

Self-Training Through Rumah Pendidikan for Teachers at State Senior High School 1 Tapung Hilir

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ABSTRACT

This study aims to analyze the implementation of independent training through the Rumah Pendidikan platform for teachers at SMA Negeri 1 Tapung Hilir in supporting digital transformation in education. The study employed a descriptive qualitative approach involving the principal, vice principal for curriculum, and eight subject teachers selected through purposive sampling. Data were collected through interviews, observations, and documentation, then analyzed using the interactive model of data reduction, data display, and conclusion drawing. The findings indicate that independent training through the Rumah Pendidikan platform contributes positively to improving teachers' digital competence, creativity, confidence, and innovation in technology-based learning. Teachers increasingly utilized interactive presentations, digital quizzes, video learning, and online assessment tools in classroom activities. However, several challenges remained, including unstable internet access, unequal digital competence, limited technological facilities, and teachers' workload. The school addressed these issues through mentoring, monitoring, motivation, and strengthening digital learning facilities. Therefore, sustainable support is needed to optimize digital-based professional development for teachers.

Informasi Artikel

Kata Kunci:

Transformasi digital;
rumah pendidikan;
kompetensi digital guru;
teknologi pendidikan

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pelaksanaan pelatihan mandiri melalui platform Rumah Pendidikan pada guru di SMA Negeri 1 Tapung Hilir dalam mendukung transformasi digital pendidikan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan melibatkan kepala sekolah, wakil kepala sekolah bidang kurikulum, dan delapan guru mata pelajaran yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model interaktif melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pelatihan mandiri melalui platform Rumah Pendidikan memberikan kontribusi positif terhadap peningkatan kompetensi digital, kreativitas, rasa percaya diri, dan inovasi guru dalam pembelajaran berbasis teknologi. Guru semakin memanfaatkan media presentasi interaktif, kuis digital, video pembelajaran, dan asesmen daring dalam kegiatan pembelajaran di kelas. Namun demikian, masih terdapat beberapa kendala, seperti keterbatasan jaringan internet, kesenjangan kompetensi digital, keterbatasan fasilitas teknologi, dan beban kerja guru. Sekolah mengatasi kendala tersebut melalui pendampingan, monitoring, pemberian motivasi, dan penguatan fasilitas pembelajaran digital. Oleh karena itu, diperlukan dukungan berkelanjutan untuk mengoptimalkan pengembangan profesional guru berbasis digital.

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1. Introduction

The development of digital technology has brought significant changes to various aspects of life, including the field of education. The digital transformation of education has become an essential part of efforts to improve the quality of learning, the effectiveness of school management, and the development of educational human resource competencies. The utilization of digital technology in education functions not only as a medium for delivering learning materials but also as a means of creating interactive, collaborative, innovative, and student-centered learning. In the context of 21st-century education, teachers are required to possess adequate digital competencies in order to effectively integrate technology into the learning process [1]. In addition, teachers also play an important role in supporting the digitalization of education through adaptability, innovation, and the use of technology in teaching and learning activities [2].

The Indonesian government has demonstrated a strong commitment to supporting the digital transformation of education through various policies and school digitalization programs. One concrete example of these policies is the establishment of the Rumah Pendidikan platform as an integrated digital learning ecosystem. This platform provides various digital education services such as Student Space, Teacher Space, digital learning resources, assessments, teaching tools, and other supporting learning features. The presence of the Rumah Pendidikan platform is expected to assist teachers in improving learning quality, expanding access to learning resources, and supporting the creation of more effective and adaptive learning in line with technological advancements. Furthermore, school digitalization policies are also directed toward strengthening national education transformation through the systematic and sustainable use of technology [3].

In addition to the learning aspect, digital transformation also requires changes in school management and academic supervision systems. Academic supervision, which was previously carried out conventionally, needs to be directed toward digital-based supervision so that teacher development processes can be conducted more effectively, flexibly, systematically documented, and sustainably. Digital-based academic supervision enables principals to monitor learning systematically through the use of technological platforms. Thus, supervision functions not only as an evaluation activity but also as an effort to provide professional teacher development based on data and actual needs in the field [4]. Moreover, academic supervision implemented in a directed and sustainable manner can improve the quality of learning and teachers' professional competencies in carrying out educational duties [5].

