

**Utilization of Platform Merdeka Mengajar in the Implementation of
Merdeka Curriculum**

Iqmatul Pratiwi

Universitas Negeri Jakarta

E-mail: iqmatulpratiwi09@gmail.com

Desi Rahmawati

Universitas Negeri Jakarta

E-mail: desi-rahmawati@unj.ac.id

Teguh Trianung Djoko Susanto

Universitas Negeri Jakarta

E-mail: teguhtrianungdjokos@unj.ac.id

Submitted: 26-06-2024

Accepted: 12-07-2024

Published: 12-08-2024

Abstract

Education has a vital part in improving the nation; if education cannot be regulated, a country would struggle to locate excellent people resources. The higher the quality of an educational institution given by a country's government institutions, the better the standard of living. Previous research explains how to implement a Merdeka curriculum and the characteristics of schools that implement it. This develops project-oriented learning to become more flexible, active, and adaptable. The freedom gives teachers to apply learning methods suitable for students so that the implementation of learning and educational activities is fun, in-depth, and independent. This research aims at providing an overview of the utilization of the Platform Merdeka Mengajar (PMM) in implementing the Merdeka curriculum used in each school that is ready to implement it to determine the impact of the application in empowering all teachers in Indonesia to continue learning and developing their potential. This research was qualitative research with a literature study using descriptive methods. The instrument used documentation, analyzing several journals (research), books, and videos related to the Merdeka curriculum. The result showed that the utilization of the Platform Merdeka Mengajar (PMM) in implementing a Merdeka curriculum with the Indonesia State's efforts to create a quality educational climate to produce a generation of Pancasila students that the needs and characteristics of students. In conclusion, Merdeka Belajar education, the education system, and its development must align with the educational trends of the 4.0 revolution era.

Keywords: platform merdeka mengajar, merdeka curriculum, qualitative research

INTRODUCTION

A nation will be a developed country from its level of poverty, level of health, level of education, and increasingly advanced technology. Education has an important role in advancing the nation, if education cannot be controlled then a nation will have difficulty finding quality human resources. This is where educational institutions aim to educate human resources so that their output is of good quality. Improving the quality of education is the first step towards achieving social welfare, especially for the nation's successors who are still receiving education. The higher the quality of an educational institution provided by a country's government institutions, the higher the level of welfare. Reform in the education sector is needed because it is from internal factors, including adjusting the education system to regional autonomy policies, and external factors, the demands of global competition. Currently, the government provides an account of the *belajar.id* where every student, educator, and education staff gets an account. From this account students, educators, and education staff can take advantage of the platform provided by the government regarding improving the quality of educational institutions.

Several studies have examined the use of *belajar.id* accounts on several platforms that have been provided, such as workspace for education (Google Meet, Google Slides, Google Form, Google Docs, Google Sheet, Google Classroom) in the Covid-19 situation, educational report, SIMPKB, Rumah Belajar, Platform *Merdeka Mengajar* (PMM). The gap is how teachers can utilize Platform *Merdeka Mengajar* in implementing the Merdeka curriculum so the quality of teachers and institutions can increase. The results of an interview on November 12 2023 with the head of the association of *belajar.id* on December 11 2020 the Ministry of Education and Culture launched the *belajar.id* domain in collaboration with Google is aimed at educators, students, and education staff. This account is an electronic account that can be used to obtain digital learning services or applications. The Ministry provided *belajar.id* account starting from the basic levels, Early Childhood Education Programs, Elementary School, Junior High School, Senior High School, extraordinary school, and equality. There are many benefits to be gained from the account, getting information and materials from the Ministry of Education and Culture and educators, students, and education staff, being able to access various official applications such as accessing the workspace for education (Google Meet, Google Slides, Google Form, Google Docs, Google Sheet, and Google Classroom), Platform *Merdeka Mengajar*, Educational Report Cards, Professional Development Management Information System, and *Rumah Belajar*. The aim is to utilize technology to support learning for institutions and strengthen educational services to produce quality education.

The Merdeka curriculum is the new curriculum of the Ministry of Education, Culture, Science, Technology, and Higher Education in post Covid-19. Merdeka curriculum introduced by *Sekolah Penggerak*. This is not implemented in all Indonesian schools but in schools that are ready and willing to implement it. Along with implementing a Merdeka curriculum, resource preparation must also be carried out, especially for educators as curriculum implementers. To understand the curriculum, the government through the Ministry created an independent education application the Platform *Merdeka Mengajar* (PMM).

