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The Analysis of the Implementation Factors of the Platform Merdeka Mengajar (PMM) Using the Human Organization Technology (HOT) Fit Model

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Abstract

Platform Merdeka Mengajar (PMM) has not been optimally utilized as a medium for learning, sharing, innovation, and inspiration. There are still cases of teachers who have not completed training and real actions on the independent teaching platform. This study aims to obtain the highest and lowest values of factors inhibiting the successful implementation of Platform Merdeka Mengajar (PMM) in Sleman Regency based on the HOT Fit Model. This study uses the Human Organization Technology Fit Model approach. The study was conducted using a sample of 100 teachers consisting of 6 kindergarten teachers, 6 elementary school teachers, and 88 junior high school teachers under the auspices of the Sleman Regency Education Office. In this study, data analysis was carried out using Smart PLS software version 3.2.9. The results showed that most variables, such as system quality, information quality, and service quality, were proven to have no significant impact on system usage or user satisfaction, except for information quality, which had a significant effect on user satisfaction. In addition, user satisfaction was shown to have a significant influence on system usage and net benefits. Organizational structure has the most significant influence on the organizational environment, while service quality has the lowest impact on user satisfaction. Thus, the most dominant factor influencing the implementation of the Merdeka Mengajar Platform is the organizational structure towards the organizational environment (t count = 13.422), and the weakest factor is the quality of service towards user satisfaction (t count = 0.251).

INTRODUCTION

The word "education" is derived from the word "educate," which means "to nurture and develop training" [1]. Education is crucial for shaping students' identity, knowledge, and skills. Education is a key pillar in creating a society of high quality and integrity [2]. Therefore, the quantity and quality of education must be well-managed, as this will influence the quality of the community, which will contribute to the development of the nation and state. Education must be well-planned at the central government, regional government, and school levels. The planning implemented aims to provide superior education and improve its quality. To improve the quality of education, a total transformation process is needed both in schools and in strengthening quality awareness consistently and continuously at the individual level of teachers, students, parents, and the community [3]. The Ministry of National Education has initiated educational transformation through the Independent Curriculum, which asks all education stakeholders to participate actively, starting from small actions or communal or individual practices at the teacher and school level, in a collaborative manner towards national independence [4],

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[5]. In learning using the independent curriculum, students have sufficient time to strengthen a skill and learn a concept, because this curriculum has intracurricular learning with various choices [6].

Teachers can utilize Platform Merdeka Mengajar (PMM) is a learning process and sharing topics to help advance education in Indonesia. This is part of the implementation of the independent curriculum. Platform Merdeka Mengajar is a technology designed for principals and teachers to create, learn, and teach. Platform. This was developed as part of the implementation of the independent curriculum, Platform Merdeka Mengajar has features for teachers to be creative, for example, Assessment, Students, independent training, teaching materials, and evidence of work. This is intended to facilitate creativity for teachers and improve their understanding of the independent curriculum. The results of interviews and observations with several fellow teachers at the kindergarten, elementary, and middle school levels in Sleman Regency, currently in its implementation in the field, Platform Merdeka Mengajar (PMM), have not gone as expected. Many teachers have already downloaded Platform Freedom to Teach, but there are still many teachers who have not taken advantage of it. Platform Merdeka Mengajar (PMM) is a good medium for learning, sharing, innovating, and inspiring.

The Human Organization Technology Fit Model is useful for determining whether a more comprehensive information system would benefit an organization or not [7], [8]. The Human Organization Technology Fit Model can be used to measure and describe the level of technology acceptance in Platform Independent Teaching (PMM). The extent of user influence in utilizing technology in learning can be determined by analyzing it using a learning approach Human Organization Technology Fit Model. The Human Organization Technology Fit Model has been utilized in several scientific fields, including education and technology. The importance of this research is to obtain the highest and lowest values of the factors inhibiting the successful implementation of the Merdeka Mengajar Platform (PMM) in Sleman Regency based on the Human Organization Technology Fit Model.

Framework for research on Analysis of Factors in Implementing the Independent Teaching Platform (PMM) using a model Suitable for all ages. In the Sleman Regency Education Office, the explanation is as shown in Figure 1.

