

The Role of Teacher Competency in Mediating the Influence of the Independent Teaching Platform on Teacher Performance at SMK Negeri 2 Bener Meriah

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Abstract—This study aims to analyze the influence of the Independent Teaching Platform on teacher performance with teacher competence as an intervening variable at SMK Negeri 2 Bener Meriah. The approach used is quantitative with the Partial Least Square (PLS) analysis technique. The sample in this study is the entire teacher population at SMK Negeri 2 Bener Meriah which totals 72 people, consisting of ASN and PPPK teachers. The results of the study show that the Independent Teaching Platform has a positive and significant effect on teacher performance, as well as a positive and significant effect on teacher competence. Teacher competence has also been proven to have a positive and significant effect on teacher performance. In addition, there is a significant indirect influence of the Independent Teaching Platform on teacher performance through teacher competence as an intervening variable. This study concludes that increasing the use of the Independent Teaching Platform can encourage an increase in teacher competence, which ultimately has an impact on improving teacher performance. Therefore, the use of this platform needs to be continuously improved and integrated in teachers' professional development strategies on an ongoing basis.

Keywords—Independent Teaching Platform, Teacher Competence, Teacher Performance

I. INTRODUCTION

Education is the main foundation in creating superior and competitive human resources. To answer the challenges of globalization and rapid technological development, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia launched the Merdeka Curriculum as a form of national education transformation. This curriculum emphasizes student-centered learning, learning differentiation, and character strengthening through the Pancasila student profile strengthening project (Ministry of Education and Culture, 2022).

The implementation of the Independent Curriculum in schools requires teachers' readiness to design and implement flexible, adaptive, and contextual learning. Therefore, training on the Independent Curriculum is an important key in improving teachers' understanding and skills in implementing the curriculum effectively. Systematic and continuous training has been proven to be able to improve teacher competence, both pedagogically and professionally (Novianti & Amalia, 2023).

As part of the supporting ecosystem of the Independent Curriculum, the government also provides an Independent Teaching Platform (PMM) which functions as an independent learning medium for teachers. This platform provides various features such as self-paced training, teaching tools, and good practice videos that help teachers develop themselves professionally (Putri & Nurhidayat, 2023). The optimal use of PMM has been proven to encourage the improvement of teachers' reflective abilities and enrich learning practices in the classroom (Wulandari et al., 2023).

However, the effectiveness of the Independent Curriculum training and the use of the Independent Teaching Platform is highly dependent on the competence of teachers. Teacher competence, which includes pedagogical, professional, social, and personality competencies (Permendiknas No. 16 of 2007) is the foundation in determining the quality of teacher performance in schools. Teachers who have high competence tend to show better performance in terms of planning, implementation, and evaluation of learning (Sari & Pratama, 2021).

At SMK Negeri 2 Bener Meriah, the implementation process of the Independent Curriculum still faces various challenges, ranging from limitations in training, lack of optimal use of digital platforms, to significant variations in competencies between teachers. Therefore, it is necessary to conduct in-depth research to examine the influence of the Independent Curriculum training and the Independent Teaching Platform on teacher performance, with teacher competence as an intervening variable.

This research is expected to make a real contribution to the development of teacher training and mentoring policies, as well as provide input in designing strategies to improve teacher performance based on technology and field needs.

II. LITERATURE REVIEW

A. Theoretical Framework

1) Teacher Performance

a) Definition of Teacher Performance

Sudjana (2022) teacher performance is the teacher's ability to plan, implement, and evaluate the learning process in the classroom, as well as carry out other professional tasks optimally.



b) Teacher Performance Indicators

Sudjana (2022) identifies several indicators of teacher performance that reflect the effectiveness of carrying out their duties:

- 1) Learning Planning
Teachers' ability to design learning implementation plans (RPP) that are in accordance with the curriculum and student needs.
- 2) Learning Implementation
The effectiveness of teachers in delivering material, using the right methods, and managing classes in a conducive manner.
- 3) Learning Evaluation
Teachers' ability to assess student learning outcomes through various objective and relevant evaluation techniques
- 4) Professional Development
Teachers' participation in self-development activities, such as training, seminars, and workshops to improve their competence.
- 5) Interpersonal Relationships
The quality of teachers' interactions and communication with students, colleagues, and students' parents.

B. Teacher Competence

1) Understanding Teacher Competence

Mulyasa (2021) states that teacher competence is a set of knowledge, skills, and behaviors that must be possessed, appreciated, and mastered by teachers in carrying out their professional duties. This competency includes the ability to design learning, carry out the learning process, evaluate learning outcomes, and develop professionalism in an ongoing manner. "Teacher competence is a combination of intellectual, emotional, and social abilities that are integrated in the implementation of professional duties."

2) Teacher Competency Indicators

Teacher Competency Indicators according to Mulyasa

- a) Competence in Education
Teachers' ability to manage student-centered learning.
- b) Personality Competencies
Reflecting the teacher's personal attitude and integrity as an educator.
- c) Social Competence
The ability of teachers to interact effectively in the educational environment and society.
- d) Professional Competence
Refers to mastery of teaching materials and the ability to organize learning content.

