



## **Influence Independent Teaching Platform (PMM) and Work Motivation for Implementation Independent Curriculum at SMP Negeri 1 Sindue**

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### **Abstract**

This study aims to 1). determine the Influence of the Merdeka Mengajar Platform (PMM) on the Implementation of the Merdeka Curriculum at SMP Negeri 1 Sindue, 2). to determine the Influence of Work Motivation on the Implementation of the Merdeka Curriculum at SMP Negeri 1 Sindue, 3). to determine the Influence of the Merdeka Mengajar Platform (PMM) and Work Motivation on the Implementation of the Merdeka Curriculum at SMP Negeri 1 Sindue. This type of research is quantitative research with a survey approach. The number of populations and samples is the same, namely, 27 teachers using the technique of taking samples, which is *total sampling* or saturated sampling. Data collection will use questionnaires, interviews, and documentation to test hypotheses using the formula multiple linear regression. The results show that 1). The influence of the independent teaching platform (PMM) on the implementation of the independent curriculum at SMP Negeri 1 Sindue has a significance value of 0.015 and a contribution value of B of 0.546. 2). Work motivation has an influence on the implementation of the independent curriculum at SMP Negeri 1 Sindue, with a significance value of 0.044 and a contribution value of B of 0.414. 3). There is an Influence of the Independent Teaching Platform (PMM) and Work Motivation on the Implementation of the Independent Curriculum at SMP Negeri 1 Sindue, which has a very high significance level of 0.000 with a contribution level of influence or  $R^2$  of 0.835 (83.5%) and an F value of amounting to 60,545 and there are around 16.5% of other factors or variables that influence the existing variables.

**Keywords:** PMM, Work Motivation, Independent Curriculum

### **Introduction**

The era of revolution 4.0 has now become the era of technology in life every day, and almost all aspects and information are sent fast from information provider to information

recipient. Changes in this era have positive and negative. The digital era brings lots of challenges to various fields of human life; progress in technology has changed the field of education. (Khodijah et al., 2024) "The low-quality education is also caused by the development of knowledge and technology." With a condition like this, it is necessary to source High-quality human beings who are tall and have the power to compete with nations. One of the main factors influencing the low quality of public education is education.

Overcome concerns about the decline in quality source Power man along with rapid digitalization, the Ministry of Education and Culture is trying to make A breakthrough in improving teacher performance and competence in the field of education becomes the method best in overcoming concern and moreover Again in implementation curriculum independence. Therefore, in this process, he formed a receptacle specifically that allows teachers to develop his abilities and skills. The container, namely the Independent Teaching Platform (PMM), aims to increase the skills and performance of teachers in Indonesia in the Implementation Curriculum.

Independent Teaching Platforms present a solution to challenges faced in an effort to increase method teaching and learning. This platform gives an opportunity for teachers to work in a collaborative way, making innovation an integral part of the teaching process and focusing on improving quality education in the environment. With the existence of the Merdeka Mengajar Platform, it is hoped that teachers can support each other, exchange ideas, and gain the source power required To develop skills in teaching in a way that is effective and comprehensive. In addition, this platform also encourages teachers to keep renewing their knowledge and methods of teaching, which can have significant positive effects on creating an environment of innovative and quality learning.

Apart from that, the existence of an independent platform teacher needs existence motivation work to be done owned by every teacher, especially in support of the implementation of curriculum independence. Motivation Work is an encouragement psychological driving force for somebody to reach his goals and desires, which can help teachers develop themselves and improve their ability as well as skills as professional educators. With the motivation to work, teachers will be more passionate and dedicated to implementing the curriculum independently. This will impact quality learning and teacher creativity in design learning as well as increase interest and motivation. Study participants educate. On the other hand, low motivation can hamper the implementation process of curriculum independence and reduce the effectiveness of the curriculum. Thus, it is important for all parties, starting from the government, schools, and community education, to give appropriate support and initiatives to increase motivation in teacher's work in implementing curriculum independence in order to create more education meaningful and relevant for future generations.