Several studies indicate that the use of digital technology in academic supervision positively impacts the improvement of teacher competencies and learning quality. Research conducted by [4] shows that academic supervision based on monitoring and evaluation can enhance teachers' pedagogical competence

through more systematic guidance. In addition, [6] explain that structured academic supervision can improve learning quality and teacher professionalism. Another study conducted by [7] found that information technology-based clinical supervision helps make teacher development processes more effective and flexible through the utilization of digital media. [8] also explain that digital learning policies and professional learning communities influence the improvement of educational quality through teacher performance.

In the global context, various international studies indicate that teachers' digital competence is an important factor in the success of educational digital transformation. [9] states that teachers' digital competence plays an important role in supporting learning innovation and the integration of technology in education. [10] further explain that teachers' digital competence is not only related to technical skills in using technology but also includes pedagogical and professional abilities in utilizing educational technology. In addition, [11] emphasize that teachers' digital competence is closely related to the development of inclusive and adaptive learning practices that meet students' needs.

The digital transformation of education is also influenced by teachers' readiness to accept and use technology in learning. [10], through the Technology Acceptance Model (TAM) approach, explain that teachers' acceptance of technology is influenced by perceptions of ease of use and the benefits of technology for learning. Research by [12] shows that the level of teachers' digital competence is influenced by training, institutional support, experience in using technology, and self-learning motivation. Furthermore, [13] explain that the success of transforming teachers' digital competence is influenced by school support, organizational culture, and teachers' ability to adapt to changes in digital learning systems.

However, the availability of digital facilities provided by the government has not been fully followed by optimal utilization at the educational unit level. This condition was also found at SMA Negeri 1 Tapung Hilir. Based on preliminary observations and interviews with the principal and several teachers, it was found that the utilization of the Rumah Pendidikan platform has not yet been optimal. The use of digital platforms remains relatively low and has not been systematically integrated into school programs or academic supervision. The utilization of the platform largely depends on individual teacher initiatives and has not yet become a collective working culture in learning management.

In addition, teachers' digital competencies at SMA Negeri 1 Tapung Hilir are still uneven. Some teachers are capable of using basic features of digital platforms, such as accessing materials and uploading learning tools, but have not yet utilized technology to create interactive, collaborative, and student-centered learning. Technology is still predominantly used as a medium for administration and storage of learning materials rather than as a tool for learning innovation. On the other hand, there are also teachers who still experience difficulties in

adapting to digital technology due to factors such as age, conventional work habits, limited training, and low motivation to keep up with developments in educational technology. This condition indicates a gap in digital competence among teachers that may affect the successful implementation of educational digitalization in schools [2].

Observations also indicate that the academic supervision process at the school is still conducted conventionally and has not optimally utilized digital platforms. School documentation shows that there is no specific standard operating procedure (SOP) related to the implementation of Rumah Pendidikan in learning or academic supervision. In addition, indicators for digital platform utilization have not yet become part of the school's academic supervision instruments. This condition demonstrates that the integration of digital platforms into learning management and academic supervision still requires more systematic and sustainable development.

Based on these conditions, there is a gap between the availability of digital facilities provided by the government and the level of their utilization in schools. Furthermore, there is a discrepancy between the demands of educational digital transformation and the actual condition of uneven teacher digital competence. On the other hand, previous studies have mostly discussed digital academic supervision in general, while research concerning the integration of the Rumah Pendidikan platform into academic supervision at the senior high school level remains very limited. Therefore, a more in-depth study is needed regarding the utilization of the Rumah Pendidikan platform in supporting academic supervision and improving teachers' digital competence in schools.

This study offers novelty by specifically examining the integration of the Rumah Pendidikan platform as the government's official digital ecosystem within the school academic supervision system. This study not only focuses on the use of technology in learning but also analyzes school management strategies in building a digital learning culture, barriers to digital platform implementation, and the development of digital-based academic supervision at SMA Negeri 1 Tapung Hilir. This research also strengthens previous studies related to digital leadership and teachers' digital competence in educational transformation, as explained by [14].

