



Effect of PMM Utilization, Academic Supervision, and Job Satisfaction on Teacher Performance in Biduk-Biduk State Elementary Schools

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Abstract

Improving the quality of education in coastal regions, such as the Biduk-Biduk Sub-district of Berau Regency, presents multifaceted challenges, particularly in enhancing teacher performance. This study was driven by preliminary indications of limited use of the Platform Merdeka Mengajar (PMM), insufficient academic supervision, and low levels of teacher job satisfaction. Employing a quantitative research design with a survey method, the study targeted 133 public elementary school teachers, from which 101 respondents were selected through proportional random sampling. Data analysis using multiple linear regression revealed that the utilization of PMM, academic supervision, and job satisfaction each had a significant positive impact on teacher performance. These findings underscore the strategic importance of integrating digital learning platforms, strengthening academic supervisory mechanisms, and fostering a supportive work environment to enhance teacher effectiveness. The study provides valuable insights for policymakers and education stakeholders aiming to improve educational quality in underdeveloped and geographically challenged coastal areas.

Keywords: Independent Teaching Platform, Academic Supervision, Teacher Performance, Job Satisfaction

Abstrak

Peningkatan kualitas pendidikan di wilayah pesisir, seperti Kecamatan Biduk-Biduk, Kabupaten Berau, menghadirkan tantangan yang kompleks, terutama dalam upaya meningkatkan kinerja guru. Penelitian ini dilatarbelakangi oleh temuan awal terkait rendahnya pemanfaatan Platform Merdeka Mengajar (PMM), terbatasnya pelaksanaan supervisi akademik, serta rendahnya tingkat kepuasan kerja guru. Penelitian ini menggunakan desain kuantitatif dengan metode survei dan melibatkan 133 guru sekolah dasar negeri, dengan 101 responden dipilih melalui teknik proportional random sampling. Analisis data dilakukan menggunakan regresi linier berganda, yang menunjukkan bahwa pemanfaatan PMM, supervisi akademik, dan kepuasan kerja masing-masing berpengaruh positif dan signifikan terhadap kinerja guru. Temuan ini menekankan pentingnya integrasi platform pembelajaran digital, penguatan mekanisme supervisi akademik, serta penciptaan lingkungan kerja yang mendukung untuk meningkatkan efektivitas guru. Studi ini memberikan kontribusi strategis bagi para pengambil kebijakan dan pemangku kepentingan pendidikan dalam meningkatkan mutu pendidikan di daerah pesisir yang tertinggal dan memiliki keterbatasan geografis.

Keywords: Platform Merdeka Mengajar, Supervisi Akademik, Kinerja Guru, Kepuasan Kerja.

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INTRODUCTION

Improving the quality of education is an integral part of sustainable national development. One of the key factors supporting educational quality is teacher performance in carrying out their professional duties in schools. Teachers are not merely instructors, but agents of change who play a crucial role in shaping the character and competencies of students. Therefore, systematic efforts to improve teacher performance must receive serious attention from all stakeholders in the field of education (Maqhubela, 2025).

Teacher performance can be defined as the level of success teachers achieve in executing their core responsibilities, including lesson planning, teaching, learning assessment, and social interaction within the school environment. This performance reflects a teacher's ability to manage the classroom effectively and create a learning environment that supports student development. Teachers with high performance levels are generally capable of fostering student motivation, increasing class participation, and building positive relationships with colleagues and parents (Scales et al., 2020). Therefore, teacher performance serves as a crucial indicator of educational success.

The implementation of the Merdeka Curriculum launched by the Indonesian government presents both challenges and opportunities for educators. This curriculum emphasizes flexibility, differentiated learning, and character development centered on individual student needs. In this system, teachers are required to be more creative, adaptive, and student-centered in their approach. This paradigm shift can only be achieved if teachers possess the required competencies and strong performance (Arifin, 2020).

To support the successful implementation of the Merdeka Curriculum, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) launched the Platform Merdeka Mengajar (PMM) in 2021. This platform is a digital innovation designed to strengthen the role of teachers in designing, implementing, and evaluating character- and competency-based learning. Through PMM, teachers can access teaching modules, diagnostic assessments, self-paced training, and collaborative forums for best practices among peers (Kemendikbudristek, 2021). This initiative demonstrates the government's commitment to enhancing teacher professionalism in the digital era.

