

THE EFFICACY OF THE MERDEKA MENGAJAR PLATFORM ON THE QUALITY OF EDUCATION AT TORUE STATE SENIOR HIGH SCHOOL

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ABSTRACT

This study aims to analyze the role of the Merdeka Mengajar platform and learning facilities on the learning quality of 11th and 12th-grade students at SMAN 1 Torue. The purpose of this study's quantitative ex post facto research design is to examine the impact of using the Platform Merdeka Mengajar inside the Merdeka Belajar Kampus Merdeka (MBKM) program on the quality of instruction at State Senior High School 1 Torue. Numerical information about the attitudes, views, and learning outcomes of teachers and students was gathered by a survey method. Based on the research results, the utilization of the Merdeka Mengajar platform falls into the "good" category with a mode of 67%, while the school's learning facilities are also in the "good" category with a mode of 56%. The students' learning quality in the studied subjects is similarly categorized as good, with a mode of 65%. According to the analysis, learning quality is substantially affected by the Merdeka Mengajar platform, contributing 24%, while school learning facilities contribute 20%. Furthermore, the Merdeka Mengajar platform and Students' learning quality is profoundly affected by learning facilities taken collectively, indicating a synergistic effect of these factors in enhancing learning effectiveness. These findings highlight the importance of utilizing educational technology and providing adequate learning facilities to assist in the implementation of the Merdeka Curriculum and improve student learning outcomes..

Keywords: PMM, learning facilities, learning quality, evaluation, Merdeka Curriculum.

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INTRODUCTION

National education policy is reflected in efforts to refine the curriculum, beginning with the implementation of the concepts of Merdeka Belajar (Freedom to Learn) and Merdeka Mengajar (Freedom to Teach), both in the implementation of the Kurikulum Merdeka and through a deep learning approach. Historically, Indonesia has undergone ten curriculum changes since 1947. At present, the Kurikulum Merdeka has become one of the main references for the implementation of learning in educational institutions. However, the application of this curriculum has generated diverse responses in the field, including both support and opposition, particularly related to the perception that the supporting factors for its successful implementation require relatively large costs, human resources, and time (Dwijendra & Ganesha, 2022).

These challenges include understanding learning resources, developing learning tools using new models, and conducting training for educators and education personnel that must be appropriately adjusted, while the new curriculum has already been determined for immediate implementation. These various issues are gradually being addressed by the government to improve the effectiveness and efficiency of the implementation of the Kurikulum Merdeka, one of which is through the launch of the Platform Merdeka Mengajar as a learning support facility (Thoriq, Dahlan, et.al, 2024).

The Platform Merdeka Mengajar is designed to build a collaborative learning ecosystem involving various stakeholders in the teaching and learning process in order to improve learning efficiency and create a positive and enjoyable work climate. This

platform consists of several main components, including crowdsourcing, user-contributed content development, online learning communities as spaces for sharing and collaboration among teachers, independent learning through online training for competency development, career planning and development through educator portfolios, and teacher professional networking facilitated through online interaction activities (Budiarti, 2022; Supardi, 2025). In addition, the Platform Merdeka Mengajar also functions as a medium for publishing best practices in learning that have been implemented by teachers. The platform can be accessed using an official learning account via the official website or an Android-based application. Overall, the vision of developing the Platform Merdeka Mengajar is to build a collaborative ecosystem that supports learning effectiveness and strengthens a constructive work culture (Listiqowati, Ika et al., 2025).

Although the Platform Merdeka Mengajar has positive objectives in supporting the learning process, its implementation is not free from various challenges. One issue that has emerged is the presence of negative assumptions regarding the effectiveness of using this platform, particularly in relation to learning outcomes. Several studies examining the Platform Merdeka Mengajar have not yet been able to fully address these concerns. Research conducted by indicates that although the platform has the potential to support learning activities, there is no clear empirical evidence demonstrating learning success through the utilization of the Platform Merdeka Mengajar (Rahmadani, 2023). This

finding is reinforced by a study by, which states that the use of the platform provides more constructive benefits in improving teachers' competencies in self-development, inspiration, and teaching quality, while its contribution to improving student learning outcomes has not been explained in detail.

