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Evaluation of PMM-Based Academic Supervision in Enhancing the Implementation of the Merdeka Curriculum and Teacher Performance in Elementary Schools

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Abstract: This study aims to evaluate the effectiveness of academic supervision based on the Merdeka Teaching Platform (PMM) in enhancing teacher performance and the quality of learning in four elementary schools in Semarang Regency: SD Negeri Karanganyar 01, SD Negeri Kesongo 01, SD Negeri Delik 02, and SD Negeri Candirejo. Employing Kirkpatrick's four-level evaluation model—Reaction, Learning, Behavior, and Results—the study adopts a mixed-methods approach (quantitative and qualitative) through data collection methods including pre-tests, post-tests, classroom observations, in-depth interviews, and document analysis. The findings reveal that PMM-based supervision has a positive impact on improving teacher competencies and student learning outcomes. At SD Negeri Karanganyar 01, teacher performance scores increased from an average of 62% on the pre-test to 86% on the post-test, with a 20% improvement in student learning outcomes. At SD Negeri Kesongo 01, teacher scores rose from 58% to 84%, accompanied by an 18% increase in student achievement. At SD Negeri Delik 02, despite challenges in digital literacy, teacher performance improved from 60% to 82%, with a 15% rise in student outcomes. Similarly, at SD Negeri Candirejo, teacher scores increased from 55% to 80%, with a 16% improvement in student performance. The study concludes that PMM-based academic supervision is effective in enhancing teachers' professional competencies, particularly in designing learning activities aligned with the Merdeka Curriculum, as well as improving student learning outcomes. However, optimal implementation requires continuous assistance tailored to the unique needs of each school. The findings also recommend strengthening technology-based training, providing adequate infrastructure, and expanding PMM implementation to other schools to support the national success of the Merdeka Curriculum.

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Introduction

The quality of education is a critical factor in determining a nation's success in achieving sustainable development. One of the primary elements influencing educational quality is the effectiveness of teaching provided by educators (Nurzannah, 2022). In the Indonesian context, a significant challenge for teachers today lies in implementing the Merdeka Curriculum, which demands substantial changes in how teachers design and deliver learning experiences. Enhancing teachers' professional competencies is crucial to overcoming this challenge (Pitriyani, 2023). However, ensuring the successful implementation of this

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curriculum requires a system that not only provides teacher training but also supports them in adopting more innovative, relevant, and technology-driven teaching practices (Tuloli et al., 2022).

With advancements in information technology, the integration of digital platforms into education has become indispensable (Budi Teguh Harianto, 2023). The Merdeka Teaching Platform (PMM), introduced by Indonesia's Ministry of Education, Culture, Research, and Technology, is designed to assist teachers in accessing self-directed training, teaching tools, and assessment resources to support the implementation of the Merdeka Curriculum. PMM aims to help teachers understand the curriculum, design project-based learning, and conduct student-centered assessments with a more flexible and accessible approach (Hidayati et al., 2024). Despite its potential benefits, many teachers face challenges in fully utilizing the platform. Indicates that while digital platforms like PMM can positively impact teaching quality, their effectiveness largely depends on proper guidance and improved digital literacy among educators (Ibn & Bogor, 2024).

Academic supervision by school principals plays a pivotal role in enhancing teachers' competencies. Through structured, data-driven supervision, principals can provide specific and relevant guidance tailored to the needs of individual teachers (Fitri, 2019). Research by Glickman, Gordon, and Ross-Gordon (2014) highlights that professional development-oriented supervision helps teachers overcome instructional challenges and improve teaching quality (Sciences, 2019). PMM-based supervision offers principals the opportunity to deliver more accurate, data-informed feedback and guide teachers in effectively integrating technology into their teaching practices (Triningsih et al., 2024).

Previous studies also underscore the importance of technology-based supervision in strengthening teachers' understanding of digital tools in education (Ramdani et al., 2022). Laurillard (2012) asserts that integrating technology into education accelerates the adoption of innovative teaching methods, especially when supported by adequate training (Sudarta, 2022). Emphasize the necessity of data-driven mentorship to enhance the effectiveness of academic supervision (Cech et al., 2018). PMM-based supervision thus holds great potential to improve teachers' competencies, particularly in designing and implementing student-centered and needs-based learning.

