation

This stage is carried out in 3 stages, namely (Togi et al, 2023): (1) The service team discusses with the Sidrap District Education Office regarding the right time for carrying out activities; (2) An in-depth meeting between the Team and the Sidrap District Education Office to agree on matters such as day and date, place and participants; (3) The service team observes, studies the situation and conditions of the service target object as well as a number of supporting and inhibiting factors for activities, so that they can determine the best alternative.

c. Level Execution

After everything is prepared, group devotion carry out program activities in accordance with plan work that has been arranged before. Each member group in a manner takes turns to convey material devotion in accordance with each task (Darmayanto, 2023; Suwarno, 2022).

d. Level Compilation Report

This stage is prepared to collect materials related to material service by each member group to be disseminated to elementary school teachers in Sidrap Regency. The target audience is elementary school teachers implementing driving schools. The activity process and distribution of activities can be seen in table 1 below.

Table 1. Sources Power Study

No	Activity	Device
1	Introduction to the Merdeka Teaching Platform	Laptop, Infocus
2	Socialisation of P5 Pancasila	Infocus Laptops
3	Activity Practice	Laptops, Cellphones

Results and Discussion

After explaining the use of the Independent Teaching Platform Application for PSP Elementary School Class 3 Teachers in Sidrap Regency, this service activity consists of: (1) The material presented is additional knowledge for PSP Elementary School Class 3 Teachers; (2) The desired objectives have been achieved in this service activity, the desired targets have been achieved as evidenced by the questions asked during the activity and the enthusiasm of the training participants; (3) The explanation provided by the service group has increased the views of service participants regarding the importance of studying and utilizing the Merdeka Teaching Platform Application; (4) The success of implementing this service does not matter what the driving and inhibiting factors are (Permana et al, 2023; Harfiani et al, 2023).



Figure 1. Demonstration of PMM Utilization

Things that are felt as a factor inhibitor activity including limitations place socialisation and available time that is not so many, and also teachers who feel pressed for quick fill in report results Study student (Butsiani, 2023; Hasanah, 2023). This can overcome the blessing of good cooperation between all involved parties in devotion to this.



Figure 2. Assistance in the Use of PMM for Elementary School Teachers

Great enthusiasm from teachers who want to learn and move on notice submitted material. This scene from Spirit they ask about method use applications with ok (Widiastuti et al, 2023). It's an activity devoted to the public. This is one form of activity that supports the Implementation program Independent Curriculum that aims to increase ability to utilise Existing technology now (Irawati et al, 2022). Of course, that factor inhibitor can be overcome, necessary training, more progress and roles of government in increasing quality internet networks in the villages.

Conclusion

It can be concluded that the training on the use of the Independent Teaching Platform for elementary school teachers in Sidrap district went well and was positive for teachers. As an indicator, there is an increase in knowledge for elementary school teachers regarding the use of PMM. Apart from that, the elementary school teachers were very enthusiastic and eager to take part in the activities, understanding the profile of P5 Pancasila and the implementing teachers of the Driving School really felt the beneficial effects of knowledge about P5.

Acknowledgment

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