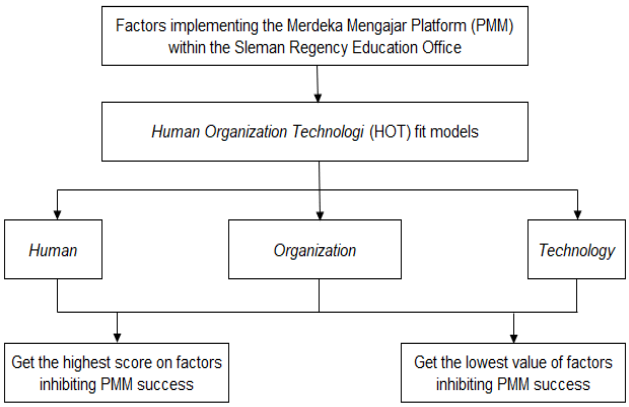

Figure 1. Research framework flow

Platform Merdeka Mengajar (PMM) is a strategic initiative from the Ministry of Education, Culture, Research, and Technology to support educational transformation in Indonesia through digital learning [9]. Although PMM has been launched nationally, its implementation in various educational units still faces various obstacles [10], ranging from low technology utilization [11], limited user competency [12], to structural obstacles within school organizations [13]. Platform Freedom to Teach (PMM) is a key instrument in supporting the Freedom to Learn policy, which demands a shift in learning culture and a more independent and flexible role for teachers in the learning process. However, in various regions, PMM implementation still faces significant challenges, including low utilization of features. Platform, user resistance, and lack of school organizational readiness.

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This research is important and urgent because it evaluates the factors of PMM implementation using a qualitative approach. Human-Organization-Technology (HOT) Fit Model, which is still rarely applied in the context of the Indonesian education system, especially regarding Platform government digital systems such as PMM. This research innovation is seen in the integration of technical and non-technical variables to assess the success of implementation. A platform for digital learning at the educational unit level. Based on literature studies, most previous studies have focused solely on technological aspects or user satisfaction, without comprehensively considering the influence of human factors (user competence and satisfaction), organizational structure (management support, school culture), and holistic system suitability by using the HOT Fit Model. This research presents a more comprehensive analytical framework, so that it can produce output in the form of a mapping of dominant and inhibiting factors, which can be used as a basis for evidence-based education policy interventions (evidence-based policy). Thus, the output of this research not only fills the literature gap but also has direct relevance in addressing the problems of PMM implementation and provides a basis for more appropriate decision-making by policy makers, developers, Platform, and school leaders. In analyzing the factors that influence the implementation of Platform Merdeka Mengajar (PMM), the approach HOT-Fit becomes the main theoretical framework used in this research. HOT-Fit, developed in [14] and has been proven relevant in evaluating the success of information system implementation, especially in the context of public service organizations such as education. This model emphasizes suitability (fit) between three important dimensions, namely humans, organizations, and technology [15].

In the human dimension (human), the main focus is the competence, motivation, and attitudes of users, namely teachers and education personnel, towards PMM [16]. Recent developments in research on the acceptance of educational technology show that this aspect is not only related to the ability to use digital, but also user perception of ease of use (business expectations), comfort (pleasure felt), and self-preparedness (self-efficacy) [17]. In the organizational dimension (organization), model HOT-Fit emphasizes the importance of structural support from institutions, including leadership, organizational culture, and managerial policies [18]. In the context of implementing PMM in Indonesian schools, these factors are increasingly complex due to the educational decentralization policy [19]. Therefore, in an expanded framework, the variables of support from regional education offices, principal leadership, and collective support from colleagues are important factors included to see how organizations facilitate or hinder the use of PMM [20]. On the other hand, in the technological dimension *(technology),* HOT-Fit conventionally includes system quality, information quality, and service quality [21]. However, in the implementation of digital platforms, such as PMM, which are highly dependent on technological infrastructure, this dimension needs to be expanded. Recent studies emphasize the importance of paying attention to factors such as internet access, tool availability, and alignment between platform features and educational needs in the field [22].

By developing a theoretical framework, HOT-Fit, and considering the educational context in Indonesia, this study aims to present a complete and more realistic picture of the factors influencing the successful implementation of the Merdeka Mengajar Platform. The choice of geographic scope in this study is based on the importance of considering the local context in the implementation of digital education policies. Indonesia, as an archipelagic country with a high level of heterogeneity, both in terms of infrastructure, human resource capacity, and school organizational culture, demands a contextual approach in evaluating the success of PMM [23], [24]. Therefore, the regions selected for this study were not solely due to geographical considerations, but rather because these regions reflect variations in readiness for the implementation digital platform. For example, the region's mix of urban and rural areas allowed researchers to identify differences in access to technological infrastructure, such as internet connections and device availability. Furthermore, variations in school leadership and support from local education offices were also compelling reasons for selecting this region. By selecting a region with diverse social, geographical, and structural dimensions, this study was able to depict the actual

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conditions of PMM implementation in greater depth and holistically. Furthermore, the selection of these regions also considered the implementation of the Independent Curriculum program, which is the primary context in which the PMM was born. Not all regions implement the Independent Curriculum with the same intensity, so it is important to understand how local educational organizations' preparedness contributes to teachers' utilization of the PMM. Thus, the selected geographical scope not only reflects the administrative distribution of areas but also represents the implementation context that is relevant to the research objective, namely, to analyze the determinants of the successful adoption of the Merdeka Mengajar Platform from the perspective of the fit between people, organizations, and technology within the expanded HOT-Fit framework. This research hypothesis was formulated based on a literature review and a conceptual framework to clarify the existing formulation. The research hypothesis can be formulated as shown in Table 1.

