

Correlation Between Proof of Work and Community Features in PMM Programs on Preschool Teachers' Pedagogical Competence

Lilis Suryani¹

lilisyeyen2019@gmail.com

Rice Anggrayni²

riceanggrayni@gmail.com

^{1,2} Pascasarjana PAUD, Universitas Panca Sakti, Bekasi

Received: 2nd December 2024

Accepted: 28th January 2025

Published: 29th January 2025

Abstrak: Kurikulum Merdeka requires every teacher to develop themselves in providing a comfortable and enjoyable learning process. As a form of support for its implementation, the Ministry of Education, Culture, Research, and Technology provides a platform known as Platform Merdeka Mengajar (PMM). The utilization of PMM has become a necessity for every early childhood educator to enhance their pedagogical competencies through various available features. The aim of this research is to identify the relationship between *Bukti Karya* feature and *Komunitas* feature on PMM in developing the pedagogical competence of early childhood education teachers. The research uses a correlational quantitative approach and was conducted from March to July 2024. The sample consists of 45 teachers from Sekolah Penggerak TK/PAUD Batch 3 Kabupaten Bekasi in the Bekasi Regency. Data was collected from using a likert scale questionnaire via google forms. Validity testing was conducted by three experts, followed by a reliability test through a pilot study of the questionnaire. Data was analyzed using product-moment correlation and F-tests. The results indicate that the variables of *Bukti Karya* feature and *Komunitas* feature are simultaneously related to the variable of pedagogical competence.

Keywords: *Bukti karya* feature, *komunitas* feature, pedagogical competence, Platform Merdeka Mengajar

How to cite this article:

Lilis Suryani, & Anggrayni, R. (2025). Correlation Between Proof of Work and Community Features in PMM Programs on Preschool Teachers' Pedagogical Competence. *Jurnal Ilmiah Potensia*, 10(1), 32–41. <https://doi.org/10.33369/jip.10.1.32-41>

INTRODUCTION

Teachers, as educators, are responsible for optimizing the provision of various stimuli in schools. Early childhood educators have the responsibility of designing, implementing, and evaluating learning processes that involve various aspects of child development, as well as providing guidance, parenting training, and protection (Pitrawati et al., 2016). The challenges of educators in the 4.0 education era require teachers to change their mindset, values, attitudes, and learning objectives to achieve significant improvements in competence aligned with the times (Suharyatia et al., 2019). The presence of competent early childhood educators is an asset for institutions to produce high-quality early childhood graduates. Additionally, teachers are expected to continuously improve various competencies to apply approaches,

methods, and learning processes that are enjoyable, instructive, and imaginative (Aulia et al., 2023).

Competence is implemented as a combination of knowledge, skills, personal characteristics, and ways of thinking that enable a teacher to perform tasks effectively and efficiently according to the required demands (Sulaiman & Ismail, 2020). Teachers with good competence can create a pleasant and effective learning environment and have good classroom management (Rochanah, 2019). This competence can be learned and improved according to the needs of the educator. Competence can also be acquired and developed through education, professional paths, training, and learning experiences (Arif, 2019). Teachers must possess four competencies: pedagogical, professional, social, and personal (Witarsa & Alim, 2022).

Pedagogical competence is the basic competency that ECE educators must master because it is directly related to teaching and learning activities (Fitria, 2017). Pedagogical competence is a unique competency that every teacher must possess, distinguishing them from other professions and relating to the learning process and outcomes of students. The quality of pedagogical skills will develop positively through attention to teacher professional development, the use of educational technology, and curriculum renewal (Khusna & Priyanti, 2023). Educators can acquire this competence by continuously and systematically learning in line with the times, which indirectly requires educators to adapt to the challenges of curriculum changes over time.

The concept of pedagogy was introduced in 1986 by Lee Shulman related to Pedagogical Content Knowledge (PCK), emphasizing that to be an effective teacher, one must master the subject matter being taught but also know how to teach it in a way that is easy for students to understand (Shing et al., 2015). Sonia Guerriero's opinion, as cited in (Ciptaningtyas et al., 2020), states that teachers' pedagogical competence encompasses all behaviors derived from cognitive knowledge to create and develop an effective teaching and learning environment. With this competence, teachers can determine various approaches, methods, strategies, and learning techniques that suit the characteristics of the students, making the learning process engaging and enjoyable (Rahman, 2022). There are four indicators of pedagogical competence: educational insight, learning management, learning utilization, and student development. Dilek and Ilhan state that several factors can form or enhance a teacher's competence, including the work environment, personal characteristics, undergraduate education, and professional experience (Dilek & Ilhan, 2022).