The learning crisis and increasing educational inequality gave a Merdeka government curriculum known as the prototype. February 11 2022 Nadiem Makariem as Minister of Education has launched a Merdeka curriculum with Platform *Merdeka Mengajar* helping education providers to innovate and decide on actions in the teaching

and learning process (Putra, 2022). They are not fixated on one platform and learning is not monotonous and can adapt to the characteristics of learning environments. Nadiem Makarim's speeches give freedom to educators to use technology tools to meet the needs and characteristics of students and then provide digital support as a reference for students, educators, and education staff to develop their potential. That human resources will be of the quality they should be.

Educators and educational staff are very central human resources. Therefore, the Platform *Merdeka Mengajar* provides equal opportunities for educators to learn and improve their skills anywhere. The "learning" feature provides independent learning opportunities for educators and staff to obtain various quality educational materials and learn independently. Another learning feature comes in the form of inspirational videos. This feature allows educators to receive various inspiring videos for unlimited self-development. The feature function for teachers to improve the quality of their teaching. PMM provides reference materials for educators to improve teaching practices to the Merdeka curriculum. The "teaching" section displays educational resources educators use for personal development. More than 2000 learning materials are based on the Merdeka curriculum (RI, 2022). Platform *Merdeka Mengajar* is useful for continuing work and creating a forum for sharing good practices. Another feature is "work" which aims to provide "proof of work" which is the best practice in implementing learning, regarding best practice learning for independent learning, educators and staff can build their portfolio. Cooperating to share inspiration and collaborate so that educators can succeed together (Kemendikbudistek, 2021).

In a study, it was explained that the need for Platform *Merdeka Mengajar* is important for every educator to support learning activities (Prianti et al., 2022). Utilization of the Platform *Merdeka Mengajar* is constructive for educators in developing their potential to inspire and teach, this is proven by the affirmative from 87.6% of respondents regarding the development of educators' competencies. And 86.6% of respondents thought PMM influenced learning (Budiarti, 2022). Teachers do not know how to use the *Merdeka Mengajar* Platform (PMM) smoothly and improve their technology skills to learn the platform independently. Elementary school educators' understanding of the concept of the independent teaching program and its implementation is still relatively weak. Further research is needed regarding the utilization of the PMM to improve the quality of educators (Silaswati, 2022).

The author concluded that Platform *Merdeka Mengajar* is still weak in implementing a Merdeka curriculum based on its implementation strategy and educators' understanding. Technological knowledge, especially the utilization of the Platform *Merdeka Mengajar* and the creation of learning media used as Platform content, must be carried out so that educators have the skills needed in the learning process. PMM can be very useful for educators in developing themselves to give inspiration for teaching. Therefore, utilization of the Platform *Merdeka Mengajar* can create a Merdeka curriculum for innovative and interesting learning (Andari, 2022). Based on the explanation presented, the researcher aims to determine the utilization of the Platform *Merdeka Mengajar* to implement the Merdeka curriculum so that all educators understand the objectives of the Merdeka curriculum.

METHOD

This qualitative descriptive study uses a literature review approach, by looking at various journals and books related to the uses of the Platform *Merdeka Mengajar* (PMM)

in implementing the Merdeka curriculum as a reference source. This literature review will identify comparisons and references (Muslim & Perdhana, 2018). In the method of presentation, the author explains the utilization of the Platform *Merdeka Mengajar* in a sequential, factual, actual, and systematic manner in implementing the Merdeka curriculum. This research uses qualitative data analysis techniques by collecting, grouping, presenting, and analyzing data relationships to conclude. The steps in research using a literature review approach are: (1) developing a plan that focuses on the discussion being considered; (2) reading various literature sources related to content research; (3) selecting appropriate study materials from various literature sources; (4) proceeding study data and using it as a language and writing guide; (5) and information obtained from research is processed and used for discussion and conclude.

This research was carried out using 7 (seven) pieces of literature which were used as objects of study. The details can be seen in Table 1.