Table 1. List of Hypotheses and Statements

Hypothesis Code	Hypothesis Statement
H1	System quality has a significant impact on the utilization of the Merdeka Mengajar Platform system.
H2	System quality has a significant impact on user satisfaction with the Merdeka Mengajar Platform.
H3	The quality of information has a significant impact on the utilization of the Merdeka Mengajar Platform system.
H4	The quality of information has a major impact on user satisfaction with the Merdeka Mengajar Platform.
H5	Service quality has a significant impact on the utilization of the Merdeka Mengajar Platform system.
H6	Service quality has a significant impact on user satisfaction with the Merdeka Mengajar Platform.
H7	User satisfaction has a great influence on system usage on the Merdeka Mengajar Platform.
H8	User satisfaction has a major impact on the net benefit of the Merdeka Platform.
H9	The use of the system has a significant impact on the net benefit of the Merdeka Mengajar Platform.
H10	The organizational structure has a major impact on the organizational environment of the Merdeka Mengajar Platform in kindergartens, elementary schools, and junior high schools in Sleman Regency.
H11	The organizational structure has a significant impact on the net benefit of the Merdeka Mengajar Platform in kindergartens, elementary schools, and junior high schools in Sleman Regency.
H12	The organizational environment has a significant impact on the net benefit of the Merdeka Mengajar Platform in kindergartens, elementary schools, and junior high schools in Sleman Regency.

METHOD

The research used quantitative methods, applying path analysis to examine the relationships between the variables being investigated. Quantitative research is a research method that focuses on collecting and analyzing numerical data to test hypotheses and identify patterns and relationships between variables. Path analysis is a statistical technique used to highlight direct and indirect relationships between variables in a model.

The research was conducted at ABA Kaliduren Kindergarten, ABA Sermo Kindergarten, Riyadus Salihin Kindergarten, Muhammadiyah Ngijon 1 Elementary School, Ngijon 1 Public Elementary School, Pendulan Public Elementary School, Sejati Public Elementary School, Muhammadiyah Karanganjir Elementary School, Muhammadiyah Kedungbanteng 1 Elementary School, Moyudan 1 Public Middle School, Moyudan 2 Public Middle School, Muh 1 Moyudan Junior High School, Moyudan PL Junior High School. The research period was from January 15 to February 29, 2024. In this study, the population included 1,916 kindergartens (KB, TPA, SPS, PKBM, SKB, elementary, and

junior high school teachers under the auspices of the Sleman Regency Education Office. Regarding the number of respondents involved in this study, the number of 100 people was obtained from the Slovin formula.

This research model is Human Organization Technology (HOT). Using eight variables, namely User Satisfaction (KP), System Quality (KS), Information Quality (KI), System Use (PS), Organizational Structure (SO), Service Quality (KL), Organizational Environment (LO), and Net Benefits (NB). In the research conducted, data collection used a questionnaire. The questionnaire contains questions as a measure of the HOT-fit model construct. In this study, the questionnaire will be distributed online using Google Forms. Researchers will share the questionnaire link with the teachers who are the research sample. Instrument Validity Test is applied to measure the validity level of the tested variables, so that the processed data gets good/valid results and is then continued to the next data processing process; conversely, for data that is not good or invalid will be deleted. In this case, the answers from respondents will be processed using the SmartPLS v3.2.9 application program, which is used as a tool for testing the relationship between each variable or construct of the HOT-Fit Model. Temporary reliability testing based on the analysis of Cronbach's Alpha.

RESULTS AND DISCUSSION

The research began on January 15, 2024, to February 29, 2024. The research was conducted by directly administering questionnaires to junior high school teachers by visiting the research location at SMPN 2 Moyudan and the Pring Sewu restaurant on Magelang Street. For teachers at kindergarten and elementary school levels, questionnaires were administered via WhatsApp. The next calculation tested the offered model measurements and the hypothesis at a significant level of 5% (0.05). Data that met the analysis requirements were then processed using the SmartPLS tool. The detailed results of the descriptive analysis are presented in Table 2.

