

Teachers' Perception of The Effectiveness of PMM (Platform Merdeka Mengajar) in Elementary School 82 Bengkulu City

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ABSTRACT

PMM (Platform Merdeka Mengajar) has played an important role in transforming educational practices across Indonesia. It has an innovative approach and digital platform that have significantly impacted teaching methodologies and student learning experiences, helping in a new era of online and interactive education. The objective of this study was to explore teachers' perceptions of the effectiveness offered by PMM in SD Negeri 82 Kota Bengkulu. This research was descriptive and quantitative. The instrument used in this research was a questionnaire. The questionnaires were distributed to 35 teachers at SD Negeri 82 Kota Bengkulu. The results showed that most teachers at SD Negeri 82 Kota Bengkulu perceive PMM as aligned with the current curriculum, indicating a positive perception of its relevance to educational standards. The teachers acknowledge significant learning benefits associated with PMM, such as improved student engagement, better comprehension of topics, and enhanced academic performance. While some teachers express satisfaction with the support received from the school and government regarding PMM, others highlight the need for additional resources and training opportunities. However, the aspect of parental involvement received a negative response, highlighting areas for improvement in encouraging collaborative partnerships, parental education, and communication channels.

Keywords: teachers' perception; effectiveness; PMM (Platform Merdeka Mengajar)

ABSTRAK

PMM (Platform Merdeka Mengajar) telah memainkan peran penting dalam mentransformasi praktik pendidikan di seluruh Indonesia. Ini memiliki pendekatan inovatif dan platform digital yang secara signifikan berdampak pada metodologi pengajaran dan pengalaman belajar siswa, membantu era baru pendidikan online dan interaktif. Tujuan penelitian ini adalah untuk mengetahui persepsi guru terhadap efektivitas yang ditawarkan PMM di SD Negeri 82 Kota Bengkulu. Penelitian ini bersifat deskriptif kuantitatif. Instrumen yang digunakan dalam penelitian ini adalah angket. Kuesioner disebarkan kepada 35 orang guru di SD Negeri 82 Kota Bengkulu. Hasil penelitian menunjukkan bahwa sebagian besar guru di SD Negeri 82 Kota Bengkulu memandang PMM selaras dengan kurikulum yang berlaku saat ini, sehingga menunjukkan persepsi positif mengenai relevansinya dengan standar pendidikan. Para guru mengakui manfaat pembelajaran yang signifikan terkait dengan PMM, seperti peningkatan keterlibatan siswa, pemahaman topik yang lebih baik, dan peningkatan kinerja akademik. Meskipun beberapa guru menyatakan kepuasannya atas dukungan yang diterima dari sekolah dan pemerintah terkait PMM, sebagian guru lainnya menyoroti perlunya sumber daya tambahan dan peluang pelatihan. Namun, aspek keterlibatan orang tua mendapat tanggapan negatif, sehingga menyoroti area yang perlu ditingkatkan dalam mendorong kemitraan kolaboratif, pendidikan orang tua, dan saluran komunikasi.

Kata Kunci: persepsi guru; efektivitas; PMM (Platform Merdeka Mengajar)

INTRODUCTION

The integration of technology in education has become increasingly widespread recently. One way this is happening is through online platforms which help teachers use digital tools to make learning better. One of the platforms used by teachers all over Indonesia is Platform Merdeka Mengajar (PMM). PMM is an online platform provided by the government of Indonesia that helps teachers, students, and parents with learning (Ramdani et al., 2022). For teachers, PMM has lots of useful features to make teaching more fun and interesting, like videos and interactive lessons. The teachers can also share resources and get new ideas from PMM. This helps them be better teachers and makes learning more exciting for students.

According to Aritonang et al. (2023), before the introduction of PMM in teaching-learning practices in Indonesia, the teachers and the students typically relied on traditional methods of teaching and learning. Teachers primarily used textbooks, chalkboards, and verbal instruction to deliver lessons. Classroom interactions were often limited to teacher-centered approaches, with students playing a passive role in the learning process. Assessments were commonly conducted through written exams and quizzes, focusing on rote memorization and recall of information (Ramdani et al., 2022).

