Implementation of the Merdeka Belajar Program in Improving Teacher Performance and the Quality of Educational Services

Sulastri Taridala[1*], Samdin[2], Endro Sukotjo[3], Sitti Rahmaniar[4]

[1]Halu Oleo University, Management Sciences, Kendari, 93232, Sulawesi Tenggara, Indonesia; E-mail: sulastritaridala02@gmail.com

[2,3]Halu Oleo University, Management Sciences, Kendari, 93232, Sulawesi Tenggara, Indonesia.

[4]Halu Oleo University, FKIP Early Childhood Education Teacher, Kendari, 93232, Sulawesi Tenggara, Indonesia.

Abstracts: The aim of this research is to analyze the Merdeka Belajar program's implementation in SMA Negeri 4 Konawe Selatan, which includes an examination of the program's components, teacher effectiveness, educational service standards, and the Merdeka Belajar Model. This project employs case study research methods. The results of the studies included minimizing school curricula, replacing the National School Standardization Exam with a Minimum Competency Assessment, and using a zoning system to accommodate new students. The Teacher Ability Assessment Tool (APKG) was developed to collect data on teacher performance, and it has positive results for APKG 1 and APKG 2. The standard of educational services was assessed applying a questionnaire, and results varied from 93% to 97%. Overall, the Merdeka Belajar project at SMA Negeri 4 Konawe Selatan were having positive results in areas like quality of education and student outcomes.

Keywords: APKG, Competency Assessment, Minimizing School.

1. INTRODUCTION

The background of the developed country correlates with the current Indonesian education policy, which aims to transform the industrial revolution through the Merdeka Belajar program. According to the Ministry of Education and Culture (Kemdikbud, 2019), this procedure has an impact on educational content related to essential reading skills. (Kemdikbud, 2021). Therefore, literacy will be very effective if supported by infrastructure, especially information technology according to the (Houtman, 2020).

The program Merdeka Belajar's fundamental concept is the beginning of a new route to academic success through creative and high-quality education. The quality of what an organization provides has an important effect on its bottom line. Many educational institutions, as previously said, play a vital role in expanding the number of people wanting to learn while also encouraging change. In order to improve long-term quality of life. Digital-based education offers the ability to improve student data, technology, and human capacities in this area. Yamin and Syahrir (2020).

The implementation of the Merdeka Belajar program over the previous two years has given Indonesian education system an updated look. From universities to elementary schools, educational institutions are already integrating educational digitization in teaching and learning. Concerning research (Maisyaroh et al., 2021). The Merdeka Belajar program has been successfully implemented and contributes to improved student learning outcomes. Wahdani and Burhanuddin 2020; Lao and Hendrik 2020). Resolve recommendations are limited to a few locations.

It is important to follow the implementation of the Merdeka Belajar program, an instructional technique requiring the community's and students' families' collaboration to implement. Because the Merdeka Belajar Program is still in the beginning stages of development, effectively all teachers are working to improve their teaching methods as well as their knowledge of the community they serve. A lack of teaching performance might hinder the ability of students

to improve, especially when it is related to developing student-centered learning.

In addition to the above identified difficulties, the studies are focused on teacher performance. According to (Susilawati and Komariah, 2015) in their study, teacher competency has a considerable impact on school quality. In addition to teacher competency and student learning achievements, the quality of educational services is regarded to have a substantial impact on educational quality. Administrative staff services can also be used to improve services (Kartiwi and Sa'ud, 2015).

The researchers have the drive to analyze the Merdeka Belajar program at SMA Negeri 4 Konawe Selatan because of the significance of the performance of teachers and the overall quality of educational services.

