

UTILIZATION OF LEARNING MANAGEMENT SYSTEM (LMS) ON INDEPENDENT LEARNING PLATFORM (PMM) FOR TEACHERS

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ABSTRACT

This study aims to explore the use of Learning Management System (LMS) in the Merdeka Mengajar Program (PMM) for Teacher Leaders Batch 11. LMS as a digital tool that supports distance learning and teacher professional development is expected to improve the quality of learning and accelerate educational transformation in Indonesia. Through a qualitative approach, this study identifies how LMS is used in the implementation of PMM, as well as the benefits obtained by teacher leaders in developing their teaching competencies and practices. The results of the study indicate that LMS provides ease in accessing learning materials, improves collaboration between teachers, and enables more effective learning evaluation. In addition, LMS also helps teacher leaders in strengthening technological skills, which are very relevant to the needs of 21st century education. Overall, the use of LMS in PMM has a positive impact on teacher professional development and the implementation of the Merdeka Belajar principle which is more flexible and based on student needs. This study concludes that LMS is an effective tool in supporting the objectives of PMM, namely improving teacher competency and improving the quality of learning in schools.

Keywords: *LMS, Platform, Teachers*

INTRODUCTION

The Merdeka Mengajar (PMM) Program is part of the Indonesian government's efforts to accelerate educational transformation, in line with the implementation of Merdeka Belajar initiated by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). This program aims to improve the quality of learning at all levels of education by providing

freedom and flexibility for teachers to develop more creative, innovative, and relevant learning skills and methods to the needs of students. In Indonesia, the main challenges in the world of education are the gap in quality between schools in various regions, limited access to educational resources, and limited abilities and competencies of most teachers. PMM is present as a solution that supports the development of teacher professionalism, especially in utilizing educational technology to improve learning effectiveness. PMM provides opportunities for teachers to take part in technology-based training, where they can access training materials, discuss with fellow teachers, and apply the knowledge gained in their classes. One of the main features of PMM is the use of a Learning Management System (LMS) that supports online learning or blended learning. LMS allows teachers to learn flexibly, access training materials anytime and anywhere, and collaborate in a community of driving teachers.

PMM aims to create teachers. Only master learning materials, but also have the ability to use technology in teaching and support the creation of more inclusive learning, based on student needs, and develop 21st century competencies. This program also focuses on developing teacher leadership in creating more student-centered learning and oriented towards achieving skills that are relevant to today's global challenges. The Merdeka Mengajar Program (PMM) is key in supporting the goals of Merdeka Belajar, by facilitating the development of teachers' abilities to be more creative, innovative, and adaptive to the changing times and educational needs. The Merdeka Belajar Platform is an initiative of the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) which aims to provide freedom to students, teachers, and educational units in determining learning methods that are more flexible and in accordance with their individual needs. This platform is part of the Merdeka Belajar Policy, which focuses on simplifying the curriculum, strengthening competencies, and improving the quality of education in Indonesia with a more open approach and based on individual potential (Siagian et al., 2024).

LMS (Learning Management System) is a platform or software system used to manage, deliver, and track the learning process digitally. LMS allows educational administrators (such as schools, colleges, or companies) to provide learning materials, organize schedules, assign assignments, administer exams, and monitor the progress of students or employees in a technology-based learning environment (Nurhalisa et al., 2021). The purpose of Merdeka Belajar in short is to create a more flexible, relevant, and individual-based education system, with a focus on empowering students and teachers. This program aims to provide freedom to students and teachers in determining how to learn according to their interests and needs (Sari, 2024). Improve the quality of education with a more inclusive approach and based on 21st century competencies, such as creativity, critical thinking, and social skills. (Surahman et al., 2022) Simplify the curriculum to be more flexible and not

solely focused on exams. Encourage project-based learning and collaboration, and strengthen the role of technology in education. (Damayanti & Asbari, 2024) The driving teacher is part of the Merdeka Belajar Program which aims to equip teachers with leadership skills and competencies to drive positive change in schools and in the learning process. (Sijabat et al., 2022) This program prioritizes the development of teachers who not only teach, but also become agents of change who inspire students, colleagues, and the wider educational environment. The Teacher Activators undergo a training program that includes modules on project-based learning, a more personal approach to students, and self-development. After completing the training, they are expected to be able to implement changes in their schools and share their knowledge and experiences with their colleagues. Overall, the Teacher Activators aim to create educational leaders who can bring innovation and positive change, which ultimately improves the quality of education in Indonesia. With LMS, teacher leaders not only gain access to training and learning materials, but also gain the opportunity to manage and monitor student development more effectively, provide rapid feedback, and conduct data-based evaluations. (Andari, 2022) This is in line with the principle of Merdeka Belajar which gives teachers the freedom to design and implement learning according to the needs and context of students. Overall, the use of LMS for Teacher Leaders is expected to strengthen their capacity in carrying out their role as innovative learning leaders, as well as support the implementation of Merdeka Belajar in the Indonesian education system. With LMS, teacher leaders can continue to develop professionally and improve the quality of education in schools throughout Indonesia.

