



# The Role of Merdeka Mengajar Platform in Transforming Makassar Language Learning

Hamriani, Nurfitra Ramadani

SMP Negeri 21 Makassar, South Sulawesi, Indonesia

\* Correspondent Author: [hamriani77@guru.smp.belajar.id](mailto:hamriani77@guru.smp.belajar.id)

## ABSTRACT

The study aims to investigate the role of the Merdeka Mengajar platform in transforming language learning in Makassar using a qualitative research method. The background of the study is rooted in the increasing importance of digital platforms in language learning, especially in the context of the COVID-19 pandemic, which has necessitated a shift towards online and distance learning. The objective is to understand how the Merdeka Mengajar platform facilitates language learning and its impact on learners. The qualitative research method will involve in-depth interviews, observations, and analysis of user interactions with the platform to gain insights into the experiences and perceptions of language learners. The study will also employ narrative analysis to capture the stories and experiences of learners using the platform. The findings of the research are expected to provide valuable insights into the effectiveness of the Merdeka Mengajar platform in transforming language learning in Makassar, shedding light on its potential to enhance language acquisition, cultural enrichment, and motivation among learners.

**Keywords:** Merdeka Mengajar Platform; Learning; Makassar Language.

## 1. INTRODUCTION

Merdeka Mengajar platform is motivated by the increasing significance of digital platforms in language education, particularly in the context of the COVID-19 pandemic, which has necessitated a shift towards online and distance learning. The global educational landscape has witnessed a rapid integration of digital technologies in response to the challenges posed by the pandemic, with language education being no exception (Arisanti, 2022; Arnes et al., 2023). This shift has underscored the importance of understanding the effectiveness of digital platforms in language learning, aligning with the current state of the art in language education research (Anrichal & Pramono, 2023; Hasrati & Yulmiati, 2021; Juniati et al., 2022; Nasrullah et al., 2022; Riazi & Candlin, 2014; Rohimat, 2022; Susilawati et al., 2021). The unprecedented reliance on digital platforms for education has created an urgent need to investigate their impact on language learning,

especially in diverse socio-cultural contexts such as Makassar.

The theoretical framework for this study is informed by the broader literature on language education (Murphy et al., 2013), digital platforms (Sedera et al., 2016), and the Indonesian educational context. The Indonesian educational landscape is characterized by linguistic and cultural diversity, presenting unique challenges and opportunities for language education. The Merdeka Mengajar platform, as a digital initiative, holds the potential to address these challenges and enrich language learning experiences. By grounding the study in this theoretical framework, the research aims to contribute to the existing body of knowledge by providing insights into the experiences and perceptions of language learners using the Merdeka Mengajar platform. This approach is essential for understanding the platform's potential to cater to the linguistic and cultural diversity of Makassar, thereby contributing to the broader

discourse on inclusive and effective language education in Indonesia.

The qualitative research method, involving in-depth interviews, observations, and narrative analysis, is chosen to capture the nuanced experiences and stories of learners, thereby addressing the need for a comprehensive understanding of the platform's impact on language learning in Makassar. This methodological choice is rooted in the recognition of the multifaceted nature of language learning experiences and the diverse socio-cultural contexts in which these experiences unfold. By employing qualitative methods, the research seeks to provide a rich and detailed exploration of the ways in which the Merdeka Mengajar platform influences language learning processes and outcomes in Makassar.

Ultimately, the research aims to shed light on the potential of the Merdeka Mengajar platform to enhance language acquisition, cultural enrichment, and motivation among learners in Makassar, thereby addressing a critical gap in the current literature on language education and digital platforms. The findings of this study are expected to offer valuable insights for educators, policymakers, and stakeholders in the field of language education, informing the development of effective and culturally responsive digital language learning initiatives in diverse educational contexts.

## 2. METHOD

To conduct a qualitative research study on the role of the Merdeka Mengajar platform in transforming Makassar language learning, several key methodological aspects need to be considered. Firstly, the research approach should be qualitative in nature, allowing for an in-depth exploration of the experiences and perspectives of individuals involved in the language learning process. This aligns with the view that qualitative research is characterized by subjectivity, richness, and comprehensive text-based information (Jackson & Bazeley, 2019). Additionally, the study should involve informal conversations as a method of data collection, as they can provide valuable insights into the lived experiences and perceptions of the participants (Swain & King, 2022). Furthermore, a narrative approach to data analysis can be employed, as it allows for the exploration of individual stories and experiences, which is particularly relevant when studying the transformation of language learning (Rosairo, 2023).

