

ENGLISH TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF *RUANG GURU dan TENAGA KEPENDIDIKAN* AT SENIOR HIGH SCHOOLS IN PALOPO

A Magister Thesis

Submitted to Fulfill the Requirements for A Master's Degree in English
Educational Study Program (M.Pd)



Proposed by

LESTARI YANTI

Reg Num: 2305040005

**ENGLISH EDUCATION STUDY PROGRAM POSTGRADUATE
STATE ISLAMIC UNIVERSITY OF PALOPO**

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Supervised by

- 1. Prof. Dr. Sahraini, M.Hum.**
- 2. Dr. Magfirah Thayyib, S.S., S.Hum**

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2025

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Nama : Lestari Yanti
NIM : 2305040005
Program Studi : Tadris Bahasa Inggris

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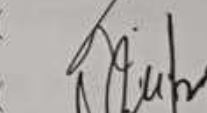
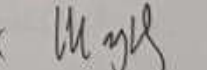
LESTARI YANTI
NIM: 230504000

THESIS APPROVAL

Master's thesis entitle " English Teachers' Perception on the Implementation of Ruang GTK at Senior High Schools in Palopo" written by Lestari Yanti, student Identification number 2305040005, student of UIN Palopo Postgraduate Tadris English Language Study Program, which has been examined in the *Munaqasah* session of the research on Tuesday, 04th of september 2025 which coincide with 17 Safar 1447 H, and accepted as a requirement for obtaining a master's degree in field of Tadris English Language (Master of Eduction)

Palopo, 04th September, 2025

EXAMINER TEAM

1. Dr. Helmi Kamal, M.H.I	Chairman of the Session	()
2. Dewi Furwana, S.Pd.I., M.Pd	Secretary of the session	()
3. Dr. Wisran, S.S., M.Pd.	Examiner I	()
4. Dr. Jufriadi, S.S., M.P.d	Examiner II	()
5. Dr. Prof. Dr. Sahraini., M.Hum	Supervisor I	()
6. Dr. Magfirah Thayyib, M.Hum	Supervisor II	()

Approved by

The head of Tadris English


Direktur Pascasarjana
Prof. Dr. Muhaemin, M.A
Nip. 197001032005011 006


Dr. Wisran, S.S., M.Pd.
NIP. 19720611 20003 1 001

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Lestari Yanti
NIM: 23 0504 0005

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CHAPTER I

INTRODUCTION

A. Background

Education is a process of developing skills, knowledge, and values. Education does not only aim to transfer knowledge, but also to develop potential, moral values, and social skills so that individuals are able to contribute actively to social life. In formal education such as at school, the curriculum serves as the main guide in teaching and learning. The main purpose of the curriculum is to identify the values, information, and skills of children in school, what experiences should be offered to achieve the desired learning outcomes, and how teaching and learning in an educational institution or system can be organized, assessed, and measured.¹

In Indonesia, the Ministry of Primary and Secondary Education (Kemendikdasmen) affairs are in charge of education. Most of the schools are supervised by the Ministry of National Education, Senior high school (SMA) and vocational school (SMK). Curriculum serves as the primary source of guidance for all educators regarding the fundamentals of teaching and learning. According to Undang-Undang BAB X Pasal 36 ayat (1) “Curriculum development is carried out by referring to national education standards to realize national education goals”.²

There are various problems with students at the secondary education level, namely Senior High School (SMA), and Vocational High School (SMK) in this

¹ Jack C Richards, *Curriculum Development in Language Teaching* (Cambridge University Press, 2001).

² James Gilligan, “Undang - Undang Republik Indonesia,” no. 4 (2003): 1–33, <https://www.jstor.org/stable/40971965>.

country. These problems relate to differences in the learning system such as curriculum, media, learning resources, and teaching staff, or the environment in which they learn such as the culture and climate of the school and the macro environment in which the students are located.

Merdeka Curriculum is one of the main tools to transform education and realize the school we aspire to.³ Merdeka curriculum also aims to help education units, such as teacher, headmaster of school and student. Based on this, one of the abilities that is expected to increase is the teacher's creative ability in managing learning. However, its implementation in the field faces various challenges, including teachers' habitual reliance on traditional learning models, which complicates the application of differentiated instruction, limited technical training and guidance from the central office or partner universities, and teachers' unpreparedness in implementing the *Projek Penguatan Profil Pelajar Pancasila (P5)* in accordance with students' characteristics and the demands of the industrial world.

In addition, teachers also face challenges in the teaching process, such as difficulties in designing contextual learning in accordance with learning outcomes (CP) and learning objectives flow (ATP), limited time to integrate project activities with subjects, as well as low digital literacy that hinders the utilization of technology-based learning resources.⁴

³ Naili Zahwa and Kholqi Fitri Nabilah, "Kurikulum Merdeka Untuk Meningkatkan Kualitas Pembelajaran," *Jurnal Pendidikan Dan Konseling (JPDK)* 4, no. 6 (2022): 13404–8, <http://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/12696>.

⁴ Nursanti Yahya, Rustan Santaria, and Muhaemin, "Penerapan Kurikulum Merdeka Di Sekolah Menengah Kejuruan (SMK)" (IAIN Palopo, 2024).

Platform Merdeka Mengajar (PMM) is an educational platform designed to help teachers gain reference, inspiration and understanding in teaching and learning creatively in the implementation Merdeka Curriculum. PMM provides various features, such as self-training, teaching tools, and diagnostic assessments, designed to improve learning effectiveness. Despite its substantial benefits, the digitalization of education is not without various challenges. This issue represents a challenge faced by English teachers, namely the technological gap between urban and rural areas, which is evident in limited internet access, lack of technological devices, teachers' unpreparedness in utilizing technology, and the geographic isolation of rural schools.⁵

This situation affects the learning process, making it monotonous, lowering students' motivation, and widening the quality gap in education. From an Islamic perspective, this requires earnest efforts from the community to bridge this gap, including the provision of educational infrastructure and teacher training, in accordance with the mandated principle of 'adl (justice). Allah the Almighty states in QS. An-Nahl: 90.

﴿إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَايِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ

الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ﴾^٩

“Indeed, Allah commands the establishment of justice, the performance of virtuous deeds, and the provision of support to kin. Allah also prohibits acts of

⁵ Siti Hardiah Nengsi, Sahraini, and Magfirah Thayyib, “Junior High School English Teachers' Challenges in Teaching English at Rural Area” (Institut Agama Islam Negeri Palopo, 2024).

immorality, wrongdoing, and hostility, imparting these directives as guidance for continual awareness and mindfulness.”⁶

In January, the Ministry of Primary and Secondary Education (Kemendikdasmen) officially announced the transformation of the Platform Merdeka Mengajar (PMM) into *Ruang Guru dan Tenaga Kependidikan* (GTK). Officially launched by Mendikdasmen, Abdul Mu'ti on Tuesday, 21 January 2025, the *Ruang GTK* application is a simpler learning and inspiration space than PMM.⁷

The change from PMM to *Ruang GTK* reflects MoEC's commitment to creating a stronger, more inclusive and quality education ecosystem, with teachers and education personnel at the center. This is an effort to ease the administrative burden, so that teachers and educators can focus more on competency development and Beginning with the simplification of Performance Management.⁸ This aligns with the emphasis on teacher professionalism as a key factor in educational success. Professional teachers are those who can carry out their duties effectively by mastering pedagogical, personal, professional, and social competencies.⁹

Ruang GTK functions not only as a platform supporting the implementation of the Merdeka Curriculum but also plays a significant role in accelerating the adoption of the Deep Learning Curriculum among educators. This is evident

⁶ Kementerian Agama Republik Indonesia, “QS. An-Nahl (16): Ayat 90,” 2025, <https://quran.kemenag.go.id/quran/per-ayat/surah/16?from=90&to=90>.

⁷ Melintas.id, “Platform Merdeka Mengajar (PMM) Bertransformasi Menjadi Ruang GTK: Lebih Sederhana Dan Inklusif. Ini Perubahan Utamanya!,” 2025, <https://www.melintas.id/pendidikan/345571091/platform-merdeka-mengajar-pmm-bertransformasi-menjadi-ruang-gtk-lebih-sederhana-dan-inklusif-ini-perubahan-utamanya>.

⁸ Rumah Pendidikan, “PMM Bertransformasi Menjadi Ruang GTK,” 2025.

⁹ Wiwu Ulandari and Rustan Santaria, “Strategi Pengembangan Profesionalitas Guru Melalui Pendidikan Dan Pelatihan,” *Kelola: Journal of Islamic Education Management* (Institut Agama Islam Negeri Palopo, 2020), <https://doi.org/10.24256/kelola.v5i1.1412>.

through features such as *Bukti Karya* and *Sertifikasi Pendidik*, which directly contribute to the integration of deep learning practices into teaching and learning activities. For example, instructional modules related to the Deep Learning Curriculum are available within the platform to guide teachers in designing more meaningful and context-based learning experiences. To see it, make sure to log in to *Ruang GTK* first.¹⁰ Through the provision of deep learning modules and videos, the platform facilitates the establishment of a deep and meaningful continuous learning environment.

However, the implementation of *Ruang GTK* in various regions, including Palopo, still faces challenges. According to data from the Ministry of Education, the survey results show that only forty per cent of technology ready teachers are non-ICT teachers (those who do not teach ICT) in the learning process, while the rest face obstacles such as lack of training, limited internet access, and lack of understanding in utilizing the platform's features.¹¹

How teachers perceive *Ruang GTK* Platform will greatly affect their readiness to find out these practices. Furthermore, it becomes important to explore teachers' knowledge in using the platform. Therefore, it is essential to explore not only their perceptions but also their knowledge and familiarity with the platform, as these factors play a crucial role in determining its effectiveness in enhancing their professional competence and pedagogical development.

¹⁰ Yulianti Cicin, "5 Contoh Modul Pembelajaran Deep Learning, Inspirasi Buat Ibu-Bapak Guru," *detikedu*, 2025.

¹¹ Sekretariat GTK, "40 Persen Guru Yang Siap Dengan Teknologi," accessed February 20, 2024, <https://gtk.dikdasmen.go.id/read-news/40-persen-guru-yang-siap-dengan-teknologi>.

B. Research Question

Based on the background above, the researcher formulates the following research question: What are English teachers' perceptions on implementation of *Ruang GTK* at SMAN 2 Palopo and SMKN 1 Palopo?

C. Research Objective

In relation to the problem statement above, the objective of the research is to investigate English Teachers' Perceptions on the implementation of *Ruang GTK* at SMAN 2 Palopo and SMKN 1 Palopo.

D. Research Significances

Practically, the result of the research is expected to give useful information about Teachers Perception on the Implementation of *Ruang GTK* in Learning English.

From the information, teachers at high schools in Palopo can evaluate the effectiveness of the platform in teaching, while schools can recognize the obstacles faced and find appropriate solutions. Furthermore, the government or education office can utilize the results of this research to arrange training and technical support for teachers, especially in areas with limited access to technology.

This research can provide feedback for *Ruang GTK* developers on the various obstacles experienced by teachers in its use. The feedback from this research can be utilized to improve the features of the platform to make it easier to use and in accordance with the needs of teachers in learning practices.

In addition, the result of this research is used as reference for further the researcher who is interested in conducting similar case study.

E. Research Scope

This research investigates English teachers' perceptions of the implementation of Ruang GTK in learning English at Senior High School (SMAN 2 Palopo) and Vocational High School (SMKN 1 Palopo). The scope of the research is limited to the four main features of Ruang GTK, namely *Belajar Berkelanjutan*, *Karir dan Kinerja*, *Inspirasi Pembelajaran*, and *Dokumen Rujukan*, as these menus represent the core components that support teachers' professional development and pedagogical practices.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Research on the use of the Platform has been investigated by several researchers. First, there is research entitled “Socialization independent teaching Platform as Learning and Teachers’ competence. The result of the research, there were positive responses of the teachers regarding the implementation of the Independent Teaching Platform. The attendees' excitement was also evident during the presentation of the subject; many presenters asked questions, which energized the audience. 85% of the 13 attendees said they were happy with this socialization exercise. The direct sharing strategy was employed in this study.¹²

The distinction between this research and the research lies in focus and location. The research discusses the socialization of the Merdeka Teaching Platform in elementary schools, while this research examines the perceptions of English teachers in SMA, and SMK. The research method is practical with direct socialization, while this research uses a descriptive qualitative approach. The research subjects were elementary school teachers, while this research involved English teachers at the secondary level. The similarity between this research is focused on *Platform Merdeka Mengajar (PMM)* in independent curriculum.

¹² Ayu Silvi Lisvian Sari et al., “Sosialisasi Platform Merdeka Mengajar Sebagai Wadah Belajar Dan Berkreasi Guru,” *Jurnal Penamas Adi Buana* 6, no. 01 (2022): 63–72, <https://doi.org/10.36456/penamas.vol6.no01.a6105>.

Second, the research entitled Dissemination of Merdeka Teaching Platform for Teachers of SMA Negeri 6 Serang City. The dissemination activity had three steps, namely the presentation of the implementation of an independent curriculum with independent choices to change and a project to strengthen the profile of Pancasila students; presentation and discussion on the Platform; and Follow Up Plans. In the presentation and discussion activities about the *platform Merdeka Mengajar*, the platform features and problems experienced by teachers in utilizing the platform were discussed. Dissemination is very useful for teachers and education personnel to understand the independent curriculum and its implementation. So that they can easily implement it. Besides that, if there are problems or misunderstandings in using the *Platform Merdeka Mengajar* then it can be resolved immediately, or a solution can be found.¹³

The distinction between this research and the research above lies in the focus and location of the research. The research focuses on the dissemination of the *Platform Merdeka Mengajar* at SMA Negeri 6 Serang City, while this research focuses on the perceptions of English teachers in SMA, MA, and SMK in Palopo City. In addition, the research method is more practical with a direct dissemination approach, while this research uses a descriptive qualitative approach to explore teacher perceptions. The subjects of the research were teachers at SMA Negeri 6 Kota Serang, while the subjects of this research are English teachers at the secondary level. The similarity between this research is that both of them discuss

¹³ Sonny Rohimat, Sanusi Sanusi, and Munthahanah Munthahanah, "Diseminasi Platform Merdeka Mengajar Untuk Guru Sma Negeri 6 Kota Serang," *ABDIKARYA: Jurnal Pengabdian Dan Pemberdayaan Masyarakat* 4, no. 2 (2022): 1–9, <https://doi.org/10.47080/abdikarya.v4i2.2035>.

the *Platform Merdeka Mengajar* in the context of implementing the Merdeka Curriculum. Both researches also aim to improve teachers' understanding and use of the platform in order to improve the quality of learning. In addition, both researches have a strong relevance to efforts to transform technology-based education in Indonesia.

Third, Analyzing the Independent Curriculum *and Platform Merdeka Mengajar* to realize Quality Education. They found that PMM had a positive effect on learning. The research findings demonstrate that a proactive approach to progressive and transformative change is emphasized in the independent teaching curriculum and platform. It is evident in the direction of learning development, which has the potential to improve teaching and learning activities' productivity. The learning process can be made more flexible, dynamic, and adaptive by using a project-oriented approach.¹⁴

The distinction between this research and the research lies in the focus and method of data collection. The research is more conceptual and relies on secondary data from literature, while this research is more practical and collects primary data directly from teachers through interviews and observations. However, both have similarities in terms of objectives, namely evaluating the effectiveness of Merdeka Curriculum and *Platform Merdeka Mengajar* in improving the quality of education. Both studies also use qualitative data analysis, albeit with different techniques, to reach conclusions that are relevant to the Indonesian educational context.

¹⁴ Adnyana Dewa, Suarni, "Analisis Kurikulum Merdeka Mengajar Dan Platform Merdeka Belajar Untuk Mewujudkan Pendidikan Yang Berkualitas" 8 (2022): 238–44.

Fourth, the research that Analyzing of the Utilization of *Platform Merdeka Mengajar* by Civics Teachers to Accelerate the Implementation of Merdeka Curriculum. This study aims to examine and analyze in depth the use of the *Platform Merdeka Mengajar* to accelerate the implementation of the independent curriculum. This type of research uses the Mixed Methods research method, a mix of quantitative research using descriptive methods and qualitative research using the case study method. methods for gathering data, including expert-validated surveys, documentation studies, interviews, and observation. According to the research's findings, 90.3% of PPKn teachers at State Junior High Schools in Sijunjung Regency believed that the Merdeka Teaching Platform was helpful in providing them with motivation, resources, and a thorough grasp of nature and application of the autonomous curriculum. Teachers are motivated to continue learning, teaching, and creating through the ecosystem built on the platform. So, it can be concluded that the *Platform Merdeka Mengajar* has been used by teachers to accelerate the implementation of the independent curriculum.¹⁵

The distinction between this research and the research above lies in the focus and research methods. The research focused on Civics teachers and used the Mixed Methods method, which combines quantitative and qualitative approaches. Meanwhile, this research focuses on English teachers and uses a descriptive qualitative. However, the two researches have similarities in terms of objectives, namely evaluating the implementation and utilization of the Platform in the context

¹⁵ Amelia Arnes, "Edukatif: Jurnal Ilmu Pendidikan Analisis Pemanfaatan Platform Merdeka Mengajar Oleh Guru PPKn Untuk Akselerasi Implementasi Kurikulum Merdeka" 5, no. 1 (2023): 60–70.

of the Merdeka Curriculum. Both also aim to understand how PMM can improve teacher competence and learning quality.

Fifth, “Internalization of Pancasila Values in Learning through Implementation of Pancasila Student Profile with “*Platform Merdeka Mengajar*””. The purpose of the research is to know the implementation of PMM in internalizing the values of Pancasila. They found that: 1) Pancasila Student Profile is essentially an effort to internalize Pancasila values in learning; PMM has significant roles in the implementation of the Pancasila Student Profile in the new learning paradigm; and 3) The internalization of Pancasila values in the implementation of Pancasila Student Profile in the new normal era with PMM is applied in daily characteristics.¹⁶

The distinction between this research and the research above lies in focus, subject, and method. The research discusses the internalization of Pancasila values through the Pancasila Student Profile with teacher subjects from driving schools and SMK Centers of Excellence, while this research examines English teachers' perceptions of the Merdeka Teaching Platform in SMA, and SMK in Palopo. In terms of methods, the research used descriptive methods with questionnaires, observations, and limited interviews, while this research applied descriptive qualitative methods with case studies involving in-depth interviews, observations, and documentation. Despite the differences, these two researches also have similarities. Both explore the use of *Platform Merdeka Mengajar* as a learning tool

¹⁶ Eni Susilawati, Saleh Sarifudin, and Suyitno Muslim, “Internalisasi Nilai Pancasila Dalam Pembelajaran Melalui Penerapan Profil Pelajar Pancasila Berbantuan Platform Merdeka Mengajar,” *Jurnal Teknodik* 25 (2021): 155–67, <https://doi.org/10.32550/teknodik.v25i2.897>.

and are carried out in the context of implementing the Merdeka Curriculum, which emphasizes flexibility and student-centered learning.

Sixth, the research that investigated about Utilization of Assessment Features in *Platform Merdeka Mengajar (PMM)* in the Assessment of Indonesian Language Learning. The purpose of this research is to ascertain how assessment features are used in PMM. This research employed observation, documentation, and interviewing approaches as part of a qualitative descriptive method. The results of the research showed that PMM had positive benefits in helping educators carry out assessments.¹⁷

The distinction between this research and the research above lies in their focus and subjects. The study discussed the use of assessment features in PMM for Indonesian language learning with the subject of Indonesian language teachers at SMP Negeri 4 Sukoharjo, while this research examines English language teachers' perceptions of PMM implementation in SMA, and SMK in Palopo. Although both used qualitative methods, the research emphasized the analysis of assessment features in PMM, while this research focuses on teachers' perceptions of PMM implementation as a whole. Although different in focus and methods, these two researches have some similarities. Both explore the use of the Merdeka Teaching Platform (PMM) as a learning aid in the context of implementing the Merdeka Curriculum, which emphasizes flexibility and student-centered learning. In

¹⁷ Aritonang and Suwandi Aziz, "Utilization of Assessment Features in Platform Merdeka Mengajar (PMM) in the Assessment of Indonesian Language Learning," *Jurnal Pendidikan*, 2023, 134-41.

addition, the main goal of both is to improve the quality of learning through the use of technology, especially PMM.

Seventh, research that investigated Problems Using the Free Teaching Platform for Teachers in Areas Without an Electric Network (Study at SMPN Satu Atap 2 Mentaya Hulu). This research used a qualitative method with a case study approach. The locus of research was SMPN Satu Atap 2 Mentaya Hulu. The research was conducted for one month. The results of the research reveal several problems, the obstacles in using the *platform Merdeka Mengajar* at SMPN Satu Atap 2 Mentaya Hulu is that there is no PLN electricity network in this area.e limited sources of electricity, unstable internet network conditions, learning communities that are not yet active, there is no in-house training, and schools that do not yet have books supporting the independent curriculum.¹⁸

The distinction between this research and the research above lies in their focus and locus. The research examined the problematic use of *Platform Merdeka Mengajar* (PMM) in areas without electricity, specifically at SMPN Satu Atap 2 Mentaya Hulu, using a case study approach to identify obstacles such as limited electricity, unstable internet networks, and lack of training. Meanwhile, this research focuses on the perceptions of high school English teachers in Palopo towards PMM implementation, using interview, observation, and documentation methods to understand the ease and benefits of PMM in English learning. Both studies have similarities in discussing the use of *Platform Merdeka Mengajar*

¹⁸ Gita Anggraini and Winarti Winarti, "Problematika Penggunaan Platform Merdeka Mengajar (PMM) Pada Daerah Tanpa Jaringan Listrik (Studi Di SMPN Satu Atap 2 Mentaya Hulu)," *Bitnet: Jurnal Pendidikan Teknologi Informasi* 8, no. 2 (2023): 103–12, <https://doi.org/10.33084/bitnet.v8i2.5534>.

(PMM) in the context of the Merdeka Curriculum and using qualitative methods to collect and analyze data. Both also aim to identify the challenges teachers face in using PMM, albeit with a different focus-one in a remote area without electricity and one in an urban high school.

Eighth, The Effect of Using *Platform Merdeka Mengajar* on Teacher Readiness in Implementing Independent Curriculum in Gugus Gatot Subroto, East Unggaran. The purpose of this research was to determine the effect of using the independent teaching PMM on teacher readiness in implementing an independent curriculum in the Gatot Subroto cluster environment, East Unggaran District, Semarang Regency. The research method used was quantitative research with survey research design. The population of this research were all class teachers and subject teachers in schools incorporated in the Gatot Subroto cluster, East Unggaran Sub-District Education Corwilcam, totaling 68 people. The sample was selected by purposive sampling with a sample size of 24 teachers. The results showed that there was no significant effect in the use of independent teaching platforms (PMM) on teachers' readiness in implementing independent curriculum.¹⁹

The distinction between this research and the research lies in the research approach: the research used Mixed Methods (quantitative and qualitative), while this research is descriptive qualitative. The focus of the research was Civics teachers in Sijunjung District with quantitative analysis through questionnaires, while this research examined English teachers in SMA, and SMK Palopo City with qualitative

¹⁹ Dewi Sartikasari, "Pengaruh Penggunaan Platform Merdeka Mengajar Terhadap Kesiapan Guru Dalam Implementasi Kurikulum Merdeka Di Gugus Gatot Subroto, Kecamatan Unggaran Timur," *International Journal of Technology* 47, no. 1 (2023): 100950.

analysis through interviews and observations. In addition, this research applies data triangulation for validity of findings, while the research does not mention this explicitly. The similarity between the two research lies in their focus on the implementation of the *Platform Merdeka Mengajar (PMM)* in the context of the Merdeka Curriculum. Both research also used data collection techniques involving interviews and observations to gain an in-depth understanding of how teachers utilize PMM. In addition, both research explored the benefits and challenges faced by teachers in using PMM.

