International Journal of Academic Pedagogical Research (IJAPR)
ISSN: 2643-9123
Vol. 10 Issue 8 August - 2026, Pages: 9-17

The Relationship Between the Use of the Teachers and Education Office Staff and the Performance of Public Elementary School Teachers in Sukorambi District Jember Regency

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Abstract*: This study aims to analyze whether there is a relationship between the use of the Teachers and Education Office Staff platform and teacher performance in Public Elementary Schools (SDN) within the Sukorambi District, Jember Regency. A correlational research design was employed for this study. The research subjects consisted of 19 school principals and 57 teachers, selected using Quota Random Sampling based on criteria regarding teaching experience and technological proficiency. Primary data collection was conducted using a questionnaire instrument that had undergone validity and reliability testing. Once the data were fully collected, they were analyzed using Pearson Product-Moment Correlation and the Coefficient of Determination. The results indicate a positive and significant correlation between the use of the Teachers and Education Personnel office platform and teacher performance (r = 0.468 > 0.05). The coefficient of determination reveals that the use of this platform contributes 21.9% to teacher performance, while 78.1% is influenced by other factors such as school management support, teachers' personal motivation, and other available educational resources.*

Keywords: Teachers and Education Offive Staff Platform, Teacher Performance.

INTRODUCTION

In this all-digital era, the use of technology in daily life including within the field of education is crucial. Competition regarding educational quality between nations, or even between regions, is determined by the quality of human resources. Teachers play a pivotal role in cultivating such high-quality human resources. 21st-century teaching practices have emerged as a result of advancements in information and communication technology. Press Release No. 66/sipres/A6/II/2025 regarding the Freedom to Teach Platform highlights one of the innovations by the Ministry of Primary and Secondary Education to support 21st-century teacher competencies; this initiative has now been transformed into the Teachers and Education Office Staff Room.

The Teachers and Education Office Staff Room is an application or website designed to assist teachers by providing support for teaching, learning, and creative professional activities. This platform serves as a medium or teaching resource that facilitates classroom instruction, student assessment, self-paced training, and the creation of content to inspire fellow educators (Ramdani et al., 2022). The GTK space offers a variety of interactive features designed to enhance teacher performance during the learning process. Furthermore, it enables teachers to improve their understanding of curriculum implementation specifically regarding the Independent Curriculum.

In reality, enhancing teacher performance is no easy task. The use of technology does not always correlate directly with improvements in the quality of teacher performance. Many teachers still struggle to adapt to technology, particularly when accessing the independent teaching platform (Anggraini & Winarti, 2023) a challenge especially prevalent in remote areas or where there is a lack of support from the government and educational institutions. Previous research at Public Elementary School (SDN) Sindangsari 02 indicated that many teachers still lack a proper understanding of the Independent Curriculum (Priyadi et al., 2024). This issue arises from difficulties in comprehending the material via online training or digital platforms, often due to limited technological proficiency and age-related factors.

A key challenge facing education stakeholders is how to integrate an educational system into actual educational processes and conditions (Priyadi et al., 2024). Addressing educational issues requires the involvement of various aspects and specific conditions. Rapid technological advancements demand continuous adaptation from schools and teaching staff. According to the Programme for International Student Assessment (PISA) survey results, Indonesia ranked 72nd out of 78 countries in terms of educational quality (Alifah, 2021). The quality of education in Indonesia is still considered low. Achieving high-quality education requires the support of high-quality human resources, particularly educators.

Work performance encompasses achievement, conduct, and the actual execution of professional duties. A teacher's role extends beyond the mere transfer of knowledge; it requires specific competencies, professional attitudes, and positive social dispositions—with digital literacy becoming increasingly essential in the era of Industry 5.0. This era is driven by advanced digital technologies that transform perspectives, work methods, lifestyles, and learning processes through automation (Sasikirana &

Herlambang, 2017). Professional teachers consistently strive for self-development, such as by utilizing the Independent Teaching Platform to enhance the quality of school instruction and learning. The use of this platform positively impacts the capacity building and performance quality of teachers (Thoriq & Hidayati, 2024). Furthermore, Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers stipulates that teachers must possess four specific competencies, which serve as a framework for performance assessment.