Table 1. Seven Pieces of Literature as Objects of Study

No	Researcher	Title	Result	Reason for Election
1.	Dedy Setyawan and Syamsuryawati (Jurnal Ilmiah Kependidikan Volume. 4 Numer. 3, July 2023, 428-436)	Analisis Penggunaan Aplikasi <i>Merdeka Mengajar</i> Terhadap Pemahaman Guru Terkait Implementasi Kurikulum Merdeka	The results related to tests for understanding the implementation of the independent curriculum that subjects A and C are excellent, and subject B is good because it is not studied regularly. Results related to learning observations and suitability of learning materials that in subjects A, B, and C all learning stages contained in the learning module have been completed. However, some are confused because the learning process is centered on students and educators as facilitators and learning is enjoyable. Subject D	This research correlates with the research topic that the author will research. That in implementing a Merdeka curriculum utilization PMM. Because the research carried out will consider the platform.

			does not show students-centred learning, the role of educators and students still looks the same and does not act as a full facilitator, and several stages of learning have not been implemented, such as asking trigger questions and carrying out inappropriate reflection.	
2.	Dewa Ayu Manu Okta Prianti, Ni Ketut Suarni, dan Ketut Suar Adnyana (Jurnal Benjamin Mutu, Volume. 8 Number. 2, June 2022)	Analisis Kurikulum Merdeka dan Platfrom <i>Merdeka Belajar</i> untuk Mewujudkan Pendidikan Yang Berkualitas	The results show that the Merdeka curriculum and PMM emphasize a proactive approach to progressive and transformative change. This can be the direction of positive learning development that can restore the productivity of teaching and learning activities. Through project-oriented learning become more flexible, active, and adaptable. Educators are given the freedom to apply learning methods that are considered suitable for students in learning and educational activities is fun, deeper and more independent, therefore, the results of the research	This research is relevant to the topic to be researched, it can be used a reference for further studies, especially the utilization PMM to implement a Merdeka curriculum which requires educators and students not focus on one point, but on several points such as making project, being flexible, independent, and educators as facilitators.

- analysis show that the uses of curriculum and PMM have been in line with the Indonesian State's efforts to create a quality educational environment to produce a generation that is adapt to developments.
3. Amelia Arnes, Muspari, dan Yusmanila
(Jurnal Ilmu Pendidikan Volume. 5 Number.1, February 2023, 60-70)
Analisis Pemanfaatan Platform *Merdeka Mengajar* Oleh Guru PPKn untuk Akselerasi Implementasi Kurikulum Merdeka
This research discusses the advantages of PMM experienced by PPKn teachers at Sijunjung Regency State High School, they are (1) teachers get inspiration and enlightenment from videos of the nicest teaching and learning practices that have been validated and are of good quality; (2) teachers can take part in independents training; (3) teachers can use PMM flexibly; (4) teachers are trained to create innovative learning; (5) teachers can take the documentary work in PMM; (6) teachers can share a project with other teachers throughout Indonesia; (7) teachers receive feedback on published work from colleagues; (8) teachers can experience the
This research presents concrete data as a reference for this research because the advantages felt by PPKn teachers have a big impact on the Merdeka curriculum. That will be carried out by researchers related to the utilization of PMM in the Merdeka curriculum

- benefit of interacting with different teacher communities to learn with their teachers from all over Indonesia; (9) teachers get the latest references and versatile learning tools. This platform would be better if lecturers and researchers were also allowed to log in and connect to the PMM so that they could build a more advanced Indonesian education ecosystem.
4. Dela Marisiana, Sofyan Iskandar, dan Dede Kurniawan
(Jurnal BASICEDU Volume. 7, Number. 1 2023 Page 139 – 150)
- Penggunaan Paltform *Merdeka Mengajar* Untuk Meningkatkan Kompetensi Guru di Sekolah Dasar
- This research uses qualitative descriptive with a library approach. In this research, Platform *Merdeka Mengajar* (PMM) offers five elements categories: trainer development and learning activities. *Merdeka Mengajar* Platform is a place where colleagues comment and share successful strategies. This research shows that using PMM as a tool to improve the qualifications of primary school teachers is important and contributes to learning. Apart from that, teachers get services that enable
- This research uses a literature study method where researchers will also uses this method. Likewise, this research explains the uses of the Platform *Merdeka Mengajar* in improving teacher competency which is also related to the *Merdeka* curriculum where every teacher must be more innovative and creative in carrying out