Table 2. Descriptive Statistics Table

	No.	Missing	Mean	Median	Min	Max	Standard Deviation	Excess Kurtosis	Skewness
PS1	1.000	0.000	3.470	3.000	2.000	4.000	0.519	-1.503	-0.096
PS2	2.000	0.000	3.300	3.000	2.000	4.000	0.500	-0.749	0.390
PS3	3.000	0.000	3.320	3.000	2.000	4.000	0.508	-0.872	0.310
PS4	4.000	0.000	3.300	3.000	1.000	4.000	0.539	1.821	-0.312
PS5	5.000	0.000	3.320	3.000	2.000	4.000	0.487	-1.084	0.518
KP1	6.000	0.000	3.380	3.000	3.000	4.000	0.485	-1.784	0.502
KP2	7.000	0.000	3.270	3.000	2.000	4.000	0.507	-0.439	0.328
KP3	8.000	0.000	3.230	3.000	2.000	4.000	0.526	-0.151	0.185
SO1	9.000	0.000	3.320	3.000	2.000	4.000	0.508	-0.872	0.310
SO2	10.000	0.000	3.540	4.000	3.000	4.000	0.498	-2.014	-0.163
LO1	11.000	0.000	3.500	4.000	2.000	4.000	0.539	-1.061	-0.390
LO2	12.000	0.000	3.230	3.000	2.000	4.000	0.487	-0.061	0.477
KS1	13.000	0.000	3.230	3.000	2.000	4.000	0.487	-0.061	0.477
KS2	14.000	0.000	3.400	3.000	2.000	4.000	0.529	-1.140	0.000
KS3	15.000	0.000	3.250	3.000	2.000	4.000	0.497	-0.268	0.402
KS4	16.000	0.000	2.900	3.000	2.000	4.000	0.608	-0.308	0.054
KI1	17.000	0.000	3.240	3.000	2.000	4.000	0.450	-0.281	0.897
KI2	18.000	0.000	3.160	3.000	2.000	4.000	0.524	0.284	0.171
KI3	19.000	0.000	3.340	3.000	3.000	4.000	0.474	-1.561	0.686
KI4	20.000	0.000	3.230	3.000	2.000	4.000	0.507	-0.095	0.315
KL1	21.000	0.000	3.080	3.000	1.000	4.000	0.483	3.898	-0.329
KL2	22.000	0.000	3.040	3.000	1.000	4.000	0.546	1.940	-0.348
KL3	23.000	0.000	3.150	3.000	2.000	4.000	0.477	0.814	0.414
KL4	24.000	0.000	3.240	3.000	2.000	4.000	0.450	-0.281	0.897
NB1	25.000	0.000	3.340	3.000	2.000	4.000	0.494	-1.205	0.432
NB2	26.000	0.000	3.240	3.000	2.000	4.000	0.492	-0.169	0.439

Measurement Model

Validity testing and reliability testing are used in research to analyze measurement models (exterior model). The validity testing process has convergent validity and discriminant validity parts. In addition, reliability measurement uses the value composite reliability as well as Cronbach's Alpha. Testing the validity of the discriminant is seen from the value obtained in the loading factor, as shown in the following image:

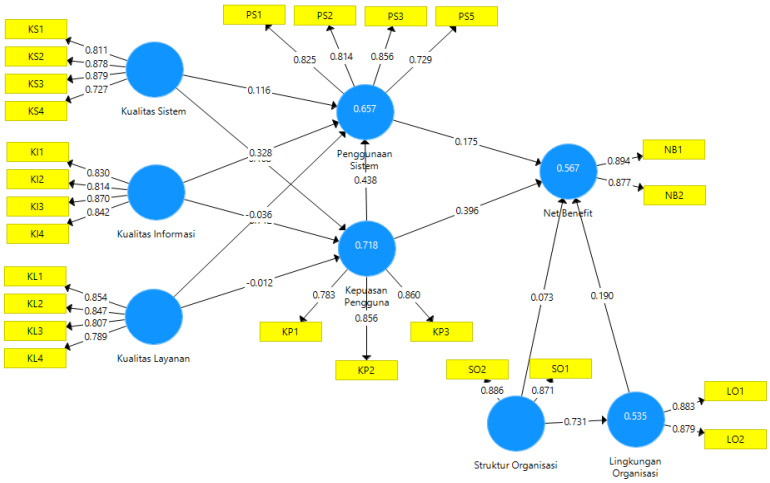

Figure 2. Construct a path diagram image

The Thoroughly External load value is shown in Table 3.