In the implementation of *Kurikulum Merdeka*, the teachers got new digital tools to teach with, like videos and interactive activities. Students got to learn in different ways, like watching videos and doing activities online. They could also work together with classmates on projects. This made learning more fun and helped students understand things better. PMM enabled teachers to adopt more engaging and student-centered teaching methodologies, such as blended learning, flipped classrooms, and project-based learning. The use of digital platforms also facilitated real-time feedback and communication between teachers and students, ensuring a more dynamic and collaborative learning environment (Lestari et al., 2023).

Even though many people say PMM is useful, it is crucial to know what teachers think about it. According to Iftanti & Maunah (2021), the teachers as the users are the ones who use PMM every day in their classrooms, so their opinions are crucial. By listening to teachers' experiences and thoughts, we can get a better idea of how PMM works and if it's making a real difference in education. Teachers' perception gives us a clear picture of PMM's impact. Teachers can share what's working well with PMM, but they can also tell us about any problems or challenges they face while using it. This information helps us figure out how to make PMM even better for everyone.

Some studies found that PMM and the current curriculum, *Kurikulum Merdeka*, have a symbiotic relationship. Widiastuti et al. (2023) argued that PMM helps us understand how well teachers are adapting to the new way of teaching. One of the great things about PMM is that it has a suitable training program for teachers in Indonesia. It helps teachers learn independently, which means they can come up with new and exciting ways to teach. For teachers who are good at learning on their own, PMM is like a boost. It helps them improve their teaching skills, come up with creative ideas, and make learning more fun for students. This fits perfectly with *Kurikulum Merdeka*'s goal of making students better at thinking critically and being creative.

However, not every teacher finds it easy to learn independently. For these teachers, PMM might not have the same impact. This shows that more needs to be done to support all teachers. The teachers should get the right training and support so they can use *Kurikulum Merdeka* in the best way possible (Tricahyati & Zaim, 2023). This way, every teacher can help students learn well and develop important skills. PMM and *Kurikulum Merdeka* work hand in hand to improve education in Indonesia. PMM helps see how teachers are doing and gives them the tools to teach better. Together with *Kurikulum Merdeka*, a positive learning environment is created that helps students grow and prepare for the future.

According to Triscova et al. (2023), teachers in Indonesia have responded positively to the PMM, especially the teachers who appreciate that they can access PMM for free using a government-provided email account. Many expressed that PMM was not only easy to use but also visually appealing, which contributed to its overall positive reception. Teachers find PMM to be a valuable resource for understanding the changes in the curriculum and learning systems. The platform offers independent training modules, student assessments, opportunities to showcase their work, and a wealth of inspirational articles and videos that aid teachers in their classroom instruction.

According to Wasliman et al. (2023), the student response and the involvement of parents are also key aspects in assessing the effectiveness and impact of Platform Merdeka Mengajar (PMM). Students' response encompasses their engagement levels, attitude toward learning, satisfaction with PMM experiences, academic performance, and social-emotional development. Positive student responses, such as high engagement levels and strong academic performance, indicate that PMM is contributing positively to their learning journey. On the other hand, a high level of parental involvement includes effective communication channels, parents' awareness and understanding of PMM, collaborative projects, parental education and workshops, and feedback mechanisms that can lead to better support for students, increased understanding of PMM initiatives, and improved communication between school and home (Hijriani et al., 2024).

Based on the explanation above, understanding teachers' perception of Platform Merdeka Mengajar (PMM) is important because it gives insights into how well PMM works in classrooms. Since the teachers are the ones who use PMM daily, so their feedback is key in evaluating its effectiveness in teaching and learning. By listening to teachers' experiences, strengths, and areas for improvement in PMM can be identified. This feedback guides the development of PMM to better meet the needs of teachers and students. It encourages collective efforts to enhance PMM's effectiveness and its role in innovative teaching practices.

METHODOLOGY

This study employed a descriptive quantitative approach, utilizing a questionnaire as the primary instrument for data collection. The population in this research were 35 teachers in SD Negeri 82 Kota Bengkulu. This research used a total sampling technique. There were 35 teachers in the population of this research, so the samples of this research were all teachers in the population.