- them to improve, the teaching expand their skills,g and learning and get lots of process. innovation and creative ideas through the features provided. However, there are shortcomings in the *Merdeka Mengajar* Platform teachers do not understand its implementation strategies in a direction.
5. Sastra Wijaya, dan Arita Marini (PENDAS: Jurnal Ilmiah Pendidikan Dasar. Volume. 07, Number. 02, December 2022) Penggunaan Aplikasi *Merdeka Mengajar* Dalam meningkatkan Hasil Belajar Pada Sekolah Penggerak) This research used a quasi-experimental approach with a nonequivalent control group design technique through pretest and posttest to see the learning outcomes of thirty-two (32) students in class IV of State Elementary School Palurahan 2, Pandeglang Regency. Results of homogeneity test calculations with SPSS VR. 26 for a value of $\text{Sig.} 0.000 \leq \alpha (0.05)$ show that there is a change and influence of the application of independent learning outcomes which is meaningfully homogeneous. The Conclusion is the utilization of the Platform *Merdeka Mengajar* (PMM) application affected That research describes the utilization of the *Merdeka Mengajar* Platform (PMM) application which improves student learning outcomes. This supports schools that implement a *Merdeka* curriculum that focuses on student outcomes holistically, including competency and character.
-

student learning
outcomes at
Penggerak School.

FINDINGS AND DISCUSSION

Merdeka Curriculum and Platform Merdeka Mengajar (PMM)

For a long time, changes have occurred in the Indonesian education system. This is from the evolution of policies and innovations in applicable educational standards such as the curriculum. The education system is still changing, the Indonesian education system has undergone curriculum changes 10 times since 1947. The first curriculum used in the education system was the 1947 curriculum. In Indonesia the first curriculum was launched and at the same time the first curriculum in effect since Indonesia's independence. The curriculum was politically oriented, adapted to the education system, which adhered to the Dutch-era education system, and designed and applied to the curriculum content in Indonesian education units (Raharjo, 2020). This curriculum, Pancasila is the basis of Indonesian National education. This curriculum was designed in 1947 and launched in 1950. The uniqueness of the curriculum that is visible in the curriculum implemented according to the Indonesian education system is the formation of the character of the Indonesian nation. These characteristics make the Indonesian nation strong and equal to other countries (Maulida et al., 2020).

Considering the curriculum of other curriculum departments implemented in the previous academic period did not focus on character formation in the Indonesian education system, this period has made several improvements to the syllabus aspect. With these improvements, the Indonesian curriculum was revised to become the 1964 education curriculum. The aim of planning and developing the curriculum was to perfect the existing Indonesian education system curriculum. The government has plans to improve Indonesia's education system by providing academic and non-academic education (Batubara & Aman, 2019).

The Indonesian education system, from managing the education system to state principles and the spirit of Pancasila, the curriculum is based on the 1945 constitutions. Its characteristics are activities to increase agility and intelligence developing a strong and healthy body. The 1975 curriculum is very effective and functional because it was designed with a management focus and was adapted to instructional system development procedures (Hadiansyah et al., 2020). Then the 1984 curriculum was characterized by a major emphasis on areas of study and competency. The theme of curriculum learning is student-centered. Several things implemented in this curriculum are the application of learning methods through observation, clarification, discussion, and reporting. In following the application of student-centered methods (Ananda & Hudaiah, 2021).

This successful implementation of the 1984 curriculum which was developed after the 1994 curriculum and the addition of the 1999 curriculum is a refinement of the curriculum, especially the 1975 and 1984 curriculum, because they are considered burdensome to society. In this period there was curriculum reform and new subjects emerged, such as national and local content, including regional language material, skills, and arts. In 2024, the competency-based curriculum was updated. This curriculum is characterized by individual and group achievement of student competencies and focuses on achieving learning outcomes. What differentiates the Competency-based curriculum education system from previous learning development is the selection of competencies to

students' interests and evaluation to determine learning success (Iramdan & Lengsi, 2019).

Curriculum updates are to be carried out up to the education unit level curriculum which is refined with the 2013 curriculum several aspects are used as the basis for research, cognitive aspects, ability aspects, attitude, or behavior aspects. In the 2013 curriculum, several departments have been improved, but some have been developed further. The subjects are Pancasila, social education, Indonesian Language, and Mathematics as development material (Fernandes, 2019). 2013 curriculum emphasizes that students are always active in learning and teachers are facilitators in teaching and learning activities. The competency of graduates of this curriculum is an increase in soft and hard skills including competence, attitudes, skills, and knowledge. From that, students must be active and must use the technology and resources they have to learn new things, and not just focus on what the teacher says, so that students can always adapt and learn actively against the backdrop of rapidly changing times (Wahyuni, 2015). Then what is being refined is breakthroughs initiated by the Ministry of Education and Culture in the Merdeka curriculum using the PMM.