Table 3. External Load Table

	Outer Loadings	Keterangan
KI1	0,830	Valid
KI2	0,814	Valid
KI3	0,870	Valid
KI4	0,842	Valid
KL1	0,854	Valid
KL2	0,847	Valid
KL3	0,807	Valid
KL4	0,789	Valid
KP1	0,783	Valid
KP2	0,856	Valid
KP3	0,860	Valid
KS1	0,811	Valid
KS2	0,878	Valid
KS3	0,879	Valid
KS4	0,727	Valid
LO1	0,883	Valid
LO2	0,879	Valid
NB1	0,894	Valid
NB2	0,877	Valid
PS1	0,825	Valid
PS2	0,814	Valid
PS3	0,856	Valid
PS5	0,729	Valid
SO1	0,871	Valid
SO2	0,886	Valid

Based on the table, all measurement items are valid because External Load Value> 0,7. In this study Fornel Larcker Criteriaapplied to assess discriminant validity. Furthermore, the results of the indicator values and cross-loading can also be used as a process for assessing discriminant validity. CalculationFornel Larcker Criteria Values is done by comparing the AVE root value of each construct to the correlation between each construct and other constructs in a hypothesis model [25]. Discriminant

validity is considered satisfactory if the calculation results are by the Fornell-Larcker Criterion, which indicates that the square root of the variance explained by each construct (AVE) is higher than the correlation between one construct and another. The discriminant validity value based on the Fornell-Larcker Criterion in the research model can be seen in Table 4.

Table 4. Table of Fornel Larcker Criterion discriminant validity values

	KP	KI	KL	KS	LO	NB	PS	SO
KP	0.834							
KI	0.842	0.839						
KL	0.544	0.628	0.825					
KS	0.744	0.820	0.650	0.826				
LO	0.707	0.619	0.547	0.599	0.881			
NB	0.724	0.806	0.611	0.726	0.628	0.886		
PS	0.781	0.770	0.484	0.687	0.600	0.652	0.807	
SO	0.780	0.716	0.526	0.626	0.731	0.650	0.741	0.878

The cross-loading value, or loading score, obtained for the indicator block must be greater than the correlation value for each latent variable, and this can also be used to determine discriminant validity. The cross-loading value is displayed in Table 5.

Table 5. Cross-loading value table

	KP	KI	KL	KS	LO	NB	PS	SO
KI1	0.612	0.830	0.536	0.741	0.480	0.715	0.551	0.512
KI2	0.691	0.814	0.517	0.617	0.558	0.585	0.619	0.568
KI3	0.802	0.870	0.470	0.669	0.568	0.733	0.756	0.711
KI4	0.697	0.842	0.600	0.738	0.462	0.670	0.630	0.585
KL1	0.473	0.533	0.854	0.546	0.421	0.412	0.411	0.469
KL2	0.440	0.517	0.847	0.567	0.469	0.413	0.392	0.445
KL3	0.459	0.529	0.807	0.518	0.465	0.607	0.403	0.407
KL4	0.419	0.490	0.789	0.511	0.450	0.589	0.388	0.413
KP1	0.783	0.674	0.429	0.559	0.533	0.592	0.702	0.639
KP2	0.856	0.713	0.420	0.650	0.576	0.594	0.620	0.643
KP3	0.860	0.717	0.509	0.649	0.658	0.623	0.630	0.668
KS1	0.596	0.632	0.589	0.811	0.483	0.603	0.539	0.469
KS2	0.698	0.763	0.559	0.878	0.497	0.711	0.639	0.569
KS3	0.650	0.723	0.461	0.879	0.551	0.632	0.640	0.602
KS4	0.489	0.568	0.568	0.727	0.445	0.411	0.421	0.402
LO1	0.571	0.514	0.466	0.507	0.883	0.574	0.517	0.636
LO2	0.676	0.577	0.498	0.549	0.879	0.532	0.540	0.654
NB1	0.674	0.757	0.576	0.659	0.562	0.894	0.576	0.615
NB2	0.606	0.668	0.504	0.626	0.550	0.877	0.580	0.534
PS1	0.606	0.622	0.407	0.512	0.548	0.569	0.825	0.649
PS2	0.577	0.547	0.233	0.511	0.488	0.469	0.814	0.549
PS3	0.680	0.693	0.486	0.629	0.497	0.594	0.856	0.658
PS5	0.652	0.609	0.414	0.559	0.399	0.458	0.729	0.525
SO1	0.696	0.631	0.471	0.563	0.607	0.573	0.596	0.871
SO2	0.675	0.626	0.454	0.537	0.675	0.570	0.703	0.886

Each identified variable has a loading factor value > cross-loading value, as shown in Table 4.5. This confirms that all indicators in the variables used in this study are valid. Observing the AVE (Average Variance Extracted) value is a method that can also be used to assess discriminant validity. Therefore, if the AVE value > 0.5, it is considered good. In this study, the AVE values are shown in Table 6.