Kurikulum Merdeka that is used nowadays, requires every teacher to develop themselves to provide an enjoyable and comfortable learning process for students. Students are the focus whose needs must be met and who must be given opportunities to develop their interests and talents (Lisvian Sari et al., 2022). Kurikulum Merdeka provides flexibility for educational units to create an operational curriculum that is contextual and suited to the needs of the students (Suryani et al., 2023). Its implementation requires support in the form of training for educators, available learning resources, and innovative teaching tools (Arisanti, 2022). As part of the support for implementing Kurikulum Merdeka, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) provides a platform known as the Merdeka Mengajar Platform (PMM).

PMM has a vision of creating a collaborative learning environment to enhance teaching effectiveness (Durrotunnisa & Nur, 2020). PMM also aims to build a positive work environment (Arisanti, 2022). The use of this platform is essential for every educator to develop their competencies through the various features provided. PMM is designed to provide access to

digital learning resources, facilitate online learning, and enhance interaction between teachers and students (Rahmadani & Kamaluddin, 2023). Every teacher in Indonesia has the same opportunity to learn and improve their competencies anytime and anywhere (Mahadi et al., 2022). PMM offers several menus, such as self-development, teaching, and inspiration. Each menu includes features that educators can utilize as a reference source to innovate in classroom teaching (Arnes et al., 2023). Bukti karya feature and Komunitas feature are among the most utilized by educators.

Bukti karya feature in PMM allows teachers and school principals to document various works related to teaching for their peers. The works can include descriptions of performance, competence, and achievements gained during their tenure as teachers or principals to share with colleagues (Kartikasari, 2023). According to data from PMM's socialization materials, 717,000 pieces of Bukti karya have been uploaded, 241,000 educators have shared their Bukti karya, and there have been 972,000 feedbacks on these uploads (Kemendikbudristek, 2023). Bukti karya feature includes several menus such as "eksplorasi", "karya saya", and "ditandai". Various categories of works can be included in this feature, such as articles, school leadership, best practices, teaching practices, teaching materials, lesson plans/modules, technical documents, and others. These works provide descriptions of performance, competence, and achievements that teachers or principals have obtained and are shared with their peers (Kartikasari, 2023).

Komunitas feature is a space for interacting with other teachers across Indonesia to discuss, share best practices, and provide a learning platform. This feature includes various learning communities that educators can join based on their province and educational level. Over 19,000 teacher and educational staff communities have shared best practices related to the Merdeka Curriculum (Kemendikbudristek, 2023). Learning communities provide a positive environment where teachers can share knowledge, experiences, and resources to enhance learning quality (Khusna & Priyanti, 2023). Komunitas feature includes four pages: "for you," "webinar," "community," and "resource person." With these features, every educator has equal opportunities to develop their competencies, which can be easily accessed anytime and anywhere (Setiariny, 2023), including for ECE educators.

According to research by Sum and Taran (2020) on lesson planning and implementation among ECE teachers, the academic qualifications of an ECE educator significantly affect their knowledge, abilities, and understanding of students. A lack of pedagogical competence can negatively impact the quality of children's learning (Sum & Taran, 2020). Another study by Durrotunnisa and Nur (2020) found that using PMM as a means to improve teacher competence is crucial and beneficial in the learning process. Their results also indicated that PMM features provide educators with opportunities to gain insights, innovation, and creative ideas (Durrotunnisa & Nur, 2020). Additionally, a study by Setiariny (2023) on the utilization of PMM to enhance the quality of teaching across various educational levels (ECE, elementary, special education, middle school, and high school) found that PMM is a significant tool for independently and gradually improving teacher competence by 87% (Setiariny, 2023). Based on the above findings, there is an influential correlation between PMM and the improvement of teacher competence. However, further research is needed to explore the correlation between specific PMM features and the development of teacher competencies, particularly in the ECE field.

