



PLANNING THE IMPLEMENTATION OF DIGITAL PLATFORMS TO IMPROVE TEACHER COMPETENCIES AT SD NEGERI KOTALAMA 3

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Abstract

This study aims to see how far the implementation of the Rumah Pendidikan Digital Platform can improve teacher competence at SD Negeri Kotalama 3. This research method was carried out using a qualitative approach. The data collection technique was carried out using data triangulation, which was obtained from the results of observations, in-depth interviews, and documentation studies with the principal and teachers at SD Negeri Kotalama 3. The results of this study indicate that the planning for implementing the Rumah Pendidikan Platform at SD Negeri Kotalama 3 can improve the competence and quality of teacher teaching at SD Negeri Kotalama 3.

Keywords: digital platform; teacher competence; independent curriculum

1. Introduction

A digital platform is a set of software in the form of a digital container used to carry out a plan or program that has been previously prepared (Wibawa, 2021). According to Febrianti, et al (2024), which states that a digital platform is a container of software in a digital device that can form a certain system. When viewed from the definition of the digital platform and associated with the development of the current technological era, it has a great influence on the world, especially in the world of education. One of the influences on teacher competence. Teacher competence itself is a set of knowledge and skills that must be possessed by teachers as educators in carrying out their professional duties in the world of education (Mulyasa in Febriana, 2021).

The current era of technological development has brought very significant changes in aspects of life, especially in the field of education. Teachers are required to be able to utilize technology in meeting the demands of education in the 21st century to improve teacher competence. However, the current technological development does not rule out the possibility of problems that occur in the world of education, so that it can have an influence on the future. The problems faced by Indonesia today are complex and diverse, one of which is the problem of reducing the quality of learning, so that it can hamper the sustainability of an education system.

The factor causing the problem of decreasing the quality of learning today is the quality of the competence of the teacher himself. So that the development of technology is currently useful for the sustainability of the education system. The existence of digital platforms can not only improve teacher competence, but can also help teachers in supporting the quality learning process. Through this digital platform, teachers can develop interactive learning methods and

media. Where interactive learning can increase the interest of students, it also encourages teachers to innovate in their teaching methods. The realization of innovative teaching methods can affect the quality of learning and the quality of teacher competence.

The success of education can be influenced by several things, one of which is the teacher component. Teachers are considered successful in improving the quality of learning if they have good competence. According to Law Number 14 of 2005 concerning Teachers and Lecturers, states that the competencies that must be owned by teachers consist of four components, namely: 1) pedagogical competence, 2) professional competence, 3) personality competence, and 4) social competence. According to Gusnita, et al (2025) describe the four components in teacher competence, including: 1) Pedagogical competence is related to actualizing teacher abilities into effective learning and can be in accordance with the needs of students. 2) Professional competence relates to the teacher's understanding of the material broadly and deeply that will be taught to students. 3) Personality competence relates to the ability that reflects a good personality in the teacher that can be used as a role model for students. 4) Social competence relates to the ability of teachers to communicate and interact with various parties involved in the learning process in educational institutions. Where teachers in today's era are required to be able to adapt to the times with sophisticated technology, teachers must also be able to facilitate the needs of students in the learning process (Qathrunnida, et al., 2024). Thus, teachers must be able to adapt learning to the current times, so that they can face challenges in life in the future. Teachers must also be able to build broad thinking about the times to prepare students to face the world of work that will bring various challenges.

One of the efforts to improve the quality of teachers can be through a digital platform created by the government, which in SD Negeri Kotalama 3 applies a digital platform in the form of the Rumah Pendidikan Platform. The Rumah Pendidikan digital platform is included in the Independent Curriculum policy of the education system formed by the government, which was formerly called the Merdeka Mengajar (PMM) Platform, then changed its name to the Rumah Pendidikan Platform. The Rumah Pendidikan platform is a digital platform containing learning activities facilitated by the government to be accessed by teachers, parents, and students to support learning activities. This school has applied the Home Education Platform to teachers as educators at school, but because this platform is a new form of policy from the independent curriculum in 2025, it has not been fully applied to parents and students. On the platform, teachers are not only given space to access learning inspiration videos, but teachers can also share with fellow teachers in Indonesia. Therefore, teachers are expected to improve their learning and competence through the use of the Rumah Pendidikan Platform facilitated by the government.