Table 6. AVE Table

	Average Variance Extracted (AVE)
User Satisfaction	0.695
Information Quality	0.704
Service Quality	0.680
System Quality	0.682

	Average Variance Extracted (AVE)
Organization Environment	0.776
Net Benefit	0.784
System Use	0.652
Organization Structure	0.771

Reliability testing follows validity testing. The purpose of instrument reliability testing is to ensure that the measurement results remain consistent across conditions, whether time, place, or population. The reliability of a construct can be measured using two criteria: Croncbach's alpha and composite reliability. A construct is considered reliable if the composite reliability value is greater than 0.7 and the Cronbach's alpha value is greater than 0.6. Testing has been conducted. Next, the calculation of the reliability test carried out on the composite reliability and Cronbach's Alpha sections is shown in Table 7.

Table 7. Table of composite reliability and Cronbach's alpha

	Composite Reliability	Cronbach's Alpha
User Satisfaction	0.872	0.780
Information Quality	0.905	0.860
Service Quality	0.895	0.843
System Quality	0.895	0.844
Organization Environment	0.874	0.712
Net Benefit	0.879	0.725
System Use	0.882	0.821
Organization Structure	0.871	0.703

In the table above, the results of the Composite Reliability and Cronbach's Alpha measurements show that all variables in Composite Reliability and Cronbach's Alpha have values above 0.70, which indicates validity and a high level of reliability.

Structural Model

Considering the results of parameter coefficient estimation and its significance level, the structural model, also known as the inner model, explains the relationship between latent constructs [26]. The t-test and significance of the structural path parameter coefficients are used in path analysis or Structural Equation Modeling (SEM) to measure the strength and significance of the relationship between latent variables in the inner model. Meanwhile, R-square is used to measure how well the independent variables explain the variability of the dependent variable. R-square values can be categorized into three categories: strong, moderate, and weak. The strong category is if the R-square value is more than 0.75. The moderate category is if the R-square value is between 0.50 and 0.75. While the weak category is if the R-square value is 0.25 to 0.50 [27]. The R-square value generated from the dependent variable can be seen in the following Table 8.

Table 8. R-square value

	R Square	Prediction Model
System Quality	0.718	Moderate
Organization Environment	0.535	Moderate
Net Benefit	0.567	Moderate
System Use	0.657	Moderate

The R-square value, also known as the model fit or suitability test, is used in structural model testing. The User Satisfaction variable, which is the dependent variable, has an R-Square value of 0.718. This explains that the user satisfaction (KP) variable, which is the dependent variable, is affected by the independent variables, namely Information Quality, Service, and System, with a percentage of 72% which is classified as "good", while 38% of the influence is caused by variables that are not the variables being studied. The R-Square value of the Organizational Environment is = 0.535, so the results explain that the Organizational Structure as a dependent variable is influenced by the independent variable, namely the Organizational Environment, with a percentage of results of 54% which shows a "moderate"

influence, while the influence of variables outside the study is 46%. The R-Square value for System Usage = 0.657, indicating that the System Usage variable is influenced by other variables (such as User Satisfaction, Information Quality, Service, and System) by 66%. This influence can be categorized as "good." The remaining 34% is influenced by other variables not examined in the study.

Net Benefit has an R-Square value of 0.567, indicating that the KP, PS, LO, and SO variables each have a significant influence of 57%. This influence can be categorized as "good." Meanwhile, approximately 43% of the Net Benefit variance is influenced by other variables or factors not studied in the study. After obtaining the R-square value, the next step is to use a t-test to determine the significance of the structural path coefficient. Bootstrapping in this test was completed using a subsample of 10 with a significance level of 0.05, and a t-table value of 2.23. Bootstrapping was also used to determine the significance of parameter coefficients. Bootstrapping is a non-parametric method for estimating standard errors for coefficients such as path coefficients, outer weights, and loadings to determine their significance.