Based on this background, the researcher is interested in identifying the correlation between Bukti karya and Komunitas features in PMM and the development of pedagogical competence among ECE teachers in implementing the Merdeka Curriculum. The research aims

to (1) examine the correlation between Bukti karya feature in PMM and ECE teachers' pedagogical competence, (2) examine the correlation between Komunitas feature in PMM and ECE teachers' pedagogical competence, and (3) explore the combined correlation between Bukti karya and Komunitas features in PMM and ECE teachers' pedagogical competence. The novelty of this research compared to previous studies is the use of specific variables within PMM features and examining the correlation between two independent variables—Bukti karya and Komunitas features—and one dependent variable—ECE teachers' pedagogical competence.

METHOD

A correlational quantitative approach is used in this research to describe the relationship between the independent and dependent variables. The aim of the correlational quantitative approach is to investigate the extent to which variations in one variable are related to variations in one or more other variables according to the correlation coefficient (Sugiyono, 2019). The independent variables in this study are Bukti karya feature and Komunitas feature, while the dependent variable is the pedagogical competence of ECE educators.

The research was conducted on the third batch of Sekolah Penggerak TK/PAUD in Bekasi Regency, which has implemented Kurikulum Merdeka and utilized the Merdeka Mengajar Platform (PMM). The location of the research was selected purposively. Sekolah Penggerak was chosen because they have used PMM. The study was conducted from March to June 2024 in Bekasi Regency, West Java.

The population in this research consists of all third-batch Sekolah Penggerak TK/PAUD teachers in Bekasi Regency, under the auspices of the Balai Besar Guru Penggerak (BBGP) West Java, totaling 80 individuals spread across 15 TK/PAUD institutions. The sampling technique used was purposive sampling. Based on the Slovin formula, the minimum sample size calculated was 44.44, rounded up to 45 teachers.

A survey approach was used to gather data, and Google Forms was used to administer a Likert scale questionnaire. Construct validity testing through expert judgment was conducted by three experts, comprising pedagogical competence experts, Sekolah Penggerak facilitators, and Sekolah Penggerak practitioners. Subsequent validity testing was done through a trial questionnaire with other Sekolah Penggerak teachers, consisting of 13 respondents. The instrument's reliability was tested using Cronbach's alpha through SPSS.

The data analysis used includes simple correlation to test the first and second hypotheses and multiple correlations to test the third hypothesis. Prerequisite tests for analysis, such as normality and linearity tests, were conducted before hypothesis testing.

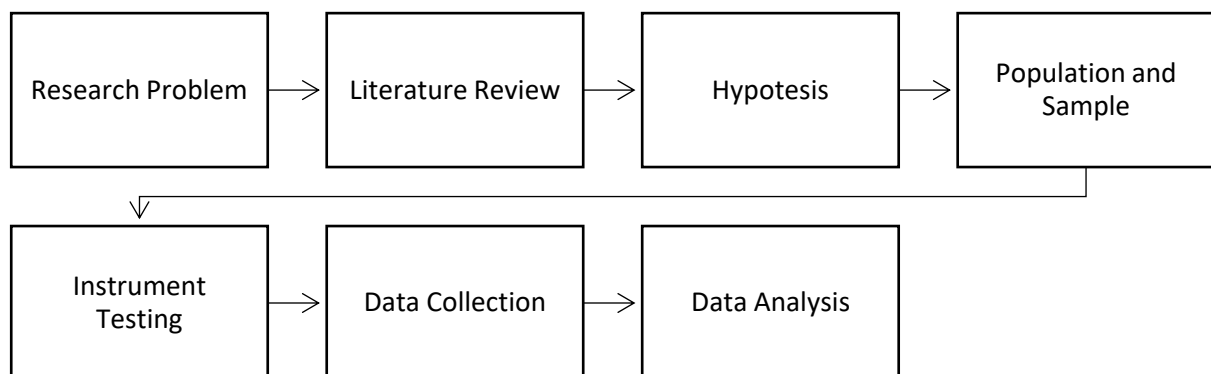


Figure 1. Research Flowchart

RESULT AND DISCUSSION

The research data consists of the results from the pedagogical competence questionnaire for teachers (Y) as the dependent variable, and Bukti karya feature (X1) and Community feature (X2) as independent variables. The following is a description of the research data.