The research was conducted looking at the problems that occur in the world of education today. One of the problems mentioned is the declining quality of learning which has an impact on teacher competence. The digital platform that has been implemented in schools as an effort to improve teachers must be known, so the purpose of this study is to see the extent to which the application of the Rumah Pendidikan Digital Platform can improve teacher competence at SD Negeri Kotalama 3.

In relation to the application of digital platforms to improve teacher competence, there are various related previous studies. 1) Ramdani, et al., (2022) with the title "Use of the

Independent Teaching Platform (PMM) for Elementary School Teachers" the results of this study are to socialize the use of an independent teaching platform in order to improve teacher performance at SD 006 Loa Janan Ilir. 2) Fitriya, et al., (2023) with the title "Implementation of Management Information Systems through the Merdeka Mengajar Platform to Improve the Competence of Elementary School Teachers" the results of this study are to explain the application of the independent teaching platform to improve the competence of elementary school teachers and the quality of management information systems. 3) Utomo & Kusumawati, (2024) with the title "Implementation of Independent Training on the Teaching Independence Platform in Improving Teacher Competence" the result of this study is to explain the implementation of improving teacher competence through independent training using the Teaching Independence Platform (PMM) at Muhammadiyah Schools in Kendal Regency. 4) Nafila, et al., (2024) with the title "Use of the Teaching Freedom Platform (PMM) to Improve Teachers' Pedagogical Competence in Elementary Schools" the result of this study is to explain that the Teaching Freedom Platform (PMM) has various features that can help in improving teachers' pedagogical competence, with the existence of the Teaching Freedom Platform (PMM) teachers can improve their performance with self-developed activities. In addition, teachers can be motivated to continue learning, teaching, and working through the ecosystem built by the Free Teaching Platform (PMM). Based on the background that has been compiled, the research title taken is "Planning for the Implementation of Digital Platforms to Improve Teacher Competence (Case Study at SD Negeri Kotalama 3)", with the following problem formulations: 1) How is the implementation of the Rumah Pendidikan Digital Platform in improving teacher competence at SD Negeri Kotalama 3?, 2) What are the advantages and disadvantages of using the Rumah Pendidikan Digital Platform at SD Negeri Kotalama 3?, 3) What are the evaluation mechanisms and success indicators used to measure the impact of the implementation of the Rumah Pendidikan Digital Platform at SD Negeri Kotalama 3?

2. Method

This research was conducted using a qualitative approach. The qualitative approach is a descriptive approach used to explore natural conditions by emphasizing the meaning of research in general, data collection techniques from this approach are carried out by triangulating data (Sugiyono in Safarudin, et al., 2023). While the type of research used is applied research which is a type of qualitative research, with the intention that the research results obtained can be directly applied and applied to life with problem solving efforts (Zakariah, et al., 2020). The use of this method is carried out as a way to determine the results or impact of implementing a digital platform in improving teacher competence. The author's consideration in choosing SD Negeri Kotalama 3 school for research is because the principal at SD Negeri Kotalama 3 is the Co-captain of Malang City, from which one person is taken in each region to be a representative of the government program regarding the Implementation of the Education Home Platform. This research was conducted at SD Negeri Kotalama 3 which is located at Jl. Muharto VII No. 52, Kedungkandang District, Malang City. research subjects include, principals and teachers of SD Negeri Kotalama 3 who have more knowledge related to the teacher's digital platform, which is mentioned at SD Negeri Kotalama 3, namely implementing the GTK Room Platform (Teachers and Education Personnel).