2. METHODS

Case study is the current research method. As previously indicated (Cresswell, 2017). Data collection methods include observations, interviews, questionnaires, and document studies. and then a qualitative analysis to back it up. Purposive sampling methods were used to choose respondents for this survey, which included up to fourteen teachers (Sugiyono, 2015). This study's method of analysis takes use of Nvivo 12 Plus for Windows. The researcher started by coding the outcomes of the literature review (nodes). The second step is to code the interview results (cases). Credibility, transferability, dependability, and confirmability are the elements used to assess trust. This level of confidence is achieved with the assistance of the Nvivo 12 Plus program for Windows in line with (Bandur, 2019).

Technically the flow of case studi ilustrated in (see figure 1). Which adapten from (Yin, 2009)
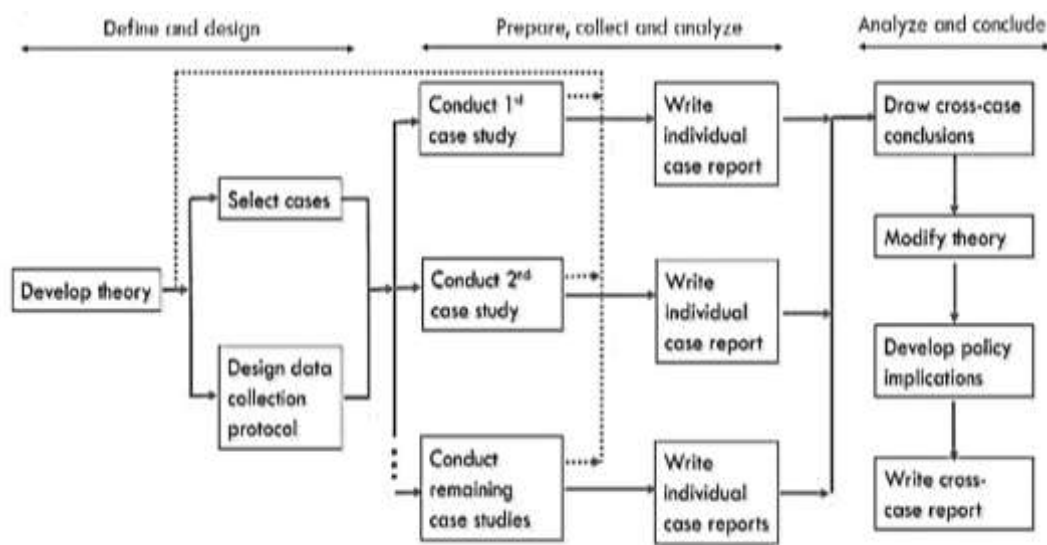

Figure 1. Yin Case Study Procedure

3. RESULTS

This section focuses on the findings of The Merdeka Belajar Program and teacher performance that have been analyzed using the Teacher Capability Evaluation Tool (APKG), namely the implementation of learning as APKG 1 and The APKG 2 tool for implementing learning. Analyzing of the quality of education services based on indicators in the modified SERVQUAL model associated to: Reliability refers to a school's commitment to offer educational services that have been promised to pupils accurately and on time; responsiveness refers to an awareness or desire to assist students and give prompt service. Assurance, namely knowledge or understanding, generosity, school confidence, and respect for students; Empathy, which is the school's willingness to approach, safeguard, and strive to understand students' wants and requirements; Tangibles, which is a type of staff service and other facilities

such as equipment that supports learning services; and Assurance, which is teacher skills and insights in learning.