This research is important considering that the digital transformation of education is an unavoidable demand of 21st-century education. Teachers' digital competence has become one of the indicators of modern teacher professionalism; therefore, schools need appropriate strategies to optimize the utilization of digital education platforms. The results of this study are expected to contribute theoretically to the development of digital-based academic supervision studies and provide practical contributions for schools in improving learning quality through optimizing the use of the Rumah Pendidikan platform. In addition, the findings are also expected to serve as consideration for schools and education offices in formulating

policies to strengthen educational digitalization more effectively and sustainably.

2. Method

This research employed a descriptive method with a qualitative approach to analyze the utilization of the Rumah Pendidikan platform in learning and academic supervision at SMA Negeri 1 Tapung Hilir. The qualitative approach was chosen because the study aimed to gain an in-depth understanding of the phenomenon of digital platform utilization, teachers' digital competencies, platform integration in academic supervision, and the challenges of its implementation in schools. According to [15], qualitative research is used to understand social phenomena deeply based on participants' perspectives in natural settings, while the descriptive method aims to systematically and accurately describe the facts and characteristics of the research object.

The research was conducted at SMA Negeri 1 Tapung Hilir in 2026. The data sources consisted of primary and secondary data. Primary data were obtained through interviews and observations of informants selected using purposive sampling techniques. According to [16], purposive sampling is a technique for determining informants based on specific considerations according to research needs. The research informants consisted of 1 principal, 1 vice principal for curriculum affairs, and 8 subject teachers actively using the Rumah Pendidikan platform. Secondary data were obtained through documentation in the form of learning tools, school archives, academic supervision documents, and school policies related to educational digitalization.

The main research instrument was the researcher as a human instrument. According to [15], in qualitative research, the researcher functions as the primary instrument directly involved in data collection and analysis. This study also used interview guidelines, observation sheets, and documentation as supporting instruments. Data collection techniques were carried out through in-depth interviews, observations, and documentation. According to Moleong (2021), in-depth interviews are used to obtain detailed information regarding the experiences and perceptions of informants toward the phenomenon being studied.

Data processing techniques were conducted through the stages of data collection, examination, classification, and systematic organization of data. Data analysis used the interactive model by [17], which included data reduction, data presentation, and conclusion drawing and verification. Data validity was tested through source triangulation, technique triangulation, and member checking. According to [18], triangulation is used to enhance data credibility by comparing information from various sources and data collection techniques. Through these techniques, the research results are expected to have validity and credibility that can be scientifically justified.

3. Results and Discussion

Implementation of Independent Training through the Rumah Pendidikan Platform

The implementation of independent training through the Rumah Pendidikan platform at SMA Negeri 1 Tapung Hilir has become part of the program to strengthen teachers' digital competencies in supporting the digital transformation of education. Based on the interview results with the principal, the implementation of digital training began to be intensified in 2025 as a follow-up to educational digitalization policies and efforts to improve teacher professionalism in the use of learning technology. Based on field data, most teachers have utilized the Rumah Pendidikan platform to participate in various digital training programs. Of the 8 teachers who became research informants, 6 teachers actively participated in independent training, while the other 2 teachers only participated in a limited manner due to technological skill barriers, internet network problems, and limited time caused by school administrative workloads.

Table 1. Teachers' Level of Participation in Independent Training

No	Teacher Category	Number of Teachers	Percentage
1	Actively participating in independent training	6	75%
2	Less active in participating in training	2	25%
	Total	8	100%

Observation results showed that approximately 95% of teachers already had active accounts on the Rumah Pendidikan platform and had accessed digital training. Teachers used the platform to access learning modules, training videos, digital assessments, and technology-based learning media development materials.

The training most frequently attended by teachers was related to the use of interactive learning media, preparation of digital teaching materials, online assessments, and video-based learning development. Teachers stated that the independent training system was quite flexible because it could be accessed anytime according to their free time after teaching activities were completed.

