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Research Article

TEACHER MOBILIZERS' STRATEGIES IN ENHANCING STUDENTS' CREATIVITY THROUGH THE *INDEPENDENT TEACHING (MERDEKA MENGAJAR)* PLATFORM AT ELEMENTARY SCHOOLS IN CLUSTER I, DEWANTARA DISTRICT, ACEH UTARA REGENCY

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Abstract

This study aims to examine the strategies implemented by Leading Teachers to enhance student creativity through the use of the Merdeka Mengajar (PMM) Platform in three elementary schools in Cluster I, Dewantara District, North Aceh Regency. The research method used was descriptive qualitative, involving six leading teachers, three principals, and nine students as participants. Data were collected through interviews, observations, and documentation, then analyzed thematically. The results showed that Leading Teachers implemented various creative learning strategies, such as Project-Based Learning, Problem-Based Learning, differentiated learning, collaborative learning, and the use of interactive media and technology. To support these strategies, PMM was optimally utilized through features such as Teaching Modules, Inspirational Videos, Independent Training, and Evidence of Work for teacher professional development as well as contextual and innovative lesson planning and implementation. The synergy between learning strategies and the use of PMM had a significant positive impact on increasing student creativity, demonstrated through original work products, increased self-confidence, active discussion, and students' reflective and collaborative skills. This study recommends strengthening training and technical support to enable teachers to maximize the use of PMM as an innovative learning tool in elementary schools.

Keywords: Leading Teacher, student creativity, Merdeka Mengajar Platform

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INTRODUCTION

The development of education in the twenty-first century requires students to be equipped with critical, creative, communicative, and collaborative thinking skills as fundamental competencies for navigating the dynamics of an ever-changing era (Liberati & Agbisit, 2017). Creativity has become one of the essential competencies that must be cultivated from an early age, as it contributes to individual readiness in facing an uncertain future. Creativity reflects the capacity to generate original, flexible, and valuable ideas. It is not merely an indicator of personal intelligence but also a prerequisite for shaping innovative and adaptive human resources (Scheeres dkk., 2022). Education plays a central role in fostering students' creativity; however, the rapid pace of global development has intensified the complexity of educational challenges, requiring teachers to continuously enhance their competencies through technology-based instructional innovation.

Educational innovation emerges as a response to various learning challenges and must be measurable as well as oriented toward improving learning outcomes (West, 2021). Alongside the growth of digital technologies, information-technology-based platforms are increasingly utilized to support teaching and learning in ways that are interactive, engaging, and enjoyable (Jusslin & Hilli, 2024). Nevertheless, the success of any sophisticated instructional design still depends on teachers' accuracy in selecting and applying methods that align with students' characteristics (Burka dkk., 2007). For this reason, teachers' ability to adapt to technological developments in the era of the Industrial Revolution 4.0 has become a determining factor in improving the quality of instruction.

Indonesia's education system continues to undergo policy reform to develop a competent and ethical generation (Strandell-Laine dkk., 2022). National education is mandated to cultivate learners who are creative, knowledgeable, virtuous, democratic, responsible, and able to compete globally (Fareza & Tentama, 2020). However, educational realities show that the quality of teaching still requires systematic improvement. In the digital era, teachers face new challenges as students gain access to vast sources of knowledge through the internet. Although concerns have emerged regarding technology replacing teachers, in practice technology cannot take over the teacher's role as the primary guide in character building (Deryakulu & Olkun, 2009). Teachers remain central figures who not only transmit knowledge but also provide role modeling and nurture students' empathy, motivation, and learning spirit.

These conditions demand that teachers continuously develop their capacity through lifelong learning so they can utilize technology effectively and avoid falling behind their students (Brandon dkk., 2018). Through the Merdeka Belajar program, the government introduces the Teacher Leader as an agent of change expected to drive transformative learning that is innovative, contextual, and student-centered (Moran dkk., 2014). In practice, Teacher Leaders are required to implement various differentiated and project-based learning strategies while integrating digital advances such as the Platform Merdeka Mengajar (PMM) to support the development of students' creativity.

Teacher Leaders hold a strategic role in creating classrooms rich in meaningful learning experiences (Baker dkk., 2014). Through PMM, teachers can access instructional tools, self-paced training, inspirational videos, student assessments, and a space for sharing work related to the implementation of the Kurikulum Merdeka (Sundler Johansson dkk., 2014). Teacher Leaders are not merely curriculum users but also architects of learning processes who continually innovate to support the development of the Profil Pelajar Pancasila, characterized by piety, independence, creativity, and collaboration.