Based on observation at the beginning of the research at SMP Negeri 1 Sindue, it turns out the school is a unit education with a level of School Intermediate, the first to be accredited A in the District Sindhu Regency Donggala. In addition, SMP Negeri 1 Sindue is a School. The movers have carried out an Independent Curriculum for 2 years. Implementation of the Independent Curriculum at SMP Negeri 1 Sindue started 2022 in the year 2022/2023 academic

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year from class VII and class VIII, as well as For year new teachings forward will implemented in Class IX in the year 2024/2025 academic year.

### **Literature Review**

#### **Teaching Platform (PMM)**

Teachers need to own essential skills in the learning process teaching, including knowledge about technology, particularly in the use of the Merdeka Mengajar Platform (PMM) and the creation of learning media using PMM. Simple (Nisa & Purnomo, 2024) explain that PMM can become a friend for teachers in development Alone To increase their ability to teach and give inspiration. It is hoped that PMM implementation can have a positive impact in increasing teachers' ability to carry out educational activities in a more creative and challenging way. The Ministry of Education and Culture created the Merdeka Mengajar Platform, which plays a role as a source of inspiration for educators, managers, schools, and team teachers To advance the learning process. According to Directorate Elementary School (Mamnun, 2024) that :

The Independent Teaching Platform (PMM) is here as an application to make it easier for teachers to teach in accordance with student abilities, provide training for upgrading competence, and work to inspire colleagues and peers. With this platform, teachers can increase their performance through the creativity they develop themselves. From learning For himself through several workshops and seminars provided through the platform, he sees various ingredients For teaching as well as work For become inspiration from others (Yatno, nd)

Another definition (Anggara & Enramika, 2024) mentioning an "Independent Teaching Platform" is a designed platform To assist teachers in applying an Independent curriculum with more ease." Based on the explanation about the Independent Teaching Platform, it can concluded that the Independent Teaching Platform is A designed application To give convenience to teachers in the teaching process, assessment to participant education, and provision of training programs to increase quality competence. Apart from that, PMM also works as a receptacle for teachers to work and give inspiration to fellow teachers. With this platform, teachers have a chance to increase performance; they can develop creative ideas that come from the self, and they can do it alone.

#### **Work Motivation**

In general etymology, motivation is an impulse that arises within oneself, somebody with awareness or no awareness, or to do an activity with an objective certain. Motivation is an internal force that drives an individual To act, which includes effort and performance in reaching the target or the goals that have been set. This includes various factors, including psychological, emotional, and social influences, that influence individuals to reach desired results. (Anggara & Enramika, 2024 ) Explain that motivation is the push that can appear from an individual or from outside, which moves somebody To work with enthusiasm and perseverance to achieve the goals that have been set. Encouragement This can originate from

desire, ambition, or driving the need for somebody to carry out tasks with full dedication and focus to achieve goals that can achieved effectively and efficiently.

(Amanda et al., nd) define that motivation as How somebody shows how much strong desire, determined direction, and persistence in business To reach a goal. Motivation is energy or the power that comes from inside and outside individuals who push them to reach the goals that have been set previously. In addition, motivation is also an existing impulse in someone, pushing him to try to change his behavior towards a better way to fulfill his needs. Changes in behavior This expectation will help individuals achieve objectives in a way that is effective and efficient, as well as increase their quality of life in accordance with needs that must be fulfilled. Based on a number of the opinions above, it can be concluded that motivation is a series of complex processes involving giving encouragement or stimulus that causes the emergence of desire and will somebody To perform duties and obligations voluntarily without There is pressure or coercion, leading to the achievement objective certain.

### **Implementation Independent Curriculum**

Curriculum plays a very important role as an element or component in supporting education and learning objectives. Curriculum independent moment This become a material conversation in the world of education in Indonesia. Curriculum independence is a breakthrough that helps teachers and principals change the learning process to become relevant, in-depth, and enjoyable. The independent curriculum is also defined as a curriculum that implements method purposeful learning to develop and sharpen potential as well as interest in participant education.

(Nuraeni et al., 2024) Explain that an independent curriculum is a curriculum that prioritizes variation in intracurricular learning, ensuring optimal content for participants to educate. For exploration, draft deeper and strengthen competence. Teachers are given the authority To choose various teaching tools so that learning can be customized to the needs of the study as well as the individual interests of the participants. According to (Isnayetti & Susanto, 2024), an Independent Curriculum is a structured and diverse internal learning strategy in a way better so that participants have enough opportunity To choose from various reference learning, and adjustment education can done in accordance with the needs and interests Of individual participants. Based on the definition that has been delivered by several of the above experts, we can conclude that an Independent Curriculum is a planned, purposeful learning repair structure system education and improves existing curriculum previously so that allow participants to develop skills in accordance with respective interests and talents.