Table 1. Data Description

Variable	Pedagogical Competence (Y)		Bukti Karya Feature (X1)		Komunitas Feature (X2)	
	Value	Percentage	Value	Percentage	Value	Percentage
Total	45	100%	45	100%	45	100%
Average	70.71	88%	51.62	79%	67.73	80%
Median	72	90%	52	80%	67	79%
Modus	70	88%	52	80%	68	80%
Std. Deviation	5.751		7.921		8.357	
Min	56	70%	19	29%	41	48%
Max	80	100%	65	100%	85	100%

The Kolmogorov-Smirnov test was used to perform the normality test. In case the residual variable's asymp.sig (2-tailed) value is greater than 0.05 or 5%, the data is deemed to be normally distributed. Based on the results of the normality test in Table 2, the asymp.sig (2-tailed) value of the residual data is 0.054. Therefore, it can be concluded that the data is normally distributed, allowing for further prerequisite analysis tests, namely the linearity test.

Table 2. Results of Normality Test

Variable	N	Alpha Coefficient	Probability Value
X1,X2, Y	45	0.05	0.054

The requirement for the linearity test is that if the sig. deviation from linearity value is > 0.05, there is a linear relationship between the independent and dependent variables. Based on the results of the linearity test, it is known that Bukti karya feature and pedagogical competence have a significant deviation from linearity value of 0.473 > 0.05, it can be said that there is a linear relationship between the two. For Komunitas feature and pedagogical competence, a sig. deviation from linearity value of 0.119 > 0.05 was obtained, indicating a linear relationship between Komunitas feature and pedagogical competence.

Table 3. Results of the Linearity Test

Variable	N	Alpha Coefficient	Sig. Deviation from Linearity
X1-Y	45	0.05	0.473
X2-Y	45	0.05	0.119

Next, hypothesis testing was carried out using correlation analysis. The analysis performed is the product moment correlation coefficient analysis between variables by comparing the r-value with the r-table value or by looking at the significance value. If r-value > r-table, then the variables are correlated; if r-value < r-table, then there is no correlation. If the significance value < 0.05, then the variables are correlated; if the significance value > 0.05, then they are not correlated.

Tabel 4. Pearson Correlation Test

		Pedagogical Competence
Bukti Karya Feature	<i>Pearson Correlation</i>	0.764
	<i>Sig. (2 tailed)</i>	0.000
	N	45
Komunitas Feature	<i>Pearson Correlation</i>	0.757
	<i>Sig. (2 tailed)</i>	0.000
	N	45

From the table 4, the significance value for Bukti karya feature and pedagogical competence variable is $0.000 < 0.05$, indicating that Bukti karya feature and pedagogical competence are correlated. Comparing the r-value value with the r-table (0.301), $0.764 > 0.301$, meaning r-value $>$ r-table, hence they are correlated. The correlation coefficient value is 0.764, indicating a strong degree of relationship and a positive correlation, meaning the higher the utilization of Bukti karya feature, the higher the teachers' pedagogical competence.

The analysis results indicate that Bukti karya feature has a positive relationship with ECE teachers' pedagogical competence, with a significance value of $0.000 < 0.05$. This shows that the first hypothesis of the study is valid. The utilization of PMM, which includes various features, one of which is Bukti karya feature, is consistent with the research conducted by Endang Setiariny in 2023, which found that the use of PMM is one way to independently and gradually improve teachers' competence by 87% (Setiariny, 2023). The existence of Bukti karya feature is expected to serve as a platform for teachers to discuss and share teaching experiences to create innovative and enjoyable learning (Durrotunnisa & Nur, 2020). The exploration menu on Bukti karya feature can be a platform for users to find various video works from fellow teachers across Indonesia, which are expected to serve as inspiration for competence improvement (Rahmadani & Kamaluddin, 2023). Additionally, users can provide feedback on the existing works, allowing mutual growth and development.

The significance value for Komunitas feature and pedagogical competence variable from table 4 is $0.000 < 0.05$, indicating that Komunitas feature and pedagogical competence are correlated. Comparing the r-value with the r-table (0.301), $0.757 > 0.301$, meaning r-value $>$ r-table, hence they are correlated. The correlation coefficient value is 0.757, indicating a strong degree of relationship and a positive correlation, meaning the higher the utilization of Komunitas feature, the higher the teachers' pedagogical competence.