As millennial education figures, Teacher Leaders are expected to design learning that is creative, interactive, and innovative by utilizing technology as a means of enhancing instructional quality (Siagian dkk., 2025). They also act as connectors between schools and broader communities, fostering growth through professional networks. PMM, as the digital platform supporting the Kurikulum Merdeka, serves as a vital instrument for fulfilling this

strategic role. Training in PMM usage is essential to optimize its features, enabling teachers to integrate them effectively into learning design and implementation (Marey dkk., 2020). The government encourages all teachers to collaborate actively in improving the quality of Indonesian education within the framework of digital transformation.

The development of the Kurikulum Merdeka represents an important pillar of national educational reform responsive to evolving global demands. In this curriculum, PMM does not function solely as a source of instructional materials but also as a hypermedia learning environment that facilitates teachers in designing high-quality instruction (Paufler dkk., 2020). Therefore, teachers' ability to utilize PMM significantly influences the success of the curriculum's implementation, including in promoting student creativity. Prior studies indicate that Teacher Leaders who apply project-based and technology-supported learning strategies are more likely to enhance students' creative abilities (Sundler Johansson dkk., 2014). Effective use of PMM features such as Perangkat Ajar and Asesmen Murid encourages the emergence of creative ideas, out-of-the-box thinking, and students' confidence in self-expression. However, challenges such as digital literacy gaps and limited internet access still hinder optimal implementation.

The gap between policy and practice presents a compelling phenomenon for investigation. Initial observations in SDN 2 Dewantara, SDN 5 Dewantara, and SDN 9 Dewantara reveal that although some Teacher Leaders have attempted to apply technology-supported creative strategies through PMM, the implementation remains partial and inconsistent (Alammar dkk., 2020). Students' creativity has yet to develop optimally, as reflected in the limited number of innovative works, low participation in discussions, and minimal initiative in open-ended tasks. This gap highlights the weak integration between the strategic role of Teacher Leaders as change agents and the optimal utilization of PMM as an instrument for creative learning (Kearney dkk., 2020). In theory, the synergy of contextual, differentiated, and technology-based learning strategies should accelerate the development of students' creativity. The limited number of studies specifically examining PMM implementation by Teacher Leaders at the elementary-school level further underscores the urgency of this research.

Based on these conditions, this study is essential to examine more deeply the learning strategies implemented by Teacher Leaders in the Gugus 1 Dewantara area to enhance students' creativity through the use of PMM (Darra dkk., 2016). This research is expected to provide a comprehensive understanding of the strategies applied, the challenges faced by Teacher Leaders, and the impact on students' creative development (Derrington & Kirk, 2017). The findings are also anticipated to contribute as recommendations for strengthening digital-transformation-based educational policy and capacity building for teachers at the elementary-school level.

RESEARCH METHOD

The following section contains the type of research, research design, time and place of research, targets/subjects, procedures, instruments, and data analysis techniques used in this study (Kennedy & Laverick, 2019). The details are organized into sub-chapters using sub-headings written in lowercase with an initial capital letter, following the formatting guidelines.

Research Design

The research method employed in this study is a descriptive qualitative approach, as it is considered the most appropriate for gaining an in-depth, holistic, and contextual understanding of the strategic phenomena carried out by Teacher Leaders (Guru Penggerak) in enhancing students' creativity through the utilization of the Platform Merdeka Mengajar (PMM) (Baecher dkk., 2023). This method enables the researcher to explore the subjective meaning behind the

Teacher Leaders' actions, examine the instructional strategies they apply, and analyze the dynamics of PMM feature utilization in creative learning insights that cannot be obtained through number-oriented quantitative research.

Research Target/Subject

The research subjects consisted of six Teacher Leaders (Guru Penggerak), three school principals, and nine students, totaling 18 participants. Participants were selected using purposive sampling because they possess the direct experience, competence, and involvement needed to provide rich insights into the implementation of PMM-based innovative learning strategies. The inclusion of principals aimed to obtain additional perspectives regarding school policies and implementation support, while students provided insight into the impact of PMM utilization on their creativity.

Research Procedure

The research procedure involved a phased approach focused on comprehensive data collection across the three designated school sites within the three-month period. Following institutional permission, the procedure involved coordinating with the principals to schedule sessions. Initially, the researcher conducted a documentation study to understand the context of the Kurikulum Merdeka implementation and the usage logs of the PMM platform (Oghuvbu, 2011). This was followed by conducting in-depth interviews with the six Teacher Leaders and three principals (Ford & Lavigne, 2024). Concurrently, direct classroom observations were performed to witness the practical application of PMM features and the resultant engagement and creativity of the students. The procedure concluded with interviews with the nine students to gather their perspective on the learning experience.

Instruments, and Data Collection Techniques

Data collection relied on a triangulation of qualitative instruments and techniques (Donaldson & Woulfin, 2018). The primary instruments included: Semi-structured Interview Guides (used for Teacher Leaders and principals to explore strategies and policy perspectives); Observation Sheets (used for documenting the utilization of PMM features and student creative output during lessons); and Documentation Protocols (used for analyzing school documents and PMM usage reports). The techniques employed were in-depth interviewing, direct observation, and documentation study.