Ninth, Benefits of the *Platform Merdeka Mengajar* to Improve the Quality of Teacher Learning. The purpose of this research was carried out in an effort to increase the understanding of school residents, especially educators, in the application of the *Platform Merdeka Mengajar* in the learning process. The research was conducted in 55 schools (PAUD, SD, SLB, SMP, and SMA) in South Jakarta. 10 samples of 1 (one) school each for each school level were taken. The results of data processing can be concluded that the use of *Platform Merdeka Mengajar* is felt to be very beneficial, namely 87%, there is an improvement in the quality of learning, both felt by students and educators in education units. However, even though the significance is quite high, optimization is needed, in the form of habituation and use in learning at school.²⁰

The distinction between this research and the research above lies in the method, focus, and scope of the research. The research used a descriptive

²⁰ Endang Setiariny, "Pemanfaatan Platform Merdeka Mengajar Sebagai Upaya Meningkatkan Kualitas Pembelajaran," *Jurnal Lingkar Mutu Pendidikan* 20, no. 1 (2023): 23–33, <https://doi.org/10.54124/jlmp.v20i1.81>.

quantitative approach with a Likert scale questionnaire, while this research applied descriptive qualitative through interviews, observation, and documentation. In terms of focus, the research examined the improvement of learning quality in general with a scope of 55 schools in Jakarta from various levels of education, while this research is more specific to the perceptions of English language teachers in SMA and SMK Palopo City regarding the implementation of Ruang GTK. In addition, the research highlighted the impact of *Ruang GTK* on learning quality, while this research emphasizes the challenges and experiences of teachers in using *Ruang GTK* in English language learning. The similarity between this research is both examining the *Platform Merdeka Mengajar (PMM/Ruang GTK)* as a tool to improve the quality of learning and teacher competence in the context of the Merdeka Curriculum. Both also use a qualitative approach to understand teachers' perceptions and experiences in using *PMM/Ruang GTK*.

Tenth, Using *Platform Merdeka Mengajar (PMM)* to Improve Teacher Competencies in Elementary Schools. This study aimed to analyze the use of the Independent Teaching Platform (PMM) in increasing teacher competence in elementary schools. This type of research used descriptive qualitative research with data collection techniques through questionnaires indirectly through the Google form. According to the research's findings, 90.5% of West Sumatra's teachers reported that the Independent Platform improved their ability to teach in elementary schools. Various references and teaching tools for teachers based on the independent curriculum can be downloaded and shared. The references and teaching tools available are in the form of lesson plans, teaching materials, project

modules, student books and student assessments.²¹ The distinction between this research and the research lies in the focus, data collection methods, and scope of the research. The research focused on improving the competence of primary school teachers through the use of *PMM/Ruang GTK*, while this research examines the perceptions of English teachers in senior secondary schools towards the implementation of *PMM/Ruang GTK*. In terms of methods, the research relied on a questionnaire through Google Form, while this research uses interviews, observation, and documentation to obtain more in-depth data.

In addition, the research was conducted in West Sumatra with primary school teachers as respondents, while this research was conducted in Palopo with English teachers in senior high schools and SMKs as respondents. The similarity between this research is in topic, type, purpose, and research context. Both discuss the implementation of the Merdeka Mengajar Platform (PMM)/Ruang GTK in education with a qualitative approach, although using different data collection techniques. The main objective of these two research is to understand how PMM/Ruang GTK can support learning and improve teacher competence, although with a different focus. In addition, both were conducted in the context of Merdeka Curriculum, which is the main background in the utilization of PMM/Ruang GTK.

Eleventh, Evaluation of the Merdeka Mengajar Platform Program in Improving Teacher Performance at SMP Datok Sulaiman Palopo.²² employed a

²¹ Rizka Lena Sahrin Nisa Ola, "Penggunaan Platform Merdeka Mengajar (PMM) Untuk Peningkatan Kompetensi Guru Di Sekolah Dasar," *Jurnal Basicedu* 8, no. 1 (2023): 788–98, <https://doi.org/10.31004/basicedu.v8i1.7108>.

²² Musafir, Sukirman, and Dodi Ilham Mustaring, "Evaluasi Program Platform Merdeka Mengajar Dalam Peningkatan Kinerja Guru Di SMP Datok Sulaiman Palopo" (Universitas Islam Negeri Palopo, 2025).

qualitative evaluative approach using the CIPP model (Context, Input, Process, Product) to assess the implementation of the *Merdeka Mengajar Platform (PMM)*. Data was gathered through interviews, classroom observations, and document analysis, and were processed using descriptive analysis. The findings revealed that, in terms of context, PMM aligned well with teachers' needs to enhance digital competence; for input, the available facilities were generally sufficient, although device limitations remained an issue; in the process stage, teachers actively used PMM but required more intensive mentoring; and in terms of product, the platform contributed to better lesson planning, more dynamic teacher–student interactions, and improved student learning outcomes. The challenges identified included limited teacher time and adaptation to new technologies. The researcher recommended continuous training, infrastructure support, and technical assistance.

The distinction between the research and this research lies in the focus, where the former broadly evaluates the implementation of PMM in junior high schools, while the latter specifically investigates English teachers' perceptions of *Ruang GTK* in senior high school and vocational school contexts. The similarity between this research shares relevance with the current research as both address the integration of digital platforms into teaching practices.

While previous studies on the *Platform Merdeka Mengajar (PMM)* or *Ruang GTK* have examined various subjects and educational levels, most have not specifically addressed the experiences and perceptions of English teachers, particularly at the senior and vocational high school levels. This study seeks to fill that gap by providing an in-depth account of English teachers' perceptions in

Palopo regarding the implementation of *Ruang GTK*, with a focus on its four main menus: *Belajar Berkelanjutan, Karir dan Kinerja, Inspirasi Pembelajaran*, and *Dokumen Rujukan*. This approach offers a subject-specific perspective that is also contextualized to the local school environment.

B. Some Pertinent Ideas

Since the release of the Merdeka curriculum in February by the minister of education, culture, research and technology.²³ Merdeka Curriculum is a learning approach designed by the Ministry of Education, Culture, Research and Technology where teachers can more effectively integrate technology into their teaching practices, making learning more engaging and relevant for students. The Merdeka Curriculum has also shown a positive impact on enhancing student motivation and engagement in the learning process.²⁴ This is evident in the implementation of more flexible, innovative, and student-oriented learning. With continuous evaluation and improvement, the Merdeka Curriculum holds great potential to improve the quality of national education and to prepare students for the challenges of the 21st century.

Constructivism is highly relevant to the needs of 21st century education, where students are required to have critical thinking, creativity, collaboration and communication skills. It is very supportive in modern education because it supports meaningful, collaborative, and student-centered learning. Constructivism supports learner-centered environments that are authentic, collaborative, constructive, and

²³ Kemendikbud RI, "Panduan Teaching Factory SMK," 2022.

²⁴ Jumarni and Devi Ismayanti, "The Implementation Of Merdeka Curriculum For the Seventh Grade Students of SMP Negeri 8 Palopo," *SSRN Electronic Journal*, 2025, <https://doi.org/10.2139/ssrn.5072512>.

active.²⁵ Additionally, constructivism emphasizes that learning is an active process in which individuals construct their own knowledge through interaction with the environment.

There are two main processes in learning, namely assimilation (incorporating new information into existing schemas) and accommodation (adjusting existing schemas to fit new information). These processes contribute to cognitive development, which is divided into stages: sensorimotor, preoperational, concrete operational and formal operational.²⁶ And then using technology to support constructivist learning, learning that facilitates students to discover and construct their own knowledge, rather than just passively receiving information. This is reflected in learning approaches that encourage students to think critically and be actively involved in the learning process.

Constructivism can be understood as a learning approach that emphasizes the understanding of the basic structure of discipline and the active role of students in building their own knowledge through the discovery learning process.²⁷ And the application of constructivism principles in education demands a pedagogical approach that emphasizes social interaction, scaffolding and the integration of technology in the learning process.²⁸

²⁵ Martha M. Synder, "Instructional-Design Theory to Guide the Creation of Online Learning Communities for Adults," *TechTrends* 53, no. 1 (2009): 48–56, <https://doi.org/10.1007/s11528-009-0237-2>.

²⁶ Piaget Jean, "The Origins of Intelligence in Children.," *Journal of Consulting Psychology* 17, no. 6 (1953): 467–467, <https://doi.org/10.1037/h0051916>.

²⁷ Bruner, *The Process of Education* (London: Harvard University Press, 1960).

²⁸ Daniels, *Vygotsky and Pedagogy*, *Vygotsky and Pedagogy*, 2006, <https://doi.org/10.4324/9781315617602>.

Implementation independent curriculum in senior high school in Indonesia, there are: first, the implementation of Merdeka Curriculum in senior high schools aims to create a flexible and student-centered learning environment, by providing freedom in subject selection, emphasis on project-based learning, and the use of authentic assessments that assess the process as well as learning outcomes.²⁹

With the support of technology, teacher competency development, and parental involvement, this curriculum aims to develop students' potential to the fullest, preparing them with 21st century skills such as critical thinking, creativity, collaboration, and communication, to face future challenges. The process of identifying and developing students' interests, talents and abilities is carried out by teachers coordinated by the BK teacher. If the availability of counseling teachers is insufficient, the coordination is done by other teachers.³⁰

Second, the implementation of Merdeka Curriculum in Vocational High Schools (SMK) aims to increase the relevance of vocational education to the needs of industry and the world of work, as well as maximize students' potential according to their interests and talents. Vocational high schools (SMK) have a vision and function to produce work-ready graduates according to the dynamics of the world of work.³¹ The implementation of Merdeka Curriculum in SMK emphasizes curriculum flexibility, project and practice-based learning, close collaboration with

²⁹ Edy Subhkan and Dinn Wahyudin, "Kajian Akademik Kurikulum Merdeka," 2024, 1–143.

³⁰ Kemendikbud RI, "Struktur Kurikulum SMA/MA," <https://pusatinformasi.guru.kemdikbud.go.id>, 2022, <https://pusatinformasi.guru.kemdikbud.go.id/hc/en-us/articles/14179832698137-Struktur-Kurikulum-Merdeka-dalam-Setiap-Fase>.

³¹ Kemendikbud RI, "Panduan Teaching Factory SMK."

the industrial world, and competency-based assessment to increase the relevance of education to the needs of industry and the world of work.

The implementation of the Merdeka Curriculum has been supported by a *Platform Merdeka Mengajar (PMM)* of teacher. PMM is an educational platform that becomes a friend driving force for teachers in realizing Pancasila Students and supporting teachers to teach, learn and work better.³² The PMM is here as an application to make things easier teachers teach according to students' abilities, provide training to increase competency, and work to inspire colleagues. The platform is a digital tool provided by the Indonesian Ministry of Education and Culture to help Indonesian teachers improve the quality of competence, integration of education and learning.

This platform was launched in early February 2022. With this platform, teachers can improve their performance through creativity developed by themselves. PMM provides independent curriculum teaching tools, including textbooks, reading books, curriculum, modules and classroom assessment instruments that continue to be refined regularly.³³ This platform is also designed to support teachers in creating more innovative learning that meets students' needs. With continuous updates, PMM serves as an essential tool for teachers to improve their professionalism and the quality of learning in schools.

Platform has three main features. There are Teaching, Learning, and Creating.³⁴ First, teaching; in the feature teaching teacher can get independent and

³² Kemendikbud, "Merdeka Belajar: Kurikulum Merdeka Dan Platform Merdeka Mengajar," 2022.

³³ Zahwa and Nabilah, "Kurikulum Merdeka Untuk Meningkatkan Kualitas Pembelajaran."

³⁴ Kemendikbud, "Merdeka Belajar: Kurikulum Merdeka Dan Platform Merdeka Mengajar."

quality training. Teachers will also get a variety of inspiring videos so they can develop themselves with unlimited access. In independent training, teachers will be given training topics, training modules, reflective stories, comprehension exercises, and real actions. This real action is the implementation of training topics that can be practiced directly with students at school.

Second, feature learning. The *Platform Merdeka Mengajar* is used as teaching material. Teachers will be facilitated by the teaching tools available on this platform, such as student assessments and diagnostic analysis of literacy and numeracy, which can quickly match the developmental milestones of students. The teaching tools obtained include teaching materials, learning implementation plans (RPP), project modules, student books, and assessments. These teaching tools can be accessed online and can also be downloaded.

Third, creating features, teachers can create and build a portfolio, namely presenting their work on the Platform in video form. Teachers can also share with each other and provide feedback. Later, this feedback can become discussion material that helps teachers to develop themselves independently.

The purposes of *Platform Merdeka Mengajar*, there are:³⁵first, the *platform Merdeka Mengajar* provides references for teachers to develop appropriate teaching practices with the Independent Curriculum. Second, The *Platform Merdeka Mengajar* provides this opportunity equal for teachers to continue learning and developing competence anytime and anywhere. Third, The *Platform Merdeka*

³⁵ Kemendikbud, “Merdeka Belajar: Kurikulum Merdeka Dan Platform Merdeka Mengajar.”

Mengajar encourages teachers creatively and provides a forum for sharing good practices.

From an Islamic perspective, the spirit of continuous learning and knowledge development is in line with the teachings of the Prophet Muhammad ﷺ. As narrated by HR Muslim, no. 2699.³⁶

إِلَى طَرِيقًا بِهِ لَهُ هَٰذَا السَّهْلَ عِلْمًا فِيهِ يَلْتَمِسُ طَرِيقًا سَلَكَ وَمَنْ
الْجَنَّةِ

Meaning: “Whoever follows a path in pursuit of knowledge, Allah will ease for him the path to Paradise”

This hadith emphasizes that the pursuit of knowledge is an integral part of personal growth and represents a noble path in life. Therefore, the utilization of the *Merdeka Mengajar* Platform may be viewed not only as a professional strategy within the context of modern education but also as an implementation of Islamic values that underscore the importance of knowledge as essential preparation for facing life’s challenges.

As for the benefits of *Platform Merdeka Mengajar*, there are: ³⁷Implement teaching and learning activities easily, used to access various platforms from the Ministry of Education and Culture and save documents online with more secure storage space, to access and utilize the chrome book and used as the official information channel from the Ministry of Education and Culture.

³⁶ Nurul. Hidayah, “15 Hadits Menuntut Ilmu (Bacaan Arab-Arti) & Keutamaannya,” Ruang Guru, 2024, <https://www.ruangguru.com/blog/kumpulan-hadits-menuntut-ilmu-dalam-bahasa-arab-dan-artinya>.

³⁷ Kemdikbud.RI, “Platform Merdeka Mengajar,” 2022.

PMM is present as a solution for teachers to continue to develop professionally and provide quality learning for students. This is in line with the vision of the *Platform Merdeka Mengajar* is to create a collaborative education of teachers for increasing learning effectiveness and a positive work environment. There are two ways to access the *Platform Merdeka Mengajar*.³⁸ There are first download *Merdeka Mengajar* application on android in play store. Second, access via the site page in <http://guru.kemendikbud.go.id/>

Platform Merdeka Mengajar has been transformed into *Ruang GTK* on January 21, 2025. *Ruang GTK* is a broader and more comprehensive form of development of the *Platform Merdeka Mengajar (PMM)*. With the concept as a learning and inspiration space for teachers, principals, school supervisors, and education personnel, this platform aims to support various aspects of education, from teaching to professional development.³⁹ The commitment to enhancing teachers' professional competence is crucial. Teachers' capacity needs to be continuously reinforced through various programs, including training and direct mentoring, as well as through the utilization of other learning resources. It concluded that structured teacher development programs can enhance teachers' motivation, knowledge, and skills in carrying out their professional duties.⁴⁰ In a more contemporary context, the *Ruang GTK* platform emerges as a manifestation

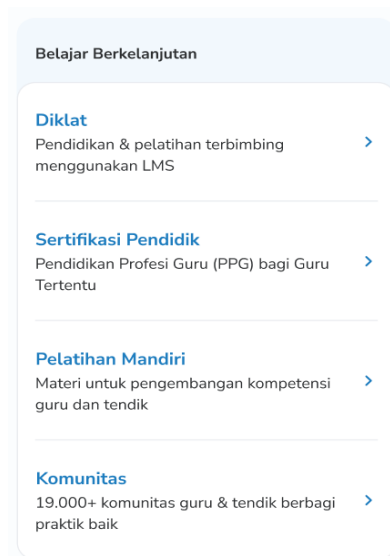
³⁸ Kemdikbud.RI, "Platform Merdeka Mengajar," 2022.

³⁹ Kementerian Pendidikan Dasar dan Menengah, "Apa Itu Ruang GTK?," Kementerian Pendidikan Dasar dan Menengah, 2025, <https://pusatinformasi.guru.kemdikbud.go.id/hc/id/articles/6090880411673-Apa-Itu-Ruang-GTK>.

⁴⁰ Rustan, S. et al., "Penerapan Model Pembelajaran Kooperatif Teknik Tudassipulung," *Prosiding Seminar Nasional*, 02, no. c (2016): 693–702.

of structured teacher development programs that are digitally accessible and convenient.

There are 4 main menus that are grouped based on their benefits, namely: *Belajar berkelanjutan*, *Karir dan Kinerja*, *Inspirasi Pembelajaran*, *Dokumen Rujukan*.⁴¹

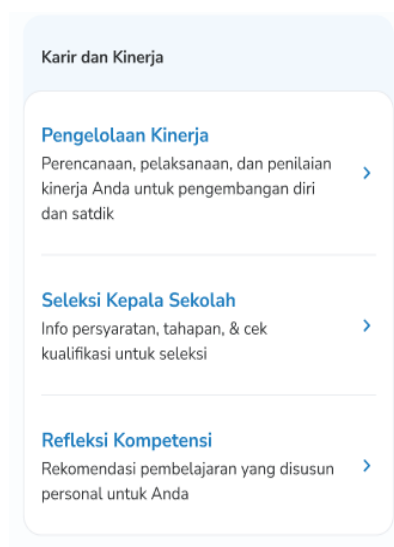


Picture 1.1 View on *Belajar Berkelanjutan* feature

In the Sustainable *Belajar Berkelanjutan* you can find the menu: *Diklat* feature is a learning or training programmed organized by the Directorate of Teachers and Education Personnel of the Ministry of Primary and Secondary Education. This programmed utilizes a Learning Management System (LMS) specifically designed to improve the competence of teachers and education personnel. *Sertifikasi Pendidik* feature aims to ensure teachers' professional competence in accordance with predetermined standards. *Pelatihan Mandiri* offers a variety of training materials designed to be short and flexible, so that they can be accessed anytime

⁴¹ Kementerian Pendidikan Dasar dan Menengah, "Apa Itu Ruang GTK?"

and anywhere. Teachers can follow this training independently to improve their competence. *Komunitas* is a platform for various learning groups across Indonesia. This space allows teachers to share good practices, learn together, and discuss with peers.



Picture 1.2 View on *Karir dan Kinerja* future

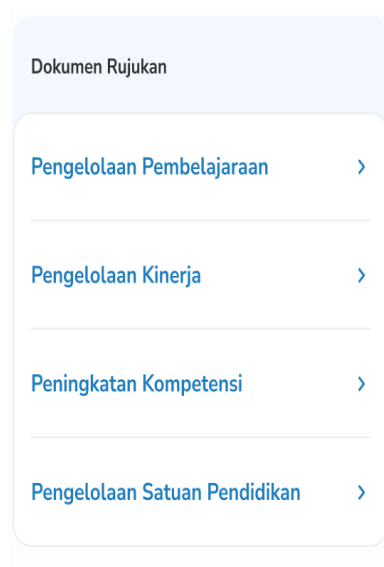
Karir dan Kinerja section you can find the menus: first, *Pengelolaan Kinerja* is a tool designed to make it easier for teachers, principals and school supervisors to set contextualized performance goals, in line with the needs of the education unit and career development. This tool aims to support the improvement of the quality of student learning. Second, *Refleksi Kompetensi* is a self-recognition assessment that aims to reflect on and measure educators' competencies. The results of this assessment form the basis of self-development planning that focuses on learner-centred learning. Third, *Seleksi Kepala Sekolah* provides information related to the principal selection stages conducted through the *Ruang GTK*.



Picture 1.3 View on *Inspirasi Pembelajaran* feature

Inspirasi Pembelajaran, In the feature you can find: first, *Perangkat Ajar* provides various teaching materials to support teaching and learning activities, such as teaching materials, teaching modules, project modules, and textbooks. Second, *Capaian Pembelajaran (CP) & Alur Tujuan Pembelajaran (ATP)*. The *Capaian Pembelajaran (CP)* contains information about the learning competencies that learners need to achieve at each phase of development. Meanwhile, *Alur Tujuan Pembelajaran (ATP)* is a series of Learning Objectives that are arranged systematically and logically in the learning phase to support the student's learning process. Third, *Ide Praktik* contains good practice content that has been curated by the MoEC team. This content includes *Bukti Karya* and *Video Inspirasi* inspire teachers to implement student-centered learning. Fourth, *Bukti Karya* serves as a place for documentation of teachers' work, which reflects the performance,

competence, and achievements achieved while carrying out the profession as a teacher or school principal.



Picture 1.4 View on *Dokumen Rujukan* Fiture

Fourth, *Dokumen Rujukan* Menu. The menu of *Dokumen Rujukan* are organized to help users find various Ministry of Education and Culture reference documents such as guidelines, regulations, implementation inspiration, etc. The *Dokumen Rujukan* feature is already available in the *Ruang GTK*. *Dokumen Rujukan* is organized to help educators find various MoEC reference documents such as guidelines, regulations, implementation inspiration, and others. In the *Dokumen Rujukan* section you can find the menus: *Pengelolaan Pembelajaran*, *pengelolaan Kinerja*, *Peningkatan Kompetensi* *Pengelolaan Satuan Pendidikan*.

A teacher is someone who acts as a teacher, educator, or guide in various fields of knowledge or skills. English teachers are facilitators in the language learning process who help students understand and use English effectively, not only teaching grammar and vocabulary but also encouraging communication and

language use in real contexts.⁴² And then English teachers act as designers and implementers of the language learning curriculum, responsible for designing learning materials that suit students' needs and implementing effective teaching methods to achieve learning objectives.⁴³ In this regard, Jufriadi et al. (2019) revealed that English teachers in Palopo successfully implemented multiliteracy pedagogy through interest-based, fun-based, conceptual, and multimodal classroom models by integrating digital, visual, and video media.⁴⁴ This finding emphasizes that English teachers, including those at the senior high school level, are required to develop strong pedagogical and digital literacy competences in order to adapt to contemporary educational innovations such as the implementation of Ruang GTK.

Perception is a fundamental cognitive process that enables individuals to understand the world around them. Perception as the process by which individuals organize and interpret sensory impressions to give meaning to their environment, emphasizing two key stages: selecting relevant stimuli and interpreting them to form meaningful understanding.⁴⁵ In this research, English teachers' perceptions of the implementation of *Ruang GTK* can be understood through the ways in which they assign meaning to the available features based on their individual needs, experiences, and professional goals.

⁴² Jeremy Harmer, "The Practise of English Language Testing," 2007.

⁴³ Richards, *Curriculum Development in Language Teaching*. 2001.

⁴⁴ Jufriadi et al., "Teachers' Implementation of Pedagogy of Multiliteracies in Indonesian Context (A Case Study)," *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* 24, no. 11 (2019): 35–42, <https://doi.org/10.9790/0837-2411063542>.