The Platform Merdeka Mengajar still requires further development, both in terms of content and service quality, in order to measure and enhance learning effectiveness. This discussion indicates the existence of fundamental implications in the utilization of the Platform Merdeka Mengajar, particularly regarding its effectiveness in improving the quality of learning. Therefore, This research attempts to investigate the effectiveness of using the Platform Merdeka Mengajar in the context of school learning. This research was conducted at State Senior High School 1 Torue, Parigi Moutong Regency. The research site had been selected based on several considerations, one of which was the result of field observations indicating that the school has implemented a policy on the use of the Platform Merdeka Mengajar within its learning system; however, its utilization has not yet been empirically measured. Thus, this study is directed at answering questions regarding the extent to which the use of the Platform Merdeka Mengajar is effective in improving student learning outcomes, enhancing teachers' teaching performance, and creating an effective and efficient learning environment (Nisa, 2024).

In efforts to improve teacher competence through the utilization of the Platform Merdeka Mengajar (PMM), several issues are still frequently encountered in practice. The first issue relates to limitations in access and

technological infrastructure, as not all secondary schools possess adequate facilities and equipment to access and optimally utilize PMM. Limited internet connectivity and access to technological devices also pose obstacles for teachers in maximizing the platform's potential. The second issue concerns the suboptimal integration of the curriculum and PMM content with the school curriculum. Although PMM provides a variety of learning materials and training programs, the available content still requires adjustment to align with the needs and conditions of educational institutions (Zahara, et.al, 2025). These various constraints constitute important aspects that need to be examined through this study as an effort to measure the quality of learning in schools.

The Kurikulum Merdeka was created as an adaptable framework for curricula utilizing an emphasis on mastering essential content as well as strengthening students' character and competencies. This curriculum has several key characteristics that support learning recovery efforts, including the implementation of project-based learning oriented toward the growth of character and soft skills formation in accordance with the Profil Pelajar Pancasila. In addition, the Kurikulum Merdeka focuses on essential content, thereby providing broader opportunities for deepening core competencies, particularly literacy and numeracy. This curriculum also provides flexibility for teachers to implement differentiated learning according to students' abilities and to make learning adjustments based on context and local content (Prabowo, et.al, 2021).

Technological mastery, particularly in the utilization of the Platform Merdeka

Mengajar (PMM) and the development of learning media that form part of PMM content, is an important aspect that teachers must acquire in order to possess relevant skills in carrying out teaching and learning activities (Z.Nisa, et.al 2023). In this context, PMM serves as a supporting tool for teachers in developing self-competence so that they are able to inspire and implement learning more effectively. Therefore, the utilization of PMM is expected to enhance teachers' competencies in designing and implementing innovative and engaging learning. Based on this discussion, this study aims to examine the utilization of the Platform Merdeka Mengajar in improving teacher competence. In addition, this study is expected to identify appropriate methods for utilizing PMM to support teacher competency development in facing the challenges of digitalization and globalization, thereby obtaining a more comprehensive theoretical understanding.

RESEARCH METHOD

The quantitative ex post facto research design used in this study aims for analyzing the effect of utilizing the Platform Merdeka Mengajar within the Merdeka Belajar Kampus Merdeka (MBKM) program on the excellence of education at State Senior High School 1 Torue. A survey method was used to obtain numerical data regarding students' and teachers' perceptions, attitudes, and learning outcomes (Novarita, et.al, 2024). The research was conducted at State Senior High School 1 Torue, Torue District, Parigi Moutong Regency, Central Sulawesi. The research sample was determined purposively and included students who participated in platform-based learning and teachers who taught using the platform.

Data were collected through observation sheets (learning process), assessment sheets (learning outcomes and critical thinking skills), and questionnaires (student and teacher satisfaction and perceptions). Supporting materials included the Platform Merdeka Mengajar, learning tools (syllabus, lesson plans, and learning media), and Geography e-book materials aligned with the curriculum (Putra, et.al, 2020). The research procedures consisted of the following stages: (1) preparation of the platform and research instruments, (2) implementation of platform-based learning through teacher collaboration, and (3) acquiring data via observations, assessments, and questionnaires (Maulana, et.al, 2025). The information was examined quantitatively using regression and correlation tests to assess the influence of platform utilization on learning quality (Creswell, 2009). The results of the analysis were used to evaluate the effectiveness of the platform and to interpret the relationships among the research variables.