Data obtained by researchers with one data source, namely primary data. Primary data is obtained from the results of observations, in-depth interviews, documentation studies to

principals and teachers who have more knowledge about school digital platforms. Data collection techniques used to explore information obtained from the first observation, related to the application of digital platforms at SD Negeri Kotalama 3 to improve teacher competence. This observation activity was carried out on Wednesday, February 26, 2024. second, in-depth interviews, structured and systematic using interview guidelines that have been arranged in order to obtain the data needed by researchers. This interview was conducted with the principal and two teachers who have more knowledge related to the teacher digital platform. The last is documentation study, which is physical evidence to support the research. The documentation study was obtained by researchers in the form of an image of the features contained in the teacher's digital platform, which at SD Negeri Kotalama 3 is called the GTK Room Platform (Teachers and Education Personnel). Testing the validity of data in this study using data triangulation techniques. The triangulation technique is an activity or way of exploring information on several data sources more than one data to test the credibility of the data under study (Magdalena, et al., 2021). The use of triangulation techniques can make it easier for researchers to check the validity of data by using data sources obtained by researchers more than one data. Such as comparing the results obtained from interviews with the results of data obtained from observation activities.

3. Results and Discussion

Based on data obtained from observation and interviews using data triangulation techniques, the results and discussion of the Planning for the Implementation of digital platforms to Improve Teacher Competence at SD Negeri Kotalama 3 are presented, including the implementation of the Rumah Pendidikan Digital Platform, the advantages and disadvantages of using the Rumah Pendidikan Digital Platform, evaluation mechanisms and indicators of the success of the impact of implementing the Rumah Pendidikan Digital Platform. The results of the study are organized as follows:

3.1 Implementation of the Rumah Pendidikan Digital Platform in Improving Teacher Competence at SD Negeri Kotalama 3

A digital platform can be defined as a set of technology-based software in the application of applications that can be developed to produce certain data (Perdiyanti & Faeni, 2021). Meanwhile, according to Hayati (2024), a digital platform is a container or tool that contains a set of software used by each individual to facilitate daily needs. The Rumah Pendidikan digital platform is a name change from the Merdeka Mengajar (PMM) Platform as a form of education policy for the independent curriculum program to oversee the performance of all human resources involved in education and carried out by the central government. The Rumah Pendidikan platform has the same features as PMM, but only differs in its external appearance. The features in the Rumah Pendidikan Platform include the GTK Room (Teachers and Education Personnel), the Parents Room, and the Student Room. One of the features is the GTK Room, which contains several options such as independent training, learning communities, proof of work, good practice stories, learning inspiration, classroom assessments, reference documents, competency improvement, and performance management which can be used as teaching guidelines for teachers. The Rumah Pendidikan Digital Platform can help teachers improve their competence through teaching and learning. According to Sitorus, et al (2024)

also mentioned that digital platforms are also useful in preparing learning materials that are more interesting and interactive so that they can adapt to the needs of students.

Before entering the implementation of the Home Education Platform at SD Negeri Kotalama 3, the principal assesses the readiness and understanding of the teachers regarding the use of the Home Education Platform. The way the principal assesses the teachers' understanding of the use of the Home Education Platform is through the Learning Community (Kombel) program. Learning Community (Kombel) is a collection of several people who occur intentionally with the same goal (Sekar & Kamarubiani, 2020). Meanwhile, according to Jamal, et al (2025) states that the learning community (Kombel) is a forum used by teachers and education personnel to learn, collaborate, and grow with each other to improve the quality of learning which can have an impact on student learning outcomes. SD Negeri Kotalama 3 has one of the programs, namely the Learning Community (Kombel) which is carried out once a week on Friday after finishing Friday prayers. In the Kombel activity, a discussion or sharing interaction is carried out between the principal and the teacher, or if the principal cannot attend, the activity is carried out by fellow teachers. This Kombel activity is mandatory to improve teacher competence. Kombel activities are used to improve the competence of teachers and education personnel by collaborating, sharing experiences, and helping fellow teachers to improve the quality of teacher competence and teaching which can have an impact on student learning outcomes (Priantini, et al., 2022). In the Kombel activity, one of the meetings discussed one of the features on the Rumah Pendidikan Platform. The Kombel activity process begins with a gathering of teachers per phase starting from Phase A, Phase B, and Phase C. According to Fadil, et al (2024) the learning phase in elementary school is divided into 3 including: 1) Phase A, which consists of grade 1 and grade 2 students, 2) Phase B consists of grade 3 and grade 4 students, and 3) Phase C consists of grade 5 and grade 6 students. In phase B and phase C, learners begin to be required and directed to be able to develop their thinking more creatively, innovatively, and collaboratively (Mahyudin, 2023). So in phase B and phase C, students begin to be introduced to technology-based learning. Then, teachers in each phase are asked by the principal to find material that is currently popular, after looking for material the teachers are asked to share their experiences and understanding of the material they find, then they present the material and present it in the form of a presentation. So, that is how the principal at SD Negeri Kotalama 3 assesses the readiness and understanding of the teachers regarding the use of the Rumah Belajar Platform.