The questionnaire was designed to explore teachers' experiences, opinions, and observations regarding PMM usage and its influence on their teachers. There were 5 main topics included which were curriculum alignment, learning benefits, institutional support, student response, and impact on parental involvement. Through this exploration, this study aimed to uncover the relevancies, challenges, and opportunities associated with PMM implementation in SD Negeri 82 Kota Bengkulu. The detail description of the topic is presented below.

Table 1. The Blueprint of the Questionnaire

Topic	Indicators	Item
Curriculum Alignment	Objective Alignment	1
	Content Relevance	2
	Assessment method	3
	Pedagogical approaches	4
	Cultural and Ethical Alignment	5
Learning Benefits	Comprehension of the Topic	6
	Critical Thinking Skills	7

	Creativity and Innovation	8
	Digital Literacy	9
Institutional Support	Self-Regulated Learning	10
	Leadership Involvement	11
	Resource Allocation	12
	Professional Development	13
	Collaborative Partnerships	14
Student Response	Monitoring and Evaluation	15
	Engagement Levels	16
	Attitude Towards Learning	17
	Student Satisfaction	18
	Academic Performance	19
Parental Involvement	Social and Emotional Development	20
	Communication Channels	21
	Awareness and Understanding	22
	Collaborative Projects with Parents	23
	Parental Education and Workshops	24
	Feedback and Input	25

The data was obtained from the results of the questionnaire. The scale responses to the questionnaire were calculated by using some formulas. To answer the research questions, the researcher used a scale regarding the percentage score and analyzed it by using interval scores (Ary et al., 2018). The researcher used the steps as follows.

1. The researcher identified the result of the questionnaire using a percentage formula.
2. The results of the percentage then were described and analyzed
3. The mean was analyzed based on the table of interpretation
4. The researcher interpreted the result and wrote the conclusion

The formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentages

F = Frequency of answer

N = Total of frequency

P in this formula means the result of percentage (%), *f* means the frequency of the samples, and *n* means the total number of the whole samples. In addition, the following formula is purposed to find interval.

$$i = \frac{H - L}{K}$$

Note:

i : Interval

H : The high score value

K : The total number of categories

L : The low score value

The interval formula was used to find out the classification of teachers' answers. The classification of the teacher's perception of the effectiveness of PMM is presented below.

Table 2. The Classification of Teachers' Perception of the Effectiveness of PMM

No.	Range	Category
1.	3.25 – 4	Strongly positive
2.	2.5 – 3.25	Positive
3.	1.75 – 2.5	Negative
4.	1 – 1.75	Strongly negative

FINDINGS AND DISCUSSIONS

Findings

The results focused on five main topics, namely curriculum alignment, learning benefits, institutional support, student response, and impact on parental involvement. Through the insights gained from teachers' perspectives, this study seeks to contribute valuable insights into the effectiveness and potential enhancements of PMM in the educational context of SD Negeri 82 Kota Bengkulu. The detail description of each topic mentioned above is described below.

Table 3. Teachers' Perception of the Effectiveness of PMM

Topics	Mean	Category	Total
Curriculum Alignment	3.17	Positive	Positive = 4 (80%) Negative = 1 (20%)
Learning Benefits	3.15	Positive	
Institutional Support	2.66	Positive	
Students Response	3.07	Positive	
Parental Involvement	2.25	Negative	

The table above outlines teachers' perceptions of the effectiveness of the Platform Merdeka Mengajar (PMM) across various dimensions. In terms of curriculum alignment, the mean score of 3.17 suggests a generally positive perception among teachers. This indicates a high level of agreement regarding the alignment of the curriculum with the PMM framework. Similarly, learning benefits and students' responses also received positive evaluations, with mean scores of 3.15 and 3.07 respectively, implying that teachers perceive tangible benefits and positive engagement from students. While institutional support garnered a positive rating with a mean score of 2.6, indicating overall satisfaction, it is slightly lower compared to other aspects. However, there are notable concerns regarding parental involvement, as reflected in the mean score of 2.25, categorizing it as negative. This indicates that teachers feel there is room for improvement in fostering parental engagement within the PMM initiative. In summary, while the PMM receives positive feedback from teachers in several areas, addressing issues such as parental involvement could enhance its overall effectiveness and impact.