⁴⁵ Stephen Robbins and Timothy Judge, *Organizational Behavior*, 15th ed. (New York: Paerson Education, 2017).

And then perception goes beyond the reception of sensory information, involving cognitive processes shaped by past experiences, personal values, and expectations.⁴⁶ Consequently, two individuals exposed to the same stimulus may form different perceptions due to variations in their backgrounds and frames of reference. In the context of *Ruang GTK*, the stimuli may take the form of features such as Continuous Learning, Career and Performance, Learning Inspiration, and Reference Documents. The ways in which teachers organize and interpret their experiences with these features will shape diverse perceptions.

Added, a person's perspective is influenced by two factors: Internal elements are those that are personal to an individual, such as psychological needs, history, experiences, personality, and self-acceptance. Contrarily, external elements are those that come from outside the person, such as intensity, size, contrast, motion, repetition, familiarity, and novelty.⁴⁷

In addition, humans use their five senses to see the world outside. How individuals can perceive themselves and the environment is related to perception. Individuals experience perception through organ receives. Perception is a process which precedes the senses and takes individual form stimulus receive through the receiving device. But the process doesn't stop there, stimulation is transmitted to the system central nervous system, brain, where psychological processes take place.

⁴⁶ James L Gibson et al., *Organizations Behavior, Structure, Processes*, 14th ed., vol. 17 (New York: The McGraw-Hill Companies, 2009).

⁴⁷Sobur Alex, *Psikologi Umum, Bandung*: (Bandung: Pustaka Setia, 2013).

so that individuals become aware of what they see and hear. for example, perception of experience⁴⁸.

a. Perception Process

The perception process refers to the way individuals interpret and give meaning to the stimuli they receive from their environment. There are three stages of perception process⁴⁹:

1) Selection

Selection is in the process of perception, during which the environment stimuli into meaningful experience. In daily life someone is bombarded constantly by such a large variety of information that at a blink moment we may encounter these stimuli: the words are hearing, the witness of an accident, the ticking of a clock, to name but a few. Since the world embraces everything, there are countless stimulus arriving at the sensory organs simultaneously and waiting to be processed. However, it cannot perceive all the information available, because it would experience information overload and disorder.

2) Organization

Following the selection of external data, it must somehow organize the data by identifying specific, significant patterns. Some scholars sometimes refer to this stage of organization as classification because it is achieved by classifying objects or individuals. Shape, color, texture, size, and other characteristics will be instantly apparent in social and physical events and things during this stage of perception.

⁴⁸ Anizar Rahayu et al., *Psikologi Umum*, (Padang Sumatra Barat: PT Global Eksekutif Teknologi 2021).

⁴⁹ Qiong, "A Brief Introduction to Perception," *Studies in Literature and Language* 15, no. 4 (2017): 18–28, <https://doi.org/10.3968/10055>.

When asked what a human being is, for example, some people could define it in terms of skin color, while others might define it in terms of ethnicity or nationality. When we imagine our university library, we see a well-structured space with both internal and external organization.

3) Interpretation

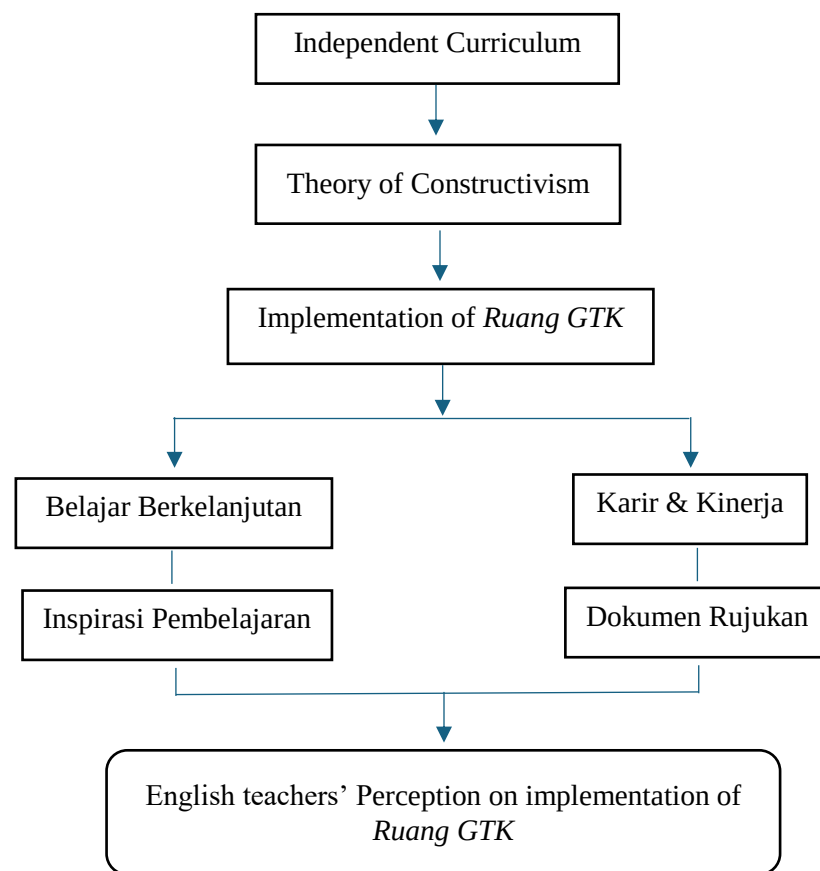
It describes the process of giving the chosen stimulus significance. We attempt to interpret the chosen stimuli by giving them meanings after they have been grouped into stable and ordered patterns. However, different people may interpret the same input in various ways. For example, various people may interpret a police officer's arrival at the crime scene in different ways. It will undoubtedly intimidate the criminal, even though the victim may find it comforting and relieving.

According to the theory above, it can be concluded that Perception is understood as an interpretative process formed through observation and experience. In this study, perception theory is applied to explore how English teachers interpret the use of the Ruang GTK platform. Their perceptions are shaped by prior experiences with educational technology, motivation for self-development, and expectations of the platform's benefits, while external factors such as school support, government policy, and technological infrastructure also play a role. Accordingly, this research focuses on the perceptions of English teachers at senior and vocational high schools in Palopo regarding the implementation of four key features of *Ruang GTK*; *Belajar Berkelanjutan*, *Karir dan Kinerja*, *Inspirasi Pembelajaran*, and *Dokumen Rujukan* with the scope limited to teachers' professional perspectives related to competence

development, performance, and teaching practice, rather than technical aspects of platform development or broader educational policy.

C. Conceptual Framework

Framework in researching English teachers' perceptions on the implementation of *Ruang GTK* at senior high School 2 Palopo and Vocational high School 1 Palopo.



CHAPTER III

METHOD OF THE RESEARCH

A. Approaches and Research Types

In this research, the researcher is applied qualitative descriptive. The qualitative research method is a research method that is based on the philosophy of post positivism, used to research the conditions of natural objects, and the results of qualitative research emphasize meaning rather than generalizations.

Through this method, it hopes that data collection can be more complete, in-depth, and meaningful so that the objective of this research is achieved. In this case, the research focuses on teachers' perception on implementation of *Ruang GTK* at senior high school and vocational high school.

B. Focus of Research

This research focuses on the perceptions of English teachers in senior high schools in Palopo towards the implementation of the *Ruang GTK*. There are *Belajar berkelanjutan*, *Karir dan Kinerja*, *Inspirasi Pembelajaran*, *Dokumen Rujukan*. Specifically, this research aims to investigate the features within the *Belajar Berkelanjutan* menu such as *Diklat*, *Sertifikasi Pendidik*, *Pelatihan Mandiri*, and *Komunitas*. And then, *Kerja dan Kinerja* menu includes *Pengelolaan Kinerja*, *Seleksi Kepala Sekolah* and *Refleksi Kompetensi* support teachers' professional growth. It also seeks to understand how the *Inspirasi Pembelajaran* menu includes *Perangkat Ajar*, *CP/ATP*, *Ide Praktik*, *Bukti Karya*, *Video Inspirasi*, *Asesmen Murid*, and *Kelas features*. In addition, the research aims to find out how teachers

use the *Dokumen Rujukan* menu, especially the documents on *Pengelolaan Kinerja*, *Pengelolaan Pembelajaran*, *Peningkatan Kompetensi*, and *Pengelolaan Satuan Pendidikan* as references in their teaching and school practices.

The respondents in this research were English teachers from SMAN 2 Palopo and SMKN 1 Palopo. The participants were selected using purposive sampling based on specific criteria, namely teachers who had used the *Ruang GTK*. The selected respondent consisted of 12 English teachers, comprising those six teachers at SMAN 2 Palopo and six teachers at SMKN 1 Palopo.

Collecting data, this research used descriptive qualitative methods, with data collection techniques in the form of interviews, observation, and documentation. Interviews were conducted to dig deeper into teachers' perceptions of the ease of use and benefits of *Ruang GTK*. Observation checklist was used to support and validate the data obtained from the teacher interviews. In addition, documentation used video documentation to capture and record the research.

C. Operational definition

This research consists of some terms that need to be defined as follows:

1. Perception is an interpretation of an object based on observation and experience.
2. *Ruang GTK* is a digital platform that supports education personnel in teaching, learning, and working, as well as being an inclusive and simple mobilizing friend.
3. The curriculum is a structure that organizes and guides a school's educational program.

4. The Merdeka curriculum is a curriculum model that refers to the formation of a Pancasila student profile with the aim of strengthening the character and various skills of students as an important component in the implementation of learning.

D. Research Design

This research uses a descriptive qualitative method with a case study approach to understand English teachers' views on the use of *Ruang GTK* in high school. This approach was chosen so that the research can explore the experiences, challenges, and benefits felt by teachers in utilizing the platform in learning. Data had been collected through interviews, observations, and documentation to get a comprehensive picture of how teachers understand and use the platform.

In addition, this research also uses data triangulation methods to increase the validity of the findings. The results of interviews with teachers are compared with education policy documents related to *Ruang GTK* as well as data from the school principal or vice principal for curriculum. Thus, this research does not rely solely on one data source but also confirms information from multiple perspectives. Data analysis is conducted using data reduction, data presentation and conclusion drawing techniques to obtain accurate findings and in accordance with the reality in the field.

E. Data Sources

The data in this research include qualitative data. Qualitative data includes English teachers' perceptions regarding the implementation of the *Ruang GTK*. The data sources in this research consist of primary and secondary sources. Primary sources are obtained directly from high school English teachers who have used the

platform. Secondary sources come from policy documents such as Permendikbud and *Ruang GTK* official guidelines, as well as literature and previous research relevant to the use of technology in learning.

In this research, the researcher used interviews, observation, and documentation as research instruments. Interviews were conducted to explore in depth the perceptions of English teachers, observation was employed to help verify the validity of interview data and ensure the consistency of teachers' perceptions, while documentation provided supporting evidence in the form of transcripts, photos, and relevant screenshots. These combined instruments were utilized to strengthen the credibility and validity of the research findings.

F. Instrument of Research

This research uses a variety of data sources to gain in-depth and comprehensive insights. The following were examples of data sources that had used in this research: first, the research Conducted direct interview sessions with teachers to get their more in-depth opinions on the use of the platform. Interview had been Open-ended questionnaires to explore in-depth information, encourage further discussion, make the interview more dynamic and responsive to the information being revealed. Second, observation checklists support and verify the data obtained from interviews, as well as confirm the consistency between teachers' perceptions expressed during the interviews and the actual practice of implementing the *Ruang GTK*. Third, documentation; using video documentation to capture and record the research.

G. Procedure of Data Collection

In research there were strategic steps, namely data collection techniques, which are aligned with the main objective, namely obtaining data that meets predetermined standards. Data collection techniques can be carried out through observation, interviews, documentation and triangulation. In order to collect data and focus on research, the data collection technique used:

a. Interview

This type of interview was conducted in an open manner, meaning that the researcher personally carried out the interviews in a natural setting. The researcher prepared an outline of key questions to guide the interview process. In this research, a semi-structured interview method was employed. This method allowed the researcher to explore information more openly by inviting participants to express their opinions. In-depth interviews with English teachers at the senior high school level in Palopo were conducted from June 4th - 16th, 2025. The participants consisted of twelve English teachers, comprising six from UPT SMKN 1 Palopo and six from UPT SMAN 2 Palopo. Interviews with teachers at UPT SMKN 1 Palopo were conducted face-to-face at their respective schools, while interviews with teachers at UPT SMAN 2 Palopo were carried out both in person and partly through the WhatsApp application. Each interview session lasted approximately 30 to 60 minutes, depending on the availability of the participants. During the interviews, the researcher used an interview guide as the research instrument.

b. Observation

In this research, the researcher applied an overt observation method, in which the participants were clearly informed about the purpose and procedures of the research from the beginning to the end. An observation checklist was used to support and validate the data obtained from the teacher interviews. The checklist focused on key aspects related to the use of the *Ruang GTK* platform, such as the implementation of its features in teaching practice, the integration of professional development activities, and engagement in collaborative learning. Observations were carried out in the teacher room at UPT SMKN 1 Palopo and UPT SMAN 2 Palopo from June 4th - 16th, 2025. Each observation session lasted between 10 and 20 minutes, and the data collected through the checklist were then compared with the interview results to ensure consistency and strengthen the credibility of the research findings.

c. Documentation

The documentation gathered in this research includes interview transcripts, video recordings, photographs capturing interactions between the researcher and teachers during discussions, as well as screenshots illustrating the use of the *Ruang GTK* platform. These data were utilized to complement and reinforce the findings obtained through observation and interviews.

H. Data Validity Check

The instruments are used to measure variables that are valid, the following steps have been taken:

1. Literature Review: A narrative literature review was conducted to explore key learning theories, with an emphasis on constructivist perspectives from Piaget,

Vygotsky, Bruner, and Snyder. The review also aimed to synthesize existing studies on the integration of digital education platforms, particularly *Ruang GTK*, by focusing on its core features: *Belajar Berkelanjutan*, *Karir dan Kinerja*, *Inspirasi Pembelajaran*, and *Dokumen Rujukan*. It examined how these features have been perceived by teachers, as well as the advantages and challenges associated with their use. Furthermore, the literature review contributed to the development of the conceptual framework by linking theoretical perspectives with empirical findings related to these specific features.

2. Expert Consultation: Experts in the fields of education and educational technology were consulted to assess the relevance, clarity, and appropriateness of the selected measurement instruments in relation to the research objectives.
3. Preliminary Trial: The measurement instrument was pilot tested with a small group of teachers who shared similar characteristics with the target population. Feedback obtained from the pilot study was used to revise and enhance the quality and reliability of the instrument.

I. Technique of data Analysis

The analysis involves three core processes that occur concurrently: data reduction, data display, and conclusion drawing. Therefore, the researcher analyses the data of interviews by reducing the data, presenting the data, and drawing conclusions or verification. It aims to find and build an understanding of the workflow and obtain data accurately, precisely, and empirically.

a. Data Reduction

The data reduction process had been ongoing throughout data collection. This includes summarizing, coding, identifying themes, grouping data, dividing specific sections and writing memos. The data reduction process in the interviews conducted through several stages. Firstly, the researcher listened to the recorded interviews and transcribed them word for word. Second, the researcher read the transcripts thoroughly several times and mark the parts that are considered important. Third, the researcher identified the main themes or topics in the data and code the relevant segments. Fourth, similar codes are grouped into broader categories to find major themes. Fifth, long texts are summarized into shorter ones without losing their significance. Sixth, the researcher made use of tables or matrices to organize the coded data for easier visualization and analysis. Seventh, irrelevant data filtered to eliminate unnecessary information. Eighth, the researcher compiled a report that presents the findings from the data analysis.

The data reduction process in observation uses a checklist through several steps. First, the researcher used a checklist to record relevant events or behaviors during the observation. Second, the observation data is organized in a more structured manner by grouping based on certain categories or variables. Third, each item in the checklist is coded or labelled according to the predetermined categories. Fourth, the data is summarized by combining similar items or grouping them into broader categories. Fifth, the coded data is organized into tables to facilitate analysis. Sixth, data that is irrelevant or does not support the research objectives will be eliminated. Seventh, the researcher interprets the results of the analysis by

linking them to the research questions. Finally, the researcher compiled a report that describes the findings of the observation data.

The documentation process in this research involved capturing still images from video recordings to serve as visual data. Initially, the researcher gathered all video materials related to the research activities. Next, the videos were reviewed in full to identify key moments relevant to the study. Selected scenes were then captured as screenshots, highlighting actions or events that aligned with the research focus. These images were categorized according to specific themes or research objectives. The collected visuals were systematically organized into folders to support further analysis. Ultimately, the image documentation provided supplementary evidence to enrich the interpretation of findings obtained from interviews and observations.

b. Presentation of Data

Through the data presented, the researcher can see and understand what is happening and what must be done based on the understanding gain from these presentations. In presenting data, the researcher prefers to describe a case or event that has been studied in the field. It relates to the technique taken by the researcher, namely the qualitative descriptive method.

Presentation of data from interview, there was first, the researcher wrote down all interview recordings for further analysis. Second, researchers identified key themes or categories in the transcription and code them. Third, the researcher summarized long data into shorter forms to facilitate data analysis and presentation. Fourth, researcher Organized data in a table according to its category. Fifth, the

researcher drew conclusions based on the data analyzed. Sixth, the researcher selected key quotes from the interviews to support the findings to provide concrete illustrations of the research findings.

Presentation of data from checklist observations, as follows; first, the researcher used a checklist to record events to collect structured data based on predetermined criteria. Second, the researcher used a checklist to record events to collect structured data based on predetermined criteria and assign codes or labels to each item in the checklist according to predetermined categories. Third, the researcher arranged the coded data in tables for easy visualization and analysis. Fourth, the researcher made narrative explanations to describe the data presented and compiled a research report that includes all findings and data analysis.

The presentation of data from photo documentation in this research is limited to photographs of the respondents with the researcher. These photos are attached as evidence of the research implementation and to demonstrate the researcher's direct engagement with the English teachers as participants. This documentation was not analyzed in depth, as its main purpose is to serve as a complement and to support the authenticity of the research data

Conclusion and Verification

Conclusions are the final stage in the research process and present the results of the data analysis that has been carried out and verification is the steps or procedures used to ensure the authenticity, truth, and validity of information or entities.

During data collection, the researcher is looked for the meaning of things, noting regularities, patterns, explanations, possible configurations, causal pathways, and propositions. At first, the conclusion was not clear, but gradually it became more detailed. Conclusions may not appear until the end of data collection, depending on the size of the field note collection, coding, storage, and retrieval methods used, and the skill of the researcher. Conclusions are then verified by reviewing the field notes, or perhaps a review to develop inter-subjective agreements. As a result, the problem formulation may be addressed by the conclusions drawn from qualitative research.

d. Triangulation

This research was carried out through several systematic stages to obtain valid and in-depth data regarding teachers' perceptions of the implementation of the *Ruang GTK* platform. The first stage was research planning, which included identifying the research focus, formulating the objectives, and developing instruments such as interview guidelines and an observation checklist. The data collection process was conducted through semi-structured interviews with 12 English teachers, consisting of 6 teachers from State Senior High School 2 Palopo and 6 teachers from State Vocational High School 1 Palopo. In addition, the researcher employed observations to support and provide clarification in order to ensure the validity of the interview data. To enhance the credibility of the findings, data triangulation was applied by comparing the results of interviews, observations, and supporting documentation, such as teacher certification evidence or participation in teacher community groups. The next stage was data analysis, which

involved data reduction, data display, and drawing conclusions based on thematic patterns that emerged from the interview and observation results. Finally, the researcher compiled a research report presenting the key findings, discussions, and implications.

CHAPTER VI

FINDING AND DISCUSSION

A. Findings

1. General Descriptions of Research Locations

a. UPT SMKN 1 PALOPO

UPT SMKN 1 Palopo is located Jln. K.H.M. Kasim No.10, Kelurahan Pattene, Palopo city, South Sulawesi. It has 1424 students consisting of 555 male and 869 female students. And also, it has 98 teachers consisting of 35 male and 63 female teachers. The school has 7 majors, there are *Otomatisasi dan Tata Kelola Perkantoran, Akutansi dan Keuangan Lembaga, Pemasaran, Teknik Komputer dan Jaringan, Tata Boga, Pariwisata, Perhotelan*. UPT SMK Negeri 1 Palopo is accredited A under the auspices of the principle Ridwan, ST., M.Si

UPT SMKN 1 Palopo has building consisting of has 44 classrooms, a library, 3 laboratories, a leadership room, a teachers' room, 2 prayer rooms, an uks room, 21 toilet rooms, 3 warehouses, 1 circulation room, 2 administrative rooms, a counselling room, and a student council room.

b. UPT SMAN 2 PALOPO

UPT SMA Negeri 2 Palopo is located Jln. Garuda No.18, Kelurahan Rampoang, Palopo city, South Sulawesi. It has 1018 students consisting of 334 male and 684 female students. And also, it has 71 teachers consisting of 23 male and 48 female teachers. The school has 2 majors consisting of *department of Science and Social Education*. UPT SMAN 2 Palopo is accredited A under the auspices of the principal DRS. Basman, SH. MM.

UPT SMA Negeri 2 Palopo has 29 *classrooms*, 5 *laboratories*, 1 *library*, 1 *student council room*, 1 *auditorium building*, 1 *teacher's room*, 1 *leader's room*, and 7 *student sanitation rooms*.

2. Analyzing results of research instruments

Before conducting research in schools, the instrument was first validated by two validators who are experts in their fields. The validators of the research instrument consisted of 2 validators taken from UIN Palopo lecturer and *Guru Penggerak*

Table 3.1 Expert judgment and practitioner feedback

No	Name	Professional field
1.	Mr. J, S.S., M.Pd	Lecturer
2.	Ms. AR, S.Pd., M.Pd	<i>Guru Penggerak</i>
3.	Ms. HY, S.Pd., M.Pd	<i>Guru Penggerak</i>

After the instrument was validated by the validators, the researcher improved the instrument based on the suggestions and input provided by the validator team until it was suitable for use in research activities.

3. English Teachers' Perception on the Implementation of Ruang Guru dan Tenaga Kependidikan at Senior High School in Palopo and vocational High School Palopo.

To answer the research of question, the researcher used interview, observation checklist and documentation to collect the data.

Table 3.2. List of Research Participants

No	Teacher Initial	Gender	Age	School
1	DC	F	53	SMAN 2 Palopo
2	AJ	M	43	SMAN 2 Palopo
3	MA	F	49	SMAN 2 Palopo
4	MH	F	56	SMAN 2 Palopo
5	KH	M	59	SMAN 2 Palopo
6	AI	F	48	SMAN 2 Palopo
7	AN	F	38	SMKN 1 Palopo
8	DY	F	40	SMKN 1 Palopo
9	NA	M	50	SMKN 1 Palopo
10	PS	M	48	SMKN 1 Palopo
11	RA	F	50	SMKN 1 Palopo
12	D	F	54	SMKN 1 Palopo

Table 4.1 presents the demographic information of the participants involved in this study. To ensure confidentiality, the participants' names are replaced with initials. The table provides information regarding the teachers' initials, schools, gender, and age. The participants consisted of twelve English teachers from two schools in Palopo, namely SMAN 2 Palopo and SMKN 1 Palopo. This demographic profile helps to give a clearer understanding of the background of the participants, which may also influence their perceptions of the implementation of the Ruang GTK platform.

