



Problems of Moving Teachers in Using Independent Teaching Platforms as at Tool Environment Education in Schools

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Abstrak

Dalam era pendidikan yang terus berkembang, peran Guru Penggerak tidak hanya terletak pada penyampaian materi pelajaran, tetapi juga pada upaya untuk menciptakan pengalaman belajar yang berkelanjutan dan berorientasi pada lingkungan. Platform Merdeka Mengajar (PMM) merupakan platform teknologi yang mengakomodasi Guru Penggerak untuk memperoleh acuan, inspirasi serta pemahaman mengenai kurikulum merdeka. Implementasi Platform Merdeka Mengajar dihadapkan pada beberapa kelemahan, terutama terkait kesenjangan dalam pemahaman teknologi. Guru penggerak, khususnya di Jakarta, mungkin mengalami kesulitan dalam menguasai fitur-fitur yang disediakan oleh platform tersebut. Berdasarkan hasil penelitian yang diperoleh di lapangan adalah faktor kendala Guru Penggerak menggunakan PMM terhadap pendidikan lingkungan di sekolah adalah pengelolaan waktu, keterbatasan memanfaatkan teknologi, beban kerja. Adapun proses Guru Penggerak dalam menerapkan materi Pendidikan Lingkungan yang bersumber dari PMM yaitu menerapkan materi yang diperoleh dari PMM dalam proses belajar mengajar di kelas. Sedangkan kendala Guru Penggerak dalam melakukan aksi nyata Pendidikan Lingkungan yang bersumber dari PMM adalah keterbatasan interaksi dalam pembelajaran daring, dan kurangnya akses terhadap sumber daya alam dan lingkungan sekolah.

Kata Kunci: Kurikulum Merdeka, Guru Penggerak, Pendidikan Lingkungan.

Abstract

In an era of education that continues to develop, the role of the Driving Teacher lies not only in delivering lesson material but also in efforts to create a sustainable and environmentally oriented learning experience. The Merdeka Mengajar Platform (PMM) is a technology platform that accommodates motivating teachers to obtain references, inspiration, and understanding of the independent curriculum. Implementing the Merdeka Mengajar Platform has several areas for improvement, especially related to gaps in technological understanding. Driving teachers, especially in Jakarta, may need help with mastering the features provided by the platform. Based on the research results obtained in the field, the factors that hinder teachers from using PMM for environmental education in schools are time management, limitations in using technology, and workload. The Activator Teacher's process in applying Environmental Education material sourced from PMM is applying material obtained from PMM in the teaching and learning process in the classroom. Meanwhile, the obstacles to Mobilizing Teachers to carry out actual environmental education actions sourced from PMM are limited interaction in online learning and the need for access to natural resources and the school environment.

Keywords: Independent Curriculum, Mobilization Teacher, Environmental Education.

Introduction

One effort to improve the quality of education in Indonesia is by implementing the latest curriculum, namely the independent curriculum, which is supported by various platforms that continue to develop until it becomes an official application that can be accessed easily. Using technology in the learning process can increase the effectiveness and efficiency of learning and help teachers meet the increasingly diverse needs of students. One of the developed applications is the Platform Merdeka Mengajar (PMM) application, which was designed to assist teachers in preparing and implementing innovative learning plans.

The Independent Teaching Platform (PMM) was created to support the implementation of the independent curriculum. On this platform, assistance is available for teachers in the form of references, stages of implementing the independent curriculum in the learning process, and assessment methods according to the demands of the independent curriculum (Setyawan & Syamsuryawati, 2023). In PMM, there are four main menu options that teachers can choose from, namely the menu (1) Learning the Independent Curriculum, (2) Teaching and Learning Activities, (3) Personal Development, and (4) Seeking and Sharing Inspiration (Milaini et al., 2023). Specifically for increasing teacher competency, the Personal Development menu in PMM provides many training videos as well as documentation of the work or achievements of teachers while carrying out their professional teaching duties (Marisana et al., 2023).