C. Independent Teaching Platform

1) Definition of Independent Teaching Platform

Putri & Nurhidayat (2023) Stating that the Merdeka Mengajar Platform is a technology-based digital media that provides access to teachers to develop their professional competencies through training, teaching tools, and inspirational videos of good practices from other teachers.

2) Indicators of the Independent Teaching Platform

- Utilization of Self-Training Features

The Merdeka Mengajar platform provides independent training in the form of short modules that can be accessed at any time by teachers.

- Utilization of Teaching Tools
Teaching tools are ready-to-use teaching materials such as modules, lesson plans, and worksheets available in PMM.
- Utilization of Inspirational Videos & Community of Good Practices
PMM also provides good practice videos from other teachers as well as a community discussion forum among teachers.

Conceptual Framework

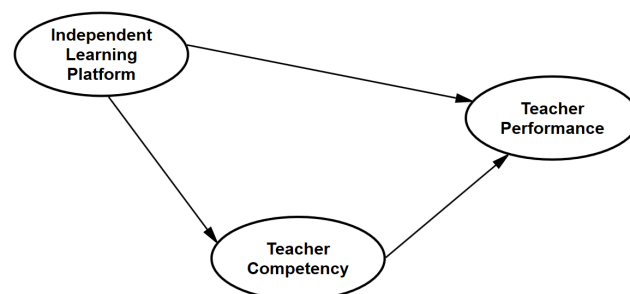


Fig. 1. Conceptual Framework

D. Research Hypothesis

- H1: The independent teaching platform has a positive and significant effect on teacher performance at SMK Negeri 2 Bener Meriah.
- H2: The independent teaching platform has a positive and significant effect on teacher competence at SMK Negeri 2 Bener Meriah.
- H3: Teacher competence has a positive and significant effect on teacher performance at SMK Negeri 2 Bener Meriah.
- H4: The independent teaching platform has a positive and significant effect on teacher performance through teacher competence at SMK Negeri 2 Bener Meriah.

III. RESEARCH METHODS

A. Types of Research

The type of research that the researcher uses is quantitative research. This type of quantitative research is carried out to make a study that aims to adjust a research and to analyze the role of teacher competence in mediating the influence of the independent teaching platform on teacher performance at SMK Negeri 2 Bener Meriah.

B. Research Location and Research Time

The location of the research was conducted at SMK Negeri 2 Bener Meriah, which is located at Lampahan Barat, Timang Gajah District, Bener Meriah Regency, Aceh. The research was carried out for 3 months, from May to July 2025.

C. Population and Sample

In this study, the population is 72 people, consisting of 65 ASN and 7 PPPK teachers. The sample used in this study is a saturated sample because all populations are used as samples because the number is relatively small and it is possible to study it as a whole.

D. Research Data Sources

The data source used in this study is primary data.

IV. RESULTS AND DISCUSSION

A. Outer Model Review

Outer Model analysis using the PLS Algorithm, yielding:

1) Validity Test

TABLE I. VALUE OF OUTER LOADINGS

	Independent Teaching Platform	Teacher Competency	Teacher Performance
X1.1	0,859		
X1.2	0,795		
X1.3	0,860		
X1.4	0,854		
X1.5	0,800		
X1.6	0,819		
Y.1			0,780
Y.2			0,792
Y.3			0,835
Y.4			0,790
Y.5			0,834
Z.1		0,819	
Z.2		0,889	
Z.3		0,863	
Z.4		0,861	
Z.5		0,836	

Source: PLS Smart Output, 2025

Based on the values in Table 1 above, showing the results of the outer model test through the loading factor / outer loadings value, all indicators in each variable have a loading value ≥ 0.70 . This shows that each indicator is able to represent a measured construct validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the criteria of convergent validity and can be used in subsequent analysis. For more details on the above value, you can also see the following figure.

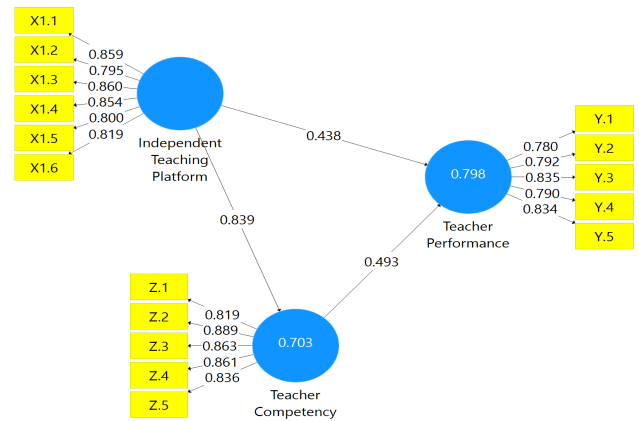


Fig. 2. Outer Loadings

2) Reliability Test

TABLE II. CONSTRUCT RELIABILITY AND VALIDITY

	Cronbach's Alpha	rho _a	Composite Reliability	Average Variance Extracted (AVE)
Independent Teaching Platform	0,911	0,913	0,931	0,692
Teacher Competency	0,907	0,909	0,931	0,729
Teacher Performance	0,865	0,869	0,903	0,650

Source: PLS Smart Output, 2025

From Table 2 above, the reliability test results show that Cronbach's Alpha and Composite Reliability values on all constructs have values above 0.70. This shows that all indicators have high internal consistency and are reliable in measuring their respective constructs. Thus, the research instrument is declared reliable and feasible for use in structural model testing.