In the beginning stage, the researchers distributed questionnaires to gather data on how the merdeka belajar program worked, what types of teachers were performing, and how well educational services were being supplied. In this stage, the researchers distributed a paper questionnaire with questions about the Merdeka Belajar program, APKG 1 & 2 and SERVQUAL. 14 teachers from SMA Negeri 4 Konawe Selatan responded to these questions during the academic year 2021-2022 (see figure 2).
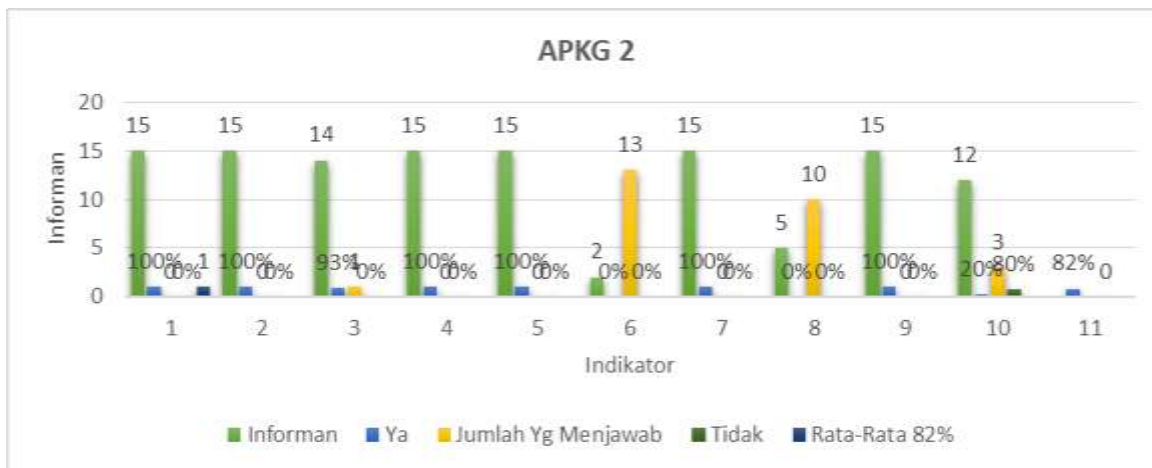

Figure 2. APKG 2 Results from Informan

The following step in case study research is data collection, which includes gathering information from informants through in-depth interviews in order to dive deeper into topics about program implementation, teacher performance, and educational service quality. Data is gathered by recording and field notes (see figure 3).

Figure 3. APKG 2 World Cloud by NVivo

The next step is to print copies of the papers acquired as well as performing analysis and exploring materials related to the Merdeka Belajar program at SMA Negeri 4 Konawe Selatan. These steps contain documentation linked to Merdeka Belajar programs, such as legal paperwork or decision letters.

In the final stage, researchers collect data, reduce data, present data, and analyze data from each stage finished, and then design a case study relating to the implementation of the Merdeka Belajar program at SMA Negeri 4 Konawe Selatan. The researchers make contact with the promoter. Both in terms of designing the instruments to be used and discussing how to handle any difficulties that may exist.

DISCUSSION

Based to study findings, the Merdeka Learning project at SMA Negeri 4 Konawe Selatan was having positive results, but other findings were findings that almost all schools discovered, such as the availability of facilities and infrastructure that enable the correct use of technology.

In line with (Grønlien et al., 2021; Houtman, 2020), educational adaptability to technological advancements is critical. Whereas the use of (digital) technology is a human necessity today, particularly in the area of education, and is viewed as a supportive component in accomplishing high-quality educational goals.

Considering that this was the first case study, researchers discovered not any similarities to qualitative or quantitative studies connected to the Merdeka Belajar program.

The next researchers are expected to make significant advancements in the future by doing quantitative research, especially for school learning planning connected to the implementation of Merdeka Belajar programs.

CONCLUSION

A case study on the Implementation of the Merdeka Belajar Program in Improving the Performance of Teachers and the Quality of Educational Services at the SMA Negeri 4 Konawe Selatan can be concluded based on the findings of the research and discussion.

Based to the study, the process included a minimal competency assessment established of the National School Standardization Exam, curriculum simplification, and zoning-based recruiting for new students. The Teacher Ability Assessment Tool (APKG), which gives statistics on teacher performance, received high marks for forms 1 and 2. The SERVQUAL method was used to assess the quality of educational services, with answers ranging from 93% to 97%. Overall, the SMA Negeri 4 Konawe Selatan Merdeka Belajar initiative had positive results in terms of raising educational standards and student learning outcomes.

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