This study aims to evaluate the effectiveness of PMM-based academic supervision in enhancing teacher performance and student learning outcomes in four elementary schools in Tuntang District, Semarang Regency: SD Negeri Karanganyar 01, SD Negeri Kesongo 01, SD Negeri Delik 02, and SD Negeri Candirejo. Using Kirkpatrick's four-level evaluation model—Reaction, Learning, Behavior, and Results—this study adopts a mixed-methods approach (quantitative and qualitative), collecting data through pre-tests, post-tests, classroom observations, in-depth interviews, and document analysis (Rahmadani & Kamaluddin, 2023).

The findings of this research are expected to contribute to optimizing PMM as a tool for academic supervision and provide actionable recommendations for school principals, teachers, and policymakers to support the national success of the Merdeka Curriculum. Thus, this study serves as a valuable reference for improving the quality of education across Indonesia (Purba et al., 2024).

Research Method

This study aims to evaluate the effectiveness of academic supervision based on the Merdeka Teaching Platform (PMM) in improving teacher performance and student learning outcomes in four elementary schools in Tuntang District, Semarang Regency: SD Negeri Karanganyar



01, SD Negeri Kesongo 01, SD Negeri Delik 02, and SD Negeri Candirejo. To achieve this objective, the study adopts a mixed-methods approach (quantitative and qualitative) with an evaluative design based on Kirkpatrick's evaluation model, comprising four levels: Reaction, Learning, Behavior, and Results (Kirkpatrick, 2006). This approach allows for a comprehensive evaluation of the impact of PMM-based supervision by integrating objective quantitative data with in-depth qualitative insights into teacher experiences (Ummah, 2019). The research employs a descriptive evaluative design to describe and assess the effectiveness of PMM-based supervision in enhancing teacher performance and the quality of learning in the four elementary schools. The study also examines its impact on student learning outcomes using Kirkpatrick's evaluation model, which measures four levels of program effectiveness: (1) Reaction, which assesses teacher satisfaction with PMM-based supervision; (2) Learning, which evaluates improvements in teachers' pedagogical and digital competencies through PMM utilization; (3) Behavior, which examines the implementation of Merdeka Curriculum-based teaching supported by PMM; and (4) Results, which measure improvements in student learning outcomes as a result of enhanced teacher performance.

The research subjects consist of teachers from the four schools that have implemented the Merdeka Curriculum and utilized PMM in their teaching activities (Iskandar, 2020). Subject selection was conducted using purposive sampling based on criteria relevant to the research objectives, such as teachers who have been implementing PMM for at least six months and principals conducting PMM-based academic supervision (Bueddefeld, 2019). Additionally, students involved in learning influenced by the improvement in teachers' competencies also served as subjects (Yelfianita et al., 2023).

Data collection instruments included pre-tests and post-tests to measure the improvement in teachers' ability to design lessons based on the Merdeka Curriculum and evaluate their utilization of PMM (SUMARNI, 2023). Classroom observations were conducted to assess the application of PMM-supported teaching, while in-depth interviews with teachers and principals provided insights into their experiences, challenges, and perceived impacts on teaching quality (Festus et al., 2019). Questionnaires were also used to measure teacher satisfaction with PMM-based supervision, and documentation analysis included evaluating teaching materials developed by teachers following PMM-based supervision (Muspawi, 2021).

The data collected were analyzed using both quantitative and qualitative methods. Quantitative data from pre-tests and post-tests were analyzed using descriptive statistics and t-tests to determine significant differences before and after PMM-based supervision (Saihu, 2020). Qualitative data from interviews and classroom observations were analyzed using thematic analysis Braun & Clarke to identify relevant patterns and themes related to PMM implementation in teaching (Setyarini et al., 2021). Triangulation techniques were employed to ensure data validity by comparing results from various data collection methods (Kelle et al., 2019).