The Government plans the Merdeka learning and provides freedom and autonomy to educational institutions so that institutions are free from bureaucracy (Yamin & Syahrir, 2020). This causes changes to the curriculum of the Indonesian education system and every time there is a change in the curriculum there are advantages and disadvantages to this policy. Teachers important in implementing the curriculum must respond wisely to curriculum changes.

The curriculum must be innovative, dynamic, and revised regularly to follow the latest developments in science and technology the skills needed by society and graduate users. Because the curriculum is the “spirit” of education that needs to be reformed (Suryaman, 2020). The Merdeka curriculum is designed to achieve literacy and numeracy skills. Offers solutions for improving the curriculum which can be implemented in stages according to each school. Since 2021/2022 the Merdeka curriculum has been implemented in 2.500 schools, and according to information, the participating educational institutions are the Penggerak School and SMK PK as part of the new paradigm (Riti & Trisyanti, 2022). This Merdeka curriculum starts from basic education, they are TK-B, SDLB class I – VI, SMP, SMPLB, SMA, SMALB, and SMK. Meanwhile, in 2022/2023 educational units can implement a Merdeka curriculum.



Picture 1. Location of Merdeka Curriculum Implementation

The Merdeka curriculum, educational units have three options regarding implementation that will be implemented in the 2022/2023 academic year. (1) implementing the principles of the Merdeka curriculum. (2) implementing the Merdeka curriculum with ready-made teaching aids. (3) implementing an independent development curriculum with various learning tools.

This concept is a need of the education system in the era of the Industrial Revolution 4.0. Nadiem Makariem said freedom to learn is freedom to think. Freedom of thought is determined by teachers who are the main key to supporting the education system. So Merdeka's curriculum must be supported by training, teaching materials for teachers, and new learning materials supported by school principals and local institutions. Educational units involved providing teaching aids in the form of textbooks, supporting materials such as learning objective plans, learning modules, and projects to strengthen Pancasila student profiles are available digitally. Schools offer and provide teaching materials and teaching aids independently of the school operations costs or regularly with the support of local governments and institutions. The Merdeka curriculum is then supported by training and providing educational media for teachers and school principals. They develop the potential of teachers and school principals through micro-learning via digital platforms. Providing adequate resources to deliver Merdeka curriculum training, equipping teachers with various learning resources e-books, which can be accessed online and distributed. The teachers can also form learning communities to offer each other practical help and support in implementing the curriculum.

Merdeka teaching education is the answer to this new era, so the most important goal in the education system, or teaching methods is for students to master new literacy skills. Meant by new literacy is (1) data literacy, the ability to read, analyze, and use information in the digital world; (2) technological literacy, understanding how machines work, applying technology (coding artificial intelligence and engineering principles); (3) human literacy which is realized in strengthening humanities, communication, and design. Students and teachers can complete training systems or learning methods in Merdeka learning training with the same goal. If educational resources can be managed with this new literacy, they will become better quality human resources to build Indonesia's future. From new literacy, the revolutionary era education system continues to develop characteristics such as honesty, religiosity, diligence, responsibility, justice, discipline, and tolerance by the principles of the Pancasila Student Profile.

Merdeka's curriculum supports the sustainability of teacher learning and professional remuneration for teachers. Apart from supporting guaranteed working hours and professional remuneration, the independent teaching platform supports teachers in implementing the Merdeka curriculum. PMM helps teachers find inspiration, references, literacy, and understanding in implementing the Merdeka curriculum. Platform *Merdeka Mengajar* acts as a leading partner for teachers in Pancasila students. That has 3 functions, (1) teaching a Merdeka curriculum that is more effective; (2) learning new concepts; and (3) creating a product.