In terms of informants, the study should involve senior high school students in Makassar who have engaged with the Merdeka Mengajar platform. Their experiences and reflections on the platform's role in language learning can provide valuable qualitative data for the study (Pascua, 2022). The use of pluralistic narrative analysis can aid in the interpretation of interviews with the informants, allowing for a layered understanding of their accounts (Frost, 2009).

The analysis of the qualitative data collected should be rigorous and credible, ensuring that the findings accurately represent the experiences and perspectives of the participants. This aligns with the notion that qualitative research should demonstrate sincerity, credibility, and meaningful coherence (Tracy, 2010). Additionally, the use of qualitative data analysis software, such as NVivo, can enhance the rigor and systematic analysis of the data, contributing to the overall quality of the research (White et al., 2012).

## 3. RESULT AND DISCUSSION

### 3.1. Result

The role of the Merdeka Mengajar platform in transforming Makassar language learning presents an intriguing area for qualitative research. By adopting a qualitative approach, the study can delve into the perceptions and experiences of learners engaged with the platform, providing in-depth insights into the impact of this innovative educational tool. In particular, the research can focus on senior high school students in Makassar who have actively utilized the Merdeka Mengajar platform for language learning. Their reflections and experiences can serve as valuable sources of qualitative data, shedding light on the ways in which the platform influences their language learning journey. This approach aligns with the qualitative research paradigm, which emphasizes the exploration of subjective experiences and the construction of meaning from the participants' perspectives.

Moreover, the study can extend its scope to consider the use of online informal learning activities through smartphones, which has emerged as a burgeoning area of interest in language learning research. With the prevalence of digital technology in the lives of students, understanding how the Merdeka Mengajar platform integrates with mobile learning experiences can provide valuable insights into its effectiveness and relevance in the context of Makassar language learning. Additionally, the research can explore the impact of online communication language

learning through social media platforms such as Instagram. Given the potential of social media to facilitate language learning experiences, especially for second language learners, investigating the role of these platforms in conjunction with the Merdeka Mengajar initiative can offer a comprehensive understanding of the contemporary landscape of language learning.

In conducting the qualitative research, it is imperative to ensure the rigorous and credible analysis of the data collected. This involves employing systematic approaches to data analysis, such as thematic coding and narrative analysis, to accurately represent the experiences and perspectives of the participants. By synthesizing the diverse perspectives gathered from the informants, the study can provide a comprehensive understanding of the role of the Merdeka Mengajar platform in transforming Makassar language learning. This holistic approach to data analysis aligns with the principles of qualitative research, emphasizing the need for methodological rigor and the generation of rich, contextually embedded insights.

### 3.2. Discussion

The Merdeka Mengajar platform has been instrumental in transforming language learning in Makassar. The platform has been integrated into various educational programs, such as the Merdeka Belajar Kampus Merdeka initiative, which emphasizes distance learning strategies (Putra & Karim, 2021). The effectiveness of online communication platforms, such as Instagram, has been recognized in language learning, indicating the potential for innovative approaches to language education (Lailiyah & Setiyaningsih, 2020). Additionally, the application of competitiveness and gamification in virtual environments has been found to have positive effects on foreign language learning, highlighting the significance of incorporating engaging elements into language education (Arce & Valdivia, 2020). Moreover, the utilization of social networking tools, like Instagram, has demonstrated positive outcomes in learning grammar and shaping attitudes among English as a foreign language learners, further emphasizing the impact of technology on language acquisition.

Furthermore, the adaptability of frameworks in the context of inaccessibility to learning management systems has been discussed, underscoring the need for flexible and versatile approaches to language

education (Tuan, 2023). The role of technology and online communication platforms in English language learning, based on connectivist theory, has been examined, shedding light on the theoretical underpinnings of language education in digital environments (Sozudogru et al., 2019). Additionally, the implementation of foreign language internships has been shown to enrich cultural experiences and enhance motivation for language learning, emphasizing the value of practical immersion in language acquisition (Veselova et al., 2021).