Table 9. Table of path coefficient, mean, STDEV, T-Value, P Value

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
KP → NB	0.396	0.450	0.132	2.993	0.014
KP → PS	0.438	0.347	0.127	3.434	0.006
KI → KP	0.712	0.694	0.141	5.057	0.000
KI → PS	0.328	0.416	0.232	1.416	0.187
KL → KP	-0.012	0.020	0.049	0.251	0.807
KL → PS	-0.036	0.004	0.052	0.683	0.510
KS → KP	0.168	0.144	0.141	1.197	0.259
KS → PS	0.116	0.073	0.194	0.598	0.563
LO → NB	0.190	0.222	0.083	2.291	0.045
PS → NB	0.175	0.160	0.112	1.557	0.151
SO → LO	0.731	0.743	0.054	13.422	0.000
SO → NB	0.073	0.017	0.130	0.564	0.585

Hypothesis Testing

A hypothesis is used to provide a tentative answer to a problem statement. This hypothesis is tentative, so its validity needs to be tested. Based on the literature review and conceptual framework, the hypotheses in this study are as follows: 1) When: there is no significant impact; and 2) Ha: there is a significant impact. In this hypothesis, if the t-value is greater than the t-table value, then Ho is rejected and Ha is accepted, indicating a significant effect. Conversely, if the t-value is less than the t-table value, then Ho is accepted and Ha is rejected, indicating no significant effect. The following table shows the results of the accepted and rejected hypothesis tests according to the existing provisions:

Table 10. Hypothesis testing results

Hypothesis	Path (Jalur) dari	ke	T value	T tabel	explanation
Hypothesis 1	KS	PS	0.598	2,23	Ho accepted
Hypothesis 2	KS	KP	1.197	2,23	Ho accepted
Hypothesis 3	KI	PS	1.416	2,23	Ho accepted
Hypothesis 4	KI	KP	5.057	2,23	Ho rejected
Hypothesis 5	KL	PS	0.683	2,23	Ho accepted
Hypothesis 6	KL	KP	0.251	2,23	Ho accepted
Hypothesis 7	KP	PS	3.434	2,23	Ho rejected
Hypothesis 8	KP	NB	2.993	2,23	Ho rejected
Hypothesis 9	PS	NB	1.557	2,23	Ho accepted
Hypothesis 10	SO	LO	13.422	2,23	Ho rejected
Hypothesis 11	SO	NB	0.564	2,23	Ho accepted
Hypothesis 12	LO	NB	2.291	2,23	Ho rejected

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The following is a description of the results of the hypothesis test using t-statistics and path coefficients shown in Table 11.

Table 11. Hypothesis Testing Results

Hypothesis	Test Result Summary
H1	System quality has a significant effect on the utilization of the Merdeka Mengajar Platform system. The test conducted obtained results explaining that the use of the information system is not affected by system quality. The evaluation of the Inner Model of system quality on system usage produced a statistical t value of 0.598, lower than the t table value of 2.23, which means Ho is accepted. Based on the findings of the hypothesis test, system quality does not have a significant impact on the utilization of the Merdeka Mengajar Platform at the Sleman Regency Education Office.
H2	System quality has a significant effect on user satisfaction with the Merdeka Mengajar Platform. The second hypothesis test proves that system quality does not have a significant impact on user satisfaction on the Merdeka Mengajar Platform. Based on the results of the Inner Model evaluation of system quality on user satisfaction, the resulting t-statistic value is 1.197, which is smaller than the t-table value of 2.23, so Ho is accepted. The results of the hypothesis test state that system quality does not have a significant impact on user satisfaction on the Merdeka Mengajar Platform within the Sleman Regency Education Office.
H3	Information quality has a significant effect on the utilization of the Merdeka Mengajar Platform system. The third hypothesis test proves that information quality does not have a significant impact on system utilization on the Merdeka Mengajar Platform. Based on the results of the Inner Model evaluation of information quality on system utilization, a statistical t-value of 1.416 was produced, which is smaller than the t-table value of 2.23, so Ho is accepted. The results of the hypothesis test state that information quality does not have a significant impact on system utilization on the Merdeka Mengajar Platform within the Sleman Regency Education Office.
H4	Information quality has a significant impact on user satisfaction with the Merdeka Mengajar Platform. The third hypothesis test proves that Information Quality has a significant impact on User Satisfaction. Based on the results of the Inner Model evaluation of Information Quality on User Satisfaction, the resulting t-statistic value is 5.057, which is greater than the t-table value of 2.23, so Ho is rejected. The results of the hypothesis test state that Information Quality has a significant impact on User Satisfaction of the Merdeka Mengajar Platform in the Sleman Regency Education Office.
H5	Service quality has a significant impact on the utilization of the Merdeka Mengajar Platform system. The fifth hypothesis test proves that service quality does not have a significant impact on system utilization on the Merdeka Mengajar Platform. Based on the results of the Inner Model evaluation of service quality on system utilization, a statistical t-value of 0.683 was produced, which is smaller than the t-table value of 2.23, so Ho is accepted. The results of the hypothesis test state that service quality does not have a significant impact on system utilization on the Merdeka Mengajar Platform within the Sleman Regency Education Office.
H6	Service quality has a significant impact on user satisfaction with the Merdeka Mengajar Platform. The sixth hypothesis test proves that service quality does not have a significant impact on user satisfaction on the Merdeka Mengajar Platform. Based on the results of the Inner Model evaluation of service quality on user satisfaction, the resulting t-statistic value is 0.251, which is smaller than the t-table value of 2.23, so Ho is accepted. The results of the hypothesis test state that service quality does not have a significant impact on user satisfaction on the Merdeka Mengajar Platform within the Sleman Regency Education Office.