RESULT AND DISCUSSION

Data on the Effectiveness of the PMM Platform variable in this study were obtained through a closed-ended questionnaire consisting of 19 items. The scoring system used in the questionnaire ranged from 1 to 4; therefore, based on this scoring, the learning method variable had a possible score range from 19 to 76. Based on The information compiled from the study's participants, the lowest score was 46 and the highest score was 70. Using SPSS version 26.0, a mean score of 57.52 and a standard deviation of 5.7 were obtained (Widyastuti, et.al, 2025).

Based on Sturges' rule ($1+3,3 \log n$) the number of class intervals was calculated as $K = 1+3,3 \log 51 = 6,63$ classes. The class interval width was determined by dividing the range by the number of classes, namely $24 : 7 = 3,43$ which was rounded to 3,5. The learning motivation frequency distribution table is presented below.

Table 1. Distribution of Use Frequencies of the Platform Merdeka Mengajar

No.	Class Interval	Class Interval	Class Interval
1.	67,5 - 71,0	3	5,9
2.	63,9 - 67,4	4	7,8
3.	60,3 - 63,8	12	23,5
4.	56,7 - 60,2	9	17,6
5.	53,1 - 56,6	14	27,5
6.	49,6 - 53,0	5	9,8
7.	46,0 - 49,5	4	7,8
Total		51	100

The frequency distribution of scores for the effectiveness of using the Platform Merdeka Mengajar shows that the majority of respondents provided ratings within the middle to upper score ranges. The class intervals with the highest frequencies were centered around a score of approximately 60, followed by scores around 54, with 12 and 14 respondents respectively. Meanwhile, the lowest and highest score ranges had smaller frequencies, at approximately 4 and 3 respondents, respectively. This distribution indicates that most participants perceived the Platform Merdeka Mengajar as effective in supporting the learning process with a relatively good level of consistency.

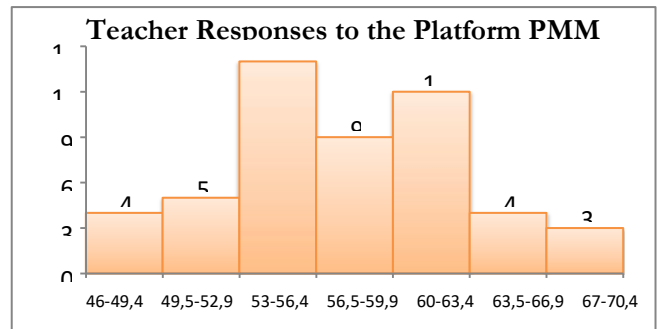


Figure 1. Histogram of the Frequency Distribution of PMM Platform Usage

The level of a variable in this study was measured using a Likert scale consisting of 19 items, with a score range from 1 to 4. Based on this scale, the ideal parameters were calculated as follows:

- Ideal minimum score = $19 \times 1 = 19$
- Ideal maximum score = $19 \times 4 = 76$
- Ideal mean (Mi) = $(\text{Ideal maximum score} + \text{Ideal minimum score}) / 2 = 47.50$
- Ideal standard deviation (SDi) = $(\text{Ideal maximum score} - \text{Ideal minimum score}) / 6 = 9.5$

Considering the optimum standard deviation and ideal mean, the categories of the level of Platform Merdeka Mengajar (PMM) usage can be classified as follows:

1. Very Good =
 $X \geq Mi + 1,6 Sdi = X \geq 62$
2. Good =
 $X \geq Mi + 1,6 Sdi = X \geq 47,75 + 14,25 = X \geq 62$
3. Not Good =
 $X < Mi - 1,5 SDi$
 $= X < 47,75 - 1,6 \times 8,5$
 $= X < 47,75 - 13,6$
 $= X < 34$

Based on these thresholds, the distribution of the categorization of user responses to the PMM platform is presented in Table 2.

Table 2. Distribution of the Categorization of Responses to the Use of the Platform Merdeka Mengajar

No	Score Range	Frequency		Category
		Percentage	%	
1.	$X \geq 62$	16	31,4	Very Good
2.	$47,75 \leq X < 62$	33	64,7	Good
3.	$34 \leq X < 47,75$	2	3,9	Poor
4.	$X < 34$	0	0	Very Poor
Total		51	100	

The classification histogram can be shown as follows using the given table.