Data Analysis Technique

The obtained qualitative data will be analyzed using the Interactive Analysis Model (developed by Miles & Huberman). This technique involves a continuous and iterative cycle: Data Reduction (selecting, focusing, and simplifying the voluminous data gathered from interviews and observations, focusing specifically on PMM utilization and its link to student creativity); Data Display (organizing the reduced data into systematic narratives or matrices); and Conclusion Drawing/Verification (interpreting the findings, testing the credibility of the themes, and drawing conclusions about the Teacher Leaders' strategic practices in enhancing creativity).

RESULTS AND DISCUSSION

Teacher Leaders at SDN 2 Dewantara play an essential role in creating active, contextual, and creativity-oriented learning experiences. Based on interviews, observations, and documentation, the main strategies they implement include Project-Based Learning (PjBL) and Problem-Based Learning (PBL). Through these approaches, students become active agents who search for information, process it, and present it through real experiences. In PjBL, teachers initiate projects such as "Energy Saving at My Home," which lead to creative products

like posters, artwork, and miniatures. Meanwhile, PBL is carried out through contextual problems such as “Why is trash piling up at school?”, encouraging students to think critically, collaborate, and innovate. These strategies transform the learning culture from teacher-centered to learner-centered, with teachers acting as facilitators who guide students to explore creatively. The use of the Merdeka Mengajar Platform (PMM) supports this process through features such as Teaching Modules, Inspirational Videos, and Student Assessment.

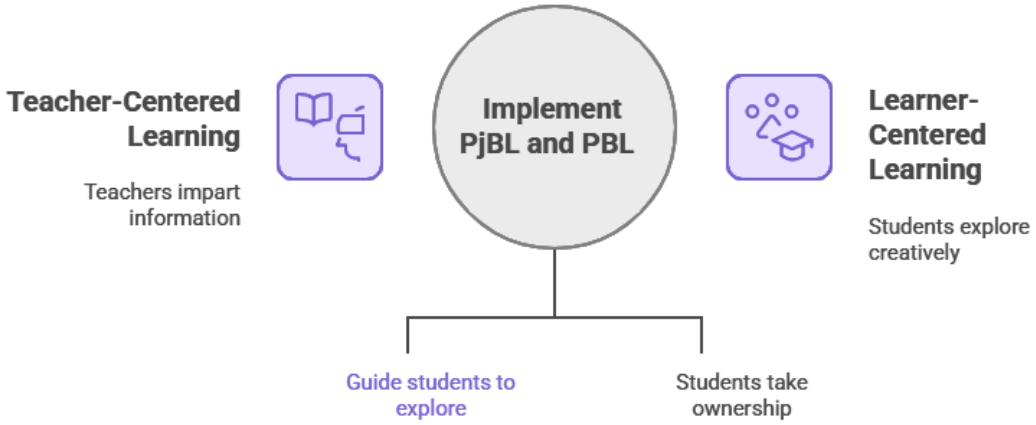

Figure 1. Transforming Learning Culture

Teachers adapt the modules to local needs, while the videos provide creative pedagogical ideas. The assessment feature helps monitor students’ literacy and numeracy progress. This integration leads to more adaptive and enjoyable learning, strengthens teachers’ confidence in applying new methods, and stimulates students’ creativity (Groisman, 1972). The impact can be seen in students’ divergent thinking, confidence in presenting ideas, originality in creating products, and stronger initiative in learning. Students become more enthusiastic and expressive, contributing to a reflective and collaborative classroom culture that values creative thinking as an essential part of learning.

At SDN 5 Dewantara, Teacher Leaders emphasize differentiated learning and the use of technology to enhance students’ creativity (Rankine, 2019). Differentiated learning allows students to choose materials, processes, and products based on their interests and learning styles. Teachers adjust task content, apply varied learning methods, and give students freedom to express their learning creatively (Tistad dkk., 2023). Technology tools such as Canva, PowerPoint, Quizizz, and instructional videos make learning more engaging and interactive, encouraging students to generate new ideas.

The Merdeka Mengajar Platform further supports teachers through features like Teaching Modules, Inspirational Videos, and Self-Training, which help them design contextual lesson plans and continuously improve their pedagogical skills (Lane dkk., 2024). As a result, students at SDN 5 Dewantara produce diverse creative works such as digital stories, educational comics, environmental campaign videos, and artistic posters (Hoekstra & Korthagen, 2011). Their confidence, motivation, independence, and collaboration skills grow significantly, demonstrating that the strategies used by Teacher Leaders have successfully opened space for student creativity and aligned with the principles of the Merdeka Curriculum.