Curriculum Alignment

The curriculum alignment topic of the Platform Merdeka Mengajar (PMM) showed promising insights into its effectiveness as perceived by teachers. With a mean score of 3.17, there is a clear indication of strong agreement among teachers regarding the alignment of the curriculum with the PMM framework. This suggests that the PMM is successfully integrating its educational objectives with established curriculum standards, ensuring relevance in the teaching-learning

process. Such alignment is important for establishing that educational practices like PMM effectively address learning objectives while catering to the diverse needs of students. The detailed findings on curriculum alignment are presented in the table below.

Table 4. Curriculum Alignment

No	Indicators	SA	A	D	SD	Mean	Category
		F (%)	F (%)	F (%)	F (%)		
1	Objective Alignment	12	21	2	0	3.29	Strongly positive
		34.29	60.00	5.71	0.00		
2	Content Relevance	15	10	10	0	3.14	Positive
		42.86	28.57	28.57	0.00		
3	Assessment method Objective Alignment	13	9	13	0	3.00	Positive
		37.14	25.71	37.14	0.00		
4	Pedagogical approaches	8	20	7	0	3.03	Positive
		22.86	57.14	20.00	0.00		
5	Cultural and Ethical Alignment	12	21	2	0	3.40	Strongly positive
		34.29	60.00	5.71	0.00		

N= 35

(SA = *Strongly Agree*; A = *Agree*; D = *Disagree*; SD = *Strongly Disagree*)

Based on the table above, there are five indicators including objective alignment, content relevance, assessment method, pedagogical approaches, and cultural and ethical alignment. For objective alignment, the mean score was 3.29, indicating a strongly positive perception. Content relevance received a positive perception, with a mean score of 3.14. Assessment method objective alignment also received positive feedback, with a mean score of 3.00. Pedagogical approaches received similar positive evaluations, with a mean score of 3.03. Cultural and ethical alignment received the highest rating, with a mean score of 3.40, indicating a strongly positive perception. Overall, the findings suggest a generally positive perception of curriculum alignment among participants, with particularly strong alignment observed in cultural and ethical aspects.

Learning Benefits

Learning benefits encompass five key indicators which are knowledge acquisition, critical thinking skills, creativity and innovation, digital literacy, and self-regulated learning. The mean score of learning benefit was 3.15 which means that there is a positive response from the teachers which also means that PMM facilitates the acquisition of knowledge by providing engaging and interactive learning experiences. It also encourages critical thinking skills, encouraging students to analyze, evaluate, and solve complex problems effectively. Additionally, it enhances digital literacy by integrating technology into learning activities, equipping students with essential digital skills for the modern world. Lastly, PMM promotes self-regulated learning, empowering students to take ownership of their learning process, set goals, manage their time effectively, and monitor their progress. The detailed findings on learning benefit are presented in the table below.

Table 5. Learning Benefit

No	Indicators	SA	A	D	SD	Mean	Category
		F (%)	F (%)	F (%)	F (%)		
1	Knowledge Acquisition	16	13	6	0	3.29	Strongly positive
		45.71	37.14	17.14	0.00		
2	Critical Thinking Skills	5	27	3	0	3.06	Positive
		14.28	77.14	8.57	0.00		

3	Creativity and Innovation	8 22.86	15 42.86	12 34.28	0 0.00	2.89	Positive
4	Digital Literacy	17 48.57	15 42.86	3 8.57	0 0.00	3.40	Strongly positive
5	Self-Regulated Learning	6 17.14	28 80	1 2.86	0 0.00	3.14	Positive

N= 35

(SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree)

Based on the table above, it was found positive perceptions of PMM across various learning indicators. Most respondents strongly agreed or agreed that PMM enhances knowledge acquisition with a mean score of 3.29 and critical thinking skills with the mean score of 3.06. While creativity and innovation received positive feedback with the mean score of 2.89, it was slightly lower. Digital literacy was strongly perceived as positive with the mean score of 3.40, as was self-regulated learning with the mean score of 3.14. Overall, the data suggests that PMM is perceived positively in terms of enhancing knowledge acquisition, critical thinking skills, digital literacy, and self-regulated learning. However, there is a slightly lower perception regarding its impact on creativity and innovation, as indicated by the mean score of 2.89.