(Sukawati & Arhas, 2025) emphasized that PMM offers solutions to the disparities in teacher professional development, especially in underdeveloped regions. The platform provides on-demand learning resources that allow teachers to engage in continuous learning and development anytime, anywhere. Furthermore, its interactive features promote collaboration and the exchange of innovative ideas that enrich pedagogical understanding. Thus, PMM plays a vital role in enhancing holistic teacher performance.

A study by (Lailaturrahmah & Setyawati, 2025) revealed that PMM usage positively impacts teachers' pedagogical and professional competencies, especially in designing contextual and relevant learning experiences. The platform enables teachers to adapt instructional content to student needs while offering training rooted in real classroom practice. This supports the core goals of the Merdeka Curriculum, which requires personalized and engaging learning. Therefore, optimal use of PMM is essential to improving the quality of instruction.

However, the presence of PMM as a digital learning platform still requires support from other aspects, particularly academic supervision. Academic supervision is a professional mentoring process conducted by school principals or supervisors to help teachers improve teaching quality. Within the PMM context, supervision can serve as an objective and systematic monitoring tool for assessing teacher performance (Sinaga et al., 2024). Effective supervision goes beyond administrative checks, fostering a culture of reflection and continuous improvement.

Mailani et al., (2023) found that structured and development-oriented principal supervision significantly enhances teacher job satisfaction and teaching motivation.

Supervision provides not only feedback but also a space for collaborative problem-solving and reflection. With effective support, teachers feel appreciated and guided in their professional journey. This directly contributes to their motivation and performance in the classroom.

On the other hand, teacher job satisfaction is a psychological factor that significantly affects how well teachers perform their tasks. Satisfied teachers tend to show greater commitment, exhibit more innovation in teaching, and manage job-related stress more effectively. Job satisfaction is influenced by multiple elements such as leadership, workload, welfare, and professional recognition (Sari et al., 2024). In the context of the Merdeka Curriculum, fostering a positive working environment is crucial for enabling teachers to meet their new roles effectively.

Pane et al., (2021) found a significant relationship between academic supervision and teacher job satisfaction in public schools. Teachers who received consistent and meaningful supervision were more likely to feel valued and supported in their professional growth. This finding is consistent with Nirwana et al., (2025), who highlighted that satisfied teachers are more open to change and lifelong learning. Therefore, job satisfaction is a key foundation for cultivating high-quality teacher performance.

However, realities on the ground reveal that not all teachers have equal opportunities to access PMM or benefit from effective academic supervision. In regions with limited technological infrastructure, such as Biduk-Biduk District, the use of PMM remains very low. Based on interviews with teachers in this district, the majority admitted they rarely use PMM regularly for lesson planning or instructional implementation (Lastini et al., 2025).

Several teachers cited the main barriers to using PMM as poor internet connectivity and lack of technical training. Moreover, some perceive PMM merely as a performance reporting tool rather than a resource for professional development. These findings highlight the ongoing digital literacy gap among teachers, particularly in coastal regions with poor digital infrastructure (Azmi et al., 2025). Such conditions require targeted interventions and training programs to bridge the divide.

Biduk-Biduk District in Berau Regency is a coastal area with unique geographic and social characteristics. Its remote location limits access to quality educational services and learning materials. Nevertheless, the region holds considerable potential for human capital development if supported by responsive and contextualized educational policies (Yulia, 2021). Therefore, a thorough investigation into the factors influencing teacher performance in this area is essential.

Research on the interrelationship between PMM utilization, academic supervision, and job satisfaction in influencing teacher performance is both timely and relevant. Such a study can offer a comprehensive picture of how educators in remote regions engage with available digital and institutional resources. Additionally, the findings may inform inclusive and evidence-based policy decisions. This will be instrumental in achieving equitable education quality throughout Indonesia (Nurfatimah et al., 2022).