After presenting the demographic profiles of the participants, the next section discusses the findings of the study. The analysis is focused on the English teachers' perceptions of the implementation of the *Ruang GTK* platform. The findings are organized based on the four main features of the platform, namely *Belajar Berkelanjutan*, *Karir dan Kinerja*, *Inspirasi Pembelajaran* and *Dokumen Rujukan*. Each feature is discussed by highlighting the teachers' insights,

experiences, and interpretations, supported by direct quotations from the interview data.

a. Interview

The interviews with English teachers at senior high schools in Palopo were conducted between June 4th - June 16th, 2025. The findings of this research are derived from in-depth interviews with 12 English teachers from senior high schools, including six teachers from UPT SMKN 1 Palopo and six from other UPT SMAN 2 Palopo. The findings indicated that the respondents expressed favorable perceptions toward the Ruang GTK Platform. Although there are still some obstacles such as the sometimes-unstable internet connection, teachers' enthusiasm for the benefits of *Ruang GTK* remains high, especially in supporting their professional development.

In-depth interviews were conducted with experienced high school English teachers who have been actively using *Ruang GTK* since the beginning of 2025. The findings from this interview can be classified into several main themes as follows:

1) The main features of *Ruang GTK*

a) *Belajar Berkelanjutan* menu

English teachers at senior and vocational high schools in Palopo positively perceive that *Ruang GTK* provides the *Belajar Berkelanjutan* Menu with various features such as *Diklat*, *Sertifikasi Pendidik*, *Pelatihan Mandiri*, and *Komunitas* for teacher competency development. First, *Diklat* feature is considered superior due to its flexibility of access and repeatable learning. Numerous teachers reported a

preference for remote learning, as it allows them to engage in professional development without leaving their classrooms or bearing additional transportation expenses. Based on Mr. K.H. who is one of teacher from Senior high school stated that:

*“Diklat in **Ruang GTK** does not interfere with student learning, can be accessed at any time, and is free of transport costs”.*

A similar sentiment was also expressed by Ms. NA, a teacher from the vocational high school (SMK), who emphasized the ease of access and convenience in participating in the training.

*“...participating in online training at **Ruang GTK** is more flexible because it can be accessed at any time, unlike conventional training which requires me to leave the classroom for several days.”*

These findings indicate that the flexibility, easy accessibility, and the possibility for repeatable learning provided by the *Diklat* feature are the main reasons why teachers across various educational levels continue to use it as a means of professional development.

Second, all teachers at SMA and SMK appreciated the flexibility and usefulness of *Pelatihan Mandiri* feature in improving pedagogical competence. They stated that the training materials are useful, appropriate, and promote introspection about methods of learning.

Ms A.I. from Senior high school said that:

*“**Pelatihan Mandiri** helped me teach English better in new, practical ways. I learnt to adapt learning for different abilities of students, improve my teaching through self-evaluation, and share ideas with other teachers.”*

And supported by teacher at SMK:

*“**Pelatihan Mandiri** feature in Ruang GTK needs to be equipped with interactive sessions (webinars/case discussions) involving SMK*

practitioners so that they are able to solve real problems in the field.”
 – Ms. DY

Senior and vocational high school teachers perceive the *Pelatihan Mandiri* feature positively because it provides comprehensive modules and webinars, allows for self-paced and repeatable learning, and supports flexible professional development. This feature enables teachers to enhance their teaching skills, adopt new methods, and apply practical insights in the classroom, demonstrating that it is effective in promoting continuous learning and improving teacher competence.

Third, teachers regard *Komunitas* feature as a significant medium for engaging in collaborative professional development. All teachers at SMA and SMK stated that this feature is a space to discuss, share experiences, find learning solutions, and expand networks among colleagues across schools and regions. Many teachers benefit from being involved in the community, especially when facing obstacles in the classroom or looking for new learning approaches.

As Ms AI from senior high school said:

“We not only share theories, but also real-life stories of how to teach successfully. So, besides gaining new knowledge, we also have a discussion partner when facing difficulties in teaching”.

Similarly, some teachers are very active in discussion and collaboration, such as Mr. AJ and Ms MA, who feel that the community has really helped them improve their learning practices.

Mr. AJ stated that:

“Every time I participate in the MGMP English group discussion in the community feature, I always find a new perspective”.

However, there are also teachers like Ms RA from vocational high school who are only passive readers:

“I follow the belajar.id Palopo community group in the GTK Room but I don't actively discuss in the group, I just see the latest information”.

This level of participation is influenced by time, personal motivation and comfort in sharing.

Findings confirm that *Belajar Berkelanjutan* menu offers significant temporal spatial flexibility for teachers. A total of twelve respondents stated that the ability to access the materials at any time, along with the option to pause and resume, enabled them to participate in the training outside school hours or after a busy teaching schedule.

b) *Karir dan Kinerja*

This menu includes *Pengelolaan Kinerja*, *Seleksi Kepala Sekolah*, and *Refleksi Kompetensi*. Based on the interview results, teachers have varied perceptions of these features. Some teachers perceive them positively because they provide guidance and structured assessment opportunities, while others find them challenging due to limited understanding or unclear instructions. First, Teachers who have used *Pengelolaan Kinerja* feature rate it as having a positive impact on creating a culture of accountability and more systematic reporting. This feature facilitates the preparation of the *RHK (Rencana Hasil Kerja)*, tracking of performance achievements, and communication between teachers and principals.

Ms. AI from Senior High School explains:

“The performance management feature is about making the RHK... Ruang GTK makes the whole process more transparent. Every stage of the preparation of the RHK, input from the principal, and performance achievements can be clearly tracked”.

and also Ms. AN from Vocational High School said:

“I learnt to manage my time and priorities better.” – Ms. AN
*“..... making the **RHK (Rencana Hasil Kerja)** forced me to be more specific in formulating indicators of my professionalism as a teacher.”*
 Ms. DY

All teachers from SMA and SMK stated that *RHK* promoted improvements in their competencies, such as discipline, productivity, self-development, and closer cooperation between teachers and school officials. And this feature, teachers feel more responsible for their roles, and are more aware of the professional targets that must be achieved each semester.

Second, all teachers admitted that they have not been able to access *Refleksi Kompetensi* feature, which may still be under development or not yet fully available.

As stated by Mr. AJ from SMA:

*“I can't access the **Refleksi Kompetensi** feature in **Ruang GTK**”*

And also Mr. P S from SMK:

*“I cannot access **Refleksi Kompetensi** in **Ruang GTK** yet, maybe it is still under development”.*

The *Refleksi Kompetensi* feature is highly anticipated; however, it is not yet accessible to all senior and vocational high school teachers, even though it is considered an important tool for independently enhancing professional competence.

Third, *Seleksi Kepala Sekolah* feature in *Ruang GTK* is part of the transformation of the digital-based education leadership and career management system. Based on the results of interviews, teachers who are involved or understand

this feature expressed views that reflect the hope for a more transparent, fair, and objective system. Teachers welcomed this feature as it provided an open and objective opportunity for qualified teachers to participate in principal selection. This is considered a breakthrough from the old system, which was often closed or full of subjective practices.

Ms A.I. said that she felt encouraged to participate in the selection because she met the qualifications:

“I decided to join the Principal selection because I fulfilled all the requirements, including 8 years of teaching experience and the required certification”.

However, some teachers stated that the requirements in *Seleksi Kepala Sekolah* feature were too complex and burdensome, which lowered their confidence and made them choose to focus solely on teaching.

Ms.MA and Ms. MH from SMA said:

“I did not participate in the selection because there were too many requirements...”

And also Ms. DY from SMK stated that:

I am still evaluating myself whether I have fulfilled all the criteria or not.” – Ms. DY (Tata Boga)

And another statement by Ms. AN from SMK

“.... I have not fulfilled the 8-year teaching experience requirement”.

c) *Inspirasi Pembelajaran*

The *Inspirasi Pembelajaran* menu consists of seven features: *Perangkat Ajar*, *CP/ATP*, *Ide Praktek*, *Bukti Karya*, *Video Inspirasi*, *Assesmen Murid*, and *Kelas*. Overall, teachers from both senior and vocational high schools appreciate

the features provided in this menu, recognizing them as valuable resources for enhancing teaching strategies and lesson planning. However, some vocational high school teachers noted that the *Perangkat Ajar* feature is less complete, as the available teaching materials are too general and do not fully address the specific needs of their respective vocational majors. Teachers from majors such as *Pariwisata*, *Tata Boga*, *Akutansi*, and *TKJ* stated that the teaching content is too general and has not used terms or examples that are suitable for majors in SMK. As a result, they feel the need to adapt, modify, or collaborate to produce teaching tools that are more contextualized and relevant to the world of work.

For example, a Tata Boga teacher Ms. DY (SMK) stated that:

*“I teach in the Tata Boga department, but the teaching materials in **Ruang GTK** do not cover vocabulary or situations in a professional kitchen. I have to collect sources from the internet or specialized books.*

Additionally, Ms. AN, a tourism teacher, expressed dissatisfaction over the lack of particular resources pertaining to the tourism department:

“Teaching tools are available, but I have to innovate my own for the Tourism department.”

But on the other hand, senior high school (SMA) teachers generally expressed positive perceptions of the *Perangkat Ajar* feature available on the *Ruang GTK* platform. They appreciated the availability of ready-to-use teaching materials that are aligned with the national curriculum. Teachers stated that this feature helped them save time in lesson planning, provided inspiration for classroom activities, and ensured alignment with the *Kurikulum Merdeka* framework. Some also mentioned that the presence of structured modules, assessment examples, and differentiated instruction resources made it easier to design engaging and student-

centered learning experiences. Overall, the *Perangkat Ajar* feature was seen as a practical and supportive tool for improving teaching effectiveness in the general high school context.

According to Ms. A stated that:

*“The support of this **Perangkat Ajar** feature not only facilitates the customization of learning but also encourages me to continue experimenting with new methods and reflecting on teaching practices that suit the character of students in the classroom.”*

And also Mr. K H stated that:

*“**Ruang GTK** provides **Perangkat Ajar** in the flexible Teaching Tools feature, making it easy for me to adapt learning methods to students' learning styles, such as project-based learning for productive classes.”*

In conclusion, senior high school teachers value the *Perangkat Ajar* feature as it offers practical support for designing lessons and planning instructional activities. Its provision of structured teaching resources and conformity to current curriculum requirements make it an invaluable instrument for improving the caliber and effectiveness of classroom education. These findings suggest that the continued development and enrichment of this feature can further strengthen its role in supporting teachers' professional practice, especially in the context of curriculum implementation.

Secondly, all teachers at SMA and SMK utilize the *CP (Capaian Pembelajaran)/ATP (Alur Tujuan Pembelajaran)* in the *Ruang GTK* as a basic framework in lesson planning. They found the structure helpful but still had to be modified to suit the characteristics of the students and the conditions of their respective classes.

Ms.AN SMKs' teacher stated that:

*“CP/ATP from **Ruang GTK** are quite flexible but I often modify the learning techniques.”*

and then Ms DC from SMA said:

*“...It has been provided in the **Ruang GTK** and then modified a little.”*

The findings show that although all teachers SMA and SMK utilized the CP/ATP from *Ruang GTK* as a basic framework for lesson planning, they still felt the need to make adaptations. Although the given structure is regarded as beneficial and adaptable, it is not entirely applicable without modification. Teachers find it important to modify learning techniques and approaches to better suit the characteristics of their students and classroom context. In fact, the adjustment process is often done through collaboration between teachers in the same field or department. Thus, this feature serves as a strong starting point, but its effectiveness is highly dependent on teachers' ability to adjust the content to the real needs in the field.

Fourth, *Ide Praktik* feature is one of the features most appreciated by teachers at SMA and SMK. They mentioned that the short articles, demonstration videos and creative strategies available encourage teachers to be more explorative in designing lessons. Many teachers adapted strategies from this feature to activate students, improve communication skills, and shape collaborative and meaningful learning.

Ms. DY from SMK stated that:

*“The strategy from **Ide Praktik** that I adapted is Recipe Challenge.”*

And also Mr. KH from SMA said that:

*“The short articles and videos in **Ide Praktik** really inspire my learning.”*

The English teacher in the Hospitality department uses the ‘game-based learning’ method from *Ide Praktik* to teach check-in/check-out dialogues. In the meantime, the Automation instructor used the Rolling Formation technique to have her students practice active speaking. Teachers also mentioned the use of strategies such as peer feedback, multisensory learning, and talking stick game as a result of utilizing this feature.

Fifth, the findings reveal that both SMA and SMK teachers find the *Video Inspirasi* feature useful for providing practical teaching ideas. SMA teachers appreciate its role in enhancing classroom strategies.

Ms. DC stated that:

“This feature facilitates teachers to create their own work such as articles, modules, learning practices in the form of videos or teaching modules.”

While SMK teachers acknowledge its inspiration but note that the content is often too general and lacks relevance to their vocational contexts.

according to Ms. DY from SMK said that:

“I applied the 'jigsaw reading' technique from the inspiring video feature in class.”

Another stated by Ms. PS:

“... is very helpful in learning English, especially this Merdeka Curriculum.”

Sixth, the *Bukti Karya* feature functions as an inspirational platform where teachers from both senior and vocational high schools can share, access, and learn from

exemplary teaching practices across Indonesia. Teachers expressed a positive perception of this feature, noting that it is highly motivating and allows them to adapt peer examples to improve strategies such as flipped classrooms and differentiated instruction.

Ms. DC from SMA stated that:

“...motivates me to be more creative after watching videos of teachers' learning videos from various schools.”

While SMK teachers adapted general strategies to vocational contexts (e.g., digital storytelling for TKJ or recipe challenges for Culinary Arts). However, SMK educators noted a lack of field-specific examples, wishing for more tailored content in areas like Tourism or Hospitality:

Ms. A N stated that:

*“**Bukti Karya** content makes it easy for me to compare my teaching with other teachers and then improve it.”*

And also Mr. PS stated that:

*“I learnt to make interesting teaching media after seeing examples in **Bukti Karya**.”*

Seventh, All English teachers at senior and vocational high schools perceive the *Asesmen Murid* feature as highly valuable for analysing students' abilities. They can adapt their teaching strategies based on assessment results, either automatically or manually. Some teachers even utilize this data to implement differentiated instruction, scaffolding, and project-based learning approaches, reflecting a positive perception of its impact on instructional planning.

Ms. AI from SMA stated that:

*“**Asesmen Murid** feature makes it easier for me to understand students' needs quickly.”*

And then Mr. NA from SMK said that:

“Asesmen Murid is very helpful in identifying students when assigning study groups in class.”

In conclusion, the *Asesmen Murid* feature is highly valued by teachers for its ability to provide insights into students' learning needs. It enables educators to analyze students' abilities more efficiently, either automatically or manually, and to make informed decisions in adjusting instructional strategies. Teachers have reported using the assessment results to implement differentiated instruction, scaffolding, and project-based learning.

Seventh, *Kelas* Feature is a feature that most teachers utilize to reflect on learning and understand classroom dynamics in a data-driven manner. Information on participation, assignment progress, and student achievement helps teachers in making strategic decisions. However, because of technical limitations, some teachers have not made the most of this function.

Ms. M H from SMA stated that:

“Kelas feature helps me understand the dynamics of student participation.”

The opposite Respond according to Mr NA from SMK said:

"I don't use Kelas feature because I think it's complicated."

Overall, the interview results of the features on the *Inspirasi Pembelajaran* menu were generally appreciated by teachers as a tool rich in inspirational and applicable content. However, its implementation still requires contextual adaptation, especially in SMK with very specific departmental needs. The use of this feature shows the tendency of teachers to play an active role as learning innovators.

d) *Dokumen Rujukan*

All English teachers at senior and vocational high schools utilize *the Dokumen Rujukan* menu to access essential reference materials that support their roles and responsibilities within the school context. This menu consists of four main features. Firstly, teachers use *Pengelolaan Pembelajaran* resources, such as planning templates, guidelines, and recommendations, as a framework for designing learning activities. These resources are also employed to strengthen their professional competencies.

Ms MH, S.Pd. from SMA stated that:

“The feature has documents such as the Merdeka Curriculum Implementation Guide. This becomes one of our teachers' discussion materials at teacher and school official meetings.”

And also, Mr P S from SMK said that:

“Yes, there are documents and Modules supporting Teacher Competence in the Competency Improvement feature”.

These documents are considered useful for equalizing perceptions with the latest curriculum, especially the Merdeka Curriculum.

Ms R A from SMK stated that:

“Very much, one of them is the Academic Paper on Deep Learning Towards Quality Education..... The Referral document feature facilitates discussions between fellow teachers and school officials. Such as the Field Work Practice guide as a subject in the Implementation of the Merdeka Curriculum”.

All teachers found the *Pengelolaan Pembelajaran* feature very helpful in improving their professional competence and providing access to the latest relevant and applicable learning information.

Second, *Pengelolaan Kinerja* feature is considered to help teachers reflect on their performance and professional achievements, especially through indicators that have been systematically organized. An overview of the competencies that teachers should possess and cultivate is given by this feature. However, some teachers stated that this menu is still not fully integrated with daily practice in schools. In practice, the provided documents and indicators are not directly aligned with actual activities such as supervision, performance evaluation, or professional development routinely conducted in schools, resulting in their use being largely administrative and lacking practical relevance. Some teachers stated that the documents in this sub feature introduce the concept of teacher performance management such as SKP, performance reflection, and self-development indicators.

Ms. MA from SMA stated that:

“from this feature, I learnt that teacher performance is assessed not only from teaching, but also from self-development and contribution to the school.”

And also Ms. D from SMK stated that:

*“One of the **Dokumen Rujukan** in the **Ruang GTK** is the Ministry of Education's Decree on the Expertise spectrum of SMK...”*

Third, *Peningkatan Kompetensi* feature is seen by teachers as a good starting point for planning their own development. This feature offers explicit guidance on the specific competencies that require development, tailored to the teacher's professional role and career progression. The documents provided within this feature serve as resources for enhancing teacher competencies, listing available training opportunities, and supporting ongoing professional development programs.

Teachers feel that this feature provides direction and an overview of systematic self-development strategies.

Ms. AI from SMA stated that:

“It is very helpful as it gives step-by-step guidance to improve my competence.”

And also, Ms DY, S.Pd. stated that:

*“There are guidebooks to improve teacher competencies in the **Peningkatan Kompetensi** feature such as the operational guide for the Teacher Competency Model”.*

Fourth, the *Pengelolaan Satuan Pendidikan* feature is considered beneficial for school principals and management teams; however, it is less frequently accessed or utilized by teachers. The use of this feature is primarily concentrated among school leadership and management personnel. Teachers admitted that they rarely access this document directly but appreciate it when principals refer to it in designing school programmed. The content is regarded as essential for aligning the management of the education unit with established quality standards.

Ms. MH from SMA stated that:

“.... made us learn to understand the indicators in the report card and develop school programs according to real needs.”

And also Mr. N A from SMK stated that:

*“Yes, letters or regulation documents are usually from the government in **Ruang GTK** and are the subject of discussion at meetings in the teachers' room such as the **National Assessment Regulation**”.*

2) The Main Challenges in the Use of Ruang GTK

While *Ruang GTK* is positioned as a professional development platform designed to accommodate diverse teacher needs, its practical implementation in

schools encounters several challenges. Findings from interviews with teachers from various educational levels and departments indicate that the implementation of *Ruang GTK* features remains hindered by a range of technical and contextual challenges. These challenges not only affect the effectiveness of using the platform, but are also closely related to infrastructure readiness, digital literacy, content relevance, and integration with daily learning practices. Therefore, the following section will outline some of the key challenges that teachers face in accessing, understanding and utilizing the features available in *Ruang GTK*. Internet Access Limitations. Limited internet connectivity was identified as the most frequently encountered challenge by teachers in accessing *Ruang GTK*, particularly during online training sessions, streaming instructional videos, or uploading required documents. Connection disruptions often cause the learning process to be interrupted or delayed. This directly affects the consistency of teachers' professional development efforts through the platform.

According to Ms. DC from SMA stated that:

*“The unstable internet connection at school is a major obstacle when uploading documents or attending training in the **Ruang GTK**.”*

Mr. N A from SMK also revealed that:

“While watching the video, it crashed because the internet connection was unstable”.

From the interviews, it was found that teachers faced obstacles in using the available features. One of the most frequently mentioned features was Independent Training. Although the training is perceived as flexible and accessible, several teachers noted

that the content remains too general and lacks relevance to the specific context of English language instruction, particularly in vocational school settings.

Ms. DY from SMK stated:

*“The training is good, but much of the material does not address our specific context, such as **Tata Boga**”.*

Regarding *Komunitas* feature, teachers from both levels felt that discussions were still passive and not focused on topics specific to the subject.

Ms. DC from SMA stated that:

*“The **Komunitas** is quiet, or if there are discussions, they are more general and not very focused on English lessons.”*

Pengelolaan Kinerja feature (*RHK*) also poses a challenge, mainly because the terminology and filling process are considered too technical and require special guidance.

Ms. MA from SMA said:

*“...To be honest, I am confused about filling in the **RHK**. There are many terms and stages, and we need direct training.”*

Meanwhile, *Refleksi Kompetensi* feature cannot be utilized to its full potential because it is not yet active in all teacher accounts.

Ms. MH from SMA stated that :

*“I can’t access **Refleksi kompetensi** feature yet; apparently it’s still in the process or not active on my account.”*

Mr. KH from SMA stated that:

“The language is too academic, so I have to read slowly and sometimes I still get confused.”

Sertifikasi Pendidik feature is considered irrelevant for teachers who are not *PPG* participants, as it only contains basic information without additional learning functions.

Mr. PS from SMK stated that:

*“I am not a PPG participant, so **Sertifikasi Pendidik** feature is just information, it cannot be used further.”*

These results point to the urgent need for improved platform accessibility, more comprehensible language, context-specific materials, and robust technical assistance to optimize *Ruang GTK*'s role in supporting teachers' continuous professional growth in various school environments.

3) Suggestions for the Development of *Ruang GTK*

To comprehensively assess the effectiveness of the *Ruang GTK* platform, it is essential not only to examine teachers' perceptions and experiences, but also to consider their feedback and recommendations. These suggestions reflect the real needs in the field as well as the potential for developing the platform to be more responsive to the dynamics of learning and teachers' professional challenges. Accordingly, this section outlines a range of recommendations provided by teachers from both academic and vocational senior high schools (SMA and SMK). These suggestions encompass technical elements, content quality, platform features, and incentive mechanisms aimed at enhancing teachers' motivation and engagement in maximizing the use of *Ruang GTK*. Firstly, Strengthening Contextual Materials for SMK and Specific English. Many vocational schools of teachers emphasized the importance of adapting *Ruang GTK* content to better reflect the specialized requirements of their disciplines, particularly in relation to Teaching English for

Specific Purposes (ESP). They expressed a desire for modules, instructional videos, and teaching resources that are more closely aligned with the vocational learning needs of SMK students.

Ms. AN stated that:

“Providing more materials and resources specific to the teaching of English in SMK.”

And also, Ms DY said that:

*“Development of the concept of **Ruang GTK** as a Ready-to-Use Interactive Media Bank.”*

Second, Offline Accessibility for Connection-Limited Areas. A number of teachers emphasised the importance of offline access to training materials and learning resources. They proposed that the content be made available for offline access, with automatic synchronization once the device reconnects to the internet. This measure is essential to promote equitable access for teachers working in geographically remote or underserved areas.

Ms. D SMK stated that:

“Developing an option to access some materials offline.”

And then Mr AJ from SMA stated that:

“Offline content guarantees equal access... with automatic synchronisation options.”

Third, Innovation in Interactive and Collaborative Features. Teachers encouraged the development of more interactive and collaborative features, such as forums with native speakers, international webinars, and challenge features with rewards to increase engagement. They also recommended the integration of a user feedback mechanism to enhance the platform’s responsiveness to teachers’ needs.

Mr. NA from SMK stated that:

“Create an international teacher webinar/forum with feedback from native experts.”