The study's success indicators include the four levels measured through Kirkpatrick's model: Reaction, which assesses teacher satisfaction with PMM-based supervision; Learning, which measures improvements in teacher competencies; Behavior, which observes the implementation of PMM-supported teaching strategies; and Results, which evaluate improvements in student learning outcomes. Using a structured approach and valid instruments, this research aims to provide a comprehensive evaluation of the effectiveness of PMM-based supervision in supporting the successful implementation of the Merdeka Curriculum.



Result and Discussion

Results

This study aims to evaluate the effectiveness of academic supervision based on the Merdeka Teaching Platform (PMM) in enhancing teacher performance and student learning outcomes at four elementary schools in Tuntang District, Semarang Regency: SD Negeri Karanganyar 01, SD Negeri Kesongo 01, SD Negeri Delik 02, and SD Negeri Candirejo. Data obtained from pre-tests, post-tests, classroom observations, interviews with teachers and school principals, and teacher satisfaction questionnaires showed a significant improvement in teacher performance and student learning outcomes following the implementation of PMM-based supervision.

1. Reaction Level (Teacher Satisfaction with PMM Supervision)

The questionnaire results from teachers indicated a high level of satisfaction with the PMM-based supervision process. At SD Negeri Karanganyar 01, SD Negeri Kesongo 01, SD Negeri Delik 02, and SD Negeri Candirejo, over 85% of teachers expressed satisfaction with the technology-based supervision. Teachers reported that the platform made it easier to access training materials and teaching resources aligned with the Merdeka Curriculum, helping them design project-based learning and diagnostic assessments. This aligns with the study by Wahyuni et al. (2022), which found that the use of digital platforms such as PMM can enhance teacher motivation and confidence, ultimately leading to improved teaching quality.

Table 1. Teacher Satisfaction with PMM-Based Supervision

Satisfaction Aspect	Percentage of Teachers Satisfied (%)
Ease of Access to PMM	94%
Relevance of Supervision Content	91%
Principal Support	89%
Technological Support	87%
Average	90%

2. Learning Level (Improvement in Teacher Competency)

Pre-test and post-test results showed significant improvement in teachers' understanding of the Merdeka Curriculum and the use of PMM in teaching. At SD Negeri Karanganyar 01, the average pre-test score increased from 62% to 86% in the post-test, while at SD Negeri Kesongo 01, the score rose from 58% to 84%. These improvements indicate that teachers successfully grasped key concepts of the Merdeka Curriculum and enhanced their ability to design project-based learning and diagnostic assessments using PMM.

At SD Negeri Delik 02, despite challenges in digital literacy, teachers showed an increase from 60% to 82% in the post-test. This indicates that, despite limited access to technology, teachers in this school effectively utilized PMM after receiving guidance. These findings support



Laurillard's (2012) research, which emphasized the importance of training and support in enhancing the use of technology in teaching.

Table 2. Pre-Test and Post-Test Results for Teacher Competency

School	Pre-Test (%)	Post-Test (%)	Improvement (%)
SD Negeri Karanganyar 01	62	86	24
SD Negeri Kesongo 01	58	84	26
SD Negeri Delik 02	60	82	22
SD Negeri Candirejo	55	80	25

3. Behavior Level (Application in Classroom Activities)

Classroom observations revealed that teachers who received PMM-based supervision began to implement Merdeka Curriculum-based teaching more consistently. At SD Negeri Karanganyar 01 and SD Negeri Kesongo 01, about 80% of teachers reported successfully integrating PMM teaching resources into their lessons, and more than 75% of teachers in these schools also implemented differentiated learning relevant to students' needs. At SD Negeri Delik 02, around 70% of teachers started implementing project-based learning, although challenges with digital literacy persisted. Teachers across the four schools reported that PMM-based learning allowed them to adapt more flexible strategies focused on student potential and needs (Silva et al., 2023).