This research also serves as an evaluation of current educational digitalization policies promoted by the government. If the findings indicate low PMM usage among teachers in underdeveloped regions, more intensive training and mentoring programs will be needed. Similarly, if academic supervision is found ineffective, school principals' supervisory capacity must be strengthened. Furthermore, if job satisfaction is low, it must be addressed through better welfare schemes and career development initiatives (Tafonao, 2024).

The primary aim of this study is to examine the effect of utilizing the Platform Merdeka Mengajar on the performance of public elementary school teachers in Biduk-Biduk District. In addition, this study seeks to analyze the impact of academic supervision and job satisfaction on teacher performance in the same region. Using a quantitative approach, the study is expected to provide empirical data to support evidence-based policymaking. The findings are anticipated

to contribute significantly to improving the effectiveness of the Merdeka Curriculum, especially in coastal and under-resourced areas.

RESEARCH METHOD

This research was conducted in September 2024 using a quantitative approach with a survey method. The population in this study were all teachers in state elementary schools in Biduk-Biduk sub-district, Berau Regency, totaling 133 teachers. The sampling technique in this study was *probability sampling* with *proportional random sampling* method with a sample size of 101. The data analysis technique used is linear regression with three independent variables and one dependent variable.

Table 1. Distribution of Research Samples

No	School	Calculation Results	Rounding Number
1	SDN 001 Tanjung Perepat	$(100 \times 15): 133$	11
2	SDN 002 Tanjung Perepat	$(100 \times 14): 133$	11
3	SDN 001 Pantai Harapan	$(100 \times 13): 133$	10
4	SDN 001 Biduk-Biduk	$(100 \times 15): 133$	11
5	SDN 002 Biduk-Biduk	$(100 \times 15): 133$	11
6	SDN 003 Biduk-Biduk	$(100 \times 13): 133$	10
7	SDN 001 Giring-Giring	$(100 \times 16): 133$	12
8	SDN 001 Teluk Sulaiman	$(100 \times 19): 133$	14
9	SDN 001 Teluk Sumbang	$(100 \times 13): 133$	10
Total			101

(Source Dapodik)

The independent variables in this study are the utilization of the Merdeka Mengajar Platform (X_1), academic supervision (X_2) and job satisfaction (X_3). The dependent variable in this study is teacher performance (Y). The research design can be seen in the following figure:

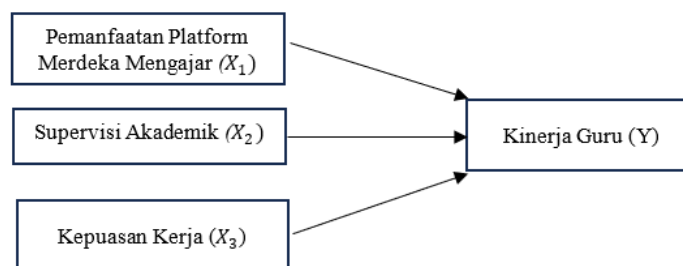


Figure 1. Research Design

The instrument trial was conducted on 30 teachers in Biduk-Biduk District. The test of the instrument items was to test whether the questionnaire used was feasible (*valid*) and consistent (*reliable*) used for this study, so instrument calibration was carried out (validity test and reliability test). The variables that were declared valid were: variable utilization of independent teaching platform (X_1) there are 10 valid instruments, then the academic supervision variable (X_2) there are 9 valid instruments, variable job satisfaction (Z) there are 10 valid instruments and variable teacher performance (Y) there are 14 valid instruments.

Data normality can be seen from the *Kolmogorov-Smirnov* normality test based on the *unstandardized residual* value (e). and the regression model is declared normally distributed because the probability significance > 0.05 .

RESULTS AND DISCUSSION

The results of the regression analysis of the effect of utilizing the Merdeka Teaching Platform, academic supervision, and job satisfaction on teacher performance can be seen in the following table:

Table 1. Summary of Regression Analysis

Variable	Standardized Coefficients Beta	Significant
PMM Utilization (X_1)	0,366	0,000
Academic Supervision (X_2)	0,293	0,000
Job Satisfaction (Z)	0,345	0,000
R Square = 0.566		

Source: Primary Data

Based on table 1, it can be seen that the significance value of the three variables, namely; 1) $X_1=0.000 > 0.05$, then H_0 is rejected. These results provide a conclusion that the use of the Merdeka Mengajar Platform has a significant effect on teacher performance. 2) $X_2=0.000 > 0.05$, then H_0 is rejected. These results provide the conclusion that academic supervision has a significant effect on teacher performance. 3) $X_3=0.000 > 0.05$, then H_0 is rejected. These results provide the conclusion that job satisfaction has a significant effect on teacher performance.