Institutional Support

Institutional support plays an important role in the successful implementation and sustainability of educational initiatives like Platform Merdeka Mengajar (PMM). This support encompasses various facets, including leadership involvement, resource allocation, professional development, collaborative partnerships, and monitoring and evaluation. Leadership Involvement pertains to the active participation and commitment of school leaders in promoting and facilitating PMM initiatives. Resource Allocation involves providing adequate financial, technological, and infrastructural resources to support PMM activities. Professional Development focuses on offering training and skill enhancement opportunities for teachers related to PMM strategies and methodologies. Collaborative Partnerships entail establishing alliances with external organizations, stakeholders, and experts to enhance PMM implementation. Monitoring and Evaluation involve systematic mechanisms to assess the effectiveness and impact of PMM initiatives. Together, these indicators of institutional support contribute significantly to the success and sustainability of PMM in educational settings. The detailed findings on institutional support are presented in the table below.

Table 6. Institutional Support

No	Indicators	SA F (%)	A F (%)	D F (%)	SD F (%)	Mean	Category
1	Leadership Involvement	5 14.29	25 71.43	5 14.29	0 0	3.00	Positive
2	Resource Allocation	3 8.57	22 62.86	7 20	3 8.57	2.71	Positive
3	Professional Development	7 20	20 57.14	5 14.29	3 8.57	2.89	Positive
4	Collaborative Partnerships	5 14.29	7 20	18 51.43	5 14.29	2.34	Negative
5	Monitoring and Evaluation	2 5.71	13 37.14	16 45.71	4 11.43	2.37	Negative

N= 35

(SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree)

Based on the table above, the teachers generally viewed Leadership Involvement positively, with the mean score of 3.00, indicating a positive perception of leadership's engagement in PMM initiatives. While Resource Allocation received positive feedback, leading to a mean score of 2.71. This suggests a generally positive but slightly varied perception regarding resource allocation for PMM. Professional Development was perceived positively overall with the mean score of 2.89. This indicates a positive perception of the opportunities provided for teachers' skill enhancement related to PMM.

The teachers expressed mixed perceptions regarding Collaborative Partnerships with the mean score of 2.34 categorized as negative. This suggests a need for improvement in fostering collaborative partnerships for PMM. Similarly, Monitoring and Evaluation received mixed feedback, with the mean score of 2.37 categorized as negative. This indicates a perceived deficiency in structured mechanisms for assessing PMM's effectiveness. Overall, the table highlights both strengths and areas for improvement in institutional support for PMM, emphasizing the importance of enhancing collaborative partnerships and monitoring and evaluation mechanisms to ensure its successful implementation and sustainability.

Students Response

Student response is a critical aspect of evaluating the effectiveness and impact of educational approaches like Platform Merdeka Mengajar (PMM). This response includes various indicators, including engagement levels, attitude toward learning, student satisfaction, academic performance, and social and emotional development. Engagement levels reflect the active participation and involvement of students in PMM activities. Attitude toward learning pertains to students' perceptions, beliefs, and motivation toward learning with PMM. Student satisfaction gauges students' contentment and fulfillment with PMM experiences. Academic Performance measures the tangible outcomes and achievements of students in terms of knowledge acquisition and skills development. Lastly, Social and Emotional Development considers the holistic growth and well-being of students in interpersonal relationships, emotional intelligence, and resilience through PMM.

Table 7. Student Response

No	Indicators	SA	A	D	SD	Mean	Category
		F (%)	F (%)	F (%)	F (%)		
1	Engagement Levels	22 62.86	7 20	4 11.43	2 5.71	3.40	Strongly positive
2	Attitude Towards Learning	9 25.71	14 40	8 22.86	4 11.43	2.80	Positive
3	Student Satisfaction	10 28.57	12 34.29	12 34.28	1 2.86	2.89	Positive
4	Academic Performance	13 37.14	18 51.43	4 11.43	0 0.00	3.26	Strongly positive
5	Social and Emotional Development	5 14.28	25 71.43	5 14.28	0 0.00	3.00	Positive
N= 35							

(SA = *Strongly Agree*; A = *Agree*; D = *Disagree*; SD = *Strongly Disagree*)

Based on the table above, most teachers responded that students have high level of engagement with a mean score of 3.40, indicating a strongly positive perception of student engagement in PMM activities. The teachers also responded that the students generally had a

positive attitude towards learning with PMM, with a mean score of 2.80 categorized as positive. Student satisfaction was also positive, with a mean score of 2.89, reflecting a positive perception of students' overall satisfaction with PMM experiences. The teachers responded that the students perceived their academic performance positively, with a mean score of 3.26 categorized as strongly positive. The data showed positive perceptions of social and emotional development, with a mean score of 3.00, indicating a positive impact of PMM on students' social-emotional growth.