Fourth, Rewards and Motivation System for Teachers. Some teachers suggested that *Ruang GTK* implement an activity-based reward system, such as contribution points, account levels, or automatic certificates. This could encourage more active teacher participation in training and sharing of good practices.

Ms D C from SMA stated that:

“A point system that can be exchanged for benefits or recognition.”

And then Mr. P S from SMK said that:

“Presenting monthly challenges with rewards, which will motivate teachers to work and share knowledge.”

Fifth, Design Multilevel Training Based on Teacher Competencies. *Ruang GTK* is encouraged to design tiered training modules that accommodate different levels of digital proficiency, ranging from beginner to advanced stages. This will help prevent gaps in understanding and make the platform more inclusive.

M.r. KH from SMA stated that:

“Differentiated training modules... three levels of training: basic, intermediate, advanced.”

Sixth, Support for Professionalism and Work Efficiency *Ruang GTK* is also expected to be a place to increase teacher motivation and reduce administrative burden, by providing efficient and inspiring digital solutions.

Ms. MH from SMA stated that:

“Become a space to inspire and motivate teachers and reduce administrative burden.”

Seventh, Reform the Transparent and Digital Principal Selection System.

One teacher suggested further development of *Seleksi Kepala Sekolah* feature, to make the system more objective, modern, and integrated with AI technology and multi-stakeholder evaluation.

Ms A I from SMA stated that:

“Seleksi Kepala Sekolah needs a transparent and AI-based system.”

Teachers’ recommendations for enhancing *Ruang GTK* highlight the importance of delivering more context-specific content, ensuring inclusive technological access, and providing collaborative features and incentives that foster active teacher participation. Future development of *Ruang GTK* needs to consider approaches based on the real needs of teachers in the field, while upholding the principles of flexibility, fairness of access, and sustainability of professional competence

1) Observation

The observation checklist was designed as a supporting instrument to strengthen and validate the interview findings. It served to document the real-time practices of English teachers in using the *Ruang GTK* platform, including their access patterns, feature preferences, and usage frequency. This method provided direct, observable evidence that complements the teachers’ self-reported experiences during interviews. By aligning the observation data with the interview results, the study ensured data triangulation, thereby producing a more reliable and comprehensive picture of how *Ruang GTK* is implemented in daily teaching activities.

The observation at UPT SMKN 1 Palopo and UPT SMAN 2 Palopo were conducted in June 4th - June 16th, 2025 involving a total of 6 English teachers. The following are the results of observations of the features used by teachers in the *Ruang GTK*: The observation data indicated that most English teachers actively utilized the *Ruang GTK* platform, though with variations in access time, feature preferences, and usage purposes. 4 out of 6 teachers at SMA (66%) accessed *Ruang GTK* before English lessons, 2 out of 6 (34%) teachers accessed it afterward. This pattern suggests that the platform offers flexibility, enabling teachers to use it either for lesson preparation or for post-teaching reflection according to their individual schedules and needs.

All teachers (100%) participated in official training (*Diklat*) organized by the Directorate of Teachers and Education Personnel, reflecting strong commitment to professional development. In terms of professional status, all teachers (100%) had recognized professional competence through the *Sertifikasi Pendidik* feature. It means that there was no PPG active at SMA.

Every SMA English teacher (100%) frequently accessed *Pelatihan Mandiri* and was engaged in groups within the *Komunitas* feature, demonstrating a high level of collaboration and independent learning initiative. 5 out of 6 (84%) English teacher of SMA did not attend the principal selection. 1 out of 6 (16%) there was the teacher attends the principal selection in the *Ruang GTK*.

Notably, All of the SMA English teachers (100%) used the teaching modules from *Ruang GTK*, instead relying on *CP/ATP* resources from Ruang Guru. However, all teachers (100%) accessed *Bukti Karya*, *Video Inspirasi*, and *Ide Praktik* as sources

for English teaching references, and All English teachers (100%) at SMA used the class feature to identify students' cognitive stages in English lessons.

The observation at UPT SMKN 1 Palopo was conducted in June 4th - June 16th, 2025 involving a total of 6 English teachers. The following are the results of observations of the features used by teachers in the *Ruang GTK*:

The observation findings at SMK show that 5 out of 6 (84%) English teachers accessed the Ruang GTK platform before teaching, while 1 out of 6 (16%) accessed it after lessons. This indicates a difference in usage strategies, where most teachers use the platform for preparation before teaching, while others prefer to use it for evaluation or reflection after class.

All teachers (100%) participated in *Diklat* or training programmes organised by the Directorate of Teachers and Education Personnel of the Ministry of Primary and Secondary Education, showing a strong commitment to professional development through formal pathways integrated into *Ruang GTK*. In terms of professional status, 5 out of 6 (84%) teachers had competence recognized in the *Sertifikasi Pendidik* feature, while 1 out of 6 (16%) had no personal information, indicating that they were active PPG participants.

All SMK English teachers (100%) frequently accessed *Pelatihan Mandiri* in the teachers' room. In terms of collaboration, 5 out of 6 (84%) teachers reported being part of groups within the *Komunitas* feature, while 1 out of 6 (16%) was more active in school-based groups. All teachers (100%) did not attend the principal selection process and did not use teaching modules provided by *Ruang GTK*, instead using *CP/ATP* from the teachers' room. All teachers (100%) accessed *Bukti*

Karya, *Video Inspirasi*, and *Ide Praktik* to find references for English teaching. For student assessment, 5 out of 6 (84%) teachers used the *Kelas* feature to identify students' cognitive stages, while 1 out of 6 (16%) used manual assessment.

Overall, these findings indicate that SMK English teachers actively use *Ruang GTK* for preparation, professional learning, and obtaining teaching references, with selective engagement in features that best fit vocational school contexts. This proves that the *Ruang GTK* platform is considered a practical and flexible tool that supports teachers' professional development and teaching needs in vocational school settings.

B. DISCUSSION OF THE RESULT

1. English teachers' perception on the implementation of *Ruang GTK* at SMAN 2 Palopo and SMKN 1 Palopo

This research has explored English teachers' perceptions of *Ruang GTK* implementation in Palopo senior high schools. The discussion is structured according to the four main features of *Ruang GTK*, as outlined by the Ministry of Primary and Secondary Education (MoEC) (2025): *Belajar Berkelanjutan*, *Karir dan Kinerja*, *Inspirasi Pembelajaran*, and *Dokumen Rujukan*. These features represent the platform's efforts to support continuous, independent, and collaborative professional development. The analysis combines qualitative data from interviews and observations with constructivist learning theory particularly the perspectives of Piaget, Vygotsky, Bruner, and Snyder while also considering contextual realities in SMA and SMK.

By presenting a discussion based on field data, this section is expected to provide a comprehensive picture of the effectiveness of *Ruang GTK* implementation and the development that still needs to be strengthened, both in terms of technical, content, and supporting policies.

The interview findings revealed that English teachers at SMA and SMK began actively utilizing the *Ruang GTK* platform in January 2025, after having previously relied more heavily on the *Merdeka Mengajar Platform (PMM)* since 2023. This transition indicates a shift in the use of digital learning technologies, in which *Ruang GTK* emerged as a new innovation that complemented and expanded teachers' prior experiences with *PMM*. The adoption of *Ruang GTK* also reflects teachers' adaptation to a newly introduced system designed to support continuous professional development.

Based on the observation data, once teachers started using *Ruang GTK*, their patterns of utilization varied in terms of both timing and purposes. The majority of teachers accessed the platform before class as part of their lesson preparation and planning, while others preferred to use it after class for reflection and evaluation. In terms of frequency, those who accessed the platform before class tended to do so regularly, almost in every meeting, whereas those who accessed it after class did so less frequently, approximately two to three times per week or only on weekends.

Furthermore, the interviews also demonstrated that teachers did not limit their access to the school setting but extended it to their homes, depending on their convenience. Some teachers utilized the platform in the teachers' room before lessons, while others preferred to access it at home in the evenings or even during

household activities. For instance, one teacher shared that she attended webinars on *Ruang GTK* while ironing, which illustrates the platform's flexibility in accommodating diverse personal routines. This finding underscores that *Ruang GTK* not only supports teachers in both pre-teaching and post-teaching contexts but also adapts to their varied work rhythms and daily lives, thereby positioning itself as a flexible and integrative tool within both their professional practices and personal contexts.

In this section, the researcher provides an in-depth discussion of teachers' perceptions regarding the implementation of the *Ruang GTK* platform at SMAN 2 Palopo. In addition to examining the patterns of access and frequency of use, it is also essential to discuss how teachers perceived and engaged with the four main features provided by the *Ruang GTK* platform.

Firstly, *Belajar Berkelanjutan* Menu has strong characteristics in terms of flexibility, reflection and collaboration. all English teachers at the senior high school 2 Palopo expressed positive perceptions of *Belajar Berkelanjutan* menu, emphasizing its role in supporting their professional development and enhancing their teaching practices. Its features allow teachers to access materials anytime and anywhere according to their learning rhythm (flexibility), encourage teachers to evaluate and reflect on their learning practices (reflection), and provide a space for interaction between teachers in different schools and regions to share experiences and teaching strategies (collaboration).

Based on the results of interviews and observations, the *Pelatihan Mandiri* and *Diklat* features are highly appreciated because they provide learning flexibility

without disrupting teaching schedules and repeatable learning. All English teachers stated that the *Diklat* and *Pelatihan Mandiri* features in the *Belajar Berkelanjutan* menu of *Ruang GTK* are highly complex and beneficial. This complexity is understood positively, as these features not only provide a wide variety of learning materials but also offer flexible access allowing teachers to use them anytime and anywhere according to their needs. Moreover, the opportunity for repeatable learning enables teachers to revisit the materials until they are fully understood, ensuring that learning is not limited to a single moment or occasion. This supports independence, professional reflection, and continuous competent development. Therefore, these features are considered highly relevant to the principle of life-long learning, which positions teachers as active learners in enhancing their professional capacity. This aligns with Bruner's learner-centered theory, which emphasizes the importance of learning based on learners' needs and context.⁵⁰ All respondents reported actively accessing self-directed training in various places. Teachers perceive the available training content as aligned with their needs for enhancing both pedagogical and professional competencies. This encourages them to actively seek relevant training despite having to access it in various places. While *Diklat* Feature provides space for participants to learn independently according to their own time, pace, and learning style. This flexibility allows participants to explore the material, relate it to personal experiences, and reflect deeply on their understanding. In the context of constructivism theory, particularly the views of Bruner and Piaget, effective learning occurs when individuals actively construct

⁵⁰ Bruner Jerome, *The Process of Education*. (Harvard University Press: London, 1960).

knowledge through experience and interaction with their environment. This is also supported by research from Setiariny which states that *Ruang GTK* is very useful for improvements in the quality of learning, both felt by students and educators in education units.⁵¹ Setiarni's research adopts Davis's Technology Acceptance Model (TAM) framework (1989) to explore the factors of acceptance of the *Platform Merdeka Mengajar (PMM)* in general, By emphasizing teachers' general perceptions regarding the platform's usefulness and ease of use. In contrast to this approach, this study specifically analyses English teachers' perceptions of the implementation of *Ruang GTK* through a constructivist theory approach.

The Sertifikasi Pendidik feature in the *Ruang GTK* platform is designed to provide significant benefits for teachers who are currently enrolled in the *Teacher Professional Education (PPG)* program, as it offers modules, guidelines, and discussion forums that strengthen their understanding of professional teaching responsibilities. However, the findings at SMAN 2 Palopo indicate that none of the teachers are currently enrolled in the *PPG* program, although several have previously completed it. As a result, this feature mainly functions as a display of personal identification information, without offering access to instructional content or functional tools, making it less relevant for supporting their professional competency development. From a constructivist perspective, this limitation indicates that the feature does not fully reflect the principles of active and collaborative learning, since it does not provide opportunities for exploration, reflection, and social interaction accessible to all teachers. As emphasized by

⁵¹ Setiariny, "Pemanfaatan Platform Merdeka Mengajar Sebagai Upaya Meningkatkan Kualitas Pembelajaran."

Vygotsky and Bruner, meaningful learning emerges through active participation and the co-construction of knowledge. This finding is consistent with previous studies that highlight the role of digital platforms, such as *PMM*, in enhancing teacher competence through learning resources and collaboration. Nevertheless, it also underlines the restricted accessibility of the *Sertifikasi Pendidik* feature in *Ruang GTK*, which remains limited to certain groups. Therefore, this feature needs to be further developed to become more inclusive and supportive of continuous professional learning for all teachers, in line with the principles of the Merdeka Curriculum.

In addition, all English teachers at senior high schools stated that the *Pelatihan Mandiri* feature is highly beneficial in enhancing teacher professionalism. This feature provides various training programs and webinars for teachers, supporting knowledge construction through interactive engagement and reflective teaching. This is consistent with Piaget's assimilation–accommodation framework, which emphasizes experiential learning and the restructuring of existing cognitive schemas.⁵² Thus, this feature offers teachers opportunities for continuous self-development as well as practical application in the classroom. Some teachers, such as Ms D.C., mentioned that they felt more confident in teaching after learning about the flipped classroom through self-training. This demonstrates learning by doing a key principle of constructivism. This is supported by research from Adnyana, which states that the learning process can be made more flexible,

⁵² Piaget, "The Origins of Intelligence in Children."

dynamic, and adaptive by using a project-oriented approach.⁵³ While Adnyana's previous research examined the impact of independent training on improving teachers' competencies across subjects in general, this study specifically explores the perceptions of high school/vocational school English teachers in Palopo regarding the implementation of *Ruang GTK* features in the context of foreign language learning.

All senior high school teachers consider the *Komunitas* feature to be highly positive, as it provides opportunities to share experiences, teaching strategies, and best practices directly with peers, thereby supporting continuous professional development. The *Komunitas* feature fosters social collaboration as described by Snyder, particularly through *MGMP* (*Musyawarah Guru Mata Pelajaran Bahasa Inggris*) discussions and the exchange of contextualized teaching strategies. This process supports the development of the zone of proximal development (ZPD), allowing teachers to learn from one another within a peer-supported environment. In line with constructivist learning theory, particularly Vygotsky's social constructivism, the *Komunitas* feature reflects the principle that knowledge construction is facilitated through meaningful social interaction. Teachers construct their knowledge through dialogue, collaboration, and reflection with their peers, just as students do in a student-centered classroom. This finding is consistent with Arness' research, which highlights how the *PMM* supports a continuous learning ecosystem and sustains teacher engagement through its collaborative features. *Komunitas* feature can be seen as a digital manifestation of this ecosystem, directly

⁵³ Dewa, Suarni, "Analisis Kurikulum Merdeka Mengajar Dan Platform Merdeka Belajar Untuk Mewujudkan Pendidikan Yang Berkualitas."

addressing the need for peer support and reflective practice. Previous research by Arnes specifically examined the use of the *Merdeka Mengajar Platform (PMM)* in the context of Pancasila and Civic Education (*PPKn*) learning at the junior high school level, while this study focuses on exploring English teachers' perceptions of the implementation of *Ruang GTK* as a successor platform that is an evolution of *PMM* with various feature improvements.⁵⁴ This difference in focus highlights the development of research on the Ministry of Education's educational platforms from different perspectives. Arnestia studied the initial adoption of *PMM* in *PPKn* subjects, in contrast, the present study focuses on the implementation of the *Ruang GTK* platform as a next-generation tool within the context of foreign language instruction.

In conclusion, the *Belajar Berkelanjutan* menu in *Ruang GTK* reflects constructivist principles in the context of senior high schools (SMA). The features provided within this menu have played an important role in facilitating active and experiential learning, in line with Piaget's theory which emphasizes learning through direct experience and contextual adaptation. In practice, the instructional modules are not only accessed but also adjusted to classroom realities, enabling teachers to design more meaningful and student-centered learning activities. For instance, teachers at SMA actively exchange pedagogical strategies and innovative approaches, such as the implementation of differentiated instruction by Mr. AJ, which allows learning to be tailored to the diverse needs, abilities, and interests of students. This finding indicates that *Ruang GTK*, particularly through the *Belajar*

⁵⁴ Arnes, "Edukatif: Jurnal Ilmu Pendidikan Analisis Pemanfaatan Platform Merdeka Mengajar Oleh Guru PPKn Untuk Akselerasi Implementasi Kurikulum Merdeka."

Berkelanjutan menu, contributes to strengthening professional practices by encouraging reflection, adaptation, and collaboration among teachers in the academic high school setting.

Secondly, *Karir dan Kinerja (Pengelolaan Kinerja, Seleksi Kepala Sekolah, and Refleksi Kompetensi)*. Particularly through the *RHK (Rencana Hasil Kerja)* mechanism in *Pengelolaan Kinerja* feature, have shown consistency with constructivist principles, wherein teachers engage in the active development of their knowledge and competencies through ongoing cycles of planning, execution, and reflection. All English teachers at SMA affirmed that this feature effectively supports reflective learning and professional development grounded in real-life teaching experiences, aligning with constructivist theory (Piaget and Snyder), which emphasizes the importance of active engagement in the learning process. feature, particularly through the formulation of the *Rencana Hasil Kerja (RHK)*, is considered highly beneficial for teachers in setting specific work targets, managing time effectively, and fostering a structured and measurable work culture.

Senior high school (SMA) teachers generally reported that this feature enhances their understanding of lesson planning and professional development. These findings align with Vygotsky's constructivist theory, which highlights the importance of the zone of proximal development and scaffolding. The process of collaboratively formulating the *RHK* with school principals or fellow teachers fosters social learning experiences that strengthen teachers' professional competencies. Bruner also emphasizes the value of learning through discovery and reflection, which is evident when teachers reassess the effectiveness of their work

plans and adjust their instructional strategies based on those evaluations. This contrasts with general senior high school (SMA) teachers, who tend to focus more on academic targets and the attainment of more abstract knowledge. Arnes and Rizka research also indicate that the *Ruang GTK* platform encourages teachers to take a more active role in managing their professional development.

The research reveals that the utilization of the *Seleksi Kepala Sekolah* feature remains limited at senior high school, while the *Refleksi Kompetensi* feature continues to encounter accessibility and usability challenges among teachers. This challenge is also reflected in research by Sartikasari where the use of *PMM/Ruang GTK* has not yet had a significant impact on teacher readiness.⁵⁵ Moreover, Engagement with the *Seleksi Kepala Sekolah* feature does not directly reflect the application of constructivist principles, as its primary function is to serve an administrative selection process rather than facilitate experiential or collaborative learning. Among majority of English teachers at SMA, did not participate in the selection because they did not meet the requirements, while one teacher took part and is currently awaiting the announcement of the results. Nevertheless, the selection process still carries an implicit learning dimension, as candidates are expected to understand learning leadership theory and integrate constructivist principles into their vision, supervision, and teacher development.

Third, the *Inspirasi Pembelajaran* menu encompasses several components, including *Video Inspirasi*, *Bukti Karya*, *Ide Praktik*, *Perangkat Ajar*, *ATP/CP*, *Asesmen Murid*, and the *Kelas* features. Overall, these features align with and

⁵⁵ Sartikasari, "Pengaruh Penggunaan Platform Merdeka Mengajar Terhadap Kesiapan Guru Dalam Implementasi Kurikulum Merdeka Di Gugus Gatot Subroto, Kecamatan Unggaran Timur."

promote the core tenets of constructivist learning theory. Senior high school (SMA) teachers responded positively to the *Perangkat Ajar* and *CP/ATP* features, as they provide ready-to-use instructional documents that support classroom implementation.

This is in line with the constructivist theories of Bruner and Piaget, which emphasize the importance of active engagement and contextual adaptation in the learning process. Support by Rizka's research states that the *PMM* provides supporting tools such as lesson plans (*RPP*) and learning modules; however, these resources need to be further developed to suit the specific needs of classroom contexts. Similarly, Lisvian's research shows that teachers welcome the platform as a means for professional development.⁵⁶ But its implementation requires adaptation to real classroom conditions.

The *Ide Praktik*, and *Bukti Karya* features are appreciated as sources of practical inspiration. All six senior high school teachers expressed a positive perception of the feature, emphasizing the adoption of new teaching strategies such as promoting a growth mindset, providing formative feedback, and encouraging collaborative learning. In the context of social constructivism (Snyder), learning occurs when individuals reflect on others' experiences and construct new understanding through observation and dialogue. Teachers who actively engage with the *Ide Praktik* and *Bukti Karya* features demonstrate a process of reflective and transformative learning, as they internalize shared practices and adapt them meaningfully to their own teaching contexts. This is also reflected in the research

⁵⁶ Lisvian Sari et al., "Sosialisasi Platform Merdeka Mengajar Sebagai Wadah Belajar Dan Berkreasi Guru."

by Sonny and Adnyana, which emphasize the importance of discussion and dissemination of best practices in strengthening teachers' understanding of the curriculum and the platform.

The *Video Inspirasi* feature is considered highly beneficial by all senior high school teachers in helping them understand active learning approaches, such as jigsaw reading, project-based learning, and student-centered techniques. According to Bruner's theory, the use of visual media reinforces the development of cognitive schemas, making it easier to comprehend and retain information. Susilawati's research emphasizes that *Ruang GTK* facilitates the integration of educational values through the use of adaptable and concrete media.

This finding is further strengthened by Adnyana, which emphasizes that the platform creates meaningful opportunities for teachers to design learning processes that are more flexible, dynamic, and project oriented. Such characteristics are closely aligned with the fundamental principles of the constructivist approach, which prioritizes active knowledge construction, learner engagement, and contextualized learning experiences. Within this framework, *PMM* particularly through its integrated feature of *Ruang GTK* encourages teachers not only to adapt their instructional strategies to the diverse needs of students but also to foster learning environments that are responsive, innovative, and deeply connected to learners' real-life contexts.

The findings regarding the use of the *Asesmen Murid and Kelas* features indicate that all English teachers at senior high schools consider these features highly positive due to their benefits. Teachers not only utilize them to monitor

students' comprehension but also employ them as tools for continuous instructional reflection. This aligns with the concept of formative assessment, which is viewed not merely as a measurement of learning outcomes but as a process to improve teaching strategies in real time. From the perspective of constructivist theory, particularly Vygotsky's concept of the Zone of Proximal Development (ZPD), these features function as digital scaffolding tools that enable teachers to provide instructional support in accordance with students' cognitive developmental levels. Teachers can adjust the level of guidance and gradually reduce it as students' independence increases.

Moreover, the use of digital assessment is also consistent with Bruner's view on the importance of feedback and the *spiral curriculum*, in which teachers can repeatedly provide guidance that allows students to build more complex understandings. In this way, the assessment features in *Ruang GTK* serve as instruments that reinforce active, student-centered learning. This also supports the research of Aritonang and Aziz, which emphasizes that digital assessment features provide added value for teachers in interpreting student learning outcomes more accurately and contextually, thereby enabling the development of more targeted instructional strategies. In other words, the existence of the *Asesmen Murid* and *Kelas* features not only supports teachers' pedagogical practices but also reflects a transformation of learning toward a more data-driven, adaptive approach aligned with constructivist principles.

In conclusion, senior high school teachers generally hold very positive perceptions of the features within the *Inspirasi Pembelajaran* menu. These features

are viewed as relevant and practical because they provide useful resources such as teaching modules, instructional videos, and examples of best practices. Teachers find that these materials enrich their teaching methods, simplify lesson planning, and offer new ideas that can be adapted to the specific needs of their students. Moreover, the features are seen as supporting the creation of more creative and innovative learning experiences, consistent with constructivist principles, where instruction becomes more flexible and contextual rather than limited to a single approach. Therefore, *Inspirasi Pembelajaran* is perceived as one of the most valuable components of *Ruang GTK* in enhancing the quality of teaching at the senior high school level.