The Platform *Merdeka Mengajar* offers five elements divided into teacher development and learning categories. Teacher development products are (1) inspirational videos to improve educators' competency which include motivational videos created by the Ministry of Education and Culture and experts; (2) independent training with a variety of short training materials, teachers carry out individual training anytime and anywhere; (3) workplace documentation is a work certificate that describes actions, skills, and achievements in the field of teaching and its main profession; (4) become a forum for

colleagues to comments and share successful strategies; (5) products intended for teaching and learning activities such as student assessments which help teachers carry out diagnostic analysis of literacy and numeracy to apply learning concerning student's academic development and phases. Then there are learning tools that contain various learning tools to improve learning and teaching tasks such as textbooks, teaching aids, learning modules, and project tools (Sumandya, 2022).

Through the Merdeka curriculum, teachers provide Platform *Merdeka Mengajar* references to develop their teaching practice. This application has several learning tools aimed at independent learning. The teachers use PMM because it makes it easier and faster to diagnostic analyses related to reading and mathematics skills. Teachers carry out to teach according to student performance and development. The Platform *Merdeka Mengajar* learning function allows teachers to obtain quality and reliable learning materials that can be accessed independently. Also, teachers can look for various educational videos for teaching materials. Platform *Merdeka Mengajar* makes it easier for teachers to work efficiently by providing a platform for best practices. Platform *Merdeka Mengajar* can be used with a belajar.id account via Android or website.

Platform *Merdeka Mengajar* creates a collaborative ecosystem of learning efficiency and a positive work atmosphere. PMM includes several components, including content crowdsourcing (content development based on a large number of participants), e-learning community (mutual teaching, helping, supporting, and sharing), independent learning (online training for competency development and planning), career development (teacher portfolio development) and teacher professional networks (forums that presents teachers professional profiles, experiences, and skills).

Many various groups can help support specific programs and state programs. In other words, download the special training platform and install Platform *Merdeka Mengajar* via <https://guru/kemendikbud.go.id/>. Teachers should learn more about various types of curriculum and Merdeka curriculum from Platform *Merdeka Mengajar*. Another contribution that might be made is to register each academic unit at the center to implement a Merdeka curriculum. The role of the Ministry of Education is to support educational units that decide to implement curriculum. Community partners or organizations such as teacher working groups or other organizations can participate in developing the educational platform at Platform *Merdeka Mengajar* in the link. Installing it on a smartphone, users can access Platform *Merdeka Mengajar* online. However, compared to platforms studied via a web browser, PMM offers more functions in Playstore or Google Play applications. To use all PMM services, each teacher must register or log in with a belajar.id account registered at basic education data. Operators can distribute belajar.id accounts to students, teachers, and administrators.

Platform *Merdeka Mengajar* is an alternative way to implement a Merdeka curriculum. However, in the utilization platform, there are also advantages and disadvantages. Some teachers utilize Platform *Merdeka Mengajar* wisely because they believe the platform can make it easier for them to find inspiration for teaching and administration. And allows them to put their ideas into the platform so that it can be useful for other people. Another advantage is the flexibility of time and place in its use. For older generations, the Platform *Merdeka Mengajar* also makes it difficult to use it. They need a lot of time to learn the platform. Even though there are many advantages, teachers who do not understand technology will find it complex. They have to understand rapidly how to use the platform. The Platform *Merdeka Mengajar* was created to implement independence so teachers can learn anytime and anywhere.

Discussion

Human Resources and Technology Development

The 21st-century education has experienced changes marked by the development of new literacies such as digital, information, and media literacy. Learning in this century is oriented towards activities that train students' skills in managing learning. Learning is the teacher's motivation, guiding, directing, and encouraging students to study. This definition is not a process of acquiring knowledge, but a process where students construct knowledge through their cognitive activities (Wijaya et al., 2016). The 21st-century education system is student-centered. This aims to equip students with 21st-century thinking and learning skills: communication, cooperation, critical thinking and problem-solving, and creativity and innovation (Mardhiyah et al., 2021).

There are four main principles in the 21st century (Syahputra, 2018). (1) student-centered, students are actively used as subjects to develop their interests and potential. Therefore, students do not need to be listeners or memorize the material given by the teacher. Still, students are the center of learning to improve the development of thinking, knowledge, and skills; (2) collaborative, students should be taught to work collaboratively with others' backgrounds and values, to enable students to work productively with others, be responsible towards themselves, respect different points of view, and place empathy in place; (3) context, teachers must develop authentic learning methods that help students find value, and belief in what they learn and apply it in their life; and (4) integrated, to prepare students who are responsible and care about their environment, schools should facilitate their students in the social environment. This aims to train students' sensitivity towards empathy and social concern for the surrounding environment.