The analysis results show that Komunitas feature has a positive relationship with ECE teachers' pedagogical competence, with a significance value of $0.000 < 0.05$. This shows that the second hypothesis of the study is valid. According to the PMM Pocket Book (2022), one of PMM's functions is to facilitate learning aimed at developing teacher competence, with Komunitas feature being a key component (Kemendikbudristek, 2023). This theory aligns with the analysis results, showing that Komunitas feature is a valuable tool for enhancing teachers' pedagogical competence. Komunitas feature's association with ECE teachers' pedagogical competence aligns with research by Hasan Dilek and Elif Ilhan in Turkey in 2022, which found that teachers with high pedagogical competence are those who continuously strive to improve their skills through lifelong learning (Dilek & Ilhan, 2022). This ongoing learning is supported by communication and collaboration with fellow teachers, facilitated through learning communities. Rofiqotul Khusna and Nita Priyanti's 2023 study supports the hypothesis that

learning communities significantly influence teachers' pedagogical abilities (Khusna & Priyanti, 2023). Additionally, research by Gunawan and Asrifan (2020) indicates that participation in learning communities can positively affect pedagogical skills and teacher performance (Gunawan & Asrifan, 2020). This study introduces new findings, showing that the online Komunitas feature in PMM has a notable relationship with ECE teachers' pedagogical competence.

The multiple correlation analysis with the Significance Test of Correlation Coefficient (F Test). The test is conducted by observing the significance value of F at a level of α 5% or 0.05. If the significance of $F < 0.05$, then H_0 is rejected, meaning the independent variables simultaneously affect the dependent variable. However, if $F > 0.05$, then H_0 is accepted. Additionally, the F-value and F-table value can be compared; if F-value $>$ F-table, it means the independent variables simultaneously affect the dependent variable.

Table 5. Multiple Correlation Test

Variables	Correlation Coefficient	Sig. F Change
X1, X2 and Y	0.783	0.000

Based on Table 5, the Sig. F Change value is $0.000 < 0.05$, which indicates that Bukti karya feature and Komunitas feature together (simultaneously) are correlated with the pedagogical competence variable. The F-value (0.783) $>$ F-table (0.301) also shows a correlation. The degree of relationship between Bukti karya feature and Komunitas feature simultaneously towards pedagogical competence, based on the correlation coefficient value, is 0.783, indicating that the relationship is in the strong and positive relationship, indicating that increased simultaneous utilization of both Bukti Karya and Komunitas features leads to higher pedagogical competence among ECE teachers.

The analysis results reveal that both the Bukti karya feature and Komunitas feature simultaneously have a positive relationship with ECE teachers' pedagogical competence, with an F change significance value of $0.000 < 0.05$. It is confirming the validity of the third hypothesis of the study. Both features Bukti Karya and Komunitas are designed to facilitate sharing and collaboration. Bukti karya feature, with its exploration menu (Materi Sosialisasi Platform Merdeka Mengajar, 2022), and Komunitas feature, with various webinars tailored to teachers' interests, provide opportunities for teachers to enhance their pedagogical competence. By using Bukti karya feature, educators can build portfolios of their work, share inspiration, collaborate, and receive feedback, contributing to their professional growth (Siregar et al., 2023). The findings are supported by Rahmadani and Kamaluddin (2023), who found that PMM has significant potential to improve teachers' competence and the quality of teaching in schools. PMM also offers equal opportunities for teachers across Indonesia to learn and develop their skills anytime and anywhere (Arnes et al., 2023). This aligns with Budiarti's research, which found that PMM is constructive in developing teachers' competence, inspiring them, and improving their teaching practices (Budiarti, 2022). Furthermore, Aris Ciptaningtyas, Elindra Yetti, and Sofia Hartati's study highlighted that PAUD teachers' pedagogical competence can be developed through various methods, including training and self-directed learning using platforms (Ciptaningtyas et al., 2020). PMM, with its array of features, is an effective platform for enhancing pedagogical competence.

CONCLUSION

Based on the analysis results, it can be concluded that there is a significant positive relationship between the portfolio feature in PMM and the pedagogical competence of PAUD teachers, with a correlation coefficient of 0.764. This indicates that higher utilization of the portfolio feature is associated with greater pedagogical competence among teachers. Similarly, Komunitas feature in PMM also shows a strong positive relationship with pedagogical competence, as evidenced by a correlation coefficient of 0.757. This suggests that increased use of Komunitas feature correlates with higher pedagogical competence among teachers. Furthermore, when examining both features simultaneously, there is a strong positive relationship with pedagogical competence, with a correlation coefficient of 0.783. This indicates a robust connection, suggesting that the combined use of the portfolio and community features significantly enhances the pedagogical competence of PAUD teachers. Overall, these findings demonstrate that PMM effectively supports the development of pedagogical skills among teachers, reflecting the beneficial impact of its features on enhancing teacher competence.

