

The Effectiveness of The *Merdeka Mengajar Platform PMM* in Supporting The Pedagogical Competence of Early Childhood Education *PAUD* Teachers in North Minahasa

Adeleide Alfiani Tewuh, Brigita Puridawaty

Master of Early Childhood Education, Pancasakti University Bekasi

ABSTRACT

This study aims to determine the effectiveness of the Merdeka Mengajar Platform (PMM) in supporting the pedagogical competence of Early Childhood Education (PAUD) teachers in North Minahasa. The researcher employed a quantitative (survey) method by distributing questionnaires to PAUD teachers in North Minahasa. With a sample size of 200 PAUD teachers, the results showed that the highest percentage—73.34% or 146 teachers—fell into the medium category of understanding, followed by 27 teachers (13.33%) with low understanding, and only 27 teachers (13.33%) with high understanding. Therefore, the effectiveness of the Merdeka Mengajar Platform (PMM) in supporting the pedagogical competence of PAUD teachers in North Minahasa is categorized as Moderate.

Keywords: *PMM; Pedagogical Competence; PAUD Teachers*

Corresponding author

Nama: Adeleide Alfiani Tewuh

Email: adeleidetewuh@gmail.com

INTRODUCTION

In the field of education, teachers play a key role in determining educational success. According to Law No. 14 of 2005, teachers are professional educators responsible for educating, guiding, teaching, directing, assessing, training, and evaluating students. Professional teachers must possess academic qualifications, teaching certificates, adequate competence, and good physical and mental conditions (Aqylah & Islam Kalimantan Muhammad Arsyad Al Banjari, n.d.). Therefore, a teacher's task is not only to explain learning material but also to shape students' character so that they become individuals who respect and are respected from an early age.

This aligns with the view of Jannah et al. (2023), who state that a teacher's success is influenced by efficiency in planning, implementing, and evaluating learning. Additionally, the implementation of educational policies and government programs heavily depends on the dedication and commitment of teachers (Mustaghfiroh et al., 2020). Educational quality relies heavily on the quality of teaching in the classroom, which can compensate for shortcomings in curriculum and instructional resources (Bardach et al., 2020). Thus, highly creative teachers are needed to ensure an enjoyable learning experience for children.

The educational system and quality of a country can be assessed through the quality of its teachers. Teachers serve as the main pillar of any educational system, and the quality of their teaching is crucial because it significantly influences the teaching–learning process and students’ learning outcomes (Widiarto, 2020). Teachers are responsible for translating educational policies and principles into learning practices for their students; therefore, they are required to be competent individuals. Teaching skills include the ability to open and close lessons, present material effectively, manage the classroom, conduct questioning sessions, empower students, and provide variation in learning activities to reduce boredom (Akbar et al., 2021).

Law No. 14 of 2005 on Teachers and Lecturers mandates that teachers must possess academic qualifications, teaching certification, competencies, and good physical and mental health to achieve national education goals. Pedagogy, a science related to teaching and learning processes, incorporates didactics and methodology. The concept of Pedagogical Content Knowledge (PCK), introduced by Lee Shulman in 1986, emphasizes that effective teachers must not only master subject matter but also understand how to present it in ways that students can easily comprehend (Shing et al., 2015).

Pedagogical competence refers to a teacher's ability to organize and implement classroom learning activities, involving a fundamental understanding of education, knowledge of learners, curriculum development, learning design, educational implementation, use of learning technology, assessment of learning processes and outcomes, and developing students to optimize their potential (A. M. Rahman, 2022). According to Sonia Guerriero in (Ciptaningtyas et al., 2020), pedagogical competence comprises behaviors based on cognitive knowledge used to create and maintain an effective learning environment. The components include classroom management, instructional methods, assessment, structural understanding, and adaptability.

Given the challenges of today’s educational era, teachers must shift their mindsets, values, behaviors, and learning goals to improve their pedagogical competence and adapt to evolving educational needs (Suharyatia et al., 2019). Several factors influence teacher competence: work environment, personal characteristics, academic background, and professional experience (Dilek & Ilhan, 2022).

The Merdeka Mengajar Platform (PMM) is an initiative launched by the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to support the implementation of the Merdeka Curriculum and strengthen teacher competence. The platform provides essential tools and resources, including instructional videos, interactive modules, e-books, educational games, and technology-based project templates. These resources enable teachers to design more engaging and effective learning experiences.

In North Minahasa, PAUD teachers face numerous challenges, including limited access to instructional resources, insufficient training support, and inadequate technical assistance. These issues are exacerbated by geographic conditions—many areas are remote and difficult to reach. Consequently, strengthening the competence of PAUD teachers is crucial to ensure that children in North Minahasa receive quality early education.