In addition, classroom observations showed changes in the learning process after teachers participated in independent training. Some teachers began using interactive presentation media, learning videos, digital quizzes, and electronic teaching materials in teaching and learning activities. Teachers who actively participated in training appeared more confident and creative in using technology compared to before joining digital training.

Nevertheless, the level of participation and completion of training was still not optimal. Based on school documentation, only about 60% of teachers completed the entire series of training programs they attended. This indicates that the implementation of independent training has been running fairly well, but still requires strengthening in aspects of monitoring, mentoring, and the development of a digital learning culture among teachers.

Benefits of Independent Training for Teachers

The research results showed that independent training through the Rumah Pendidikan platform had a positive impact on improving teachers' digital competencies at SMA Negeri 1

Tapung Hilir. Based on interview results, 7 out of 8 teachers stated that they better understood the use of learning technology after participating in digital training.

Teachers became capable of using various digital learning applications such as interactive presentation media, online evaluation platforms, learning videos, and digital quiz applications. Before participating in the training, some teachers only used technology for simple administrative needs. However, after participating in the training, teachers began utilizing technology as a more interactive and engaging learning medium.

Table 2. Benefits of Independent Training for Teachers

No	Benefits of Independent Training	Number of Teachers
1	Understanding the use of learning technology	7 teachers
2	Ability to use digital learning media	7 teachers
3	Assisting in the preparation of digital teaching materials	5 teachers
4	Increasing confidence in using technology	6 teachers
5	Increasing learning motivation and instructional innovation	6 teachers

Based on observation results, the use of digital learning media in classrooms began to increase compared to before teachers participated in independent training. Teachers started using learning videos, electronic teaching materials, digital-based quizzes, and visual presentation media to improve student participation in learning.

Interview results also showed that independent training helped teachers increase their confidence in using learning technology. Teachers who previously found it difficult to use learning applications gradually became accustomed to using digital media in daily teaching and learning activities.

In addition to improving technical skills, independent training also had an impact on teachers' mindset changes. Teachers became more open to learning innovations and more motivated to follow developments in educational technology. Thus, independent training not only improved teachers' digital competencies but also supported the formation of a more adaptive and innovative digital learning culture.

Obstacles in the Implementation of Independent Training

Although the implementation of independent training provided positive benefits, the research found several obstacles faced by teachers in participating in digital training through the Rumah Pendidikan platform.

Based on interview results, the main obstacle faced by teachers was limited internet connectivity. A total of 6 out of 8 teachers stated that unstable internet access often disrupted the training process, especially when accessing learning videos and digital assessments.

In addition to network problems, some teachers also experienced difficulties in understanding certain features on the digital platform. Teachers who were not yet familiar with technology required a longer adaptation period and needed additional assistance in order to participate in the training optimally.

Table 3. Obstacles in the Implementation of Independent Training

No	Obstacles Faced by Teachers	Number of Teachers
1	Unstable internet network	6 teachers
2	Difficulty understanding platform features	3 teachers

3	Limited time due to administrative tasks	5 teachers
4	Low consistency in completing training	4 teachers
5	Limited technological devices	3 teachers

Observation results indicated that the quality of the internet network at the school was still unstable in several learning spaces. In addition, not all teachers had adequate personal internet access when participating in training from home.

Based on school documentation, only around 60% of teachers completed the entire training series they attended. Some teachers only participated in the initial stages of the training without completing the assessments or final assignments. This condition was influenced by limited time, low motivation for independent learning, and technical difficulties in using the platform.

Furthermore, interview results showed that some teachers still perceived the use of technology in learning as an additional workload. Teachers felt that they needed more time to prepare digital learning media compared to using conventional teaching methods.

Thus, the obstacles in implementing independent training did not only originate from technical factors but were also influenced by teachers' digital competencies, work culture, independent learning motivation, and limitations in technological facilities and infrastructure.