The amount of R Square contained in table 1 is 0.566 (including the strong enough category). This shows that the contribution of the utilization of the Merdeka Mengajar Platform, academic supervision and job satisfaction is 56.6% while the remaining 43.4% is the contribution of other variables not examined. Then the regression equation can be written as follows:

$$\hat{Y} = b_1X_1 + b_2X_2 + b_3Z$$

$$\hat{Y} = 0,366 X_1 + 0,293 X_2 + 0,345 X_3$$

The effect of the utilization of the Merdeka Mengajar Platform on teacher performance is 0.366, the effect of academic supervision on teacher performance is 0.293, while the effect of job satisfaction on teacher performance is 0.345.

From the questionnaire results, it is illustrated that the Merdeka Teaching Platform (PMM) helps teachers in implementing the Merdeka Curriculum. This indicates that PMM is not merely a supplementary digital tool, but rather a strategic component that supports the realization of curriculum transformation in Indonesia. Teachers are no longer working in isolation when it comes to adapting to curriculum changes. Instead, they are equipped with a comprehensive platform that provides timely access to resources, professional development tools, and collaborative spaces. As such, PMM plays a pivotal role in facilitating the transition toward a more independent and student-centered learning approach.

One of the most significant contributions of PMM to teacher performance is its provision of easy access to a wide range of learning resources. In a digital era where time and efficiency are critical, teachers need centralized and reliable materials aligned with national standards. PMM answers this need by providing curated and structured resources such as lesson modules, assessment instruments, and multimedia materials. The availability of such content allows teachers to design instruction that is more engaging, relevant, and effective for their students. Moreover, it helps reduce preparation time while increasing instructional quality.

Teachers can explore various content formats including videos, articles, slide presentations, and thematic lesson plans that support differentiated instruction. These materials are aligned with the objectives of the Merdeka Curriculum, thus ensuring that what teachers

deliver in the classroom remains relevant and up to date. In addition, the platform encourages reflective teaching by providing teachers with examples of best practices and model lesson plans. This ensures that teaching is not just routine-based but informed by innovative and evidence-based strategies. Consequently, the pedagogical repertoire of teachers becomes more enriched and dynamic.

By utilizing these resources, teachers are able to enhance their knowledge and improve their instructional techniques. This directly contributes to their confidence and competence in teaching diverse student populations. With better understanding and mastery of instructional content, teachers are more likely to address the varying academic and emotional needs of students. Furthermore, it allows them to present materials in ways that are both engaging and meaningful, increasing student motivation and learning outcomes. Therefore, access to these resources becomes a foundational element in improving teacher performance.

An equally important feature of PMM is its integrated learning community, which enables teachers from different regions of Indonesia to communicate, share, and collaborate. This community aspect helps overcome the isolation often experienced by teachers, especially those in remote or rural schools. By engaging in professional discussions and sharing classroom experiences, teachers gain new perspectives and strategies. Such interactions foster a culture of continuous learning and professional solidarity across geographical boundaries. As a result, PMM does not only support individual growth but also promotes collective advancement in the teaching profession.

Through the community feature, teachers are exposed to good practices from their peers and are encouraged to try out new ideas in their classrooms. The platform becomes a space for innovation where trial, feedback, and refinement occur organically. Teachers also build professional networks that provide support beyond the virtual environment, extending into real collaborations and joint projects. These networks act as informal mentorship systems, particularly beneficial for novice teachers. The synergy produced through such engagement strengthens both individual capacities and the broader educational community.