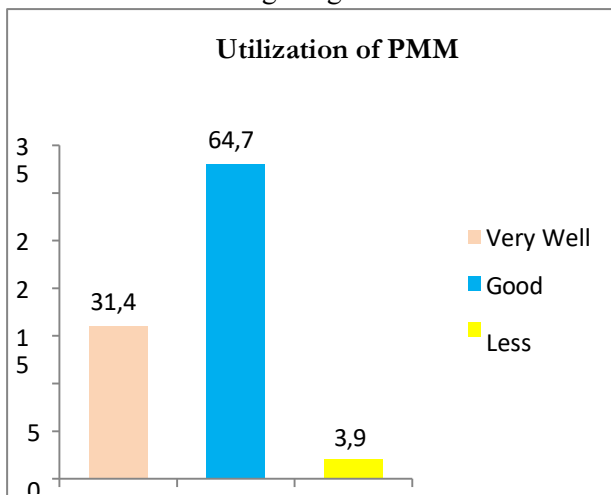


Figure 2. Histogram of Categorized Responses on PMM Utilization

Considering the data and categorization histogram, the fluctuative of the PMM Utilization Response variable shows that 16 students (31.4%) were in the

“Very Good” category, 33 students (64.7%) were in the “Good” category, and 2 students (3.9%) were in the “Poor” category. It can therefore be concluded that this variable falls into the “Good” category, with a mode of 64.7%.

Learning Quality (Y1)

Data for the Learning Quality variable in this study were obtained through a closed-ended questionnaire consisting of 19 items. The scoring system used in the questionnaire ranged from 1 to 4; therefore, based on this scoring, the ideal score range for the learning quality variable is from 19 to 76. According to the information gathered from study participants, the lowest grade was 48 and the highest score was 71. Using SPSS version 26.0, a mean of 57.75 and a standard deviation of 5.7 were obtained.

Based on Sturges’ rule $(1+3,3 \log n)$ the number of class intervals was calculated as $K = 1+3,3 \log 51 = 6,63$ which was rounded to 7 classes, The class interval width was determined simply dividing the range by the total number of classes, namely $23 : 7 = 3,29$ which was rounded to three. The distribution of rates of learning quality is presented in the following table.

Table 3. Distribution of Learning Quality Levels

No.	Class Interval	Class Interval	Class Interval
1.	68,4 – 71,7	3	5,9
2.	65,0 – 68,3	6	11,8
3.	61,6 – 64,9	8	15,7
4.	58,2 – 61,5	6	11,8
5.	54,8 – 58,1	14	27,5
6.	51,4 – 54,7	9	17,6
7.	48,0 – 51,3	5	9,8
Total		51	100

The alignment histogram can be shown as follows based on the table above.

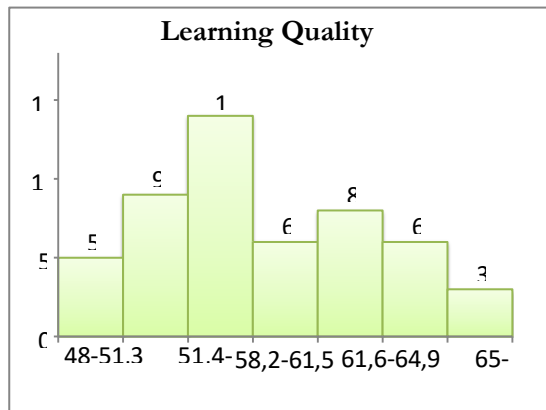


Figure 3. The frequency distribution's histogram of Learning Quality

The level of the Learning Quality variable can be identified using a 19-item Likert scale with a score range from 1 to 4. Based on this scale, the ideal parameter values can be determined as follows (Sugiyono, 2022):

- Ideal Minimum Score = $19 \times 1 = 19$
- Ideal Maximum Score = $19 \times 4 = 76$
- Ideal Mean (Mi) = $(76 + 19) / 2 = 47.50$
- Standard Deviation (SD) = $(76 - 19) / 6 = 9.5$

Based on the calculations above, a distribution table of tendencies can be created as follows:

Table 4. Categorization Distribution of Learning Quality

No	Score Range	Frequency		Category
		Percentage	%	
1.	$X \geq 62$	17	33,3	Very Good
2.	$47,75 \leq X < 62$	34	66,7	Good

3.	$33,30 \leq X < 47,50$	-	-	Poor
4.	$X < 34$	-	-	Very Poor
Total		51	100	

Based on the table above, the corresponding categorization histogram can be illustrated as follows.