Development of Human Resources in the 21st Century

Human resources are the most important resources that a country must have, especially in Indonesia. Human resources are still very scarce in Indonesia. The human resources that will be developed are cognitive, social attitudes, knowledge, and skills. Quantity, quality is also the main focus of the human resources function. The more advanced a country is, the higher the quality of its human resources. This quality of the national education model has a big impact because education is the first foundation of knowledge, skills, and good attitudes. Education aims to produce superior humans who can face various problems (Mardhiyah et al., 2021).

Development in the 21st century refers to replacing humans with technology and various sophisticated robotic tools. However, all technology is human thought, knowledge, and creations, where technology is developing very rapidly. This means human resources will play a role even in the biggest country. Students' growth requires attention and feelings in dealing with it. Creating a developed Indonesia requires a teacher who creates human resources who are quality, competitive, and have work skills.

The 21st century is a century of rapid development of information, media, and technology, teachers are professionals who can communicate and adapt to the times are experiencing and following the nature of education.

CONCLUSION

Based on the results of the discussion presented, it can be concluded that the development of *Merdeka Belajar* education, the education system, and its development, must be to the educational trends of the 4.0 revolution era. In the education system, teachers and students implemented a Merdeka curriculum of new literacies, they are data

literacy, technological literacy, and human literacy. Both learning systems and methods in the Merdeka curriculum have the same goals. If teachers and students master this literacy, they will become superior-quality human resources in building Indonesia's future. Utilization of the Platform *Merdeka Mengajar* to improve the quality of teachers and the learning process. Because teachers access whatever is needed during the process. Therefore, in planning the implementation of learning activities, teachers must know how to master technological challenges. The government has provided the Platform *Merdeka Mengajar* to support education. Teachers are the key to the success of the *Merdeka Belajar* education system and must be able to adapt to the new education system to gain knowledge and skills. Platform *Merdeka Mengajar* is an application that contains teaching tools where devices are needed to make learning easier. Teachers can use this platform to search for teaching tools such as materials, teaching videos, and teaching material created by organizational teams, and assess teacher performance. The Merdeka curriculum teaches that an independent learning institution can be adapted to the needs and characteristics of students, and can make learning easier for students without having to feel burdened by learning activities. Learning through the Merdeka curriculum is more in-depth, fun, and independent. Thus, the Platform *Merdeka Mengajar* is a suitable method for teachers to increase their competence, innovation, and creativity in the learning process following the objectives of the *Merdeka Curriculum*. Thus, the results of the analysis of several studies, the teachers' utilization of the Platform *Merdeka Mengajar* to implement the *Merdeka Mengajar* curriculum. Teachers can be more creative, and innovative, and new creations for education in Indonesia.

REFERENCES

- Ananda, A. P., & Hudaidah, H. (2021). Perkembangan Kurikulum Pendidikan Indonesia dari Masa ke Masa. *Sindang: Jurnal Pendidikan Sejarah dan Kajian Sejarah*, 3(1), 102-108. <https://doi.org/https://doi.org/10.31540/sindang.v3i2.1192>.
- Andari, E. (2022). Implementasi Kurikulum *Merdeka Belajar* Menggunakan Learning Management System (LMS). *ALLIMNA: Jurnal Pendidikan dan Profesi Guru*, 1(2), 65–79. <https://doi.org/10.30762/allimna.v1i2.694>.
- Batubara, U. N., & Aman, A. (2019). Perkembangan Pembelajaran Sejarah Pasca Kemerdekaan Reformasi. *JPS: Jurnal Pendidikan Sejarah*, 8(1), 14 - 34. <https://doi.org/10.21009/JPS.081.02>.
- Budiarti, N. I. (2022). Merdeka Mengajar Platform as a Support for the Quality Of Mathematics Learning. *Jurnal Matematika dan Pembelajaran*, 10(1), 13–25. <https://doi.org/10.33477/mp.v10i1.2858>.
- Fernandes, R. (2019). Relevansi Kurikulum 2013 dengan Kebutuhan Peserta Didik di Era Revolusi 4.0. *Jurnal Socius: Journal of Sociology Research and Education*, 6(2), 70-80. <https://doi.org/10.24036/scs.v6i2.157>
- Hadiansyah, R. R., Pradhana, R. Y., & Mustiningsih. (2020). Dinamika Perubahan Kurikulum di Indonesia. *Prosiding: Seminar Nasional - Jurusan Administrasi Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Malang*, 259–264.
- Iramdan, I., & Manurung, L. (2019). Sejarah Kurikulum di Indonesia. *Jurnal Ilmiah Wahana Pendidikan*, 5(2), 88-95. Retrieved from <https://jurnal.peneliti.net/index.php/JIWP/article/view/98>.
- Kemendikbudistek. (2021). *PMM Meningkatkan Kualitas Kompetensi Pendidik di Indonesia*. Retrieved from <https://guru.kemdikbud.go.id/>.