The Merdeka Mengajar Platform aims to create a collaborative ecosystem that encourages effective learning and a positive work environment (Rohimat et al., 2022). The Merdeka Mengajar platform includes a variety of features, which include online learning communities, independent learning, teacher

career planning and improvement by developing portfolios, content development through contributions from a broad audience, online learning communities that enable educators to learn from each other, help, support and share, as well as networking. Teacher professionals who present teachers' professional profiles, experiences, and skills.

The independent learning curriculum has been implemented well by several schools. It is just that there are still aspects that require teachers to be more creative and innovative in carrying out independent curriculum-based learning processes (Barlian & Solekah, 2022; Nafisa & Fitri, 2023). The findings of Saraswati et al. (2023) found that the implementation of P5 activities (Strengthening Pancasila Youth Profile Project) in implementing the independent curriculum was able to develop student's skills and potential through conceptual and contextual stages.

Similar to the findings of Hutabarat et al (2022), the independent curriculum has been implemented 100% by referring to guidelines from the Ministry of Education and Culture. These studies generally only describe the success of implementing the independent curriculum through PMM. However, research needs to focus on analyzing the use of the PMM application by motivating teachers for environmental education in schools.

Driving teachers, as the primary agents of change in the world of education, play a crucial role in inspiring, empowering, and creating positive change in schools. They are classroom teachers and leaders committed to improving education quality. In an era of ever-developing education, Mobilization Teachers are the vanguards who bring innovation into their classrooms and schools.

As innovators, Mobilizing Teachers adopt the latest technology and teaching strategies to increase learning effectiveness. They leverage the internet, digital resources, and educational applications to provide

students with engaging and relevant learning experiences. In this way, the Driving Teacher is an academic guide and a mentor who prepares students to face future challenges.

Apart from being a technology user, the Mobilization Teacher also plays a role as a leader who motivates and empowers his colleagues. They engage in training and professional development, support the exchange of ideas, and build collaborative networks. The success of Mobilizing Teachers is measured not only by students' progress in the classroom but also by the positive impact they create in the educational community.

Furthermore, Mobilization Teachers use their creativity to present learning material about the environment in an exciting and relevant way. They may use technology, multimedia presentations, or practical experiments to bring environmental issues into students' daily lives. By integrating environmental issues in various subjects, Teacher Mobilizers create a holistic learning experience, form an attitude of caring for the environment from an early age, and help students understand that education is not only about mastering academic concepts but also about respect for the environment we live in.

Environmental education teachers play a vital role in forming students' awareness and responsibility for the environment. One of the keys to their success lies in utilizing PMM, which provides a significant advantage in their approach to teaching and learning.

Even though the use of the PMM application in schools aims to build teachers' understanding and competence in implementing the independent curriculum, many teachers still need clarification about implementing the independent curriculum. This is in line with previous research where in implementing the independent curriculum, there were many difficulties faced by teachers, such as building an understanding of new learning paradigms, adapting learning tools according to the independent

curriculum guidelines, and implementing the Project for Strengthening the Pancasila Student Profile (P5) (Sumarsih et al., 2022).

A study Priyanti et al., (2022) explained that PMM is essential for every teacher to support learning activities. However, this research needs to provide concrete evidence that explains the PMM concept clearly and clearly. Another study Sulistiyani et al., (2022) found that using PMM is constructive for teachers in developing their potential to inspire and teach better, as evidenced by the affirmative response from 87.6% of respondents regarding developing teacher competence. Moreover, 86.6% of respondents agreed that PMM contributed to learning. Sulistiyani et al (2022) also explains weaknesses that still need to be corrected, namely developing and improving content or service quality, as well as PMM implementation strategies that must be more effective. Because teachers still need to be fluent in using PMM and hone their ICT skills so they can explore PMM independently, from these two studies, the author can conclude that PMM still needs to improve in developing teacher competency from the perspective of implementation strategies and teacher understanding.

In line with this, this opinion is supported by research findings belonging to Silaswati (2022) that the level of understanding of elementary school teachers regarding the concepts of the independent learning program and its implementation is still relatively low, so in the end, it shows that there is a need for further research on how to use it. PMM to improve the competency of elementary school teachers.