School Efforts in Supporting Independent Training

Based on the research results, SMA Negeri 1 Tapung Hilir has made various efforts to support the implementation of teachers' independent training through the Rumah Pendidikan platform. The principal actively motivated teachers to improve their digital competencies as part of the professional demands of teachers in the era of educational digital transformation.

The school also encouraged teachers to participate more actively in digital training and apply the training outcomes in the learning process. In addition, the school provided assistance for teachers who experienced difficulties in using digital platforms. Teachers with better technological skills helped their colleagues through informal discussions, sharing best practices, and simple technical assistance.

Table 4. School Efforts in Supporting Independent Training

No	School Efforts	Forms of Activities
1	Providing motivation to teachers	Principal's directions and routine meetings
2	Assistance in using the platform	Discussions and technical support among teachers
3	Monitoring training implementation	Checking certificates and teachers' participation
4	Improving technological facilities	Strengthening internet networks and devices
5	Integrating training outcomes into learning	Implementation of digital media in classrooms

The vice principal for curriculum also monitored the implementation of teachers' independent training through checking training certificates, teachers' participation, and evaluating the application of training outcomes in learning activities.

The school also attempted to improve facilities supporting digital learning, such as strengthening internet networks and providing school technological devices. Although the available facilities were still limited, these efforts demonstrated the school's commitment to supporting educational digitalization.

The research results showed that school support had a very important influence on the successful implementation of teachers' independent training. Support in the form of motivation, mentoring, monitoring, and technological facilities was able to increase teachers' participation in digital competency development activities. With continuous support, the implementation of independent training through the Rumah Pendidikan platform is expected to become a professional learning culture for teachers in improving the quality of technology-based learning at SMA Negeri 1 Tapung Hilir.

Discussion

The implementation of independent training through the Rumah Pendidikan platform at SMA Negeri 1 Tapung Hilir demonstrates the ongoing process of digital transformation in education within the school environment. This transformation is reflected not only in the use of technology in learning activities but also in the shift in teachers' professional development patterns, which were previously dominated by conventional face-to-face training and are now moving toward independent digital-based learning. The school policy encouraging teachers to participate in digital training since 2025 indicates an awareness of the importance of teachers' digital competence in 21st-century education. This condition is in line with the opinion of [11], who state that educational digital transformation positions teachers as the main actors in the successful implementation of technology in schools. In addition, [3] also emphasizes that school digitalization is an important part of the national education transformation.

Independent training through the Rumah Pendidikan platform reflects a paradigm shift in teacher competency development toward more flexible, autonomous, and sustainable professional learning. Teachers no longer rely entirely on formal training but begin developing their competencies independently through digital platforms. This finding is consistent with the research of [19], which explains that self-directed digital training can improve the flexibility of teachers' professional development and support lifelong learning.

The level of teacher participation, which reached 75%, indicates an increasing awareness among teachers of the importance of digital competence in supporting learning activities. Teachers are beginning to understand that technological mastery is no longer an additional skill but rather an essential requirement in carrying out their professional responsibilities as educators. This finding strengthens the results of [9], who states that teachers' digital competence is influenced by active involvement in training and the continuous use of technology.

The results of the study also show that the most frequently attended training programs were related to interactive learning media, digital teaching tools, online assessment, and video-based learning. This indicates that teachers prefer training programs that can be directly applied in classroom practice. This finding is consistent with the study by [20], which explains that the development of digital competence becomes more effective when oriented toward practical classroom learning needs.

The use of the Rumah Pendidikan platform also encourages teachers to utilize technology more creatively. Before participating in the training, technology was mostly used for learning administration, whereas after the training, teachers

began using instructional videos, digital quizzes, interactive presentation media, and electronic teaching materials. This condition demonstrates a shift in the function of technology into a more innovative and interactive learning medium. This finding supports the research of [12], which states that teachers' digital competence influences their ability to create innovative technology-based learning.

These changes indicate the development of teachers' digital pedagogical competence, namely the ability to select, utilize, and integrate technology into effective and student-centered learning. Teachers who actively participated in the training appeared more creative and confident in using digital media. This condition aligns with the DigCompEdu framework developed by [1], which emphasizes the integration of pedagogical and technological competencies within teacher professionalism.