### **Research Method**

Types of research This is a quantitative study; according to the explanation (Kusmaniar et al., 2024), that study quantitative research is based on principles of philosophy positivism. Research quantitative This aims to research the population or sample with described data in the form of figures and facts as well as apply analysis statistics to conclude findings from the study mentioned. The method used in the study. This is a method *survey, namely the method used to*

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make an effort to disclose current and interesting phenomena for investigation as well as an explanation of relationship, influence, or causality. Researchers do a survey of respondents about the influence of the independent platform teaching and motivation Work to Implementation Independent Curriculum at SMP Negeri 1 Sindue.

### **Results**

Testing validity empirically was done using 27 respondents who were not in the sample research. Respondents originate from some teachers from schools in 1 district area, Donggala, which has applied curriculum independence. Validity test This uses the formula *Pearson Product Moment Correlation* with a level significant 5%. An item is considered valid if  $r \text{ count} \geq r \text{ table}$ . Based on the validity test, the obtained results are as follows:

**Table 1.** Validation Test Independent Teaching Platform Questionnaire (x1)

No.	r count	r table	Information	No.	r count	r table	Information
1.	0.518	0.367	Valid	21.	0.695	0.367	Valid
2.	0.609	0.367	Valid	22.	0.408	0.367	Valid
3.	0.582	0.367	Valid	23.	0.574	0.367	Valid
4.	0.614	0.367	Valid	24.	0.570	0.367	Valid
5.	0.410	0.367	Valid	25.	0.431	0.367	Valid
6.	0.736	0.367	Valid	26.	0.524	0.367	Valid
7.	0.669	0.367	Valid	27.	0.511	0.367	Valid
8.	0.600	0.367	Valid	28.	0.570	0.367	Valid
9.	0.602	0.367	Valid	29.	0.410	0.367	Valid
10.	0.840	0.367	Valid	30.	0.689	0.367	Valid
11.	0.687	0.367	Valid	31.	0.737	0.367	Valid
12.	0.500	0.367	Valid	32.	0.707	0.367	Valid
13.	0.652	0.367	Valid	33.	0.456	0.367	Valid
14.	0.661	0.367	Valid	34.	0.726	0.367	Valid
15.	0.782	0.367	Valid	35.	0.697	0.367	Valid
16.	0.778	0.367	Valid	36.	0.683	0.367	Valid
17.	0.649	0.367	Valid	37.	0.583	0.367	Valid
18.	0.803	0.367	Valid	38.	0.659	0.367	Valid
19.	0.833	0.367	Valid	39.	0.787	0.367	Valid
20.	0.787	0.367	Valid	40.	0.418	0.367	Valid

*Source: primary data 2024*

Based on the table above, it can known that of the 40 statement items tested, all grain statements are considered valid because the coefficient correlation (r count ) of all statement items obtained more from 0.367 or more big from the r table value. So, of 40 statement items, the questionnaire can use all of them.

**Table 2.** Validation Test Motivation Work (x2)

No.	r count	r table	Information	No.	r count	r table	Information
1.	0.444	0.367	Valid	21.	0.578	0.367	Valid
2.	0.457	0.367	Valid	22.	0.421	0.367	Valid
3.	0.488	0.367	Valid	23.	0.541	0.367	Valid
4.	0.427	0.367	Valid	24.	0.444	0.367	Valid

5.	0.420	0.367	Valid	25.	0.169	0.367	Invalid
6.	0.175	0.367	Invalid	26.	0.629	0.367	Valid
7.	0.458	0.367	Valid	27.	0.621	0.367	Valid
8.	0.207	0.367	Invalid	28.	0.415	0.367	Valid
9.	0.688	0.367	Valid	29.	0.454	0.367	Valid
10.	0.428	0.367	Valid	30.	0.423	0.367	Valid
11.	0.473	0.367	Valid	31.	0.451	0.367	Valid
12.	0.082	0.367	Invalid	32.	0.570	0.367	Valid
13.	0.561	0.367	Valid	33.	0.385	0.367	Valid
14.	0.445	0.367	Valid	34.	0.448	0.367	Valid
15.	0.561	0.367	Valid	35.	0.428	0.367	Valid
16.	0.738	0.367	Valid	36.	0.570	0.367	Valid
17.	0.410	0.367	Valid	37.	0.397	0.367	Valid
18.	0.430	0.367	Valid	38.	0.483	0.367	Valid
19.	0.402	0.367	Valid	39.	0.544	0.367	Valid
20.	0.555	0.367	Valid	40.	0.428	0.367	Valid