Based on the description of several research results related to the use of PMM, which still requires more in-depth exploration, the author is interested in researching the problems of motivating teachers to use independent teaching platforms for environmental education in schools.

Method

The type of research method used by researchers is qualitative research. This research was conducted in 2023 at several high and vocational schools in Jakarta. The type of sampling used by researchers in this research is non-probability sampling because not everyone can be sampled. The sampling technique used in selecting informants in this research was purposive sampling. Primary data collection was carried out through interviews and observations. Meanwhile, secondary data was collected using data sources through literature studies and documentation. The data analysis used in this research is as stated by Neuman (2017), namely as follows: (a) data organization, (b) data processing, (c) data interpretation, and (d) conclusion.

Results and Discussion

A. Factors that cause obstacles for motivating teachers to use the Independent Teaching Platform (PMM) for environmental education in schools.

In this section, the researcher explains the factors that hinder Teachers from using PMM for environmental education in schools, namely time management, limitations in using technology, workload, and the following explanation:

1. Time Management

Driving teachers often face significant challenges as motivators and agents of social change, primarily related to time constraints. Busy teaching assignments and administrative demands can limit the time they can allocate to being a source of inspiration and change agent among students and peers. Efforts to motivate students require a substantial investment of time in understanding each individual's needs and potential while serving as an agent of social change requires active involvement in collaborative and innovative projects. Therefore, there needs to be systemic support that enables mobilizing

teachers to manage their time more efficiently, provide space for collaboration, and encourage innovation in the educational environment to fulfill their role as motivators and agents of social change effectively.

A driving teacher from an elementary school in Jakarta, RE, stated that he had difficulty fully following the learning material presented in PMM because his time for teaching in class was already full, namely 6 hours a day. (Interview, December 6, 2023)

2. Limitations of Using Technology

Limitations in utilizing technology in PMM are one of the main challenges Activation Teachers face. Even though the digital era opens up new educational opportunities, not all teachers have full access to the necessary technological devices and infrastructure. Additionally, some teachers may need more confidence or skills to integrate technology into their teaching. In some cases, limited resources, both in terms of technology training and device accessibility, can hinder teachers' ability to create adequate online learning experiences. Therefore, additional support and training in mastering educational technology is essential so that Mobilizing Teachers can overcome these limitations and provide an optimal learning experience for their students.

A Driving Teacher from a high school in Jakarta, MI, stated that he was having difficulty using the Merdeka Belajar Platform application. Here is the statement:

"As a Mobilization Teacher, I experience difficulties using the PMM application due to limited accessibility and device availability and inadequate internet connectivity in my environment. Apart from that, I did not have enough training regarding the features and functions of the application. "I also find it difficult to make changes or new adaptations in the teaching process, especially if I am used to conventional methods."(MI, interview December 7, 2023)

3. Driving Teacher Workload

Mobilizing teachers often face complex challenges in their dual roles as motivators and agents of social change, mainly due to the heavy teaching workload and time-consuming administrative tasks. In his role as a motivator, a significant time commitment is required to interact personally with students, understand their needs, and provide appropriate support. Meanwhile, as agents of social change, it is hoped that Mobilization Teachers can lead or participate in initiatives involving the community and colleagues. The challenges of intensive teaching workloads and administrative duties can hinder the Mobilization of the Teacher's ability to respond effectively to student's social and emotional needs and actively engage in change efforts in the school environment. Therefore, a comprehensive approach is needed from the school and education system to reduce unnecessary workload and provide adequate support so that Mobilization Teachers can optimally carry out their role as motivators and agents of social change.

A driving teacher from a vocational school in Jakarta, ST, stated that he had difficulty using the Merdeka Belajar Platform application. Due to excessive workload. Here is the statement:

"As a Driving Teacher, I find it difficult to use PMM because of the heavy teaching workload and excessive administrative tasks at school. This takes up a lot of my time. Administrative tasks that require data processing, reporting, and fulfilling other administrative responsibilities can take up time that should be allocated to designing innovative teaching strategies and engaging in change initiatives. "I hope that, to make optimal use of PMM, there needs to be an adjustment of priorities and support from the school to reduce the administrative burden and give Activating Teachers more time to focus on developing more progressive and innovative learning models."(ST, interview December 8, 2023).