METHODS

Qualitative methods are used to dig deeper into individual experiences, perceptions and views related to inclusive education. Case study methods are used to study the implementation of inclusive education in one or several specific school contexts. Researchers can explore certain aspects, such as the policies implemented, the challenges faced, and their impact on students and teachers (Hasibuan et al., 2022).

RESULTS AND DISCUSSION

The use of LMS (Learning Management System) for Teacher Leaders Batch 11 aims to support the training process, professional development, and implementation of the Merdeka Belajar program in education. LMS is a very effective tool to facilitate distance learning, management of training materials, and monitoring and evaluation of participant progress (Siagian et al., 2024). Here are some ways LMS is used for Teacher Leaders Batch 11:

1. **Access to Training Materials:** LMS is used to access various training materials related to teacher competency development, such as training modules, learning videos, and reading materials that can be studied anytime and anywhere. (Siagian et al., 2024) With LMS, Teacher Leaders Batch 11 can easily access materials online, increasing flexibility in the learning process.
2. **Collaboration and Discussion:** LMS provides a discussion or forum feature that allows Teacher Leaders to collaborate with fellow training participants. (Samsul et al., 2023) They can discuss learning topics, share experiences, and provide feedback to each other regarding teaching practices in schools. This greatly supports collaborative learning, which is an important part of teacher development.
3. **Assignment and Assessment:** LMS allows participants to work on individual or group assignments related to training materials. After the assignment is completed, the trainer or facilitator can provide assessment and feedback directly through the system. This helps teachers to continue to improve their understanding and skills as the program progresses (Surahman et al., 2022).
4. **Progress Monitoring:** Through the LMS, program managers and mentors can monitor the progress of each teacher leader, see if they have completed training modules, assignments, or participated in discussions. This allows for more targeted mentoring and ensures that each training participant is following the program well.
5. **Project-Based Learning:** The LMS can be used to support project-based learning, where Teacher Leaders Batch 11 can create and manage learning projects that integrate the Merdeka Belajar approach. These projects can involve collaboration between teachers, as well as the development of creative teaching materials that are relevant to students' needs.
6. **Evaluation and Reflection:** The LMS facilitates self-evaluation and reflection for Teacher Leaders, allowing them to assess the extent to which they have applied the learning gained in their teaching practice. This evaluation can be done through quizzes, surveys, or reflection-based assignments to improve the quality of their teaching (Maulida & Sari, 2024).

Overall, the LMS provides tremendous support in optimizing the Teacher Leaders Batch 11 program. By utilizing the LMS, the training program can be carried out more flexibly, effectively, and efficiently, so that teacher leaders can maximize their competence and implement positive changes in schools. Several platforms integrated into the Merdeka Belajar ecosystem to support learning through LMS are: Rumah Belajar (Jusniani & Suryakancanai, 2022). This platform provides various learning materials and resources that can be accessed by students and teachers. The use of LMS on the Merdeka Belajar Platform allows for more effective implementation of Merdeka Belajar principles. LMS supports flexible learning, based on student needs, and provides convenience in managing learning materials and monitoring

progress. With LMS, the learning process and teacher professional development become more structured and technology-based, thereby improving the overall quality of education in Indonesia.

CONCLUSION

Based on research on the benefits of the Learning Management System (LMS) in the Merdeka Mengajar Program (PMM) for Teacher Leaders Batch 11, it can be concluded that the use of LMS makes a significant contribution to the development of teacher competencies and the transformation of learning in schools. Here are some of the main points from the conclusions of the study: **Increasing Access to Flexible Learning** LMS makes it easier for teacher leaders to access training materials anytime and anywhere. With the flexibility of time, teachers can arrange their study schedules according to their personal and professional needs, which in turn increases active participation in training programs. **Efficiency of Learning Management** The use of LMS allows teachers to manage teaching materials, assignments, and exams more systematically and efficiently. Teachers can upload materials, provide instructions, and evaluate assignment and exam results online, which makes it easier to manage classes and educational administration. **Collaboration and Professional Development** LMS supports teachers to collaborate and share experiences with colleagues in the form of online discussions and forums. This helps teacher leaders to provide feedback to each other, share ideas, and solve problems together in the context of learning. This collaboration enhances professional development and enriches the teaching experience. **Improving Technology Usage Skills Through LMS**, teacher leaders develop technology and digital skills that are essential for 21st century education. These skills not only help in participating in online training, but also in implementing technology in daily learning, such as the use of digital and interactive learning tools. **Improving the Quality of Learning and Evaluation** By using LMS, teacher leaders can monitor student progress in real-time. Data generated from assignments and exams allows teachers to provide faster and more accurate feedback, and adjust teaching methods to meet student needs. **Implementation of the Merdeka Belajar Principle** LMS supports the implementation of Merdeka Belajar by enabling more flexible learning, based on student needs, and providing space for students to learn in a more personal way. Teacher leaders can adopt more creative, project-based, and collaborative learning methods in accordance with the Merdeka Belajar principle. Overall, the use of LMS in PMM for Teacher Leaders Batch 11 has had a major positive impact on the development of teacher professional skills, facilitating learning management, and improving the overall quality of education. LMS also plays a key role in supporting the success of Merdeka Belajar, which provides more freedom to teachers and students in the learning process.

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