Parental Involvement

In examining teachers' perceptions of the effectiveness of Platform Merdeka Mengajar (PMM) in SD Negeri 82 Kota Bengkulu, Parental Involvement emerged as a crucial indicator. This aspect was the only one that received negative respond from the teachers with the mean score of 2.25. This aspect of Parental Involvement encompasses several key components, including communication channels, awareness and understanding, collaborative projects with parents, parental education and workshops, and feedback and input. These components collectively contribute to understanding how teachers perceive the level of parental involvement and support in PMM implementation. The detailed findings on curriculum alignment are presented in the table below:

Table 8. Parental Involvement

No	Indicators	SA	A	D	SD	Mean	Category
		F (%)	F (%)	F (%)	F (%)		
1	Communication Channels	7	11	12	5	2.57	Negative
		20	31.43	34.29	14.29		
2	Awareness and Understanding	8	13	12	2	2.77	Positive
		22.86	37.14	34.29	5.71		
3	Collaborative Projects with Parents	0	7	22	2	2.03	Negative
		0.00	20	62.86	17.14		
4	Parental Education and Workshops	0	7	18	9	1.89	Negative
		0.00	20	51.43	25.71		
5	Feedback and Input	0	7	20	8	1.97	Negative
		0.00	20	57.14	22.86		
N= 35							

(SA = *Strongly Agree*; A = *Agree*; D = *Disagree*; SD = *Strongly Disagree*)

Based on the table above, the mean score of communication channels was of 2.57 which is categorized as negative. Awareness and understanding had a mean score of 2.77, indicating a positive perception. Collaborative projects with parents scored a mean of 2.03, reflecting a negative categorization. Parental education and workshops received a mean score of 1.89, also categorized as negative. Feedback and input scored a mean of 1.97, also falling into the negative category. Overall, the results indicate mixed perceptions among teachers regarding the level of parental involvement in PMM. While there is some positivity regarding parental awareness and understanding, other aspects such as communication channels, collaborative projects, parental education, and feedback mechanisms are viewed more negatively in terms of engaging parents effectively in PMM activities.

Discussions

The results showed that most teachers believed that Platform Merdeka Mengajar (PMM) is relevant in terms of educational standards and that it was in line with the present curriculum, known as *kurikulum merdeka*. The positive response from teachers of PMM's curriculum alignment proves the significance of coherence between educational implementations and accepted standards. It guarantees the effective implementation of PMM activities into the curriculum, increasing their value in meeting learning objectives.

The curriculum alignment was the positive impact of this alignment on teachers' confidence in the program (Widiastuti et al., 2023). When the teachers see that the curriculum and educational practices are aligned with established standards, they feel more assured in their teaching approach. This confidence stems from the knowledge that they are following a recognized framework that is designed to promote effective learning outcomes. Sudirman et al. (2024) have emphasized the significance of aligning educational practices with established curriculum standards to enhance teachers' confidence in the program and reinforce its relevance within the educational context.

Additionally, the results also point out the significant learning benefits associated with PMM, as observed through improved student engagement, better comprehension of topics, and enhanced academic performance. They bring about some good learning outcomes for students. Tricahyati & Zaim (2023) argued that the students get more interested and involved in their studies, which we call improved engagement. When the students are engaged, they are more likely to pay attention, participate, and enjoy learning. Not only that, but the students also seem to understand what they're learning better. They're able to understand the topics more easily and remember them for longer periods.

Moreover, these positive effects on engagement and comprehension lead to academic performance. According to Aritonang et al. (2023), the students are able to perform well in their studies, get good grades, and show overall improvement in their learning journey. This is a clear indication that PMM is making a positive impact on students' educational experiences and outcomes. These results support theoretical perspectives on student-centered learning and active learning strategies. According to Ikram et al. (2023), students learn best when they are actively engaged in meaningful interactions and experiences. The positive results observed in PMM implementation suggest its support with these teaching and learning, fostering a student-centered approach that promotes deeper learning and knowledge retention.