4. Results Level (Improvement in Student Learning Outcomes)

The improvement in teacher competencies directly contributed to better student learning outcomes. At SD Negeri Karanganyar 01, the average student score increased by 20%, while at SD Negeri Kesongo 01, the average student score rose by 18%. At SD Negeri Delik 02, despite greater technological challenges, student learning outcomes still improved by 15%. Meanwhile, at SD Negeri Candirejo, student performance increased by 16%. In this case, PMM-based supervision improved the quality of teaching, which positively affected students' academic achievements (Hasanuddin et al., 2023).

Table 3. Improvement in Average Student Scores

School	Pre-Test Score (%)	Post-Test Score (%)	Improvement (%)
SDN Karanganyar 01	70	90	20
SDN Kesongo 01	68	86	18
SDN Delik 02	65	80	15



Discussion

Effectiveness of PMM-Based Supervision in Enhancing Teacher Performance

The results indicate that PMM-based supervision is highly effective in improving teachers' competency in designing and delivering Merdeka Curriculum-based lessons. The increase in pre-test and post-test scores demonstrates that teachers were able to integrate technology into their teaching processes. That digital platforms like PMM can improve teaching quality when supported by effective guidance (Musliha & Deluma, 2024).

Furthermore, classroom observations revealed that teachers were able to apply project-based learning and diagnostic assessments, showing that PMM-based supervision not only enhanced theoretical understanding but also equipped teachers with practical teaching skills. Who highlighted that professional development-based supervision significantly influences the improvement of teaching quality (Lekule et al., 2022).

Improvement in Teacher Performance and Its Impact on Students

The improvement in teacher performance through PMM-based supervision positively impacted student learning outcomes. Who showed that competent teachers using technology in their teaching tend to have students with better learning outcomes (Liu et al., 2022). The use of PMM as a supervisory tool also facilitated more engaging, student-centered learning, encouraging students to be more active participants in the learning process.

Challenges in Implementing PMM-Based Supervision

Despite the positive outcomes, challenges related to teachers' digital literacy and limited technology access remained significant barriers, especially in schools with limited infrastructure. Low digital literacy can hinder the optimal use of educational technology (Lin & Lay Kee, 2024). Therefore, enhancing digital literacy training and improving infrastructure support are essential for strengthening the implementation of PMM-based supervision.

Conclusion

This study successfully evaluated the effectiveness of academic supervision based on the Merdeka Mengajar Platform (PMM) in improving teacher performance and student learning outcomes at four elementary schools in Tuntang District, Semarang Regency: SD Negeri Karanganyar 01, SD Negeri Kesongo 01, SD Negeri Delik 02, and SD Negeri Candirejo. Using the Kirkpatrick evaluation model, the findings demonstrate that PMM-based supervision has a significant positive impact across four levels: Reaction, Learning, Behavior, and Results.

Specifically, the study found that PMM-based supervision enhanced teachers' professional competencies, as evidenced by significant improvements in pre-test and post-test scores. Teachers at all four schools successfully integrated PMM into Merdeka Curriculum-based teaching, focusing on project-based learning, diagnostic assessments, and differentiated



instruction. This improvement in teacher competency directly contributed to better student learning outcomes, reflecting the positive influence of PMM-based supervision on teaching quality.

However, the study also identified challenges in PMM implementation, particularly related to teachers' digital literacy and the limitations of technology infrastructure, which affected the effectiveness of PMM use, especially in schools with limited access to technology. Which revealed that restricted access to technology and inadequate digital literacy training can hinder the effectiveness of technology-based platforms (Alakrash & Razak, 2021).

In conclusion, this study affirms that PMM-based academic supervision is an effective strategy for enhancing teacher performance and educational quality in elementary schools. However, to maximize the positive impact of PMM, continuous and intensive training, strengthening teachers' digital literacy, and improving technology infrastructure in schools, particularly in rural areas, are essential. Additionally, expanding PMM implementation to more schools should be prioritized to support the national success of the Merdeka Curriculum.