- Maulida, T., Mustiningsih, M., & Katerina, E. I. (2020). Hubungan Perkembangan dan Perkembangan Kurikulum Terhadap Tujuan Pendidikan. *Seminar Nasional Arah Manajemen Sekolah Pada Masa Dan Pasca Pandemi Covid-19*. 318-324.
- Muslim, M. I., & Perdhana, M. S. (2018). Glass Ceiling: Sebuah Studi Literatur. *Jurnal Bisnis Strategi*, 26(1), 28–38. <https://doi.org/10.14710/jbs.26.1.28-38>
- Prianti, D. A. M. M. O., Suarni, N. K., & Adnyana, I. K. S. (2022). Analisis Kurikulum Merdeka dan Platform Merdeka Belajar untuk Mewujudkan Pendidikan Yang Berkualitas. *Jurnal Penjaminan Mutu*, 8(2), 238–244.
- Putra, I. P. (2022). Alasan Kemendikbudistek Hadirkan Kurikulum Merdeka . Retrieved from <https://www.medcom.id/pendidikan/news-pendidikan/5b2GAWek-ini-alasan-kemendikbudistek-hadirkan-kurikulum-merdeka>.
- Raharjo, R. (2020). Analisis Perkembangan Kurikulum PPKn: dari Rentjana Pelajaran 1947 Sampai Dengan Merdeka Belajar 2020. *PKn Progresif: Jurnal Pemikiran dan Penelitian Kewarganegaraan*, 15(1), 63-82.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40. <https://doi.org/10.31849/lectura.v12i1.5813>.
- Riti, Y. F., & Trisyanti, L. I. (2022). Pelatihan Penggunaan Aplikasi Mengajar Bagi Guru-Guru TK Citra Bangsa. *Komatika: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 51–55. <https://doi.org/10.34148/komatika.v2i2.579>.
- Silaswati, D. (2022). Analisis Pemahaman Guru Dalam Implementasi Program Merdeka Belajar di Sekolah Dasar. *Collase: Creative of Learning Students Elementary Education*, 5(4), 718–723. <https://doi.org/10.22460/collase.v5i4.11775>
- Sumandya, W. (2022). Link and Match Konten Pelajaran Matematika, Strategi Pembelajaran dan Platform Merdeka Mengajar untuk Mewujudkan Profil Pelajar Pancasila. *Prosiding Mahasaraswati Seminar Nasional Pendidikan Matematika 2022*, 35–43.
- Suryaman, M. (2020). Orientasi Pengembangan Kurikulum Merdeka Belajar. *Prosiding Seminar Daring Nasional: Pengembangan Kurikulum Merdeka Belajar Program Studi Pendidikan Bahasa Indonesia*, 13–28.
- Syahputra, E. (2018). Pembelajaran Abad 21 dan Penerapannya di Indonesia. *Prosiding Seminar Nasional SINASTEKMAPAN (E-Journal) 2018*, 1, 1276–1283.
- Wahyuni, F. (2015). Kurikulum Dari Masa ke Masa (Telaah atas Pentahapan Kurikulum Pendidikan di Indonesia). *Al Adabiya*, 10(2), 231-242.
- Wijaya, E. Y., Sudjimat, D. A., & Nyoto, A. (2016). Transformasi Pendidikan Abad 21 sebagai Tuntutan Pengembangan Sumber Daya Manusia di Era Global. *Prosiding Seminar Nasional Pendidikan Matematika 2016, Universitas Kanjuruhan Malang*, 263–278.
- Yamin, M., & Syahrir, S. (2020). Pembangunan Pendidikan Merdeka Belajar (Telaah Metode Pembelajaran). *Jurnal Ilmiah Mandala Education*, 6(1), 126–136. <http://dx.doi.org/10.58258/jime.v6i1.1121>.