Fourth, the *Dokumen Rujukan* menu is used by teachers as a reference in inter-teacher discussion activities, dare community forums, and joint development of learning materials. This supports Vygotsky's idea of social constructivism, where knowledge is not formed individually, but through interaction and collaboration. This approach illustrates the concept of the Zone of Proximal Development (ZPD), in which teachers advance professionally through support and collaborative dialogue with their peers. This result is supported by Arnes' study, which highlights that the *PMM* particularly its reference document feature enhances teacher professionalism by fostering social engagement and reflective dialogue.

The *Pengelolaan Pembelajaran* feature is perceived as effective by all English teachers at senior high schools in supporting professional dialogue on curriculum implementation and providing essential reference materials, such as *Asesmen Kompetensi Minimum (AKM)* guidelines and lesson plan templates.

Rooted in Vygotsky's theory of social constructivism, this feature facilitates the zone of proximal development by encouraging meaningful interaction with curriculum documents and fostering collaborative discussions among educators. SMA teachers utilize this feature to understand the structure of the Merdeka Curriculum and to align their instructional materials with the intended learning outcomes. These findings are supported by prior research from Sony et al., which demonstrated how the platform enhances teachers' curriculum literacy through accessible, structured, and collaborative tools.

Second, The *Pengelolaan Kinerja* feature within the *Dokumen Rujukan* menu is considered highly beneficial by all English teachers at senior high schools in helping them formulate their *Rencana Hasil Kerja (RHK)* in a structured manner and in accordance with existing regulations. SMA teachers use this guidance to set learning and professional development targets. This aligns with Bruner's theory of instructional scaffolding, which emphasizes the importance of providing initial support or structure to help learners gradually develop independent competence. Clear regulatory guidelines serve as a framework that enables teachers to assess, improve, and evaluate their own performance effectively. This is reinforced by Arnes's research, which highlights that the features provided by the *Ruang GTK* platform facilitate teachers' comprehension of the competency structures required by the Merdeka Curriculum while simultaneously enhancing their awareness of their professional responsibilities in achieving both learning objectives and performance development goals.⁵⁷

⁵⁷ Arnes, "Edukatif: Jurnal Ilmu Pendidikan Analisis Pemanfaatan Platform Merdeka Mengajar Oleh Guru PPKn Untuk Akselerasi Implementasi Kurikulum Merdeka."

Third, the *Peningkatan Kompetensi* feature is well regarded by all English teachers for supplying resources such as modules, guidelines, and reference documents that support their autonomous professional development. According to the teachers, the provided modules and guidelines such as the Operational Model for Teacher Competency, Portfolio Instructions, and Standards for the Learning Process have aided them in aligning their professional tasks with the expected competencies. Teachers also revealed that they often use these documents as a reference in developing self-development programmed or improving teaching practices.

Viewed through a constructivist lens, this feature facilitates experiential and reflective learning by allowing teachers to construct knowledge through engagement with reference materials, collaborative dialogue, and practical implementation in the classroom. This aligns with the theories of Bruner and Vygotsky, which emphasize that learning should be active, independent, and socially constructed. However, some teachers suggested that the content in this feature should be more interactive and contextual so that it is easier to understand, especially for teachers who have technical or time limitations. These findings are supported by previous research by Adnyana, which emphasizes the importance of a proactive and flexible approach in teacher professional development, as well as research by Lena, which found that this platform can improve teachers' abilities if training resources and references are used optimally.⁵⁸ Therefore, while the *Peningkatan Kompetensi* feature holds significant promise for enhancing teacher

⁵⁸ Dewa, Suarni, "Analisis Kurikulum Merdeka Mengajar Dan Platform Merdeka Belajar Untuk Mewujudkan Pendidikan Yang Berkualitas."

capacity, it still needs to be improved to ensure greater contextual relevance, accessibility, and alignment with the diverse needs of educators across different subjects and levels.

Fourth, *The Pengelolaan Satuan Pendidikan* feature is perceived as a useful tool by all English teachers at senior high schools for encouraging collaboration between teachers and school leaders in planning and evaluating education unit activities. Teachers stated that documents such as the Education Report Card Platform, the Ideal School Guide, and indicators in the education report card are the main references in discussions and decision-making within the school environment. Teachers report an improved awareness of their school's condition through data analysis and demonstrate increased involvement in designing school improvement programs that address actual needs.

From a constructivist perspective, this indicates that teachers are engaged in a learning process based on experience, reflection, and collaboration where understanding of data is used to collectively build solutions. This aligns with Vygotsky's view that social interaction and collaborative work are key to knowledge construction. However, some teachers also revealed that they still had difficulty understanding technical terms in the documents or had limited time to study the guidelines thoroughly. Setiariny's research supports this result by indicating that while *Ruang GTK* helps deepen teachers' insights into educational planning and policy, the platform still demands better optimization and contextual alignment.⁵⁹ Therefore, while the Educational Institution Management feature

⁵⁹ Setiariny, "Pemanfaatan Platform Merdeka Mengajar Sebagai Upaya Meningkatkan Kualitas Pembelajaran."

holds considerable promise in cultivating a culture of reflection and collaboration within schools, its effectiveness depends on the provision of clear guidance and more accessible content to ensure it is inclusive for all teachers.

In summary, English teachers at SMAN 2 Palopo gave positive perceptions of the four main menus in *Ruang GTK*, especially on features that are considered effective in assisting professional development and improving learning quality. Features such as *Pelatihan Mandiri*, *Ide Praktik*, *Video Inspirasi*, *Bukti Karya*, and *Diklat* are perceived as effective in continuously broadening teachers' professional knowledge and skills. Meanwhile, the *Inspirasi Pembelajaran* and *Komunitas* features offer valuable spaces for idea exploration, reflective practice, and collaborative engagement with fellow educators. The platform's support empowers teachers to design innovative learning experiences with greater confidence, ensuring alignment with students' needs. Nonetheless, enhancing the effective use of *Ruang GTK* requires improvements in technical infrastructure, mentorship support, and the provision of appropriate incentives to encourage greater teacher participation across different educational levels.

The discussion on teachers' perceptions of the implementation of *Ruang GTK* at SMKN 1 Palopo highlights how this platform is understood, utilized, and integrated into the teachers' professional practices of vocational school. As a vocational education institution, SMKN 1 Palopo emphasizes technical skills, practical learning, and industry relevance. These characteristics shape how teachers perceive the usefulness of *Ruang GTK* features, both in supporting pedagogical and professional competence development.

Firstly, *Belajar Berkelanjutan* Menu has strong characteristics in terms of flexibility, reflection and collaboration. Its features allow teachers to access materials anytime and anywhere according to their learning rhythm (flexibility), encourage teachers to evaluate and reflect on their learning practices (reflection), and provide a space for interaction between teachers in different schools and regions to share experiences and teaching strategies (collaboration).

Based on the results of interviews and observations, all English teachers in vocational high schools perceived the *Diklat* and *Pelatihan Mandiri* features in the *Belajar Berkelanjutan* menu as highly beneficial. The most appreciated aspects were time flexibility, practical digital access, and the self-directed nature of learning, which allowed teachers to adjust their learning process according to their personal needs and school context. This finding is consistent with Piaget's constructivist principle, which emphasizes that knowledge is actively constructed through the processes of assimilation and accommodation of new experiences. Teachers were able to regulate their own learning pace, adapt materials to their needs, and engage in reflection that strengthened their cognitive structures. In addition, these features reflect Bruner's concept of discovery learning, in which teachers do not merely receive information passively but actively explore training content, experiment with new strategies, and build understanding through digital experiences. This process strengthens teachers' professional autonomy in developing their competencies. This is also supported by research from Setiaryni which states that *Ruang GTK* is very useful for improvements in the quality of learning, both felt by students and educators in education units. Setiarni's research

adopts Davis's Technology Acceptance Model (TAM) framework (1989) to explore the factors of acceptance of the *Platform Merdeka Mengajar (PMM)* in general, By emphasizing teachers' general perceptions regarding the platform's usefulness and ease of use. In contrast to this approach, this study specifically analyses English teachers' perceptions of the implementation of *Ruang GTK* through a constructivist theory approach.

As for the *Sertifikasi Pendidik* feature, five out of six teachers considered it less relevant, as they were not involved in the *Pelatihan Profesi Guru (PPG)* program, thus limiting its usefulness. Meanwhile, one teacher who was directly involved in *PPG* perceived the feature as complex yet beneficial, since it provided modules and discussion forums that supported their professional training. In the context of vocational high schools (SMK) with diverse majors such as Tourism, Hospitality, Culinary Arts, and technical studies, the availability of modules and forums is particularly valuable, as it allows teachers to access materials tailored to their specialization needs and to share experiences with peers across different fields. From a constructivist perspective, this finding illustrates that the effectiveness of a feature depends greatly on contextual relevance and its alignment with teachers' real needs. In line with Vygotsky's concept of the *zone of proximal development* and Bruner's notion of scaffolding, the *Sertifikasi Pendidik* feature becomes most effective for *PPG* teachers because it offers opportunities for support, exploration, and collaborative interaction that strengthen the learning process according to the characteristics of each SMK major. This finding is consistent with Setiariny's study, which stated that the *Merdeka Mengajar Platform (PMM)* is beneficial in enhancing

teacher competencies through the provision of learning resources and collaboration. However, it differs in terms of the limited accessibility of the certification feature, which remains restricted only to certain groups. Therefore, this feature needs to be further developed to become more inclusive and support continuous professional learning for all teachers, in line with the spirit of the Merdeka Curriculum.

However, teachers' participation in the *Komunitas* feature demonstrated considerable variation. Majority of English teachers at SMK actively shared ideas, engaged in discussions, and exchanged best practices implemented either in the classroom or in their professional development. This indicates that the majority of teachers utilized the *Komunitas* feature as a space for professional collaboration and a platform to broaden their knowledge. Meanwhile, there was one teacher who preferred to join and actively participate in external communities such as the *Musyawarah Guru Mata Pelajaran (MGMP)* at school, arguing that these communities were already more established, had broader networks, and provided more intensive interactions with colleagues. This finding highlights the relevance of Vygotsky's social constructivist theory, which argues that learning becomes more meaningful when it occurs through social interaction within a community. Through participation in *Komunitas*, teachers are able to expand their zone of proximal development (ZPD) by providing mutual support, receiving feedback, and building shared knowledge. This also aligns with Bruner's notion of scaffolding, where peer support can help teachers develop more effective teaching strategies. Nevertheless, the limited engagement of some teachers in utilizing the *Komunitas* feature points to certain challenges in its implementation. The low participation rate

suggests that the platform needs to provide stronger motivation, clearer benefits, and foster emotional connectedness so that teachers feel the same sense of belonging in the internal community as they do in external communities such as MGMP. Therefore, the *Komunitas* feature within *Ruang GTK* still holds significant potential to be further developed as an inclusive, sustainable, and contextually relevant forum for collaboration among teachers across various majors in both vocational (SMK).

This finding is consistent with Arness' research, which highlights how the *PMM* supports a continuous learning ecosystem and sustains teacher engagement through its collaborative features. *Komunitas* feature can be seen as a digital manifestation of this ecosystem, directly addressing the need for peer support and reflective practice. Previous research by Arnestia specifically examined the use of the *Merdeka Mengajar Platform (PMM)* in the context of Pancasila and Civic Education (*PPKn*) learning at the junior high school level, while this study focuses on exploring English teachers' perceptions of the implementation of *Ruang GTK* as a successor platform that is an evolution of *PMM* with various feature improvements. This difference in focus highlights the development of research on the Ministry of Education's educational platforms from different perspectives. Arnestia studied the initial adoption of *PMM* in *PPKn* subjects, in contrast, the present study focuses on the implementation of the *Ruang GTK* platform as a next-generation tool within the context of foreign language instruction.

In conclusion, Overall, the implementation of the *Belajar Berkelanjutan* menu in *Ruang GTK* was perceived quite positively by vocational (SMK) teachers,

particularly English teachers. The *Diklat* and *Pelatihan Mandiri* features were especially appreciated as they supported flexibility, independence, and professional reflection. Teacher participation in the *Komunitas* feature demonstrated strong potential for collaboration and social learning, although improvements are still needed in terms of relevance and emotional support. Meanwhile, the *Sertifikasi Pendidik* feature was considered beneficial only for teachers undergoing the *PPG* program, but less impactful for others. Therefore, the *Belajar Berkelanjutan* menu can be regarded as a crucial instrument in building an ecosystem of professional teacher development grounded in constructivism cognitively (Piaget), exploratively (Bruner), and socially (Vygotsky).

Secondly, *Karir dan Kinerja (Pengelolaan Kinerja, Seleksi Kepala Sekolah, and Refleksi Kompetensi)*. Particularly through the *RHK (Rencana Hasil Kerja)* mechanism in *Pengelolaan Kinerja* feature in the *Karir dan Kinerja* menu was perceived as highly beneficial by the majority of vocational English teachers. Majority of English teachers stated that *RHK* supported them in work planning, professional reflection, and the development of a more systematic work culture. Teachers noted that the *RHK* mechanism encouraged them to design performance targets in a more structured manner, conduct self-evaluation, and align their teaching strategies with school needs. This process can be understood as the application of Vygotsky's concept of scaffolding, in which structural support is provided through a system of planning and evaluation. Teachers were guided to formulate specific goals that were further strengthened through feedback from school principals. Hence, teachers did not only work individually but also received

social support that enriched their professional awareness. The presence of *RHK* also reflects Bruner's notion of the structure of knowledge, which highlights the importance of clear frameworks in facilitating the gradual mastery of new competencies. Such structured systems help teachers internalize professional skills step by step through critical reflection.

Seleksi Kepala Sekolah feature was not utilized by all English teachers at SMK. Several challenges were identified, including a lack of self-confidence, the inability to meet administrative requirements such as possessing a *Guru Penggerak* certificate, limited teaching tenure, and the age restriction of being under 56 years old. This indicates a significant gap between the feature offered and the actual needs and readiness of teachers in the field. From a constructivist perspective, as emphasized by Piaget, learning becomes meaningful only when it is directly connected to actual needs and the cognitive structures of individuals. Since the majority of teachers are more focused on their roles as educators rather than managerial positions, this feature was considered less relevant and less supportive of their immediate professional development. This challenge is also reflected in research by Sartikasari where the use of *PMM/Ruang GTK* has not yet had a significant impact on teacher readiness.⁶⁰ Moreover, engagement with the *Seleksi Kepala Sekolah* feature does not inherently reflect the application of constructivist principles, as its primary function serves an administrative selection process rather than facilitating experiential or collaborative learning. However, the ability to understand and apply the theory is a hidden consideration in the assessment of

⁶⁰ Sartikasari, "Pengaruh Penggunaan Platform Merdeka Mengajar Terhadap Kesiapan Guru Dalam Implementasi Kurikulum Merdeka Di Gugus Gatot Subroto, Kecamatan Unggaran Timur."

learning leadership. Candidates who can integrate the principles of constructivism into their vision, supervision and teacher development will have more value in the selection process.

Meanwhile, the *Refleksi Kompetensi* feature has not yet been accessible to all teachers at SMK, which means its expected benefits have not been realized. If optimized, this feature could potentially serve as an important tool for encouraging teachers to engage in continuous reflection, in line with the principle of reflective practice, which is also central to constructivism in the context of professional development.

Overall, the *Karir dan Kinerja* menu was perceived as quite beneficial, particularly through the *Rencana Hasil Kerja (RHK)* feature, which was appreciated by of all English teachers for supporting work planning, self-evaluation, and the development of a more systematic work culture. This aligns with constructivist theory, particularly Vygotsky (scaffolding through principal support) and Bruner (the importance of knowledge structure). However, 100% of teachers reported not participating in the School Principal Selection feature due to various constraints, including lack of confidence, unmet administrative requirements, and age limitations. Furthermore, the *Refleksi Kompetensi* feature has not been utilized by all English teachers because of technical access issues. Thus, while this menu has significant potential to support the professional development of vocational English teachers, it still requires optimization, greater relevance, and improved accessibility to be more inclusive for all teachers.

Third, the *Inspirasi Pembelajaran* menu encompasses several components, including *Video Inspirasi*, *Bukti Karya*, *Ide Praktik*, *Perangkat Ajar*, *ATP/CP*, *Asesmen Murid*, and the *Kelas* features. The features in the *Inspirasi Pembelajaran* menu, such as *Ide Praktik*, *Bukti Karya*, *Video Inspirasi*, *Asesmen Murid*, and *Kelas*, received highly positive appreciation from vocational school. All English teachers reported that these features were very helpful in exploring creative methods, conducting teaching reflection, and applying differentiated learning according to the characteristics of vocational students. Teachers highlighted that *Ide Praktik* and *Video Inspirasi* provided concrete examples of active and innovative learning strategies that could be applied in the classroom. This aligns with Bruner's concept of discovery learning, where teachers are encouraged to experiment and develop more creative teaching practices.

The *Bukti Karya* feature was valued by all English teachers who considered it highly beneficial and inspiring. This is because *Bukti Karya* presents authentic content such as teaching videos, short articles, teaching practice recordings, and teachers' works that can be used as references. This process not only strengthens teaching reflection but also serves as a medium for knowledge sharing, which reflects Vygotsky's notion of social constructivism. Through *Bukti Karya*, teachers are able to negotiate meaning, receive feedback, and extend their *zone of proximal development (ZPD)* through collaboration with peers. This is also reflected in the research by Sonny and Adnyana, which emphasize the importance of discussion and dissemination of best practices in strengthening teachers' understanding of the curriculum and the platform. Setiariny research also highlights that while the

majority of teachers feel that *Ruang GTK* enriches their teaching experiences, its optimal use requires consistent habituation and familiarization.

Nevertheless, teachers raised critical notes on *the Perangkat Ajar* feature. All English teachers argued that the available content was still too general and not fully aligned with the specific needs of vocational majors such as Culinary Arts, Tourism, Hospitality, and Accounting. As a result, teachers were required to make significant adaptations to ensure that the materials were contextually relevant to vocational education. Even so, teachers emphasized that they always referred to *Capaian Pembelajaran (CP)* and *Alur Tujuan Pembelajaran (ATP)* as the core framework of the *Kurikulum Merdeka*. From this foundation, they adopted, modified, and innovated the materials provided to meet the actual needs of their vocational students. Hence, although the general content could serve as an initial reference, contextual adjustments at the school level remained necessary.

Meanwhile, *Asesmen Murid* and *Kelas* were considered relevant by most teachers, they stated that these features supported formative assessment, monitoring students' comprehension, and improving instructional strategies. This resonates with Piaget's view of continuous evaluation as essential in understanding students' cognitive development. However, there was a teacher who admitted that they did not use these features, perceiving them as difficult to operate. Instead, they preferred to conduct assessments manually, which was considered more practical and easier to apply. This finding is also in line with the research by Aritonang and Aziz, which found that the *assessment Murid* feature is particularly valuable in helping teachers

interpret student learning outcomes and develop more targeted and effective instructional strategies.⁶¹

Overall, English teachers at SMK perceived the *Inspirasi Pembelajaran* menu very positively, particularly the *Ide Praktik*, *Video Inspirasi*, *Bukti Karya*, *Asesmen Murid*, and *Kelas* features, which support creativity, teaching reflection, formative assessment, and differentiated learning. The *Bukti Karya* feature gained the strongest recognition, with all of English teachers acknowledging its usefulness in providing authentic teaching videos, short articles, practice recordings, and teachers' works that served as a source of inspiration. However, there was a teacher reported not using *Asesmen Murid* and *Kelas* due to perceived difficulties, preferring manual assessment instead. Another key challenge was the *Perangkat Ajar* feature, which was considered too general and less contextual for vocational subjects. Therefore, while *CP/ATP* serve as the foundation of the independent curriculum, teachers still need to adopt and innovate the materials to fit the specific needs of their students. Consequently, the development of more contextual and vocationally relevant content is necessary for this menu to fully support creativity-driven and student-centered learning in vocational schools.

Fourth, the *Dokumen Rujukan* menu is used by teachers as a reference in inter-teacher discussion activities, dare community forums, and joint development of learning materials. This supports Vygotsky's idea of social constructivism, where knowledge is not formed individually, but through interaction and collaboration. For example, some teachers at SMK Palopo mentioned that they use reference

⁶¹ Aritonang and Aziz, "Utilization of Assessment Features in Platform Merdeka Mengajar (PMM) in the Assessment of Indonesian Language Learning."

documents to design collaborative modules or discuss vocational-based authentic assessment. This approach illustrates the concept of the Zone of Proximal Development (ZPD), in which teachers advance professionally through support and collaborative dialogue with their peers. This result is supported by Arnes' study, which highlights that the PMM platform particularly its reference document feature enhances teacher professionalism by fostering social engagement and reflective dialogue.

The *Pengelolaan Pembelajaran* feature is perceived as effective in supporting professional dialogue on curriculum implementation and offering essential reference materials, such as *Asesmen Kompetensi Minimum (AKM)* guidelines and lesson plan templates. Rooted in Vygotsky's theory of social constructivism, this feature facilitates the zone of proximal development by encouraging meaningful interaction with curriculum documents and fostering collaborative discussions among educators. SMK teachers, while also referring to the feature, emphasize peer collaboration to adapt its content to the practical and contextual demands of their respective vocational programs, such as Culinary Arts (*Tata Boga*), Hospitality (*Perhotelan*), and Computer and Network Engineering (*TKJ*). These findings are supported by prior research from Sony et al., which demonstrated how the platform enhances teachers' curriculum literacy through accessible, structured, and collaborative tools.

Second, The *Pengelolaan Kinerja* feature within the *Dokumen Rujukan* is considered highly beneficial in helping teachers formulate their *Rencana Hasil Kerja (RHK)* in a structured manner and in accordance with existing regulations.

SMK teachers utilize it to develop more concrete performance indicators tailored to the specific demands of their vocational fields. This aligns with Bruner's theory of instructional scaffolding, which emphasizes the importance of providing initial support or structure to help learners gradually develop independent competence. Clear regulatory guidelines serve as a framework that enables teachers to assess, improve, and evaluate their own performance effectively. This is reinforced by Arnes's research, which highlights that the features provided by the *Ruang GTK* platform facilitate teachers' comprehension of the competency structures required by the Merdeka Curriculum while simultaneously enhancing their awareness of their professional responsibilities in achieving both learning objectives and performance development goals.

Third, the *Peningkatan Kompetensi* feature is well regarded by English teachers for supplying resources such as modules, guidelines, and reference documents that support their autonomous professional development. According to the teachers, the provided modules and guidelines such as the Operational Model for Teacher Competency, Portfolio Instructions, and Standards for the Learning Process have aided them in aligning their professional tasks with the expected competencies. Teachers also revealed that they often use these documents as a reference in developing self-development programmed or improving teaching practices. Viewed through a constructivist lens, this feature facilitates experiential and reflective learning by allowing teachers to construct knowledge through engagement with reference materials, collaborative dialogue, and practical implementation in the classroom. This aligns with the theories of Bruner and

Vygotsky, which emphasize that learning should be active, independent, and socially constructed. However, some teachers suggested that the content in this feature should be more interactive and contextual so that it is easier to understand, especially for teachers who have technical or time limitations.

These findings are supported by previous research by Adnyana, which emphasizes the importance of a proactive and flexible approach in teacher professional development, as well as research by Lena, which found that this platform can improve teachers' abilities if training resources and references are used optimally. Therefore, while the *Peningkatan Kompetensi* feature holds significant promise for enhancing teacher capacity, it still needs to be improved to ensure greater contextual relevance, accessibility, and alignment with the diverse needs of educators across different subjects and levels.