The implementation of the Rumah Pendidikan Platform at SD Negeri Kotalama 3 was only implemented on February 21, 2025, the school also designed a Work Result Plan (RHK) on that date. The Work Outcome Plan (RHK) is a set of plans designed to determine the objectives of employee work targets can be achieved (Nisa & Subowo, 2024). Teachers easily adapt to the latest platform from the independent curriculum policy, namely the Rumah Pendidikan Platform, because the content in it is not much different from PMM, which is also one part of the education policy series 15 which reads "Implementation of the Independent Curriculum and the Independent Teaching Platform", only different on the homepage display. The Rumah Pendidikan platform is used, among others, for teacher performance management, where all teachers at SD Negeri Kotalama 3 are required to carry out performance management. When a discussion or meeting occurs, there are several things that Mr. / Mrs. teacher must learn before starting the discussion / meeting, one of which is independent training. For example, related to classroom management at SD Negeri Kotalama 3, when the principal wants to conduct classroom observations to one of the teachers who is implementing

classroom management in his teaching, the teacher is asked by the principal to learn about independent training, especially classroom management, so that the teacher has a view or picture related to classroom management by utilizing the Rumah Pendidikan Platform in the GTK Room feature.

The integration of the Rumah Pendidikan Platform into the teacher professional development program at SD Negeri Kotalama 3 is through training activities held by the school's Continuing Professional Development (PKB) team. Continuous Professional Development is an activity designed to improve teachers' professional knowledge, skills and attitudes gradually and continuously to improve the quality of education (Rusdarti, et al., 2018). This PKB program consists of self-development for educators or education personnel, publications on scientific work, and innovative real work (Syao dih, et al., 2020). Every semester, SD Negeri Kotalama 3 has a team, namely the Continuous Professional Development (PKB) team, which is taken from teachers who are given the mandate to replace the principal, when the principal cannot be present at school to carry out observation activities for teachers. This PKB team is asked by the principal to formulate at least one activity in each semester regarding activities that are really needed by teachers. For example, in semester 2 in December 2024, the principal and the PKB team held a training on the current learning trend, namely Deep Learning. Then the PKB team invited one of the resource persons to conduct competency development at SD Negeri Kotalama 3 related to deep learning. The training program conducted by the principal and the ESC team is a way for the school to integrate the Rumah Pendidikan Platform into the teacher professional development program at SD Negeri Kotalama 3.

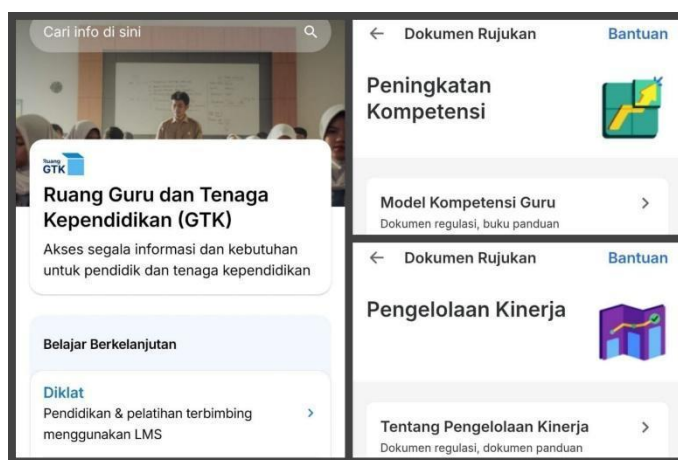


Figure 3.1 Features of the Rumah Pendidikan Platform
(Source: School document)