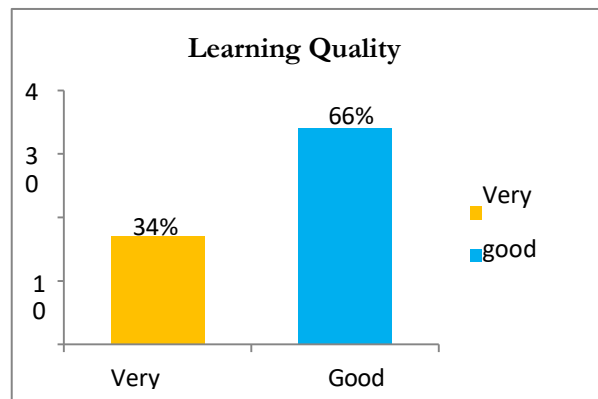


Figure 4. Histogram of Categorized Teacher Teaching Quality

Based on the table and histogram above, the frequency of the Learning Quality variable shows that 17 students (34%) were in the “Very Good” category, and 34 students (67%) were in the “Good” category. It can therefore be concluded that the teaching method variable falls into the “Good” category, with a mode of 67%.

Learning Facilities at School (Y2)

Data for the Learning Facilities at School variable in this study were obtained through a closed-ended questionnaire consisting of 14 items. The scoring system used in the questionnaire ranged from 1 to 4; therefore, based on this scoring, the ideal score range for the learning facilities variable is from 14 to 56.

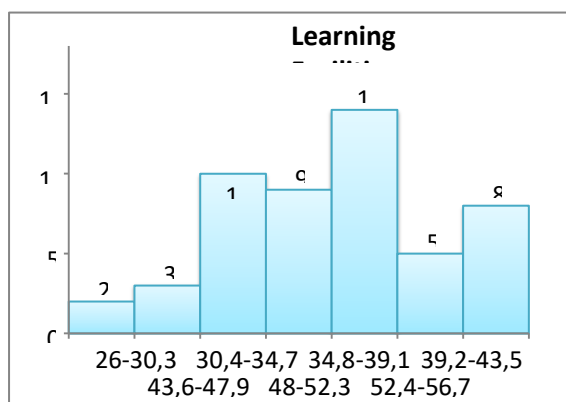
According to the information gathered from study participants, the lowest

score was 26 and the peak score was 56. Using SPSS version 26.0, a average of 43.35 and a deviation standard of 7.3 were obtained. Based on Sturges' rule $(1 + 3,3 \log n)$ the symbol of class intervals was calculated as $K = 1 + 3,3 \log 51 = 6,63$ which was rounded to 7 classes. The class interval width was determined by dividing the range by the number of classes, namely $30 : 7 = 4,29$ which was of learning facilities is presented in the succeeding table.

Table 5. The Varied Distribution of Learning Venues

No.	Class Interval	Frequency	Relative Frequency (%)
1.	52,4 – 56,7	8	15,7
2.	48,0 – 52,3	5	9,8
3.	43,6 – 47,9	14	27,5
4.	39,2 – 43,5	9	17,6
5.	34,8 – 39,1	10	19,6
6.	30,4 – 34,7	3	5,9
7.	26,0 – 30,3	2	3,9
Total		51	100

Figure 5. Recurrence of Learning Facilities



The level of the variable can be identified using a 14-item Likert scale with a score range from 1 to 4. Based on this scale, the ideal parameter values can be determined as follows:

- Ideal Minimum Score = $14 \times 1 = 14$
- Ideal Maximum Score = $14 \times 4 = 56$
- Ideal Mean (Mi) = $(56 + 14) / 2 = 35$
- Standard Deviation (SD) = $(56 - 14) / 6 = 7$

A distribution table of tendencies can be produced using the computations mentioned above:

Table 6. Categorization Allocation of the Learning Facilities Variable

No	Score Range	Recurrence		Category
			Rates (%)	
1.	$X \geq 46$	16	34	Very Good
2.	$34,5 \leq X < 46$	28	57	Good
3.	$25 \leq X < 34,5$	6	9	Poor
4.	$X < 25$	0	0	Very poor
Total		50	100	

Considering the table, the corresponding categorization histogram shall be illustrated as subsequent.