*Source: Primary Data 2024*

Based on the table above, it can be known that of the 40 statement items tested. There are 4 (four ) item statements that are considered invalid, namely points 6, 8, 12, and 25, because the coefficient correlation (r count ) is smaller from 0.367 or smaller from the r table value. So that questionnaire can use a total of 36 statement items (attachment 2)

**Table 3.** Validation Test Implementation Independent Curriculum (Y)

No.	r count	r table	Information	No.	r count	r table	Information
1.	0.485	0.367	Valid	18.	0.585	0.367	Valid
2.	0.244	0.367	Invalid	19.	0.836	0.367	Valid
3.	0.493	0.367	Valid	20.	0.835	0.367	Valid
4.	0.586	0.367	Valid	21.	0.591	0.367	Valid
5.	0.439	0.367	Valid	22.	0.674	0.367	Valid
6.	0.575	0.367	Valid	23.	0.608	0.367	Valid
7.	0.686	0.367	Valid	24.	0.699	0.367	Valid
8.	0.521	0.367	Valid	25.	0.578	0.367	Valid
9.	0.628	0.367	Valid	26.	0.414	0.367	Valid
10.	0.526	0.367	Valid	27.	0.700	0.367	Valid
11.	0.798	0.367	Valid	28.	0.439	0.367	Valid
12.	0.813	0.367	Valid	29.	0.584	0.367	Valid
13.	0.425	0.367	Valid	30.	0.493	0.367	Valid
14.	0.904	0.367	Valid	31.	0.615	0.367	Valid
15.	0.269	0.367	Invalid	32.	0.442	0.367	Valid
16.	0.551	0.367	Valid	33.	0.434	0.367	Valid
17.	0.446	0.367	Valid	34.	0.413	0.367	Valid

*Source: primary data 2024.*

Based on the table above, it can be known that of the 34 statement items tested; there are 2 (two) item statements that are considered invalid, namely points 2 and 15, because the coefficient correlation (r count ) is small from 0.367 or more small from r table value.

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### **Discussion**

The Independent Teaching Program (PMM) is a crucial program in increasing the pedagogical capacity of teachers in Indonesia. According to Prasetyaningsih et al. (2024), the objective of PMM is to increase teacher skills by providing access to teaching, evaluation of participant education, and training. All teachers in Indonesia are given equal opportunity to learn and improve their abilities through this platform. Based on Table 4.11, the usage feature Training Independent and Evidence of Work by Teachers at SMP Negeri 1 Sindue is taller than other features, with a level percentage For training independent of 95.50% and for feature work proof of 91.50%. This reflects awareness and dedication to the improvement of quality education and the development of sustainable professionals. The use of the second feature, which is available through the Merdeka Mengajar Platform, has an important role in supporting teachers in applying The innovative and needs-focused Merdeka Curriculum participant education (Rahayu & Hartinah, 2024).

Use the feature Training Independence and Evidence of Work among teachers of SMP Negeri 1 Sindue to reflect Spirit's high learning and collaboration. By utilizing independent training, teachers continue to increase their competence and professionalism and follow the latest development methods of teaching. Through the Proof of Work feature, they can share knowledge and innovation with a larger community of teachers wide, creating an ecosystem dynamic and mutual learning support. Together, both features assist teachers in applying an independent curriculum that is more effective and creative so that the learning process becomes more meaningful and participative (Qathrunnida et al., nd).

The height utilization feature Training Independent and Evidence of Work by Teachers at SMP Negeri 1 Sindue reflects a high commitment to the development of self and improvement of quality education. In the implementation of the Independent Curriculum, p. This is very significant Because the curriculum emphasizes innovation and creativity in the learning process. The participation of active teachers in training independently shows the dedication they have to increase competence and knowledge, which will positively impact the learning participants' education. In addition, with shared work, teachers also contribute in collaboration and exchange knowledge in the environment education, which has an role important in progress together.