B. Coefficient of Determination (R²)

In assessing a model with PLS it starts by looking at the R-square for each dependent latent variable. The table below is the result of Rsquare estimation using SmartPLS.

TABLE III. R SQUARE RESULTS

	R Square	R Square Adjusted
Teacher Competency	0,703	0,701
Teacher Performance	0,798	0,795

Source: Smart PLS, 2025

In table 3, there is an R square value in both dependent variables for the teacher competency variable, there is an R square value of 0.703, meaning that the influence of the independent teaching platform is 0.703 or 70.3%, the rest is in other variables outside the model. The R square value of teacher performance is 0.798, meaning that the independent teaching platform and teacher competence are 0.798 or 79.8%, the rest is in other variables outside the model.

C. Structural Model Testing (Inner Model)

1) Pengujian Hypothesis

a) Direct Influence Between Variables

The direct influence between variables can be seen in the value of *path coefficients*. The results of the data processing show the value of direct influence can be seen in the following table.

TABLE IV. PATH COEFFICIENTS (DIRECT INFLUENCE)

	Original Sample	T Statistics	P Values	Conclusion
Independent Teaching Platform -> Teacher Performance	0,438	4,368	0,000	Accepted
Independent Teaching Platform -> Teacher Competency	0,839	25,183	0,000	Accepted
Teacher Competency -> Teacher Performance	0,493	4,904	0,000	Accepted

Source: PLS Smart Output, 2025

In the results of Table 4, there is a direct influence value which will be explained as follows:

- The independent teaching platform has a positive and significant effect on teacher performance with a t-statistical value of 4.368 above 1.96 and a significance of 0.000 below 0.05, meaning that the independent teaching platform has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are not in line with previous research, namely that organizational culture has a positive and significant effect on teacher performance (Sudarsih, 2023).
- The independent teaching platform has a positive and significant effect on teacher competence with a t-statistical value of 25.183 above 1.96 and a significance of 0.000 below 0.05, meaning that the independent teaching platform has a positive and significant effect on teacher competence because the significance value is below 0.05. The results of this study are in line with research conducted by Putri et al (2024) which stated that the independent teaching platform has a positive and significant effect on teacher competence.
- Teacher competence has a positive and significant effect on teacher performance with a t-statistical value of 4.904 above 1.96 and a significance of 0.000 below 0.05, meaning that teacher competence has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are in accordance with the results of previous research which stated that teacher competence has a positive and significant effect on teacher performance (Haryono et al, 2020).

D. Indirect Influence Between Variables

The indirect influence between variables can be seen in the value of *specific indirect effects*. The results of data processing show the value of indirect influence can be seen in Table 5 below.

TABLE V. SPECIFIC INDIRECT EFFECTS

	Original Sample	T Statistics	P Values	Conclusion
Independent Teaching Platform -> Teacher	0,414	4,859	0,000	Accepted

	Original Sample	T Statistics	P Values	Conclusion
Competency -> Teacher Performance				

Source: Smart PLS, 2025

In table 5, there is an indirect influence between variables, namely:

The independent teaching platform has a positive and significant effect on teacher performance through teacher competence with a t-statistical value of 4.859 and a significance value of 0.000, meaning that teacher competence plays a role as an intervening variable between the independent teaching platform on teacher performance.

V. CONCLUSION

- The independent teaching platform has a positive and significant effect on teacher performance at SMK Negeri 2 Bener Meriah.
- The independent teaching platform has a positive and significant effect on the competence of teachers at SMK Negeri 2 Bener Meriah.
- Teacher competence has a positive and significant effect on teacher performance at SMK Negeri 2 Bener Meriah.
- The independent teaching platform has a positive and significant effect on teacher performance through teacher competence at SMK Negeri 2 Bener Meriah.

VI. SUGGESTION

- The independent teaching platform with the statement "The Utilization of Independent Training for Teacher Competence Improvement". Encourage teachers to keep a reflective journal after completing each self-training module, so they can evaluate their understanding and plan for the application of the training materials in teaching practice.
- For the teacher competency variable with the statement "I understand the learning characteristics of each student in my class". Conduct diagnostic assessments or learning style mapping at the beginning of the semester to obtain objective data on each student's needs, interests, and learning styles.
- Teacher performance with the statement "In-depth mastery of teaching materials". Join learning communities or professional discussion forums between teachers to deepen their understanding of teaching materials through sharing relevant experiences, learning resources, and teaching practices.

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