Based on observations and interviews conducted on October 3, 2024, at Based on observations and interviews conducted on October 3, 2024, at Public Elementary School (SDN) Dukuhmencek 03 and Klungkung 02 in Sukorambi District with Ms. Ratih and Ms. Nia, findings emerged regarding the use of the Teachers and Education Office Staff Room.platform. Although the platform holds great potential, its implementation has not always proceeded smoothly. Challenges in utilizing the application include the requirement for an internet or data connection, which makes access difficult for schools in remote villages due to unstable connections or data limitations. Some teachers struggle to balance their teaching duties with the effort required to master the technology. Additionally, teachers nearing retirement often lack the confidence to adapt to the new technology. Dukuhmencek 03 and SDN Klungkung 02 in Sukorambi District with Ms. Ratih and Ms. Nia, findings emerged regarding the use of the Teachers and Education Office Staff Room Platform. Although the platform holds great potential, its implementation has not always proceeded smoothly. Challenges in utilizing the application include the requirement for an internet or data connection, which makes access difficult for schools in remote villages due to unstable connections or data limitations. Some teachers struggle to balance their teaching duties with the effort required to master the technology. Additionally, teachers nearing retirement often lack the confidence to adapt to the new technology. Dukuhmencek 03 and SDN Klungkung 02 in Sukorambi District with Ms. Ratih and Ms. Nia, findings emerged regarding the use of the Teachers and Education office staff room platform. Although the platform holds great potential, its implementation has not always proceeded smoothly. Challenges in utilizing the application include the requirement for an internet or data connection, which makes access difficult for schools in remote villages due to unstable connections or data limitations. Some teachers struggle to balance their teaching duties with the effort required to master the technology. Additionally, teachers nearing retirement often lack the confidence to adapt to the new technology.

While previous research has extensively addressed the role of information technology in education, a gap remains regarding how the Teachers and Education Office Staff Room Platform. influences teacher performance. An earlier study by Kartikasari et al. (2023) focused on the impact of using the platform on teachers' readiness to implement the Independent Curriculum (Kurikulum Merdeka), concluding that there was no significant influence. Consequently, this study offers a novel contribution by employing a correlational research design to explore the relationship between the use of the Teachers and Education Personnel office platform and the performance of public elementary school (SDN) teachers in Sukorambi District. Furthermore, this study seeks to identify factors influencing the platform's utilization and to provide new insights that could support the enhancement of educational quality. Based on this background, the research question is formulated as follows: "Is there a relationship between the Teachers and Education Personnel office room platform and the performance of public elementary school teachers in Sukorambi District, Jember Regency?

RESEARCH METHOD

The research design used in this study is a correlational research design. Correlational research aims to explore the existence of a relationship between two or more variables (Masyhud, 2025). This study utilizes a quantitative approach. The purpose of correlational research is to examine the relationship between variations in one factor and variations in one or more other factors; this relationship is measured using a correlation coefficient. The sample for this study consists of teachers and principals from Public Elementary Schools (SDN) in Sukorambi District. The sample was selected using the quota random sampling technique, which determined a sample size of one principal and three teachers per school in Sukorambi District. There are 19 Public Elementary Schools in Sukorambi District, Jember. Primary data collection was conducted using a questionnaire. The developed questionnaire underwent validity and reliability testing prior to its use for data collection.

Expert validation of the questionnaires yielded a score of 93, placing them in the "highly suitable" category. Meanwhile, reliability testing resulted in a coefficient of 0.946 for the questionnaire regarding the use of the Teachers and Education Office Staff Room Platform., indicating very high reliability. Similarly, the teacher performance questionnaire achieved a reliability score of 0.968, also falling into the very high reliability category. Based on these validity and reliability tests, it can be concluded that both questionnaires meet the requirements for use as research data collection instruments.