3.2 Advantages and Disadvantages of Using the Rumah Pendidikan Digital Platform at SD Negeri Kotalama 3

According to Sulastri, et al (2020), there are advantages and uses of digital platforms for teachers, namely digital platforms can facilitate teachers in distance learning, where teachers find it easier to provide learning materials through digital platforms when learning online (learning from home) or offline (face-to-face learning). Learning that is carried out is also more flexible, such as access to learning resources that can be done at any time. The advantages of using digital platforms for teachers can also improve teacher competence through the

development of teaching materials and learning activities carried out using these digital platforms (Cendra, et al., 2022). The advantages of implementing the Rumah Pendidikan Platform at SD Negeri Kotalama 3 include: 1) Making it easier for educators to access teaching materials, career development and an inclusive learning community. It is not much different from PMM, so it is not difficult for teachers to adapt from changing PMM to the Rumah Pendidikan Platform with the same function. 2) As an inspirational learning tool, because there are many examples of teaching materials that can facilitate the needs of teachers in learning activities. In addition to the advantages of the Home Education Platform, there are certainly still shortcomings in the implementation of the Home Learning Platform. The disadvantages of using digital platforms for teachers and students are technological limitations, because not all students and teachers have adequate cellphones to download these digital platforms (Resti, et al., 2024). According to Surani, et al (2020), the disadvantages of using digital platforms in learning activities also occur in the waste of quota, the use of features in platforms that may be complicated, and students who are less interactive if there is distance learning such as online (learning from home). The disadvantages of using the Rumah Pendidikan Digital Platform implemented at SD Negeri Kotalama 3 include: 1) The display of the Rumah Pendidikan Platform accessed via laptop/computer/pc is different from the display accessed via cellphone. The display accessed via laptop/computer/pc is too small so that teachers who use it have difficulty. Sometimes not all cellphones can support the installation of the Home Education Platform, only android phones on version 6 or above can install the Home Education Platform. 2) For some teachers, the Education Home Platform takes up a lot of time, because teachers have to divide their teaching time with the time to fill in the activities contained in the Education Home Platform.

The advantages and disadvantages of implementing the Home Education Platform can trigger challenges / obstacles faced by teachers who use the Platform. According to Huriyatunnisa (2022), one of the obstacles to using a digital platform is that not all teachers can quickly understand how to use the digital platform. Challenges/obstacles that have been faced by teachers include: 1) Senior teachers who do not understand the application and use of the Rumah Pendidikan platform. For example, many senior teachers have difficulty accessing the Rumah Pendidikan platform because they are afraid of making mistakes. 2) Some teachers are less able to manage time, because the process of completing the uploaded material cannot be completed within one day, because they also have to divide their time with the school activities or programs they are currently running. 3) Lack of awareness from the teachers themselves in utilizing the Home Education Platform as a whole. Some of the challenges that have been mentioned, schools have their own ways of overcoming these challenges / obstacles. One way that can be done to overcome these obstacles/challenges is to hold teacher training related to how to use digital platforms in detail, so that teachers can learn how to use them from these training activities (Aisyah, et al., 2024). However, SD Negeri Kotalama 3 also has a way of overcoming these challenges, namely through the Learning Community (Kombel) program carried out at SD Negeri Kotalama 3, where in the kombel program fellow teachers can share with each other regarding the problems they are facing, so that with the discussion activities in this kombel program they can provide solutions to overcome these problems. the kombel program also allows young teachers to help senior teachers who have difficulties in implementing the Rumah Pendidikan Platform, by accompanying and directing if there are senior teachers who have difficulties.