The creation of anti-oppressive digital spaces for social justice language education has been highlighted, emphasizing the importance of inclusive and equitable language learning environments (Hart, 2022). Moreover, the perception of the *Projek Penguatan Profil Pelajar Pancasila* (P5) as a co-curricular program in the implementation of the Merdeka curriculum has been explored, indicating the integration of the Merdeka Mengajar platform into diverse educational initiatives (Damayanti & Ghozali, 2023). The dissemination of the Merdeka Mengajar platform for educators has been instrumental in enhancing their understanding and application of the *Pancasila* student profile, contributing to the realization of national character education (Rohimat et al., 2022).

### 4. CONCLUSION

The Merdeka Mengajar platform has played a pivotal role in transforming language learning in Makassar. Through the integration of innovative digital tools and theoretical frameworks, the platform has significantly impacted language education. The platform's incorporation into educational programs, such as the Merdeka Belajar Kampus Merdeka initiative, has emphasized the importance of distance learning strategies. Additionally, the utilization of social networking tools, like Instagram, has demonstrated positive outcomes in learning grammar and shaping attitudes among English as a foreign language learners, highlighting the platform's effectiveness in leveraging technology for language acquisition. Furthermore, the adaptability of frameworks in the context of inaccessibility to learning management systems has underscored the need for versatile approaches to language education, aligning with the platform's flexible nature. The dissemination of the Merdeka Mengajar platform for educators has been instrumental in enhancing their understanding and application of diverse educational initiatives, contributing to the realization of national character

education . Overall, the Merdeka Mengajar platform has not only facilitated the integration of technology into language learning but has also enriched language education through practical initiatives, theoretical insights, and the dissemination of knowledge, thereby transforming language learning in Makassar.