Based on this background, the researchers conducted a study titled “The Effectiveness of the Merdeka Mengajar Platform (PMM) in Supporting the Pedagogical Competence of PAUD Teachers in North Minahasa.”

RESEARCH METHOD

This study employs a descriptive quantitative research design using a survey method. Data were collected using a Yes–No test instrument. The test consisted of questions designed to gather information about educational traits or attributes, where each question had a predetermined correct response (Supriyadi, 2021). The study aimed to determine the effectiveness of the PMM in supporting the pedagogical competence of PAUD teachers in North Minahasa Regency.

The collected data were ratio data analyzed using the Rasch Model, which applies probabilistic principles to item responses, unlike classical test theory which relies on total scores (Sumintono & Widhiarso, 2015). One of the advantages of Rasch analysis using Winsteps is its ability to generate Wright Maps, which display the distribution of participants’ abilities and item difficulty levels on the same scale.

The population consisted of PAUD and kindergarten teachers across North Minahasa Regency. Samples were selected using purposive sampling, based on specific criteria aligned with the study's objectives.

The Yes–No test instrument was developed based on indicators of pedagogical competence described in the 2023 Director General of Teachers and Education Personnel Regulation No. 26262/B/HK.04.01/2023 concerning the Teacher Competency Model. Respondents received a score of 1 for “Yes” and 0 for “No,” and were required to provide reasons or comments for each response.

RESULTS AND DISCUSSION

This study employed descriptive statistical analysis with percentage categorization into three levels: high, medium, and low. The results are shown in the following table:

Table 4.1 Distribution of Teacher Understanding Levels

No	Interval	Kategori	Frekuensi	Persentase (%)
1	$x \leq 5$	Low	6	13,33%
2	$6 \leq x \leq 9$	Medium	33	73,34%
3	$x > 9$	High	6	13,33%
Total			45	100

Based on the table, 6 teachers (13.33%) demonstrated high pedagogical competence, 33 teachers (73.34%) showed medium competence, and 6 teachers (13.33%) showed low competence. The mean score of 7.3 indicates that overall pedagogical competence among PAUD teachers in North Minahasa is in the medium category.

The findings indicate that teacher pedagogical competence has not yet reached an optimal level. Most teachers still lack adequate understanding of the effectiveness

and use of the Merdeka Mengajar Platform. Therefore, efforts are needed to increase teacher capacity in adopting PMM as a tool to support pedagogical competence.

CONCLUSION

Based on the data analysis and discussion, it can be concluded that 73.34% (146 teachers) demonstrated a medium level of understanding, followed by 13.33% (27 teachers) with low understanding, and 13.33% (27 teachers) with high understanding. Therefore, the effectiveness of the Merdeka Mengajar Platform (PMM) in supporting the pedagogical competence of PAUD teachers in North Minahasa is categorized as Moderate.

REFERENCES

- Akbar, A., Sebelas, S., & Sumedang, A. (2021). *PENTINGNYA KOMPETENSI PEDAGOGIK GURU* (Vol. 2, Issue 1).
- Aqylah, ma, & Islam Kalimantan Muhammad Arsyad Al banjari, U. (n.d.). *PROCEEDING STUDIUM GENERALE 2021 ISBN : 978-632-7583-84-4 National Conference on Education Teaching and Learning in the 21st Century: challenges and Opportunities for educators*.
- Ciptaningtyas, A., Yetti, E., & Hartati, S. (2020). Metode Pelatihan dan Persistensi Berpengaruh terhadap Kompetensi Pedagogik Guru PAUD. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(2), 686. <https://doi.org/10.31004/obsesi.v4i2.440>
- Direktorat Jenderal GTK. (2023). *Panduan Operasional Model Kompetensi Guru*. Dirjen GTK. (2023). *Model Kompetensi Guru*. 1–14.
- Jannah, W., Holis, K., & Kholidi, M. (2023). *Analisis Kompetensi Pedagogik Satuan PAUD Non-Linear dalam Pembelajaran*. 6(2), 72–81. <https://doi.org/10.36709/jspaud.v6i2.65>
- Shing, C. L., Saat, R. M., & Loke, S. H. (2015). The knowledge of Teaching- Pedagogical Content Knowledge (PCK). *The Malaysian Online Journal of Educational Sciences*, 3(3), 40–55.
- Suharyatia, H., Laihadb, G. H., & Suchyadic, Y. (2019). Development of Teacher Creativity Models to Improve Teacher's Pedagogic Competency in the Educational Era 4.0. *Development*, 5(6), 919–929. https://www.ijicc.net/images/vol5iss6/Part_2/5682_Suharyati_2019_E_R.pdf
- Sugiyono. (2015). *Statistik Nonparametris Untuk Penelitian*. Book.
- Suryana. (2015). *Metodologi Penelitian Model Praktis Penelitian Kuantitatif*. In *Metodologi Penelitian*.