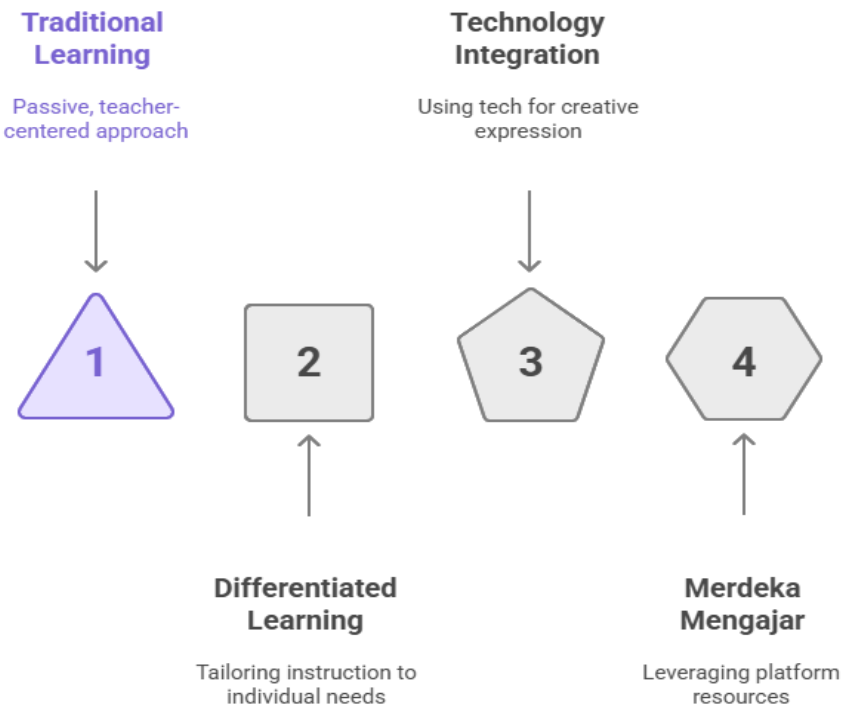

Figure 2. Nurturing Student Creativity

Teacher Leaders at SDN 9 Dewantara adopt strategies that combine Project-Based Learning, collaborative learning, and open-ended questioning to cultivate creativity (Green, 2011). Realistic projects such as educational comics, cleanliness campaign videos, and recycled material miniatures encourage students to think critically, create, and experiment with their ideas (Nawi dkk., 2013). Collaborative learning strengthens social interaction, empathy, responsibility, and teamwork among students, while open-ended questioning stimulates divergent thinking and deeper reflection.

The use of the Merdeka Mengajar Platform focuses on Self-Training and Evidence of Work, which teachers use to improve their competencies and document student products as part of continuous reflection (Cruz dkk., 2022). These practices create innovative, adaptive, and reflective learning environments (Domakin, 2014). The impact on students is evident in their increased confidence to express ideas, produce original work, and engage enthusiastically in the learning process (Hudson, 2006). Students develop both divergent and convergent thinking skills, demonstrating fluency in generating new ideas, flexibility in facing challenges, and elaboration in solving problems creatively.

The classroom atmosphere becomes more open and inclusive, enabling every student to participate actively and appreciate diverse perspectives (Ragsdale dkk., 2016). Reflective learning habits grow stronger, allowing students to evaluate and improve their own work. Creativity becomes a core value in classroom interactions, shaping a learning ecosystem that supports continuous innovation (Russell, 2017). This demonstrates that optimal use of the Merdeka Mengajar Platform by Teacher Leaders can serve as a catalyst for sustainable development of student creativity.

CONCLUSION

Based on the findings and discussion, it can be concluded that Teacher Leaders at SDN 2, SDN 5, and SDN 9 Dewantara have successfully initiated an innovative, contextual, and student-centered transformation in learning practices. The instructional strategies they implemented include Project-Based Learning, Problem-Based Learning, collaborative learning,

differentiated instruction, the use of interactive media and technology, and the application of open-ended questioning to stimulate students' divergent thinking.

To support these strategies, Teacher Leaders actively utilized the Merdeka Mengajar Platform (PMM) as a tool for professional development and a reference for instructional planning. The Self-Training feature served as a means to refresh their pedagogical competencies, while Teaching Modules and Inspirational Videos were used to design adaptive learning plans.

The Evidence of Work feature enabled teachers to share best practices and foster a culture of reflection and collaboration among educators. The synergy between creative instructional strategies and optimal utilization of PMM demonstrated a positive impact on enhancing students' creativity, reflected in the variety of products they created, increased confidence in expressing ideas, active participation in discussions, and the development of students' reflective and collaborative abilities throughout the learning process.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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