Another crucial dimension of PMM is the access it provides to various professional development activities such as online training sessions, webinars, and self-paced courses. These opportunities are designed to address different aspects of teacher competence, including pedagogical, professional, and social-personal dimensions. Teachers are free to choose training that best suits their needs, allowing for personalized learning experiences. The modular structure of training sessions also ensures flexibility, enabling teachers to engage without disrupting their teaching responsibilities. This approach supports continuous professional growth in a practical and manageable way.

The availability of training helps teachers stay abreast of current developments in education, particularly in areas such as digital literacy, inclusive education, and student-centered learning. Through these activities, teachers learn to apply innovative strategies that align with 21st-century learning goals. The training is often led by experts and practitioners who bring real-world insights into the learning sessions. In addition, many of the training activities include assessments and reflections that help teachers internalize and apply their learning. Thus, PMM becomes both a content provider and a professional learning platform.

By participating in these trainings, teachers enhance their ability to manage classrooms more effectively, address behavioral issues, and foster positive student-teacher relationships. Improvements in classroom management and instructional strategies translate into better student engagement and learning outcomes. Moreover, the training cultivates a growth mindset among teachers, empowering them to view challenges as opportunities for learning. This not only benefits their students but also contributes to teacher well-being and job satisfaction. Consequently, PMM serves as a catalyst for comprehensive teacher development.

This improvement in teacher competence has a direct and positive impact on their overall performance. Competent teachers are better able to plan, implement, and evaluate the learning process effectively. They can set clear learning objectives, select appropriate methodologies, and design assessments that measure student progress accurately. Such comprehensive competence aligns well with the expectations of the Merdeka Curriculum, which emphasizes critical thinking, creativity, and character development. Therefore, PMM helps teachers meet professional standards while also supporting student success.

These indicators correspond to performance standards expected from professional educators, including understanding students' learning needs, possessing adequate knowledge and skills, and demonstrating behavior aligned with ethical and professional norms. Moreover, teachers are expected to be adaptive and responsive to societal and technological changes. PMM's design encourages teachers to embody these qualities by offering tools and content that evolve with educational trends. In doing so, it becomes an essential support system for meeting both institutional and personal goals. The result is a more resilient and responsive teaching force.

The results of this author's research are in line with the study conducted by (Kusmaniar et al., 2024) on junior high school teachers in Rayon 2 South Aceh. Their research indicates that the PMM has a significant partial influence on teacher performance, validating the findings of this study. It shows that the platform's impact is not limited to isolated settings but reflects a broader trend across different regions and levels of education. This consistency strengthens the argument that PMM is a vital tool for improving teacher quality. Furthermore, it highlights the value of integrating technology in national education reform.

Similarly, research by (Iku et al., 2024) confirms that the use of the PMM significantly enhances the performance of primary school teachers in Kupang City. Their findings emphasize how effective use of digital platforms can elevate the competencies of early-grade teachers, who play a foundational role in students' education. This affirms that PMM's benefits are scalable and applicable across teaching contexts. Such evidence further advocates for the platform's broader adoption and consistent use in various educational institutions. The widespread positive impact supports ongoing investments in educational technology infrastructure.

Efforts to improve teacher performance, such as planning, implementing, and evaluating instruction, are greatly supported by the tools available within the PMM. The platform offers templates, guidelines, and examples for each phase of teaching, making it easier for teachers to design well-structured lessons. Furthermore, teachers can access performance analytics and student feedback tools that help them reflect on and refine their practice. These features contribute to more systematic and evidence-based teaching approaches. As such, PMM becomes both a planner and an evaluator for teachers' instructional activities.

According to Syatrian, (2023), the use of PMM positively influences teachers' self-development opportunities. Self-development is an essential component of teacher performance and a requirement in many national education standards. Teachers who consistently engage in self-improvement are more likely to maintain high levels of professional efficacy. The platform, therefore, acts as both a motivator and a medium for professional growth. Through self-paced learning and digital certifications, PMM provides recognition that supports career progression.

Academic supervision remains a critical element in maintaining and enhancing teacher performance. Supervisors play a role in offering structured feedback and supporting teacher growth through observation and dialogue. Effective academic supervision allows teachers to identify areas of improvement and receive guidance on best practices. When integrated with digital tools like PMM, supervision can become more data-driven and personalized. This integration promotes accountability and continuous learning among educators.