Table 1: Results of Expert Validity Analysis

Statement Number	Validator 1 Score	Validator 2 Score	Total Score	Score (1–100 Scale)
1.	5	5	10	100
2.	4	5	10	100
3.	4	5	10	100
4.	5	5	10	100
5.	5	4	8	80

Statement Number	Validator 1 Score	Validator 2 Score	Total Score	Score (1–100 Scale)
6.	4	5	9	90
7.	5	4	9	90
8.	5	5	9	90
9.	5	4	10	100
10.	4	5	10	100
Total	**46**	**47**	**93**	**930**

V alpro = Srt/Smt×100
V alpro = 93/100×100
V alpro = 0,93×100
V alpro = 93

The results of the reliability calculation for the questionnaire on the use of the Teachers and Education Personnel office room platform are as follows:

$$\boldsymbol{r_{xy}} = \frac{\mathbf{N}\sum \boldsymbol{XY} - (\sum \boldsymbol{X})(\sum \boldsymbol{Y})}{\sqrt{\{\boldsymbol{N}\sum \boldsymbol{X}^2 - (\sum \boldsymbol{X})^2\{\boldsymbol{n}\ \sum \boldsymbol{Y}^2 - (\sum \boldsymbol{Y})^2\}}}$$

$$r_{xy} = \frac{16\ (33.461) - (724)(733)}{\sqrt{\{16(33.128) - (724)^2\}\{16(33.867) - (733)\}}}$$

$$r_{xy} = \frac{535376 - 530692}{\sqrt{\{530048\ - 524176\}\{541872 - 537289\}}}$$

$$r_{xy} = \frac{4684}{\sqrt{5872x4583}}$$

$$r_{xy} = \frac{4684}{\sqrt{26911376}}$$

$$r_{xy} = 0{,}90291$$

Once the value of r_xy is determined, the split-half formula is applied as follows:

$$\boldsymbol{r_{ii}} = \frac{\boldsymbol{2\ x\ r_{xy}splihahf}}{\boldsymbol{1 + r_{xy}splihalf}}$$

$r_{11} = \frac{1.805}{1.902} = 0.948$

The following are the reliability results for the teacher performance questionnaire.

$$\frac{\mathbf{N}\sum \boldsymbol{XY} - (\sum \boldsymbol{X})(\sum \boldsymbol{Y})}{\sqrt{\{\boldsymbol{N}\sum \boldsymbol{X}^2 - (\sum \boldsymbol{X})^2\{\boldsymbol{n}\ \sum \boldsymbol{Y}^2 - (\sum \boldsymbol{Y})^2\}}}$$

$$r_{xy} = \frac{16\ (50754) - (902)(896)}{\sqrt{\{16(51096) - (902)^2\}\{16(50.446) - (896)^2\}}}$$

$$r_{xy} = \frac{812.064 - 808.192}{\sqrt{\{817.536 - 813.604\}\{807136 - 802816\}}}$$

$$r_{xy} = \frac{3872}{\sqrt{3932x4320}}$$

$$r_{xy} = \frac{3872}{\sqrt{16.986.240}}$$

$$r_{xy} = 0{,}939$$

Once the value of r_xy is determined, the split-half formula is applied as follows:

$$\boldsymbol{r_{ii}} = \frac{\boldsymbol{2\ x\ rxy\ splihahf}}{\boldsymbol{1 + rxysplihalf}}$$

$r_{11} = \frac{1.878}{1.939} = 0.968$

Expert validation results indicate that the instruments fall into the "highly feasible" category. Reliability testing showed that both the questionnaire on the use of the Teachers and Staff Room and the teacher performance questionnaire achieved a "very high" level of reliability. The study employed correlation analysis to determine the relationships between the variables under investigation. The Pearson Product-Moment correlation (r) technique is a parametric analysis method requiring interval and ratio scale data, subject to specific conditions such as normal distribution and linear relationships between variables.