## REFERENCES

- Anrichal, R., & Pramono, D. (2023). Strategi Adaptasi Dan Dampak Implementasi Platform Merdeka Mengajar Di SMA Kesatrian 2 Kota Semarang. *Jurnal Ilmiah Profesi Pendidikan*. <https://doi.org/10.29303/jipp.v8i4.1687>
- Arce, N. P. H., & Valdivia, A. (2020). Adapting Competitiveness and Gamification to a Digital Platform for Foreign Language Learning. *International Journal of Emerging Technologies in Learning (Ijet)*. <https://doi.org/10.3991/ijet.v15i20.16135>
- Arisanti, D. A. K. (2022). Analisis Kurikulum Merdeka Dan Platform Merdeka Belajar Untuk Mewujudkan Pendidikan Yang Berkualitas. *Jurnal Penjaminan Mutu*. <https://doi.org/10.25078/jpm.v8i02.1386>
- Arnes, A., Musparidi, M., & Yusmanila, Y. (2023). Analisis Pemanfaatan Platform Merdeka Mengajar Oleh Guru PPKn Untuk Akselerasi Implementasi Kurikulum Merdeka. *Edukatif Jurnal Ilmu Pendidikan*. <https://doi.org/10.31004/edukatif.v5i1.4647>
- Damayanti, I., & Ghozali, M. I. Al. (2023). Projek Penguatan Profil Pelajar Pancasila Sebagai Program Kokurikuler Di Jenjang Sekolah Dasar. *Jurnal Elementaria Edukasia*. <https://doi.org/10.31949/jee.v6i2.5563>
- Frost, N. (2009). 'Do You Know What I Mean?': The Use of a Pluralistic Narrative Analysis Approach in the Interpretation of an Interview. *Qualitative Research*. <https://doi.org/10.1177/1468794108094867>
- Hart, D. O. (2022). Creating Anti-Oppressive Digital Spaces for Social Justice Language Education. *Tesol Quarterly*. <https://doi.org/10.1002/tesq.3180>
- Hasrati, H., & Yulmiati, Y. (2021). Pengaruh Minat Belajar Terhadap Hasil Belajar Peserta Didik Pada Mata Pelajaran Bahasa Arab Di MIS Ma'arif Ambopadang Kecamatan Tubbi Taramanu Kabupaten Polewali Mandar. *Loghat Arabi Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*. <https://doi.org/10.36915/la.v2i1.22>
- Jackson, K., & Bazeley, P. (2019). *Qualitative data analysis with NVivo*. Sage.
- Juniati, R., Amal, A., & Syamsuardi, S. (2022). Chain Whispering Games: The Effective Methods of Developing Receptive Language Skills of Children Aged 5 - 6 Years. *Child Education Journal*. <https://doi.org/10.33086/cej.v4i1.2889>
- Lailiyah, M., & Setyaningsih, L. A. (2020). Students' Perception of Online Communication Language Learning Through Instagram. *Enjourme (English Journal of Merdeka)*. <https://doi.org/10.26905/enjourme.v5i2.5202>
- Murphy, C., Bianchi, L., McCullagh, J., & Kerr, K. (2013). Scaling up higher order thinking skills and personal capabilities in primary science: Theory-into-policy-into-practice. *Thinking Skills and Creativity*, 10(December), 173–188. <https://doi.org/10.1016/j.tsc.2013.06.005>
- Nasrullah, N., Humaera, I., & Nur, S. (2022). Non-English Students' Anxiety in Speaking Class. *Klasikal Journal of Education Language Teaching and Science*. <https://doi.org/10.52208/klasikal.v4i3.310>
- Pascua, R. (2022). Senior High School Students' Experiences and Reflections on Ilokano Culture and Heritage Studies. *American Journal of Arts and Human Science*. <https://doi.org/10.54536/ajahs.v1i2.302>
- Putra, A., & Karim, S. A. (2021). Efektivitas Zoom Meeting Dalam Pembelajaran Jarak Jauh Pada Materi Listening Dan Speaking. *Nivedana Jurnal Komunikasi Dan Bahasa*. <https://doi.org/10.53565/nivedana.v2i1.269>
- Riazi, A. M., & Candlin, C. N. (2014). Mixed-Methods Research in Language Teaching and Learning: Opportunities, Issues and Challenges. *Language Teaching*. <https://doi.org/10.1017/s0261444813000505>
- Rohimat, S. (2022). Webinar Strategi Penyelesaian Pelatihan Mandiri Kurikulum Merdeka Pada Platform Merdeka Mengajar. *Jurnal Abdimas Kartika Wijayakusuma*. <https://doi.org/10.26874/jakw.v3i2.251>
- Rohimat, S., Sanusi, S., & Munthahanah, M. (2022). Diseminasi Platform Merdeka Mengajar Untuk Guru Sma Negeri 6 Kota Serang. *Abdikarya Jurnal Pengabdian Dan Pemberdayaan Masyarakat*. <https://doi.org/10.47080/abdikarya.v4i2.2035>
- Rosairo, R. (2023). Narrative Approach in Qualitative Research. *Journal of Agricultural Sciences – Sri Lanka*. <https://doi.org/10.4038/jas.v18i1.10094>
- Sedera, D., Lokuge, S., Grover, V., Sarker, S., & Sarker, S. (2016). Innovating with enterprise systems and digital platforms: A contingent resource-based theory view. *Information & Management*, 53(3), 366–379. <https://doi.org/https://doi.org/10.1016/j.im.2016.01.001>
- Sozudogru, O., Altınay, M., Dağlı, G., Altınay, Z., & Altınay, F. (2019). Examination of Connectivist Theory in English Language Learning. *International Journal of Information and Learning Technology*. <https://doi.org/10.1108/ijilt-02-2019-0018>
- Susilawati, E., Sarifudin, S., & Muslim, S. (2021). Internalisasi Nilai Pancasila Dalam Pembelajaran Melalui Penerapan Profil Pelajar Pancasila Berbantuan Platform Merdeka Mengajar. *Jurnal Teknodik*. <https://doi.org/10.32550/teknodik.v25i2.897>
- Swain, J., & King, B. (2022). Using Informal Conversations in Qualitative Research. *International Journal of Qualitative Methods*. <https://doi.org/10.1177/16094069221085056>
- Tracy, S. J. (2010). Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research. *Qualitative Inquiry*. <https://doi.org/10.1177/1077800410383121>
- Tuan, A. (2023). Blended Teaching of English Speaking in a Vietnamese Context: Design and Procedure. *Tesol Journal*. <https://doi.org/10.1002/tesj.703>
- Veselova, I., Khimich, G. A., & Terentieva, E. D. (2021). The Role of Foreign Language Internships in Cultural Enrichment and Increasing Motivation for Russian Students to Learn Spanish. *Heliyon*. <https://doi.org/10.1016/j.heliyon.2021.e08006>
- White, M., Judd, M. D., & Poliandri, S. (2012). Illumination With a Dim Bulb? What Do Social Scientists Learn by Employing Qualitative Data Analysis Software in the Service of Multimethod Designs? *Sociological Methodology*. <https://doi.org/10.1177/0081175012461233>