Fourth, *Pengelolaan Satuan Pendidikan* Feature is perceived as a useful tool for encouraging collaboration between teachers and school leaders in planning and evaluating education unit activities. Teachers stated that documents such as the Education Report Card Platform, the Ideal School Guide, and indicators in the education report card are the main references in discussions and decision-making within the school environment. Teachers report an improved awareness of their school's condition through data analysis and demonstrate increased involvement in designing school improvement programs that address actual needs. From a constructivist perspective, this indicates that teachers are engaged in a learning process based on experience, reflection, and collaboration where understanding of data is used to collectively build solutions. This aligns with Vygotsky's view that

social interaction and collaborative work are key to knowledge construction. However, some teachers also revealed that they still had difficulty understanding technical terms in the documents or had limited time to study the guidelines thoroughly.

Setiariny's research supports this result by indicating that while *Ruang GTK* helps deepen teachers' insights into educational planning and policy, the platform still demands better optimization and contextual alignment. Therefore, while the Educational Institution Management feature holds considerable promise in cultivating a culture of reflection and collaboration within schools, its effectiveness depends on the provision of clear guidance and more accessible content to ensure it is inclusive for all teachers.

In summary, teachers gave positive perceptions of the four main menus in *Ruang GTK*, especially on features that are considered effective in assisting professional development and improving learning quality. Features such as *Pelatihan Mandiri*, *Ide Praktik*, *Video Inspirasi*, *Bukti Karya*, and *Diklat* are perceived as effective in continuously broadening teachers' professional knowledge and skills. Meanwhile, the *Inspirasi Pembelajaran* and *Komunitas* features offer valuable spaces for idea exploration, reflective practice, and collaborative engagement with fellow educators. The platform's support empowers teachers to design innovative learning experiences with greater confidence, ensuring alignment with students' needs. Nonetheless, enhancing the effective use of *Ruang GTK* requires improvements in technical infrastructure, mentorship support, and the

provision of appropriate incentives to encourage greater teacher participation across different educational levels.

Based on the interview results, the main challenges in using *Ruang GTK* in general lie in technical and personal factors. Unstable internet connections in school environments are the biggest obstacle, especially when accessing videos, participating in webinars, or uploading documents. In addition, busy teaching schedules and administrative burdens make it difficult for many teachers to find the time to explore the features optimally.

At the feature level, several challenges also arise. In *Pelatihan Mandiri* feature, teachers feel that the content is still too general and not fully relevant to the specific needs of certain vocational schools, such as Hospitality or Culinary Arts. *Komunitas* feature is deemed not yet functioning optimally due to inactive discussions and insufficient moderation. Meanwhile, in *Pengelolaan Kinerja* feature in *Kerja dan Kinerja* Menu, the process of creating the RHK is felt to be too complex with many steps, and *Refleksi Kompetensi* feature is still not functionally available. In the Learning Inspiration feature, some teachers feel that the video materials and teaching tools are not sufficiently contextual and need to be modified to align with vocational classes. *Sertifikasi Pendidik* feature is also perceived as lacking inclusivity, as it is accessible only to active participants of the PPG program. Meanwhile, regarding the Reference Documents feature, some teachers have difficulty understanding technical terms in the documents, as well as a lack of practical guidance in simple language. Thus, although *Ruang GTK* is considered to have great potential to support teacher professional development, optimizing its use

still requires improvements in terms of access, content relevance, and more comprehensive and sustainable training support. Interview and observation data reveal that the implementation of *Ruang GTK* is generally well-received by teachers. They from various levels and backgrounds view the *Ruang GTK* as a valuable platform for professional development. They report that the platform significantly supports the development of their teaching competencies and helps them respond effectively to the demands of education in the digital era.

Three main reasons underpin this perception. First, teachers consider *Ruang GTK* to play an important role in improving pedagogical knowledge and skills. By gaining access to updated pedagogical approaches, thematic instruction, project-based learning, and technology integration, teachers are motivated to continuously innovate within their classrooms. Several teachers mentioned that features such as *Video Inspirasi*, *Ide Praktik*, and *Bukti Karya* features help them create a more contextual and enjoyable learning environment. This illustrates the implementation of constructivist learning principles, in which teachers take an active role in constructing knowledge and tailoring instructional strategies to meet the unique needs of their students.

Based on the results of interviews and observations, the general perception of *Ruang GTK*'s implementation is positive at SMA and SMK. Teachers from diverse backgrounds regard *Ruang GTK* as an effective medium for enhancing professional competence. They stated that it is particularly helpful in enhancing teaching competence and adapting to the challenges of education in the digital era. Three main reasons underline this perception. Firstly, teachers recognize the

contribution of *Ruang GTK* in advancing their instructional knowledge and teaching abilities. By providing access to innovative pedagogical approaches such as thematic instruction, project-based learning, and technology integration, the platform motivates teachers to consistently pursue classroom innovation.

Several teachers indicated that features such as *Inspirational Videos*, *Practice Ideas*, and *Work Evidence* contribute to fostering a more meaningful, engaging, and contextually relevant learning environment. This reflects the implementation of constructivism-based learning, where teachers actively build knowledge and adapt methods according to students' needs. Secondly, *Ruang GTK* is considered to be a successful platform for collaboration between teachers. The *Komunitas* feature enables virtual interaction among teachers, fostering the exchange of effective practices, instructional strategies, and collaborative problem-solving related to classroom challenges. This collaboration reinforces the principle of social constructivism (Vygotsky), which emphasizes that learning occurs through social interaction and cooperation between peers. Although some teachers stated that participation in the community has not been maximized, this feature is still seen as a potential space to grow together professionally. Third, teachers acknowledge the practicality of readily available and customizable teaching resources, including *ATP/CP*, lesson plans, instructional videos, and webinars, all of which support the implementation of the Merdeka Curriculum. These materials not only make teaching preparation easier but also allow teachers to adapt learning content and strategies to the characteristics of learners.

In line with Bruner's theoretical framework, educators serve as facilitators who help learners progress from tangible experiences to abstract understanding, a process that is supported by the resources and features available within *Ruang GTK*. Nevertheless, teachers acknowledge the necessity of allocating time to fully understand and navigate the platform's diverse features. Some teachers, especially those who are less familiar with technology, stated that the initial adaptation was quite challenging. However, these challenges are considered normal and can be overcome over time through self-exploration and collaboration with peers. All the results of this research discussion based on the results of interview data supported by the results of observation data.

In conducting this research, researchers also faced several difficulties in the field. A primary challenge identified was the limited availability of time among the teacher respondents. Most teachers could only be interviewed outside of teaching hours or through online communication, which was not always suitable for the situation. Moreover, several teachers were not yet accustomed to articulating their experiences in detail, prompting the researchers to employ follow-up questions to obtain more comprehensive data. Another constraint was limited access to supporting administrative documents (such as platform usage logs), which if available could have provided stronger triangulation data. This research is limited in terms of its coverage and participants, as it only involved English teachers located in Palopo City. Therefore, the results of this research cannot be generalized to other regions with different geographical conditions and educational resources. Moreover, the use of a qualitative approach in this study prioritizes the exploration

of individual perceptions and experiences, thereby excluding statistical data on feature usage frequency or direct measurement of their effects on student learning outcomes. Nevertheless, the findings of this research still make an important contribution to the understanding of how English teachers interpret and utilize *Ruang GTK* in their learning practices. This research also opens up opportunities for a broader follow-up study, both quantitatively and across regions and subjects, to evaluate the impact of this digital platform on the continuous improvement of education quality.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on result of the research with that English teachers at senior and vocational high schools in Palopo view *Ruang GTK* positively as a platform that supports professional development, independent learning, and collaboration, and aligns with constructivist principles. *Ruang GTK* is considered an effective platform for strengthening teacher professionalism. Core features such as *Diklat, Pelatihan Mandiri, Komunitas, Kelas, Asesmen Murid, Ide Praktik, Video Inspirasi, Bukti Karya* and all features of *Dokumen Rujukan* menu.

However, some features are considered less effective, such as *Refleksi Kompetensi* (unavailable to most users), *Sertifikasi Pendidik* (less applicable for teachers outside the PPG program), *Perangkat Ajar* in SMK (overly general for ESP needs), and *Pengelolaan Kinerja (RHK)* (overly complicated). Overall, *Ruang GTK* remains a valuable platform, but enhancing vocational-specific content, simplifying certain features, and providing continuous support would increase its effectiveness.

In conclusion, *Ruang GTK* is viewed as valuable in enhancing teacher professionalism through its training, collaboration, learning, and inspirational features. To maximize its impact, the platform should add more vocational-specific content, simplify underused features, and provide ongoing support so it becomes more inclusive, practical, and empowering.

B. SUGGESTION

The following suggestions are put forth in light of the results and their implications:

1. For the Government (Directorate of Teachers and Education Personnel & Ministry of Education and Culture):
 - a) Specific adjustments and development of content are needed, especially for Vocational High School (SMK) teachers, to align with vocational needs and field practice.
 - b) The government needs to provide offline access or a lightweight mode to overcome internet connectivity constraints, particularly in 3T regions (underdeveloped, frontier, and outermost areas).
 - c) It is recommended to add recognition or incentive features (such as points, levels, certificates) to boost teacher motivation and engagement.
 - d) Staged training according to teachers' technological proficiency levels is required, including mentorship for teachers less familiar with digital platforms.
2. For Teachers:
 - a) Teachers are encouraged to proactively explore *Ruang GTK* features on an ongoing basis, not only for administrative needs but also as a source of inspiration for teaching and self-development.
 - b) Teachers can share best practices and contextual teaching strategies in the *Komunitas* feature, fostering a collaborative learning ecosystem.

- c) Teachers should continuously enhance their digital literacy and technological skills to maximize platform utilization.

3. For Other Researchers

- a) Further research is required to measure the direct impact of *Ruang GTK* utilization on student learning outcomes and teacher classroom performance.
- b) Future studies should focus more on evaluative and developmental aspects, such as the effectiveness of specific features, perceptions of teachers across different regions, or unique needs across educational levels and subjects.

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APPENDIX 1

INTERVIEW

Appendix 1

INSTRUMENT INTERVIEW

Tujuan Wawancara: Bertujuan untuk memahami persepsi guru Bahasa Inggris berdasarkan teori konstruktivisme, dengan fokus pada fitur Ruang GTK.

A. Identitas Responden

- Nama :
- Jenis Kelamin :
- Usia :
- Sekolah :

No	Questions	Respon
	Apakah bapak/ibu sudah menggunakan Ruang GTK dalam pembelajaran bahasa Inggris? Jika ya, sejak kapan?	
A	Persepsi guru terhadap menu Belajar Berkelanjutan	
1.	Bagaimana pengalaman diklat bapak/ibu pada fitur Diklat yang ada di Ruang GTK berbeda dengan pelatihan konvensional?	
2.	Menurut Bapak/ibu, Bagaimana fitur sertifikasi pendidik membantu bapak/ibu dalam pelatihan PGG? apakah pelatihan mandiri yang disediakan dalam fitur ini meningkatkan kemampuan anda dalam pelatihan profesi anda?	

3.	Bagaimana pengalaman Bapak/Ibu dalam mengikuti Pelatihan Mandiri di Ruang GTK membantu membangun pemahaman baru tentang pengajaran bahasa Inggris?	
4.	Fitur Komunitas memfasilitasi diskusi antar guru. Bagaimana interaksi dalam komunitas ini membantu Anda membangun pengetahuan baru? Apakah ada komunitas guru Bahasa Inggris khusus SMK/SMA/MA yang bapak/ibu ikuti?	
B.	Persepsi Guru terhadap Menu Karir dan Kinerja	
5.	Apakah pembuatan RHK pada fitur Pengelolaan Kinerja memungkinkan Anda meningkatkan profesionalisme ibu/bapak dalam pembelajaran Bahasa Inggris?	
6.	Bagaimana pengalaman Bapak/Ibu dalam mengikuti asesmen Refleksi Kompetensi membantu mengkonstruksi pemahaman baru tentang kompetensi diri sebagai guru bahasa Inggris?	
7.	Bagaimana pengalaman Bapak/Ibu terlibat dalam proses seleksi kepala sekolah pada fitur seleksi kepala sekolah ? Dari pengalaman itu, hal apa yang menurut Anda paling penting	

	untuk dipertimbangkan dalam memilih pemimpin sekolah?	
c.	Persepsi Guru terhadap menu Inspirasi Pembelajaran	
8.	Sejauh mana fitur Perangkat ajar yang tersedia memungkinkan Bapak/Ibu menyesuaikan materi pengajaran bahasa Inggris dengan karakteristik dan kemampuan siswa di kelas?	
9.	Sejauh mana CP/ATP dari Ruang GTK memungkinkan Bapak/Ibu untuk memodifikasi metode pembelajaran bahasa Inggris berdasarkan kebutuhan spesifik siswa di kelas?	
10.	Bagaimana artikel dan konten video pembelajaran dalam fitur Ide Praktik membantu Bapak/Ibu mengkonstruksi pemahaman baru tentang praktik pembelajaran bahasa Inggris yang berpusat pada murid?	
11.	Bagaimana konten konten pembelajaran dari Fitur Bukti Karya meningkatkan profesionalisme ibu/bapak dalam pembelajaran Bahasa Inggris?	
12.	Bagaimana konten konten pembelajaran dari Video Inspirasi memberikan contoh nyata yang dapat Anda adaptasi dalam konteks pembelajaran Anda?	
13.	Bagaimana fitur Asesmen Diagnostik membantu Bapak/Ibu mengidentifikasi	

	tahap perkembangan kognitif siswa dalam pembelajaran bahasa Inggris?	
14.	Bagaimana informasi murid dalam fitur Kelas membantu Bapak/Ibu merefleksikan dan meningkatkan praktik mengajar bahasa Inggris?	
d.	Persepsi guru terhadap menu Dokumen Rujukan	
15.	Bagaimana fitur Pengelolaan pembelajaran memfasilitasi diskusi profesional dengan guru bahasa Inggris lain disekolah?	
16.	Apakah ada dokumen yang disediakan di Ruang GTK khususnya fitur Pengelolaan Kinerja (misalnya panduan atau regulasi) membantu Anda memahami kebijakan pendidikan dengan lebih baik?	
17.	Menurut ibu/bapak, seberapa besar fleksibilitas fitur peningkatan kompetensi dalam membantu Anda mengembangkan kompetensi yang sesuai dengan kebutuhan?	
18.	"Apakah menurut ibu/bapak fitur pengelola Satuan Pendidikan membantu anda dan rekan guru lainnya untuk belajar bersama dalam merencanakan dan mengevaluasi kegiatan sekolah? Bagaimana kerja sama ini mendukung perkembangan Anda sebagai guru?	

	Pertanyaan Umum	
19.	Apa tantangan utama yang Anda hadapi dalam menggunakan Ruang GTK (khususnya: fitur – fitur Ruang GTK)?	
20.	Apa saran Anda untuk pengembangan Ruang GTK ke depan?	

Summary interview

Main figure	Feature	Summary of Findings	Sample SMATeacher Statements	Sample SMK Teacher Statements
1. Belajar Berkelanjutan	Diklat	considered superior for offering free and flexible access, repeatable learning materials, and support for self-paced digital learning.	<i>“Diklat in Ruang GTK offers time flexibility and digital access with interactive materials such as videos and quizzes...” – Ms. DC</i> <i>“...suitable for teachers who want to learn independently, save time/cost, and are already comfortable with technology.” – Mr. AJ</i> <i>“Diklat in Ruang GTK saves time and transportation costs...” – Ms. MA</i> <i>“efficiency, less commuting time, can be accessed at any time, and is free of transportation.” – Mr. K.H.</i> <i>“...practical in terms of time and situation as we can attend the training</i>	<i>“...participating in online training at Ruang GTK is more flexible because it can be accessed at any time, unlike conventional training which requires me to leave the classroom for several days.” – Ms. A N</i> <i>“...The automatic badging and certificate system in Diklat feature motivated me to complete the module.” – Ms. DY</i> <i>“I sometimes attend training in the GTK Room but rarely because I use my free time to rest at home.” – Mr. N A</i> <i>“ I am more focused on participating in online training in the GTK Room because</i>

			<i>at home or in the living room.” – Ms. MH</i> <i>“...flexible access from any location and the materials can still be opened even after the training is over.” – Ms. AI</i>	<i>I can pause and repeat the material...” – Mr. P S.</i> <i>“Diklat really helped me to gain new knowledge and understanding about teaching and professionalism to be a good teacher, understanding students and managing them in their classrooms.” – Ms. RA (Perkantoran)</i> <i>“Diklat in Ruang GTK provides recordings and materials/modules that we can read at any time and cannot be lost in the Ruang GTK account...” – Ms. D (Akutansi)</i>
	Sertifikasi Pendidik	supports PPG teachers to provide modules and discussion forums) but is less useful for	<i>“sertifikasi Pendidik feature can only be accessed by PPG participants...” – Ms. DC and Ms. MH</i>	<i>“This sertifikasi pendidik feature is specifically for PPG participants.” – Ms. AN</i>

		non-PPG (it just show personal information)	<i>“The educator certification feature is only the identity of the teacher in my account.” – Mr. AJ, Ms. MA and Mr. KH</i> <i>“...it can only be accessed by active PPG participants, if teachers who have PPG / not active participants only provide teacher information.” – Ms. AI</i>	<i>“This feature provided a complete guidebook or module to help me complete my tasks as a PPG participant. I had discussions with fellow PPG participants after learning from the Self-Training, and it increased my understanding.” – Ms. DY (tata boga)</i> <i>“.....I have already joined the PPG programme, so this feature only contains my identity information.” – Mr. NA (tkj)</i> <i>“....This feature is just my identity.” – Mr. P S (perhotelan)</i> <i>“.....my feature only displays the teacher's identity.” – Ms. RA (Perkantoran)</i> <i>“....My Sertifikasi pendidik feature is only a teacher's identity.” – Ms. D (Akutansi)</i>
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	Pelatihan Mandiri	considered flexible, inspiring, and relevant in the digital era, with practical and reflective modules.	<i>“...implementing the flipped classroom method after learning the case studies from the self-training feature.” – Ms. DC</i> <i>“...is good, this feature helps me grow and increase my knowledge about updated methods so that we don't miss out...” – Mr. AJ</i> <i>“helps teachers plan targeted lessons and ensure students achieve learning objectives.” – Ms. MA</i> <i>“..changed the way I give feedback in learning.” – Mr. KH</i> <i>“...Through interactive modules and case studies, teachers can apply the strategies learnt and analyse whether the new techniques are effective in improving student participation, material</i>	<i>““The modules in the Independent Training feature provide structured guidance, making professional development easier and more manageable.” – Mr. NA</i> <i>“Pelatihan Mandiri feature in Ruang GTK needs to be equipped with interactive sessions (webinars/case discussions) involving SMK practitioners so that they are able to solve real problems in the field.” – Ms. DY</i> <i>“I rarely open Pelatihan Mandiri feature due to lack of time, and I prefer sharing discussions with fellow teachers to overcome obstacles.” – Mr. NA</i> <i>“I occasionally take part in webinars on Technology in Education Units in the</i>
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			<i>comprehension or assessment results.” – Ms. MH</i> <i>“...improve teaching through self-evaluation, and sharing ideas with other teachers.” – Ms. AI</i>	<i>IPelatihan Mandiri feature, after taking the webinar, we are provided with several videos on the topic then practice understanding and finally evaluate understanding....” – Mr. P S.</i> <i>“Pelatihan Mandiri provided me with strategies, such as The multimedia-based learning module inspired me to make a short video with English dialogues for Office majors.” – Ms. RA (Perkantoran)</i> <i>“Pelatihan Mandiri feature is very beneficial because the available modules and webinars help me improve my teaching strategies effectively.” – Ms. D (Akutansi)</i>
	Komunitas	facilitates collaboration,	<i>“I learnt creative ice breaking techniques from discussion threads in</i>	<i>“....really helped me find references for ESP (English for Specific Purposes)</i>

		knowledge sharing, and problem-solving among teachers. However, the level of participation varies, influenced by factors such as time availability, individual motivation, and comfort with online interaction.	<i>the English teachers group community. Through this collaboration, I gained new perspectives on teaching methods, classroom management, and creative ways to increase student participation.</i> ” – Ms. DC <i>“...provides us with opportunities to collaborate. After completing a module, I can discuss the results with fellow teachers, exchange ideas, and implement new approaches together. It's not just about self-development, but also improving the quality of the teaching community.”</i> – Mr. AJ <i>“...teachers not only collaborate to solve problems such as classroom management or assessment, but also experiment with new approaches such as project-based learning (PBL) or</i>	<i>materials for Tourism majors, which I had difficulty finding on my own. We also discussed “English for Tourism” teaching techniques with teachers from other Tourism Vocational Schools....”</i> – Ms. AN <i>“Komunitas features should also be encouraged for more in-depth discussions.”</i> – Ms. DY <i>“I do not participate in any community in Ruang GTK, but I am more active in the community of English teachers at school and English teachers in Palopo city.”</i> – Mr. NA <i>“I joined the community of MGMP English SMK KAB.Gowa. because MGMP English SMK Palopo through WhatssApp Group. It</i>
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			<i>gamification, and then reflect on the results together.” – Ms. MA</i> <i>“..This feature facilitates me in exchanging ideas about learning methods (e.g. flipped classroom or differentiated instruction).” – Mr. KH</i> <i>“...This is a place where teachers share experiences, discuss and find solutions to learning problems together. Through regular discussions, teachers can find new methods that are suitable for implementation in the classroom.” – Ms. MH</i> <i>“...Besides gaining new knowledge, we also have friends to discuss with when facing difficulties in teaching.” – Ms. AI</i>	<i>is very helpful in finding a real and trusted community to discuss with fellow teachers in other cities.” – Mr. P S</i> <i>“I follow belajar.id Palopo Palopo Community group in Ruang GTK but do not actively discuss in the group, just see the latest information.” – Ms. RA</i> <i>“The community of English teachers in Ruang GTK is very pleasant and helps solve problems that exist in the classroom....” - Ms. D (Akutansi)</i>
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2. Karir dan Kinerja	Pengelolaan Kinerja	Through the RHK mechanism, supports teachers' professional development in a reflective and contextual manner..	<i>“Making the RHK in the Performance management feature made me learn a lot about collaboration and achieving measurable results.” – Ms. DC</i> <i>“can now be completed in a matter of days...” – Mr. AJ</i> <i>“...I learnt about effective work planning, setting measurable targets, and monitoring my own progress.” – Ms. MA</i> <i>“...brought three main benefits to me: the ability to plan my work more effectively, the skill of setting clear targets, and the realisation of the importance of tracking personal development.” – Mr. KH</i>	<i>“I learnt to manage my time and priorities better.” – Ms. AN</i> <i>“..... making the RHK (Rencana Hasil Kerja) forced me to be more specific in formulating indicators of my professionalism as a teacher.” Ms. DY (Tata Boga)</i> <i>“....required for every teacher”. – Mr. N A (TKJ)</i> <i>“The RHK is not just a target, but also a tool for teachers to learn a lot about their own and their team's development.” – Mr. P S (Perhotelan)</i> <i>“..... I learnt a lot from my mistakes and found ways to improve productivity....” – Ms. RA (Perkantoran)</i>
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			<i>“...facilitated a change in work culture.” – Ms. MH</i> <i>‘...Every stage of the RHK preparation, input from the principal, and performance achievements can be clearly tracked.’ – Ms. AI</i>	<i>“Making the RHK is very strict where the RHK will be read & approved by the school leader. By compiling and implementing the RHK in a disciplined manner, I have learnt a lot about effective work planning.” – Ms. D (Akutansi)</i>
	Seleksi Kepala Sekolah	Its use is still limited and requires socialization support. Many teachers have not yet utilized this feature. Welcomed as a transparent and merit-based selection process. Encourages	<i>“I did not participate in the principal selection in Ruang GTK because I only wanted to be an English teacher.” – Ms. DC</i> <i>“...did not qualify for the selection.” – Mr. AJ</i> <i>“I did not participate in the selection because there were too many requirements...” – Ms.MA and Ms.MH</i>	<i>“.... I have not fulfilled the 8-year teaching experience requirement”. – Ms. AN</i> <i>“I am still evaluating myself whether I have fulfilled all the criteria or not.” – Ms. DY (Tata Boga)</i> <i>“I did not participate in the principal selection in Ruang GTK”. – Mr. N A (TKJ)</i>