Based on the table and the categorization histogram above, the frequency of the Learning Facilities variable shows that 17 students (34%) fall into the "Very Good" category, 29 students (57%) fall into the "Good" category, and 5 students (9%) fall into the "Poor" category. It can therefore be concluded that the Learning

Facilities variable is in the “Good” category, with a mode of 57%.

Similarly, based on the data and histogram above, a frequency of the Learning Quality variable shows that 17 students (34%) are in the “Very Good” category, and 34 students (67%) are in the “Good” category. It can thus be concluded that the Teaching Method variable falls into the “Good/fair” category, with a mode of 67%.

Assumption Tests for Analysis

1. Normality Test

To ascertain whether the study data have a normal distribution, the normality test was performed. In this study, the researcher used SPSS version 26.0 to perform the normality test. The decision criterion used is as follows: if the significance value (p-value) is less than 0.05, the data distribution is considered not normal; if the significance value (p-value) is greater than 0.05, the data distribution is considered normal.

Table 7. Summary of Normality Test Results

	X ₁	X ₂	Y
<i>Asymp. Sig. (2-tailed)</i>	0,482	0,916	0,737

Based on the probability values in the Asymp. Sig. (2-tailed) column, the conclusions are as follows:

- a) The variable Use of the Merdeka Mengajar Platform in Learning (X1) has a p-value of 0.482 > 0.05, indicating that the data distribution is normal.

- b) The variable Learning Quality (Y1) has a p-value of 0.916 > 0.05, indicating that the data distribution is normal.
- c) The variable Student Learning Motivation (Y2) has a p-value of 0.737 > 0.05, indicating that the data distribution is normal.

Linearity Test

The purpose of the linearity test is to determine whether the independent variable and the dependent variable have a linear relationship. The criterion for testing linearity is as follows: if the calculated F-value (Fcount) for linearity is smaller than the F-table value (Ftable) at a significance level of 0.05, then the relationship between the independent and dependent variables is considered linear. The summary of the linearity test results is presented below:

Table 8. Overview of the results of the linearity test

Variable	Price F		Sig.	Explan ation
	Fcount	Ftable (5 %)		
Merdeka Mengajar Platform	1,407	2,177	0,196	Linear
Learning Quality	0,798	2,190	0,700	Linear

The results of the linearity test above indicate that Fcount < Ftable, namely for the Merdeka Mengajar Platform variable (1.407 < 2.177) with a significance of 0.196 > 0.05, and for the Learning Quality variable (0.798 < 2.190) with a significance of 0.700 > 0.05. Therefore, both variables can be considered linear.

Multicollinearity Test

The multicollinearity test is used as a prerequisite for multiple regression analysis. In this study, the researcher used SPSS version 26.0 to perform the multicollinearity test. Multicollinearity can be assessed using the tolerance and values of the Variance Inflation Factor (VIF). Multicollinearity is present when the VIF value is higher than 10.

Table 9. Summary of Multicollinearity Test Results

Variable	VIF	Conclusion
Learning Quality and Learning Facilities	1.309	No indication of multicollinearity

Based on the VIF values in the coefficients table, Thus, it may be said that there's no indication of multicollinearity among the independent variables, since all VIF values are less than 10. Therefore, the analysis can proceed.

Hypothesis Testing

In this study, The alternative hypothesis (Ha) and the null hypothesis (Ho) are the two categories of hypotheses. Ha is the opposite of Ho, typically stated in a positive form, while Ho is stated in a negative form. The testing of Hypothesis 1, Hypothesis 2, and Hypothesis 3 was conducted using multiple regression with two predictors. An overview of the multiple regression analysis results in this study is presented in the table below:

Table 10. Results of Multiple Regression Significance Test: Effectiveness of PMM Usage (X1) and Learning Quality (Y1) on Learning Facilities (Y2)

Sub-Variable	Regression Coefficient (b)	t-value	Sig.
PM M Usage	0.412	3.361	0.002
Learning Quality	0.282	2.917	0.005
Constant = 20,120			
R = 0,68			
R ² = 0,40			
Fcount = 18,2			
Sig. = 0,000			

a) Regression Equation

Based on the analysis, the regression equation can be expressed as follows:

$$Y = 20,120 + 0,412 X_1 + 0,282 X_2$$

This regression equation can be interpreted as follows: if the Merdeka Mengajar Platform (X₁) increases by one unit while Learning Quality (X₂) remains constant, the value of Y will increase by 0.412. Similarly, if Learning Facilities (Y₂) increases by one unit when the learning method remains steady, the value of Y will rise at 0.282.