Observation results indicate that the use of digital learning media can increase student engagement. Students appeared more active and enthusiastic when teachers used instructional videos, digital quizzes, and interactive visual media compared to conventional learning methods. Thus, independent training not only impacts the improvement of teachers' competencies but also enhances the quality of students' learning experiences. This finding supports the study by [10], which explains that teachers' digital competence correlates with increased student interaction and engagement in digital learning.

Independent training also affects teachers' mindsets and self-confidence in using educational technology. Teachers who previously considered technology to be complicated began to understand its benefits in improving learning effectiveness and became more confident in using it. This condition is consistent with the Technology Acceptance Model (TAM) proposed by [10], which states that technology acceptance is influenced by perceived ease of use and perceived usefulness. This finding is also reinforced by [13], who explain that the success of educational digital transformation is influenced by teachers' mental readiness and self-confidence in using technology.

Despite its positive impacts, the implementation of independent training still faces several obstacles, particularly limited internet connectivity, disparities in digital competence among teachers, and limited time due to administrative burdens and dense teaching schedules. Some teachers still perceive the use of technology as an additional workload because it requires more preparation compared to conventional learning. These conditions indicate that educational digital transformation is not only related to the provision of technology but also to the readiness of human resources and the school work culture. This finding is in line with the study by [14], which emphasizes the importance of digital infrastructure support, as well as the studies by [21], which explain that barriers to educational digitalization are influenced by individual readiness, work culture, and resistance to change.

In addressing these challenges, the school has implemented various efforts such as strengthening digital culture, peer mentoring among teachers, monitoring training implementation, and improving facilities that support digital learning. The principal plays a role as a change leader who encourages teachers to become more open to technology-based learning innovations. In addition, teachers with stronger digital skills

assist their colleagues through discussions and informal mentoring. Monitoring is also conducted through checking training certificates and evaluating the implementation of training outcomes in classroom learning. This finding is consistent with the studies of [22], [23], and [24] which emphasize the importance of academic supervision, collaborative culture, and continuous monitoring in teacher professional development.

Overall, the implementation of independent training through the Rumah Pendidikan platform plays an important role in improving teachers' digital competence at SMA Negeri 1 Tapung Hilir. Independent training not only enhances teachers' technical abilities but also encourages changes in mindset, learning creativity, and teacher professionalism in facing the digital transformation of education. However, the success of its implementation still requires support in terms of infrastructure, equal distribution of digital competence, a culture of independent learning, and sustainable school policies. This finding reinforces the opinion of Istiqomah [24] that teachers' digital competence is the main foundation for building adaptive, innovative, and sustainable 21st-century education.

4. Conclusion

The results of the study indicate that independent training through the Rumah Pendidikan platform at SMA Negeri 1 Tapung Hilir plays an important role in supporting the digital transformation of education and improving teachers' digital competencies. The implementation of independent training encourages changes in teachers' professional development patterns from conventional training systems toward more flexible, independent, and sustainable digital-based learning. Most teachers have actively participated in digital training and have begun utilizing technology in learning through the use of interactive presentation media, learning videos, digital quizzes, online assessments, and electronic teaching materials. Independent training also has a positive impact on increasing teachers' creativity, self-confidence, learning motivation, and digital pedagogical skills in creating more innovative, interactive, and student-centered learning.

However, the implementation of independent training still faces several challenges, such as limited internet access, disparities in digital competence among teachers, limited time due to administrative workloads, and the low consistency of some teachers in completing the training. In addition to technical factors, these obstacles are also influenced by the readiness of human resources and the school's work culture in facing the digital transformation of education. To overcome these challenges, the school has undertaken various efforts through providing motivation, peer mentoring among teachers, monitoring training implementation, and improving technological facilities that support digital learning. Therefore, continuous support from schools and the government is needed in strengthening digital infrastructure, developing a culture of independent learning, implementing digital-based academic supervision, and equalizing teachers' digital competencies so

that the implementation of Rumah Pendidikan can run more optimally and sustainably in improving the quality of learning in schools.

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