The Product-Moment correlation technique is a statistical method used to determine whether a relationship exists between two variables (Masyhud, 2025b). The presence or absence of a relationship between variables can be determined as follows:

a) A significant relationship exists between variables if rxy > r-table at a significance level of 0.05 (or a 95% confidence level).
b) No significant relationship exists between variables if rxy < r-table at a significance level of 0.05 (or a 95% confidence level).

Following the Product-Moment correlation analysis, a coefficient of determination test was conducted to assess the extent of Variable X's contribution to Variable Y. The formula for determining the coefficient of determination is presented below.

$KD = r^2 \times 100\%$

NOTES:
KD : coefficient of determination
r : correlation coefficient

RESEARCH RESULTS AND DISCUSSION

Research Data

Data regarding the use of the Teachers and Education Office Staff Room Platform were obtained from questionnaires distributed to respondents. Once the respondents had completed the questionnaires, the data were collected and organized into a table. This table presents the numerical values derived from the respondents' answers to facilitate the data analysis process. The questionnaire results, including the recorded average total scores, are presented below.

Tabel 2: Results of the questionnaire on the use of the Teachers and Education Office Staff Room Platform

Responden	Total
R1	98.6667
R2	94.6667
R3	99.6667
R4	94.6667
R5	100
R6	103.333
R7	93.6667
R8	104.333
R9	98
R10	89.6667
R11	103.333
R12	109
R13	99.3333
R14	99
R15	100.333
R16	99
R17	98.6667
R18	99
R19	97

Tabel 3: Teacher performance survey results

Responden	Total
R1	124
R2	115
R3	127
R4	102
R5	107
R6	125

Responden	Total
R7	114
R8	122
R9	120
R10	118
R11	119
R12	130
R13	104
R14	123
R15	121
R16	119
R17	118
R18	126
R19	101

Data Analysis

a) Data Normality Test

The data normality test was conducted using the Kolmogorov-Smirnov test and analyzed with the aid of SPSS software. This test aims to determine whether the data distribution follows a normal distribution. Data is considered normally distributed if the significance (sig.) value is greater than 0.05. The normality test was performed by analyzing research data regarding the use of the Teachers and Education Office Staff Room Platform and teacher performance. The results of the normality test are as follows.

Table 4: Normality test using mean total scores

One-Sample Kolmogorov-Smirnov Test

		Penggunaan RGTK	Kinerja Guru
N		19	19
Normal Parameters[a,b]	Mean	99.0175	117.4211
	Std. Deviation	4.26654	8.45456
Most Extreme Differences	Absolute	.168	.164
	Positive	.168	.122
	Negative	-.151	-.164
Test Statistic		.168	.164
Asymp. Sig. (2-tailed)		.162[c]	.190[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the Kolmogorov-Smirnov test results at a 95% confidence level, the results for Ruang GTK usage showed a significance value of 0.162, while the results for teacher performance showed a significance value of 0.190. It can be concluded that the data follows a normal distribution because the significance values are greater than 0.05.

b) Data Linearity Test

The data linearity test was conducted using the SPSS program. This test aims to determine whether a linear relationship exists between two variables: the use of the Teachers and Education Office Staff Room Platform and teacher performance. The relationship is considered linear if the significance value (sig) is greater than 0.05. The results of the data linearity test are presented below.

Tabel 5: Linearity test results based on average total scores

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performace Teachers and Education Office Staff Room	Between Groups	(Combined)	1130.965	13	86.997	2.794	.132
		Linearity	281.787	1	281.787	9.051	.030
		Deviation from Linearity	849.178	12	70.765	2.273	.188
	Within Groups		155.667	5	31.133		
	Total		1286.632	18			

Based on the linearity test results, a significance value of 0.188 was obtained. From this result, it can be concluded that since the significance value is greater than 0.05, the data indicates a linear relationship.

c) Correlation Coefficient Test

The product-moment correlation coefficient test is used to determine whether a relationship exists between two variables: the use of the Teachers and Education Office Staff Room Platform and teacher performance. There are two methods for calculating this correlation coefficient: manually using the product-moment correlation formula or with the aid of the SPSS program. The correlation coefficient result obtained using the raw-score product-moment correlation formula utilizing the mean of the total scoresis as follows.