This study recommends:

1. Enhanced digital literacy training for teachers to enable them to fully leverage technology in teaching.
2. Strengthening technological infrastructure in schools, particularly in rural areas, to ensure equitable access to PMM.
3. Expanding the implementation of PMM-based supervision to other schools to accelerate the achievement of Merdeka Curriculum goals more effectively.

With these recommendations, it is hoped that PMM will continue to be optimized as a tool to improve the quality of education in Indonesia and support the professional development of teachers in addressing the challenges of 21st-century education.

Recommendation

Based on the findings of this study, several strategic recommendations can be made to optimize the implementation of academic supervision based on the Merdeka Mengajar Platform (PMM) to support the success of the Merdeka Curriculum and enhance the quality of education in elementary schools across Indonesia. These recommendations are intended for school leaders, teachers, education policymakers, as well as developers and providers of the PMM platform. Strengthening Technology-Based Training and Mentoring Programs While PMM has proven effective in improving teacher competencies, a primary challenge remains the low digital literacy of some teachers, especially in schools with limited access to technology. Therefore, there is a need for more intensive and continuous training programs to improve teachers' digital literacy, particularly concerning the use of more complex PMM features, such as diagnostic assessments and project-based learning. Technology-based training should be structured and in-depth, accompanied by direct mentoring from school leaders or qualified mentors to help teachers effectively integrate technology into their teaching (Parrish & Sadara, 2019). Enhancing Technology Infrastructure in Schools Limited access to technological infrastructure, especially in rural areas, remains a significant barrier to effectively utilizing



PMM. Strengthening technology infrastructure in schools with limited facilities must be a top priority. The government and relevant stakeholders should collaborate to provide adequate hardware (laptops, tablets) and stable internet access to ensure that both teachers and students can fully benefit from PMM. A good infrastructure significantly affects the effectiveness of using educational technology, including platforms like PMM (Wang & Shin, 2022).

Continuous Mentoring by School Leaders School leaders play a critical role in ensuring the effectiveness of PMM-based supervision. Therefore, continuous, data-driven mentoring should be provided by school leaders to teachers, particularly in integrating technology into teaching. School leaders should receive training on technology-based supervision, including how to offer constructive, data-driven feedback to support teachers' professional development (Gorni et al., 2024). Data-driven mentoring can help teachers overcome challenges faced during PMM implementation and improve the application of the Merdeka Curriculum-based teaching.

Expanding PMM Implementation to Other Schools While this study involved four schools, the positive results suggest that PMM-based supervision can be applied in many other schools. Therefore, it is crucial to expand the implementation of PMM to more schools across Indonesia, both in urban and rural areas. A wider implementation will accelerate the achievement of the Merdeka Curriculum's goals nationwide and ensure that more teachers benefit from the training and teaching resources provided by PMM. The government should offer adequate incentives and support to expedite the adoption of this platform in schools that have not yet implemented it.

Improving Collaboration Between Schools and the Government To ensure the success of PMM implementation, closer collaboration between schools and the government, both at the regional and national levels, is essential. The government can provide resources such as training, teaching materials, and funding to enhance technology infrastructure, while school leaders and teachers can help identify needs and challenges on the ground. This partnership is vital in creating an educational ecosystem that supports the use of technology in teaching and strengthens the implementation of the Merdeka Curriculum throughout Indonesia.

Regular Evaluation and Monitoring To ensure the sustainability of PMM-based supervision's effectiveness, structured evaluation and monitoring of the program's implementation should be conducted. This can include periodic feedback collection from teachers and students, as well as an analysis of student learning outcomes to assess the direct impact of using PMM. Data-driven monitoring can help identify barriers and challenges faced by teachers in applying PMM-based learning, allowing for more targeted interventions (Bakhshi & Efatmaneshnik, 2024).

Development of Interactive Features on PMM Although PMM already offers various self-training features and teaching resources, the development of more interactive and collaborative features could further enhance teacher engagement. Features such as discussion rooms for teachers and experience-sharing forums could facilitate the exchange of ideas and experiences among teachers, enriching the learning process. These features could also encourage teachers to collaborate in designing more innovative lessons that are contextually relevant to students' local needs.

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