3.3 Indicators of Success and Evaluation Mechanisms Used to Measure the Impact of Implementing the Rumah Pendidikan Digital Platform at SD Negeri Kotalama 3

Indicators of success in implementing the Rumah Pendidikan Platform can be measured by how far the Platform can have an impact on the quality of teaching and the competence of the teachers themselves. According to Wahyuni, et al (2022), an indicator of success is a tool used as a benchmark to assess how well and the achievement of an activity in accordance with the stated objectives. Indicators of success can be seen in the education report card, so every year the government releases an education report card platform which is obtained from surveys of the learning environment and the character of teachers and students. According to Kemendikbudristek (2021), the education report card is a document that contains a report on the results of the evaluation and achievement of the quality of the education system. The purpose of the education report card is to find out any problems that occur during the process of learning and teaching activities, so that the right solution can be found to overcome these problems (Kiriana & Widiasih, 2023). The education report card helps the principal in assessing the level of success achieved by teachers in utilizing the Home Education Platform that has been used. Teachers can also assess their success in implementing the Rumah Pendidikan Platform from the reflection activities carried out with students in the classroom after each learning material. The response given by students can be used as a measuring tool for how far the level of success of the teacher in providing teaching materials that have been facilitated in the Home Education Platform. If the level of understanding of students is high in the learning material that has been provided by the teacher, it means that the teacher has succeeded in implementing the Home Education Platform. But on the contrary, if the response of many students who have difficulty in understanding the learning material, it means that the teacher has failed in applying the Home Education Platform to the teaching material that has been given. From the results of student respondents that can be used as material for evaluation and improvement in the future.

The evaluation mechanism to ensure that the use of the Rumah Pendidikan Platform can really improve teacher competence in a sustainable manner is by conducting reflection activities that have been planned by the principal every month. Reflection activities at SD Negeri Kotalama 3 are usually carried out in the last week of the month, through a google form given by the principal to be filled in by the teachers. This reflection activity is not only carried out every month through google form, but can also be carried out into the weekly combing program. Principals do not only reflect with google form or through the combel program, principals also carry out reflection activities through a pre-planned supervision program. According to Baidowi & Syamsudin (2022), the supervision techniques/programs carried out by the principal include classroom activities or classroom visits, the implementation of observations, and the implementation of meetings or discussions of the results of observations made to determine the level of success of the teacher in implementing the Digital Platform. By applying these supervision techniques, the principal at SD Negeri Kotalama 3 can assess the success rate of these teachers who have increased in their competence when they can solve the problems they are facing in the learning process.

4. Conclusion

The Rumah Pendidikan digital platform is a change of name from the Merdeka Mengajar (PMM) Platform as a form of education policy for the independent curriculum program to

oversee the performance of all human resources involved in education and carried out by the central government. The implementation of the Rumah Pendidikan Platform at SD Negeri Kotalama 3 has just been implemented on February 21, 2025. Teachers easily adapt to the existence of the latest platform from the independent curriculum policy, namely the Education Home Platform, because the content in it is not much different from PMM. The integration of the Home Education Platform into the teacher professional development program at SD Negeri Kotalama 3 is through training activities held by the school's Continuing Professional Development (PKB) team. The Education Home Platform has advantages and disadvantages. One of the advantages of implementing the Rumah Pendidikan Platform at SD Negeri Kotalama 3 is that it makes it easier for educators to access teaching materials. Meanwhile, one of the disadvantages of the Home Education Platform is that the display of the Home Education Platform accessed via laptop/computer/pc is too small so that teachers who use it experience difficulties. The advantages and disadvantages of implementing the Home Education Platform can trigger challenges / obstacles faced by teachers who use the Platform, one of the challenges is the lack of awareness of the teachers themselves in utilizing the Home Education Platform as a whole. However, schools can overcome this through the Learning Community (Kombel) program carried out at SD Negeri Kotalama 3. Indicators of success in implementing the Rumah Pendidikan Platform can be measured by how far the Platform can have an impact on the quality of teaching and the competence of the teachers themselves. The principal at SD Negeri Kotalama 3 can also see the level of success of the teacher in improving their competence when they can solve the problems they are facing in the learning process. The mechanism of evaluation activities carried out at SD Negeri Kotalama 3 through reflection activities every month and supervision activities carried out by the principal. The results of the study show that the planning of the implementation of the Rumah Pendidikan Platform at SD Negeri Kotalama 3 can improve the competence and quality of teacher teaching at SD Negeri Kotalama 3.

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