The results of the correlation coefficient calculation with the average total score, obtained using SPSS, are as follows.

Table 6: Correlation test with the average total score

Correlations

		Teacher Performace	Teacher Performance
Teacher Performace	Pearson Correlation	1	.468*
	Sig. (2-tailed)		.043
	N	19	19
Teacher Performance	Pearson Correlation	.468*	1
	Sig. (2-tailed)	.043	
	N	19	19

*. Correlation is significant at the 0.05 level (2-tailed).

The SPSS analysis, based on mean total scores and total scores, indicates that the Pearson correlation coefficient (r_xy) between the use of the Ruang GTK platform and teacher performance is 0.468 ($p < 0.05$). Comparing the calculated r_xy with the r-table value at a 95% confidence level reveals that r_xy > r-table (critical r) (0.468 > 0.456). Thus, it can be concluded that there is a significant, positive relationship—falling within the moderate category between the use of the Teachers and Education Office Staff Room Platform and teacher performance.

d) Hypothesis Testing

Hypothesis testing is conducted to determine whether the research hypothesis (Ha) is accepted or rejected. The hypothesis relies on the calculated correlation coefficient, which measures the strength of the relationship between the two variables under study. For the hypothesis to be accepted, the correlation coefficient value (r_xy) must exceed the table value (r_table) at a 95%

confidence level (or a 5% significance level). Conversely, the hypothesis is rejected if the rxy value is less than the r_table value at the 5% significance level.

In this study, the calculation yielded a correlation coefficient (rxy) of 0.468. Comparing r_xy with r_table reveals that r_xy > r_table (critical r) (0.468 > 0.456). The positive r_xy value inedicates a positive relationship between the use of the Teachers and Education Office Staff Room Platform of public elementary school teachers. The obtained *p*-value of 0.043 is less than 0.05; therefore, the relationship is considered significant. Based on this analysis, it is concluded that Ha is accepted—meaning there is a significant relationship between the use of the Teachers and Education Office Staff Room Platform of public elementary school teachers in Sukorambi District, Jember Regency.

e) Coefficient of Determination Test (KD)

The coefficient of determination test is conducted to determine the extent of the influence of the independent variable (X) on the dependent variable (Y) specifically, to examine the relationship between the use of the Teachers and Education Office Staff Room Platform and teacher performance. The coefficient of determination provides an indication of the proportion of variation in the dependent variable that can be explained by the independent variable. Based on the correlation coefficient results derived from the average total scores, the coefficient of determination can be calculated using the following formula.

KD = r^2 x 100%
KD = $0{,}468^2$ x 100%
KD = 0,219024 x 100%
KD = 21,9024%

The coefficient of determination test (KD) based on the average total score—calculated at 21.9024%—indicates that approximately 21.9% of the variation in teacher performance can be explained by the use of the Teachers and Education Office Staff Room Platform. This implies that factors other than the use of the Teachers and Education Office Staff Room Platform contribute approximately 78.1% to the variation in teacher performance. Thus, while the use of this platform does have an impact, other factors must also be considered to enhance teacher performance; specifically, the Teachers and Education Office Staff Room Platform influences teacher performance by 21.9%, while 78.1% is influenced by other factors.

f) Discussion

The study was conducted at public elementary schools (SDN) in the Sukorambi District, Jember Regency. The primary objective of this research was to explore whether a relationship exists between the use of the Teachers and Education Office Staff Room Platform and educational personnel support. A correlational research approach was employed. Data collection was carried out using questionnaires distributed to teachers and school principals at public elementary schools in the Sukorambi District.