While there are strengths such as positive perceptions of leadership involvement and professional development opportunities, there are also areas for improvement, particularly in fostering collaborative partnerships and implementing effective monitoring and evaluation mechanisms. Addressing these areas can contribute significantly to the successful implementation and sustainability of PMM initiatives in education, ultimately benefiting students and stakeholders alike. Ongoing collaboration, dialogue, and action are imperative to continually enhance institutional support for PMM and drive positive educational outcomes (Hijriani et al., 2024).

While some teachers express satisfaction with the support provided by their schools and governmental bodies, others emphasize the necessity for additional resources and training opportunities. According to Marisana et al. (2023), the teachers seeking more support may identify discrepancies in resource allocation, gaps in training programs, and the complexity of PMM within the evolving educational landscape. Therefore, schools and government bodies need to assess needs, distribute resources fairly, offer targeted professional development, establish support networks, and use feedback for improvement.

The results of the student response, as indicated by the mean scores provided, reveal several positive trends. These positive trends in student response to PMM initiatives underscore the effectiveness of PMM in engaging students, fostering positive attitudes towards learning, promoting satisfaction with learning experiences, improving academic performance, and supporting social-emotional development. These results point out the importance of continued support and enhancement of PMM initiatives to maximize their impact on student learning and development (Ramdani et al., 2022).

However, the results of parental involvement showed that there was negative response. The negative response regarding parental involvement in PMM, highlighting potential barriers or challenges holding up an effective collaboration between schools and parents. The results also

highlight the areas that require improvement, particularly in improving collaborative partnerships, enhancing parental education, and establishing effective communication channels. These results provide valuable insights into the current state of PMM implementation, offering opportunities for future enhancements aimed at increasing parental engagement in educational practices.

Effective parent-school partnerships are associated with improved academic outcomes, increased student motivation, and enhanced school climate. The negative response to parental involvement in PMM underscores the need for targeted interventions and strategies to enhance parental engagement. The result of parental involvement is in line with Ikram et al. (2023) have pointed out the important role of parental involvement in student achievement and school success. This could include implementing parent education programs to increase parental understanding and support for PMM initiatives, establishing clear communication channels to facilitate information sharing and collaboration, and promoting collaborative projects that involve parents in meaningful ways (Pratiwi et al., 2023).

Based on the explanation above, it can be summarized that PMM has positive perceptions from teachers regarding its alignment with educational standards and curriculum. This alignment boosts teachers' confidence and ensures the effective integration of PMM into learning goals. Students showed improved engagement, understanding, and academic performance with PMM, aligning with active learning theories. However, parental involvement received negative feedback, indicating challenges in school-parent collaboration. To address this, interventions like parent education programs and clear communication channels are needed. Overall, PMM shows promise but requires ongoing improvement efforts and better collaboration for sustained positive impact on education

CONCLUSIONS AND SUGGESTIONS

Based on the results, it can be concluded that most teachers at SD Negeri 82 Kota Bengkulu perceive PMM as aligned with the current curriculum, indicating a positive view of its relevance to educational standards. The teachers acknowledge significant learning benefits associated with PMM, such as improved student engagement, better comprehension of topics, and enhanced academic performance. While some teachers express satisfaction with the support received from the school and government regarding PMM, others highlight the need for additional resources and training opportunities. However, the aspect of parental involvement received a negative response, highlighting areas for improvement in encouraging collaborative partnerships, parental education, and communication channels. These perceptions contribute to understanding the condition of PMM implementation and perhaps can be used in the future to improve parental engagement in educational practices.

Additionally, there are some recommendations. First, since PMM aligns well with the curriculum, the school should encourage teachers to use PMM for teaching topics covered in the curriculum. Second, the teachers should get more professional training about PMM. Therefore, the government needs to ensure that schools provide ongoing support for PMM use, including technical assistance, access to resources, and acknowledgment of the importance of PMM in achieving their goals. Finally, this study also recommended future research on PMM in different subjects and settings on a broader scale.

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