B. Process of Driving Teachers in implementing Environmental Education material sourced from PMM.

The Activator Teacher's process in implementing Environmental Education material from the Merdeka Mengajar (PMM) Platform begins with an in-depth understanding of the content presented on the platform. Driving teachers need to choose material that suits the needs and characteristics of students and the context of the school environment. After selection, the teacher integrates the material into the relevant curriculum and teaching methods, creating an engaging and powerful learning experience. Furthermore, teachers facilitate discussions and practical activities to strengthen students' understanding of environmental issues and encourage a proactive attitude towards nature conservation. The process also includes ongoing evaluation to ensure optimal understanding and provide constructive feedback to students. Through these steps, Activating Teachers uses PMM as a source of teaching materials and integrates them holistically to form students' awareness and positive attitudes toward the environment.

An Activist Teacher teaching Biology Subjects from a high school in Jakarta, stated that he applied Environmental Education material sourced from PMM. Here there is the statement:

"I integrate Environmental Education material sourced from the Merdeka Mengajar Platform (PMM) with Biology material that I teach in class. The first step was for me to carefully understand the Environmental Education materials available at PMM, then choose content that was relevant to the Biology curriculum. Next, I create interesting and contextual learning experiences, linking environmental issues to the Biology concepts that I teach. I combine interactive discussions, field activities, and environmentally based projects to strengthen students'

understanding and develop caring attitudes towards the environment. I also motivate students to play an active role in maintaining the sustainability of the environment around them." (AS, interview 11 December 2023).

C. Factors Obstacles for Driving Teachers in Carrying Out Real Actions in Environmental Education Sourced from PMM.

The obstacles faced by motivating teachers in implementing actual environmental education actions sourced from the Merdeka Mengajar (PMM) platform involve several aspects. First, time constraints and a dense teaching workload can prevent teachers from being fully involved in natural activities in the field. Second, limited resources and accessibility of materials and technology in PMM can be an obstacle, especially if teachers do not have adequate support from the school or related parties. Apart from that, resistance to change in curriculum implementation and innovative teaching strategies is also an obstacle that needs to be overcome. Therefore, to optimize real action in Environmental Education, systemic support and additional training are needed to overcome these obstacles and encourage the full participation of Teachers in PMM-based environmental initiatives.

A driving teacher teaches subjects. Kimia from one of the high schools in Jakarta, DT, explained the obstacles to mobilizing teachers to carry out actual environmental education actions sourced from PMM. Here is the statement:

"I faced various obstacles in implementing real environmental education actions sourced from PMM. The high workload, especially in teaching major subjects, often means I have minimal time to be directly involved in field activities or environmental projects. Apart from that, limited access to resources and technology at PMM, such as unstable internet connections or device availability, also became obstacles

for me in accessing and implementing Environmental Education materials in the form of real action. "I hope that to overcome these obstacles, collaborative efforts are needed between Mobilizing Teachers, schools, and related parties, with a focus on increasing support, training, and problem solving to provide space for the implementation of real environmental education actions that are effective and sustainable" (DT, interview December 12, 2023).

Conclusion

In order to improve the quality of education in Indonesia, implementing the latest curriculum, namely the Merdeka Curriculum, is supported by various platforms, one of which is the Merdeka Mengajar Platform (PMM). Even though PMM is designed to assist teachers in implementing the curriculum by providing various references and guidance, Teacher Mobilizers face several obstacles as agents of change. Some of these involve managing limited time, limitations in utilizing technology, heavy teaching workloads, and administrative tasks. These obstacles can hinder the effectiveness of driving teachers in carrying out their dual roles as motivators and agents of social change. Therefore, systemic support, additional training, and adjustments to school priorities are needed to overcome these obstacles so that mobilizing teachers can optimally fulfill their role in improving the quality of education and creating positive changes in the school environment.

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