Hypothesis	Test Result Summary
H7	User satisfaction has a significant impact on system usage on the Merdeka Mengajar Platform. The seventh hypothesis test proves that User Satisfaction has a significant impact on System Usage. Based on the results of the Inner Model evaluation of User Satisfaction on System Usage, a statistical t-value of 3.434 is produced, which is greater than the t-table value of 2.23, so Ho is rejected. The results of the hypothesis test state that User Satisfaction has a significant impact on System Usage from the implementation of the Merdeka Mengajar Platform within the Sleman Regency Education Office.
H8	User satisfaction has a significant impact on the net benefit of the Merdeka Platform. The eighth hypothesis test proves that User Satisfaction has a significant impact on Net Benefit. Based on the results of the Inner Model evaluation of User Satisfaction on Net Benefit, the resulting t-statistic value is 2.993, which is greater than the t-table value of 2.23, so this hypothesis is declared accepted. The results of the hypothesis test state that User Satisfaction influences the Net Benefit from the implementation of the Merdeka Mengajar Platform within the Sleman Regency Education Office.
H9	System usage has a significant impact on the net benefit of the Merdeka Mengajar Platform. The ninth hypothesis test indicates that the system usage variable does not significantly influence Net Benefit. Based on the Inner Model analysis, the t-statistic value obtained is 1.557, <the t-table value of 2.23. Therefore, it can be concluded that Ho is accepted. The results of the hypothesis test indicate that in the implementation of the system, there is no significant influence on the Net Benefit variable on the Merdeka Mengajar Platform within the Sleman Regency Education Office.
H10	Organizational structure has a significant impact on the organizational environment of the Merdeka Mengajar Platform in kindergartens, elementary schools, and junior high schools in Sleman Regency. The tenth hypothesis test shows that organizational structure significantly influences the organizational environment. Based on the evaluation of the inner model of organizational structure on the organizational environment, a statistical t-value of 13,422 was obtained, which exceeds the t-table value of 2.23, so Ho is rejected. The results of the hypothesis test indicate that organizational structure has a significant influence on the organizational environment of the Merdeka Mengajar Platform in the Sleman Regency Education Office.
H11	Organizational structure has a significant impact on the net benefit of the Merdeka Mengajar Platform in kindergartens, elementary schools, and junior high schools in Sleman Regency. The eleventh hypothesis test proves that the organization does not significantly influence Net Benefit. The results of the Inner Model evaluation of organizational structure on Net Benefit show a statistical t-value of 0.564, which is lower than the t-table value of 2.23, so Ho is accepted. The results of the hypothesis test indicate that organizational structure does not significantly influence Net Benefit on the Merdeka Mengajar Platform at the Sleman Regency Education Office.
H12	The organizational environment has a significant impact on the net benefit of the Merdeka Mengajar Platform in kindergartens, elementary schools, and junior high schools in Sleman Regency. The results of the twelfth hypothesis test indicate a significant influence of the Organizational Environment on net benefits. The inner model evaluation shows that the t-statistic value reaches 2.291, exceeding the t-table value of 2.23, indicating that Ho is rejected. This indicates that the impact of the organizational environment on net benefits in the structural model has statistical significance. The hypothesis test shows that the organizational environment of the Sleman Regency Education Office has a positive effect on the net benefits of the Merdeka Mengajar Platform.

CONCLUSION

The highest value of the inhibiting factor for the successful implementation of the Merdeka Mengajar Platform in the Sleman Regency Education Office is located in the service quality variable,

which only has an impact of 0.251 on user satisfaction. The lowest value of the inhibiting factor for the successful implementation of the Merdeka Mengajar Platform in the Sleman Regency Education Office is located in the organizational structure variable, which has an impact of 13.422 on the organizational environment.

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