The Teachers and Education Office Staff Room Platform and educational personnel support platform is an application or website designed to enhance the effectiveness and efficiency of both the instructional process and educational administration. The platform provides resources that support lesson planning, assessment, reporting, training, and other activities, all intended to facilitate teachers in fulfilling their responsibilities. Effective use of the platform supports professional development and competency building, which in turn can improve teacher performance. Teacher performance—encompassing both instructional duties and educational administrative tasks is assessed based on the specific competencies required of every teacher. A teacher's success in carrying out their duties and responsibilities is reflected in the level of performance they demonstrate.

Questionnaire results indicate that scores for the use of the Teachers and Education Office Staff Room Platform of public elementary school teachers ranged from 89.66667 to 109, with a mean of 99.01754. Meanwhile, teacher performance scores ranged from 101 to 130, with a mean of 117.4737. The calculated correlation coefficient (rxy between the use of the Ruang GTK platform and teacher performance was 0.468. When comparing the calculated rxy to the r-table (critical r) at a 5% significance level with N=19, the result was rxy> r-{table (0.468 > 0.456). According to Rivai's theory, effective instructional media must consider user capabilities, ease of use, material availability, relevance, and utility (Pratiwi & Meilani, 2018). The findings of this study support that theory. Thus, the alternative hypothesis is accepted, indicating a significant positive relationship between the use of the Teachers and Education Office Staff Room Platform of public elementary school teachers and the performance of public elementary school teachers in Sukorambi District, Jember Regency.

Teacher performance is influenced by both internal and external factors. It can be measured through the four key competencies stipulated in Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers: pedagogic, personality, professional, and social competencies. The coefficient of determination indicates that 21.9% of teacher performance is influenced by the use of the Teachers and Education Office Staff Room Platform, while the remaining 78.1% is influenced by other factors—specifically internal and external ones. Internal factors originate from within the teacher, such as motivation, skills, and knowledge. Conversely, external factors stem from the work environment, including behavior, support from superiors or colleagues,

and the availability of adequate facilities and infrastructure. Thus, improving teacher performance depends not only on the use of technology like the Teachers and Education Office Staff Room Playform but also on the interplay of internal and external factors affecting teachers as they carry out their duties. Performance improvement relies not merely on technology, but also on how these other factors interact and support the teacher's work.

The Teachers and Education Office Staff Room platform represents a transformation of the teaching independece Platform. This platform serves as a highly beneficial tool for teachers seeking to enhance their professional competence. According to Lena et al. (2023), the platform offers various features that support teachers' work, enabling learning objectives to be achieved effectively and measurably. Independent teaching platform not only provides in-depth information regarding the Independent Curriculum but also serves as a space for teachers to be creative and share inspirational videos with peers regarding the implementation of instruction. Furthermore, research by Nur Isnaini (2022) shows that 87.6% of respondents agreed that Independent teaching platform contributes significantly to teacher competency development. Consequently, the Teachers and Education Office Staff Room platform functions not only as a source of information but also as a collaborative and innovative platform for teachers.

Based on the data analysis, a positive and significant relationship exists between the use of the Teachers and Education Office Staff Room and teacher performance, with a contribution of 21.9%. This relationship is linear, indicating that improved access to the learning platform leads to better performance; however, teacher performance is also influenced by interactions with other factors.

CONCLUSION

Based on the research findings regarding the relationship between the use of the Teachers and Education Office Staff Room platform and teacher performance at public elementary schools (SDN) in Sukorambi District derived from the Product Moment correlation analysis and the discussion presented in the previous chapter—it can be concluded that rxy> r-table, specifically 0.468>0.456. This indicates a significant relationship between the use of the Teachers and Education Office Staff Room platform and teacher performance. The calculation of the coefficient of determination reveals that the use of the Teachers and Education Office Staff Room platform contributes 21.9% to teacher performance, falling into the moderate category. The remaining 78.1% is influenced by other factors.

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