A deep understanding of various menus within each feature can be supported by conducting socialization or workshops related to PMM features organized by the relevant department. Schools can also provide recognition to teachers who have utilized various features in PMM, such as evidence of work and community, to boost teachers' enthusiasm for consistently maximizing the use of PMM. Schools can also conduct study visits to other early childhood education (PAUD) schools that have successfully utilized PMM to gain insights and lessons for implementation in their own schools. Future research conducting similar studies can explore the relationship of other features in PMM beyond the evidence of work and community features. Additionally, other researchers can use qualitative methods to examine more deeply the relationship between features and the pedagogical competence of early childhood education teachers.

REFERENCES

- Arisanti, D. A. K. (2022). Analisis Kurikulum Merdeka Dan Platform Merdeka Belajar Untuk Mewujudkan Pendidikan Yang Berkualitas. *Jurnal Penjaminan Mutu*, 8(02), 243–250. <https://doi.org/10.25078/jpm.v8i02.1386>
- Arnes, A., Musparidi, M., & Yusmanila, Y. (2023). Analisis Pemanfaatan Platform Merdeka Mengajar Oleh Guru PPKn untuk Akselerasi Implementasi Kurikulum Merdeka. *Edukatif : Jurnal Ilmu Pendidikan*, 5(1), 60–70. <https://doi.org/10.31004/edukatif.v5i1.4647>
- Aulia, D., Murni, I., & Desyandri, D. (2023). Peningkatan Kompetensi Guru Sekolah Dasar melalui Platform Merdeka Mengajar (PMM). *Jurnal Ilmiah Profesi Pendidikan*, 8(1b), 800–807. <https://doi.org/10.29303/jipp.v8i1b.1310>
- Budiarti, N. I. (2022). Merdeka Mengajar Platform As a Support for the Quality of Mathematics Learning in East Java. *Matematika Dan Pembelajaran*, 10(1), 13–25. <https://doi.org/10.33477/mp.v10i1.2858>
- Ciptaningtyas, A., Yetti, E., & Hartati, S. (2020). Metode Pelatihan dan Persistensi Berpengaruh terhadap Kompetensi Pedagogik Guru PAUD. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(2), 686. <https://doi.org/10.31004/obsesi.v4i2.440>
- Dilek, H., & Ilhan, E. (2022). A Mixed-Method Examination of Early Childhood Teachers ' Pedagogical Competency Profiles. *Inquiry in Education*, 14(2), Article 5.
- Durrotunnisa, & Nur, H. R. (2020). Jurnal basicedu. *Jurnal Basicedu*, 5(5), 3(2),