In general, according to researchers, the feature Training Independent and Evidence of Work by teachers at SMP Negeri 1 Sindue, which is high, shows the commitment they have to professionalism and improvement of quality education. With diligent learning and sharing, these teachers Not only increase their ability individually but also participate in increasing quality education in schools and in society more education-wide. This is an example of How technology and education platforms can utilized to support the development of teacher professionalism and improving quality learning in the environment of school.

According to The Hasibuan (Zulkarnaen et al., nd), one of the reasons for the emergence of satisfaction Work is motivation work. Motivation is the urge that arouses Spirit Work individuals so that they are willing to work the same, working efficiently and integrated in an effort to reach satisfaction. Based on Table 4.12, Motivation teacher work at SMP Negeri 1

Sindue shows interesting variation in various measured indicators. One of the indicators that record the highest level of motivation Work highest is the Persistent face task, with a percentage reaching 95.18%. This fact describes the level of high dedication and commitment from teachers at school to settlement tasks. Perseverance This reflects a Spirit of no surrender and high consistency, even when faced with various challenges and burdens of hard work.

High motivation in aspect This can associated with a number of important factors. First, perseverance in finishing tasks reflects a high level of not quite enough teacher answers to work (Ro'fah et al., 2025). They do not easy give up although faced with difficulties or piling up tasks. Attitude This is important in the world of education Because quality Teaching is greatly influenced by the teacher's ability to teach and finish tasks related with planning learning, implementation of the learning process teaching in class, and evaluation results Study participant educate. In addition, perseverance also reflects existence support environment positive work. Support from leader school, colleagues peers, and systems fair reward can increase teacher motivation for work with diligent. Supportive environment will create atmosphere enjoyable and stimulating work Spirit collaborative, where teachers feel valued on his contribution.

On the other hand, the "Fast" indicator bored of routine tasks," and "It's not easy to release things that are believed" shows a somewhat small percentage low, each at 88.19%. The low percentage figures indicate that even though the teacher has motivation in a number of aspects, they still face difficulty guarding interest and enthusiasm when facing tasks that are routine and not changeable. Routines that are carried out repeatedly can make tasks become not enough to withdraw and reduce Spirit teachers' work, which ultimately impacts on productivity and satisfaction Work they (Oktariza et al., 2024).

In addition, steadfastness in maintaining belief, even though important, can become an obstacle when flexibility and adaptation to change or new methods are effective. Teachers who are too firm in maintaining their views may have difficulty accepting or adopting an approach that is efficient in the teaching process. Therefore, a strategy is needed that can help teachers become more flexible and open to changes while giving variation in tasks so as not to be monotonous.

Thus, according to the researcher, even though the teachers at SMP Negeri 1 Sindue show high perseverance in handling tasks, they also face obstacles in maintaining interest in task routines and flexibility in approach. Environment, supportive work, and culture in a motivating school are very important for guarding a teacher's perseverance. However, increasing motivation overall requires effort to make tasks more interesting and give support in developing flexibility and adaptation. With improvement, it is hoped that teachers will remain motivated and enthusiastic in carrying out tasks so that quality education at SMP Negeri 1 Sindue can keep improving.

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### **Conclusion**

There is a significant influence between the Independent Teaching Platform (PMM) and the Implementation of an Independent Curriculum at SMP Negeri 1 Sindue, which values its significance by 0.015 less than 0.05, with mark contribution B 0.546 (hypothesis accepted ). There is a significant influence between Motivation Work and the implementation of Independent Curriculum at SMP Negeri 1 Sindue, which values its significance by 0.044 less than 0.05, with mark contribution B 0.414 (hypothesis accepted ). There is a significant influence between the Independent Teaching Platform (PMM) and Motivation Work To implement an Independent Curriculum at SMP Negeri 1 Sindue with an F value of 60.545 and the level of contribution influence or  $R^2$  of 0.835 (83.5%) as well as mark significance  $0.000 < 0.05$  (hypothesis accepted ). Next, there are variables or other factors that are not entered in the analysis model; however, they have their own influence of 16.5%.

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