With regular academic supervision, teachers can better understand their instructional strengths and weaknesses. Supervisors can recommend specific modules or trainings from the PMM to address identified gaps. This targeted approach ensures that professional development is relevant and impactful. Furthermore, constructive feedback helps teachers feel supported rather than judged. The result is a learning environment where growth is encouraged and excellence is pursued collaboratively.

Positive supervision also helps build a culture of trust and mutual respect in the school environment. Teachers who feel valued and guided are more likely to be committed to their roles. This supportive culture contributes to motivation and job satisfaction. In turn, it improves individual and team performance, reinforcing the collective goals of the school. A healthy supervisory relationship, therefore, enhances both morale and professional practice.

These findings are supported by research from (Sunaedi & Rudji, 2023), which found that academic supervision significantly improves teacher performance. Likewise, Suarni (2023) found in his study on learning management that academic supervision and coaching led to better teacher outcomes. This body of research emphasizes the importance of leadership and mentorship in teacher development. Additionally, Sanglah (2021) argue that principal support and guidance are essential for expanding teacher competence. Their combined findings advocate for institutionalizing academic supervision as a continuous process rather than a periodic evaluation.

Teacher job satisfaction is another critical factor influencing performance. Teachers who are satisfied with their working conditions and professional development opportunities tend to be more engaged and effective in their roles. Satisfaction impacts not only their attitudes but also their energy, resilience, and long-term commitment to the profession. It also reduces turnover rates and contributes to the stability of teaching teams. Therefore, efforts to improve job satisfaction are essential to sustaining teacher performance.

Satisfied teachers tend to show greater creativity and initiative in their instructional practices. They are also more likely to collaborate with peers, engage in reflective teaching, and take on leadership roles in their schools. These behaviors contribute to a more vibrant and innovative school culture. Furthermore, teachers with high job satisfaction tend to build stronger relationships with students, which enhances classroom climate and student engagement. The emotional and psychological well-being of teachers thus becomes a key driver of school success.

Job satisfaction includes multiple components such as remuneration, recognition, career advancement, work-life balance, and collegiality. When these components are addressed holistically, teachers are more likely to feel appreciated and motivated. Platforms like PMM contribute by providing opportunities for self-development and peer recognition. The sense of achievement gained from completing trainings or receiving positive peer feedback can boost morale. Thus, job satisfaction is not solely dependent on financial rewards but also on professional fulfillment.

High levels of satisfaction lead to better student learning experiences. Teachers who enjoy their work are more attentive, empathetic, and patient in dealing with students' needs. They also model positive behaviors such as perseverance, curiosity, and respect—values that students can emulate. A satisfied teacher is not only a content worker but also an inspirational figure in the classroom. As such, enhancing job satisfaction should be prioritized in educational policy and practice.

In conclusion, the integration of the Merdeka Mengajar Platform (PMM), supported by effective academic supervision and improved job satisfaction, creates a holistic system that supports teacher performance. The synergy of digital tools, institutional guidance, and emotional well-being produces competent, motivated, and innovative teachers. This

combination is essential for ensuring high-quality education and fostering student success in the era of independent learning.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research and discussion that has been carried out, the following conclusions can be drawn: 1) The utilization of Merdeka Mengajar Platform has a significant effect on performance, meaning that the better the utilization of Merdeka Mengajar Platform, the better the teacher's performance. 2) Academic Supervision has a significant effect on teacher performance, meaning that the better the implementation of academic supervision by the principal, it can improve teacher performance. 3) Job satisfaction has a significant effect on teacher performance, meaning that the higher the level of teacher job satisfaction, the better it can improve teacher performance.

The author offers suggestions for teachers to continue using the Merdeka Mengajar Platform as a means of improving competence, even though currently the Merdeka Mengajar Platform has been transformed into the GTK Room in the Ministry of Education Home application. Teachers also actively participate in training and self-development to improve their digital competence in utilizing learning technology, and collaborate with peers to share ideas and experiences. In implementing academic supervision, the principal as a supervisor should not only focus on performance appraisal but also on teachers' professional development. Provide constructive and specific feedback to help teachers improve their learning practices.

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