- 524–532. <https://journal.uui.ac.id/ajie/article/view/971>
- Fitria, N. (2017). Gambaran Kompetensi Pedagogik Guru PAUD. *Prosiding Seminar Nasional Pendidikan FKIP UNTIRTA 2017*, 231–240. <https://jurnal.untirta.ac.id/index.php/psnp/article/view/231-240>
- Gunawan, G., & Asrifan, A. (2020). Penerapan Kerja Kelompok Kegiatan MGMP Guru Ekonomi dalam Menyusun RPP untuk Meningkatkan Kompetensi Pedagogik. *Celebes Education Review*, 2(1), 31–36. <https://doi.org/10.37541/cer.v2i1.318>
- Kartikasari, D. (2023). *Pengaruh Penggunaan Platform Merdeka Mengajar terhadap Kesiapan Guru dalam Implementasi Kurikulum Merdeka di Gugus Gatot Subroto Kecamatan Unggaran Timur*. Universitas Darul ulum Islamic Center Sudirman GUPPI.
- Kemendikbudristek. (2023). Buku Saku Merdeka Belajar. *Merdeka Mengajar*, 1. <https://pusatinformasi.guru.kemdikbud.go.id/hc/en-us/articles/6090880411673-Apa-ltu-Platform-Merdeka-Mengajar->
- Khusna, R. and, & Priyanti, N. (2023). Pengaruh Komunitas Belajar Terhadap Kemampuan Pedagogik Guru Di Ikatan NSIN TK Bekasi. *Jurnal Ilmiah Potensia*, 8(2), 252–260. <https://doi.org/https://doi.org/10.33369/jip.8.2.252-260>
- Lisvian Sari, A. S., Cicik Pramesti, Suryanti, & Riki Suliana R.S. (2022). Sosialisasi Platform Merdeka Mengajar Sebagai Wadah Belajar Dan Berkreasi Guru. *Jurnal Penamas Adi Buana*, 6(01), 63–72. <https://doi.org/10.36456/penamas.vol6.no01.a6105>
- Mahadi, J. P. W., Sumandya, W., Luh, N., Widayani, M. M., Bagus, N., & Nugraha, S. (2022). Pkm. Komunitas Belajar Guru Matematika Kabupaten Badung Dalam Pelatihan Pemanfaatan Platform Merdeka Mengajar. *Jurnal Pengabdian Kepada Masyarakat Widya Mahadi*, 3(1), 169–176. <https://doi.org/10.5281/zenodo.7447534>
- Pitrawati, Fadillah, & Yuniarni, D. (2016). Analisis kompetensi profesional guru paud di kecamatan serasan kabupaten natuna. *Journal of Equatorial Education and Learning*, 5(4), 1–18.
- Rahmadani, F. B., & Kamaluddin, K. (2023). Pemanfaatan Platform Merdeka Mengajar (PMM) untuk Meningkatkan Kompetensi Guru di Sekolah Menengah Kejuruan. *Jurnal Ilmu Manajemen Dan Pendidikan*, 3, 113–122.
- Rahman, A. (2022). Analisis Pentingnya Pengembangan Kompetensi Guru. *Jurnal Pendidikan Tambusai*, 6, 8455–8466.
- Rochanah, L. (2019). Urgensi Diklat Berjenjang Tingkat Dasar Pendidik Pada Peningkatan Kompetensi Guru Raudlatul Athfal Bekerjasama dengan IGRA dan Himpaudi Kabupaten Pasuruan. *SELING: Jurnal Program Studi PGRA*, 5(2), 160–173. <https://doi.org/10.29062/seling.v5i2.441>
- Setiaryny, E. (2023). Pemanfaatan Platform Merdeka Mengajar Sebagai Upaya Meningkatkan Kualitas Pembelajaran. *Jurnal Lingkar Mutu Pendidikan*, 20(1), 23–33. <https://doi.org/10.54124/jlmp.v20i1.81>
- Shing, C. L., Saat, R. M., & Loke, S. H. (2015). The knowledge of Teaching- Pedagogical Content Knowledge (PCK). *The Malaysian Online Journal of Educational Sciences*, 3(3), 40–55.
- Siregar, M., Anggara, A., Faraidin, M., & Syafridah, N. (2023). Pelatihan Mandiri Kurikulum Merdeka Belajar dengan Pemanfaatan Platform Merdeka Mengajar di Satuan Pendidikan. *Jurnal Penelitian, Pendidikan Dan Pengajaran: JPPP*, 4(1), 1–4. <https://doi.org/10.30596/jppp.v4i1.13392>
- Sugiyono. (2019). Metode Penelitian Kuantitatif, Kualitatif, dan R&D (2nd ed). In *Data Kualitatif*.
- Suharyatia, H., Laihadb, G. H., & Suchyadic, Y. (2019). Development of Teacher Creativity

- Models to Improve Teacher's Pedagogic Competency in the Educational Era 4.0. *Development*, 5(6), 919–929. https://www.ijicc.net/images/vol5iss6/Part_2/5682_Suharyati_2019_E_R.pdf
- Sulaiman, J., & Ismail, S. N. (2020). Teacher competence and 21st century skills in transformation schools 2025 (TS25). *Universal Journal of Educational Research*, 8(8), 3536–3544. <https://doi.org/10.13189/ujer.2020.080829>
- Sum, T. A., & Taran, E. G. M. (2020). Kompetensi Pedagogik Guru PAUD dalam Perencanaan dan Pelaksanaan Pembelajaran. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(2), 543. <https://doi.org/10.31004/obsesi.v4i2.287>
- Suryani, L., Khusna, R., Deviyanti, N., Marlina, N., Munasri, Mulyaningsih, T., Zakiyah, W., Yanti, S., & Asri Binawati. (2023). Independent Curriculum Implementation Training for the Learning Teacher Community in Setu District. *Jurnal Pengabdian Masyarakat Formosa*, 2(1), 39–50. <https://doi.org/10.55927/jpmf.v2i1.3140>
- Witarsa, R., & Alim, M. L. (2022). Kompetensi Profesional Guru pada Lembaga Pendidikan Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(6), 5799–5807. <https://doi.org/10.31004/obsesi.v6i6.3258>