b) Coefficient of Determination

Based on the data analysis using SPSS version 26.0, the R² value is 0.40. This indicates that 40% of the variation in the Student Learning Motivation variable can be explained by the Learning Method and Learning Facilities variables, and the rest of 56% is affected by additional factors that this study did not evaluate.

c) Significance Testing of Multiple Regression Using t-Test First Hypothesis

The significance test aims to ascertain whether the application of a Merdeka Mengajar

Platform has a significant effect on student learning quality. The t-test was used for this purpose. The computed t-value is based on the t-test findings (tcount) is 3.361. Compared to the t-table value (ttable) of 2.009 at a 5% significance level, we have $t_{count} > t_{table}$.

Second Hypothesis

The computed t-value is based on the t-test findings (tcount) is 2.917. Compared to the t-table value (ttable) of 2.009 at a 5% significance level, $t_{count} > t_{table}$. As a result, the second hypothesis is supported and H_0 is rejected. This provides for learning quality has a constantly efficacy on learning motivation.

Third Hypothesis

The computed t-value is based on the t-test findings (tcount) is 3.356. Compared to the t-table value (ttable) of 2.009 at a 5% significance level, $t_{count} > t_{table}$. Therefore, H_0 is rejected, and the third hypothesis is accepted. This indicates that the Merdeka Mengajar Platform and learning facilities together have a significant effect on learning quality.

a) Significance Testing of Multiple Regression Using F-Test

Based on the F-test results, the calculated F-value (Fcount) is 19.189. Compared to the F-table value (Ftable) of 3.18 at a 5% significance level, $F_{count} > F_{table}$. Therefore, the hypothesis is accepted, indicating that the use of the Merdeka Mengajar Platform and learning facilities together have a positive and significant effect on student learning quality.

The analysis also obtained a correlation coefficient (r) of 0.667. Since the correlation coefficient is positive, it findings concluded that the variables use of PMM and learning facilities have a benefit effect on student learning quality. According to (Maliki, et.al, 2025; Putra, et.al, 2025) that analysis focus on main indicators of variable.

b) Relative Contribution (RC%) and Effective Contribution (EC%)

The relative and effective contributions of each independent variable were determined using the multiple regression analysis results (use of PMM) to the dependent variables (learning quality and learning facilities) can be determined. Using SPSS version 26.0, the results are summarized as follows:

Table 11. Summary of Efficacy Impact and Relative Participation

No	Independent Var.	Relative Participation (%)	Efficacy Contribution (%)
1	Use of Merdeka Mengajar Platform	54.7%	24.3%
2	Learning Quality	45.3%	20.1%
	Total	100.0%	44.4%

From the data, it can be seen that the efficacy contribution of the use of the PMM platform to learning quality is 54.7%, while learning facilities contribute 45.3%. The effective contribution of the use of the PMM platform to learning quality is 24.3%, and that of learning facilities is 20.1%. Together, the variables use of the PMM platform and learning facilities provide an effective contribution of 44.4% to learning quality, while the remaining 55.6% is influenced by other variables not examined in this study

CONCLUSION

Based on the results of the research and discussion presented in Chapter IV, the following conclusions can be drawn: According to the students' perceptions, the use of the Merdeka Mengajar platform in grades XI and XII is in the good category,

with a mode of 66.7%. The learning facilities at SMAN 1 Torue for subjects implemented under the Merdeka Curriculum are also in the good category, with a mode of 56.9%. The quality of learning for students in grades XI and XII at SMAN 1 Torue is in the good category, with a mode of 64.7%. The Merdeka Mengajar platform has a significant role in influencing the learning quality of students in grades XI and XII at SMAN 1 Torue, contributing 24.3% to learning quality. Similarly, the learning facilities at the school have a significant impact on student learning quality, contributing 20.1%. Together, the Merdeka Mengajar platform and the school's learning facilities have a significant combined influence on the learning quality of students in grades XI and XII at SMAN 1 Torue.

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