		participation from qualified teachers.	<i>'...did not meet the requirement that teachers must be less than 56 years old.' – Mr.KH</i> <i>'...participated in the Principal selection because I met all the requirements.' – Ms. AI</i>	<i>".... Although I have certification, I am not yet qualified to have a Guru Penggerak certificate." – Mr. P S (Perhotelan)</i> <i>"I'm not yet qualified..." – Ms. R A (Perkantoran)</i> <i>"I did not participate in the principal selection in the Ruang GTK" – Ms. D (Akutansi)</i>
	Refleksi Kompetensi	Not yet accessible;	<i>"I can't access the Competency Reflection feature in Ruang GTK." – All teachers</i>	<i>".....Refleksi Kompetensi is still not available." – all teachers</i>
3. Inspirasi Pembelajaran	Perangkat Ajar	Appreciated by general high school teachers. Vocational school teachers find the	<i>"...This feature is quite complete, such as teaching modules/RPPs for English lessons." – Ms. DC</i>	<i>provides teaching Modules and Rpp and books but has not provided more specific</i>

		materials too general and need to adapt them.	<i>“...there are modules, lesson plans, teaching materials, and learning media that I can choose and change according to student needs...” – Mr. AJ</i> <i>“...providing flexible lesson plans makes it easier for me to adapt learning methods to students' learning styles, such as project-based learning for productive classes.” – Ms. MA</i> <i>“...flexible, making it easy for me to adjust learning methods to students' learning styles, such as project-based learning.” – Mr. KH</i> <i>“...it allows teachers to adapt English materials to the students' characteristics and abilities.” – Ms. MH</i>	<i>for tourism majors and I have to innovate the teaching tools - Ms. AN, (Pariwisata)</i> <i>‘...teaching materials in GTK Room do not cover vocabulary or situations in professional kitchens.’ - Ms. DY (Tata Boga)</i> <i>‘but it does not support the needs of Computer Engineering majors.’ – Mr. N A (TKJ)</i> <i>‘It is still incomplete for learning English teaching modules, especially Hospitality.’ - Mr P S (Perhotelan)</i> <i>‘The modules available in the teaching tools for English lessons for SMK are still general modules.’ - Ms. R A (Perkantoran)</i>
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			<i>"...Not only does it make it easier to adjust my learning, but it also encourages me to continue experimenting with new methods and reflecting on teaching practices that suit the character of the students in my class." – Ms. AI</i>	<i>"There is still a lack of English learning modules specifically for the Accounting Department." – Ms. D. (Akutansi)</i>
	CP(Capaian Pembelajaran) /ATP (Alur Tujuan Pembelajaran)	Used as a basic framework but needs to be adapted to student needs and classroom context.	<i>"...It has been provided in the GTK Room and then modified a little." – Ms. DC</i> <i>'ATP and CP are structured, but we can adjust the learning methods...' – Mr.AJ</i> <i>"I use the ATP/CP from Ruang GTK as a basic reference, then modify and develop the learning methods..." - Ms. MA</i>	<i>"ATP & CP from Ruang GTK are quite flexible but I often modify..." – Ms. AN</i> <i>The ATP & CP in Ruang GTK are in accordance with the Merdeka Curriculum but there are still things that must be innovated according to the classroom situation. - Ms DY</i> <i>'I utilised the ATP from Ruang GTK as a basis, and then developed a collaborative</i>

			<i>"I refer to the ATP and CP from Ruang GTK platform, then develop and adjust the learning methodology based on the analysis of students' needs." – Mr. KH</i> <i>"...It allows teachers to adapt English materials to students' characteristics and abilities, but the degree of flexibility depends on the type of device and the creativity of the teacher." – Ms. MH</i> <i>"...provides a systematic CP/ATP, while the teaching methods can be customised to the characteristics of the learners." – Ms. AI</i>	<i>project method specific to the Tkj major.' - Mr NA (tkj)</i> <i>'ATP in the GTK Room must be modified first with friends.' - Mr PS (Perhotelan)</i> <i>'...we are still developing and innovating to suit the class situation.' - Ms RA and Ms D</i>
	Ide Praktik	Highly appreciated. This feature not only provides inspiration	<i>"it's Very helpful in my classroom learning. The many learning strategies</i>	<i>Ide Praktik feature opened my mind to use multi-modal teaching (audio, visual,</i>

		but also encourages the transformation of learning towards a more modern, active, and student-centered approach. .	<i>and creative methods really inspire learning..." - Ms DC</i> <i>'The short article from Ide Praktek feature on growth mindset helped me design a reward system that focuses on individual progress not just the final grade.' - Mr AJ 'Various media such as short articles and video tutorials from Ide Praktik feature provide concrete examples that teachers can easily adapt to create learning according to student needs.' - Ms MA</i> <i>'helps teachers update their knowledge quickly without having to search for information themselves.' - Mr KH</i> <i>"Learning videos in the Practice Ideas feature make it easier for teachers to</i>	<i>kinesthetic) according to the learning style of vocational students." - Ms AN</i> <i>"The strategy from Ide Praktik that I adapted is Recipe Challenge." – Ms. DY</i> <i>"The practice ideas feature provides many menus to improve teacher knowledge such as short articles, video content, student literacy strategies, technology-based learning, and creative learning methods." Ms. D</i> <i>"Lots of learning ideas for teachers such as ice breaking, and classroom management. ." - Mr N A (TKJ)</i> <i>'The videos or content in Ide Prakti feature are very helpful in developing English learning strategies.' - Mr P S (Perhotelan)</i>
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			<i>understand complex concepts through visual demonstrations, teaching practice examples, or classroom simulations. While short articles allow teachers to see real-life examples of theory application, making it easier to construct understanding through others' experiences."</i> - Ms MH <i>'...provides a real understanding of how to implement student-centred learning in the English classroom, as the articles and video content provide not only theory, but also concrete examples that are easy to apply.'</i> - Ms AI	<i>'I like learning articles from Ide Praktik feature about English language learning strategies.'</i> - Ms R A (Perkantoran) <i>'This feature provides many menus to improve teachers' knowledge such as short articles, video content, student literacy strategies, technology-based learning, and creative learning methods.'</i> - Ms D (Akutansi)
	Bukti Karya	serves as a platform for appreciation and inspiration, enabling teachers to share,	<i>'..motivates me to be more creative after watching videos of teachers' learning videos from various schools.'</i> - Ms DC	<i>"Bukti Karya content makes it easy for me to compare my teaching with other teachers and then improve it."</i> – Ms. A N

		access, and learn from the best practices of their colleagues across Indonesia.	<i>‘...I learnt many creative ways to teach grammar from other teachers...’ - Mr AJ</i> <i>‘...presents concrete examples of proven learning strategies and methods...’ - Ms MA</i> <i>‘...provides content that is very helpful for teachers in their learning, especially English.’ Mr KH</i> <i>“...effective for enriching teachers’ insights because it not only displays theory but also real demonstrations of various learning strategies and methods that are ready to be implemented.” – Ms. MH</i> <i>“...support the continuous development of teacher competence through applicable examples that can be directly</i>	<i>“I realised the importance of reflection after seeing how other teachers wrote their learning reports.” –Ms . DY (Tata Boga)</i> <i>“I modified the “digital storytelling” technique from a teacher’s proof of work...” - Mr N A (TKJ)</i> <i>‘I learnt to make interesting teaching media after seeing examples in Bukti Karya.’ - Mr P S (Perhotelan)</i> <i>‘Seeing other teachers’ work motivated me to try new things in the classroom.’ - Ms R A (Perkantoran)</i> <i>“...short articles that are easy to understand, clear and provide explanations Strategic learning steps.” - Ms. D. (Akutansi)</i>
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			<i>trialled, reflected upon, and refined in teaching practice.” – Ms. AI</i>	
	Video Inspirasi	Provide practical examples but still considered too general by vocational teachers.	<i>‘This feature facilitates teachers to create their own work such as learning practices in the form of videos or teaching modules.’ – Ms DC</i> <i>‘These videos often motivate me to develop learning innovations in the classroom.’ – Mr AJ</i> <i>Video Inspirasi feature helps me and my fellow teachers watch the videos together and discuss how to implement them in our school.’ – Ms MA</i> <i>‘This feature helped me and my fellow teachers watch the video together and discuss how to implement it in our school.’ – Mr KH</i>	<i>“...real examples, but they are still general.” – Ms. A.N</i> <i>‘I applied the “jigsaw reading” technique from the inspiration video feature to analyse various types of procedure texts for Catering majors’. Ms. AN, S.Pd. (Pariwisata)</i> <i>‘I applied the ‘jigsaw reading’ technique from the inspiring video feature in class - Ms DY (Tata Boga)</i> <i>‘I used the idea from video inspirasi feature about collaborative learning for students’ group work.” – Mr N A (TKJ)</i>

			<i>‘...provide a video that inspires ice breaking before the lesson starts.’ - Ms MH</i> <i>‘I can adapt the method from the video for large classes by adjusting the time.’ - Ms AI</i>	<i>‘.... is very helpful in learning English, especially this Merdeka Curriculum.’ - Mr P S (Perhotelan)</i> <i>‘It is very helpful to add insight because I learn to modify according to the class I teach, especially the office department.’ - Ms RA (Perkantoran)</i> <i>‘The strategies in the inspiration video are very helpful in my teaching.’ – Ms. D. (Akutansi)</i>
	Assesmen Murid	Helps teachers assess students’ abilities and adjust instruction to meet their individual needs.	<i>“helps differentiate learning and really helps us reflect on learning to be even more effective.” – Ms. DC</i> <i>“help me choose the right method, such as discussion “scaffolding).” – Mr. AJ</i>	<i>“It is very helpful and makes it easier to analyse the class. Students work online and the results will be analysed automatically in Ruang GTK.” – Ms AN, S.Pd. (Pariwisata)</i>

			<i>‘...helps teachers identify individual needs.’ - Ms. MA</i> <i>“...helps teachers understand the level of students, then teach in a way that is appropriate for the students in the class.” – Ms MH</i> <i>“...teachers can avoid assumptions about students' abilities and be more effective in scaffolding.” – Mr. KH</i> <i>“assessment feature makes it easier for me to understand students' needs.” – Ms. A.I.</i>	<i>“...very helpful to know the students' ability” - Ms DY (Tata Boga)</i> <i>‘...very helpful in identifying students when assigning study groups in class.’ - Mr N A (TKJ)</i> <i>‘I use manual student assessment, because my phone is also old school so sometimes it's an error to fill in the assessment in the Ruang GTK.’ - Mr. P S (Perhotelan)</i> <i>‘It helps me analyse the students so that I can adjust the learning strategy that is suitable for the class.– Ms. R A(Perkantoran)</i> <i>“...It helps me to know that students majoring in Accounting understand English more quickly when it comes to financial terms.” – Ms. D. (Akutansi)</i>
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	Kelas	gives Information on participation, assignment progress, and student achievement helps teachers in making strategic decisions. But Some teachers avoid it due to technical challenges.	<i>‘The student data in Kelas feature in group activities helps me understand the dynamics of the class.’ - Ms DC</i> <i>‘I can identify whether the material is too easy or difficult, and then adjust the difficulty level for the next lesson.’ - Mr AJ</i> <i>“...helped me understand the classroom dynamics.” – Ms. MA</i> <i>“Kelas feature helps me understand the dynamics...” – Ms. M.H.</i> <i>‘...makes it easier for me to monitor student progress’. – Mr.KH</i> <i>‘...identifies students who are regularly late in attending or submitting</i>	<i>.....helps me analyse student development so I can know what strategies or methods I use in each class. Mr PS</i> <i>‘I can identify students because it provides student data.’ - Ms AN (Pariwisata)</i> <i>‘...helps me know student information in the classes I teach.’ - Ms DY (Tata Boga)</i> <i>“It helps me analyse student development so that I can know what strategies or methods are needed in class.” - Mr N A (TKJ)</i> <i>"I don't use Kelas feature because it's complicated, it's easier with the manual.” – Mr. P S (Perhotelan)</i>

			assignments, so that we can give them more intensive attention and assistance.’ – Ms. MH “...It improves learning to be more targeted and effective and it is also a journaling tool to track changes in strategy and results over time.” – Ms. AI	‘...very helpful in reflecting on my teaching practice at school.’ – Ms. R A (Perkantoran) "to see students' weaknesses collectively. ..." – Ms. D. (Akutansi)
4. Dokumen Rujukan	Pengelolaan Pembelajaran	Used as a reference for planning and professional development. Guides and books help align with Merdeka Kurikulum	“I often download Merdeka Curriculum guides to understand the structure of English learning in accordance with the latest policies.” - Ms. DC “...provides information on how Coding and Artificial Intelligence in education.” – Mr. AJ “...strengthen cooperation among teachers in understanding and implementing the curriculum.” - Ms. MA	“...gave me a clear picture of the reading literacy level that vocational students should achieve in English texts. And it is a discussion for schools and peers.” – Ms. AN (Pariwisata) “There are guidebooks to improve teacher competence in Merdeka Kurikulum...” – Ms. DY “This feature facilitates me to discuss with my fellow teachers to equalise my

			<i>"... this feature provides guidance on the implementation of an independent curriculum that gives clear references. – Mr. KH</i> <i>"...have documents such as the Merdeka Curriculum Implementation Guide. This becomes one of our teachers' discussion materials at teacher and school official meetings." - Ms. MH</i> <i>"...provides a clear official explanation, reducing misinterpretation in policy implementation." – Ms. AI</i>	<i>understanding of CP and ATP." – Mr. N A (TKJ)</i> <i>"... We often discuss, for example, about examples of field work practice for students, field work practice guides are already provided in this feature." – Mr. P S (Perhotelan)</i> <i>"Discussions between teachers became more lively because we both learnt from the official documents available in this feature." – Ms. R A (Perkantoran)</i> <i>"The guidance in this feature made it easier for me and my co-teachers to understand the structure of ATP and the flow of learning objectives." – Ms. D (Akutansi)</i>
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	Pengelolaan Kinerja	Provides reference or guideline documents for developing the RHK (Rencana Hasil Kerja).	<i>“there are Regulations available in this feature are very clear, so I can adjust my tasks to the applicable policies.” – Ms. DC</i> <i>“It helps me build my own understanding of teacher performance, not just waiting for my superiors' direction.” – Mr. AJ</i> <i>“from this feature, I learnt that teacher performance is assessed not only from teaching, but also from self-development and contribution to the school.” - Ms. MA</i> <i>‘...became our basis for organising teacher self-development activities.’ Mr. KH</i>	<i>“The technical guidelines are clear and easy to follow, so I can start practising at school right away.” – Ms. AN (Pariwisata)</i> <i>“...Other teachers and I discussed the contents of the RHK making feature guide, and it made me understand the process better.” – Ms. DY (Tata Boga)</i> <i>“...After reading the guidelines, I feel more confident filling it out.” – Mr. N A (TKJ)</i> <i>‘The performance regulation document made me realise what my professional responsibilities are as a teacher’. – Mr. P S (Perkantoran)</i> <i>"Yes, the RHK guide I read in the Performance Management feature helped</i>
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			<i>‘...helps me plan my performance that is realistic and appropriate to my role.’ – Ms. MH</i> <i>“...I feel more professional because I understand how to assess myself and improve the quality of my work.” – Ms. AI</i>	<i>me understand how to correctly set teacher work targets.” – Ms. R A(Perkantoran)</i> <i>“This feature allows me to not only perform my duties, but also understand the rule base.” – Ms. D (Akutansi)</i>
	Peningkatan Kompetensi	Provides documents to improve teacher competencies.	<i>“competency development can be done flexibly and continuously.” - Ms. DC</i> <i>‘The guidelines are very clear and structured.’ – Mr. AJ</i> <i>“e.g operational guidance really helps me understand the relationship between competencies and my day-to-day tasks.” – Ms. MA</i>	<i>“With this feature, I not only perform my duties, but also understand the meaning of each performance indicator.”” – Ms. AN (Pariwisata)</i> <i>“...such as the operational guide of the Teacher Competency Model to improve teacher competence.” – Ms. DY (Tata Boga)</i>

			<i>“...being able to learn independently and adapt to my needs as an English teacher.” – Mr. KH</i> <i>“...I find it easy to read over and over again, especially if I don't understand, so learning is calmer.” – Ms. MH</i> <i>“...very helpful as it gives step-by-step guidance to improve my competence.” – Ms. AI</i>	<i>‘This feature is very helpful for me, because it provides guidelines to develop my potential.’ – Mr. N A (TKJ)</i> <i>“Yes, there are documents and Modules supporting Teacher Competence.” – Mr. P.S.</i> <i>“The guidance in this tool really helped me prepare my personal development portfolio.” – Ms. R A (Perkantoran)</i> <i>“I do not need to wait for external training because I can learn independently from this feature.” Ms. D. (Akutansi)</i>
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	Pengelolaan Satuan Pendidikan	Provides regulatory documents and guidebooks for managing educational institutions.	<i>“encourages teachers to be actively involved in school planning.” – Ms. DC</i> <i>“...I learnt to look at education as a whole, not just in the classroom..” – Ms.AJ</i> <i>“...changed the way I think about teachers having an important role in school evaluation and change.” – Ms. MA</i> <i>“...reading and responding to the education report card through the education unit management feature made us more solid and have a common goal.” – Mr. KH</i> <i>‘...made us learn to understand the indicators in the report card and develop</i>	<i>“The technical guidelines of the report card platform help me to read the data correctly, and then we evaluate the activities with the school team.” Ms. AN (Pariwisata)</i> <i>“This feature facilitates collaboration between teachers and principals in designing meaningful school activities.” – Ms. DY (Tata Boga)</i> <i>“From the discussion about report card data, I can adjust my teaching strategies to suit the needs of the students.” - Mr. NA (TKJ)</i> <i>"We understand better that school improvement must start from a shared understanding of the guidelines for a better at SMK.” – Mr. PS (Perhotelan)</i>
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			<i>school programmes according to real needs.</i> – Ms. MH “...give some information on school conditions based on education report card data, then we discuss together to design improvements.” – Ms. AI	<i>“I feel that I am growing because I am involved in school planning discussions, as this is the topic of our meetings.”</i> – Ms. RA(Perkantoran) <i>“... e.g. The “aspiring school” guideline became our inspiration when developing our vision and programme together.”</i> – Ms. D. (Akutansi)
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Interview at SMK

Researcher interviewed with Ms. AN

Date : June 11th, 2025

Age : 38 years old

Major : Pariwisata

R : Apakah bapak/ibu sudah menggunakan Ruang GTK dalam pembelajaran bahasa Inggris? Jika ya, sejak kapan?

T : Saya sudah menggunakan Ruang GTK sejak diluncurkannya oleh Kemendikbud pada bulan Januari.

Persepsi guru terhadap menu Belajar Berkelanjutan

R : Bagaimana pengalaman diklat bapak/ibu pada fitur Diklat yang ada di Ruang GTK berbeda dengan pelatihan konvensional?

T : Menurut saya mengikuti pelatihan online di Ruang GTK lebih fleksibel karena bisa diakses kapan saja, berbeda dengan pelatihan konvensional yang mengharuskan saya meninggalkan kelas selama beberapa hari

R : Menurut Bapak/ibu, Bagaimana fitur sertifikasi pendidik membantu bapak/ibu dalam pelatihan PGG? apakah pelatihan mandiri yang disediakan dalam fitur ini meningkatkan kemampuan anda dalam pelatihan profesi anda?

- T : Menurut saya, fitur sertifikasi pendidik ini memang khusus untuk peserta PPG. Kalau belum ikut, ya hanya tampil identitas saja.
- R : Bagaimana pengalaman Bapak/Ibu dalam mengikuti Pelatihan Mandiri di Ruang GTK membantu membangun pemahaman baru tentang pengajaran bahasa Inggris?
- T : Sebagian besar konten dari fitur pelatihan Mandiri untuk guru umum. Saya hampir tidak menemukan materi tentang English for pariwisata yang benar-benar bisa saya diterapkan.
- R : Fitur Komunitas memfasilitasi diskusi antar guru. Bagaimana interaksi dalam komunitas ini membantu Anda membangun pengetahuan baru? Apakah ada komunitas guru Bahasa Inggris khusus SMK/SMA/MA yang bapak/ibu ikuti?
- T : Iya ada, MGMP Bahasa Inggris. Kalau Fitur komunitas di platform ini sangat membantu saya menemukan referensi materi ESP (English for Specific Purposes) untuk jurusan Pariwisata, yang sulit saya cari sendiri. Kami juga berdiskusi tentang teknik mengajar 'English for Tourism' dengan guru-guru dari SMK Pariwisata lainnya, yang sangat memperluas wawasan saya. Sekarang, saya juga menggunakan metode role play untuk pembelajaran booking hotel.

Persepsi Guru terhadap Menu Karir dan Kinerja

- R : Apakah pembuatan RHK pada fitur Pengelolaan Kinerja memungkinkan Anda meningkatkan profesionalisme ibu/bapak dalam pembelajaran Bahasa Inggris?
- T : RHK (Rencana Hasil Kerja) yang kami buat di Fitur Pengelolaan Kinerja membuat saya banyak belajar mengelola waktu dan prioritas dengan lebih baik
- R : Bagaimana pengalaman Bapak/Ibu dalam mengikuti asesmen Refleksi Kompetensi membantu mengkonstruksi pemahaman baru tentang kompetensi diri sebagai guru bahasa Inggris?
- T : Fitur Refleksi Kompetensi belum bisa digunakan karena asesmen refleksinya belum tersedia.
- R : Bagaimana pengalaman Bapak/Ibu terlibat dalam proses seleksi kepala sekolah pada fitur seleksi kepala sekolah? Dari pengalaman itu, hal apa yang menurut Anda paling penting untuk dipertimbangkan dalam memilih pemimpin sekolah?
- T : Saya ingin mendaftar Seleksi Kepala Sekolah di Ruang GTK, tetapi syarat pengalaman mengajar 8 tahun belum saya penuhi.

Persepsi Guru terhadap menu Inspirasi Pembelajaran

- R : Sejauh mana fitur Perangkat ajar yang tersedia memungkinkan Bapak/Ibu menyesuaikan materi pengajaran bahasa Inggris dengan karakteristik dan kemampuan siswa di kelas?
- T : Fitur Perangkat ajar memang menyediakan Modul ajar dan Rpp dan buku namun belum menyediakan yang lebih spesifik untuk jurusan pariwisata dan saya harus menginovasi perangkat ajar tersebut.
- R : Sejauh mana CP/ATP dari Ruang GTK memungkinkan Bapak/Ibu untuk memodifikasi metode pembelajaran bahasa Inggris berdasarkan kebutuhan spesifik siswa di kelas?
- T : Saya menggunakan CP/ATP dari Ruang GTK dan itu cukup fleksibel untuk di-breakdown menjadi aktivitas harian, tapi saya sering memodifikasi teknik pembelajarannya (misalnya role-play untuk jurusan Pariwisata) karena contoh yang diberikan terlalu umum.
- R : Bagaimana artikel dan konten video pembelajaran dalam fitur Ide Praktik membantu Bapak/Ibu mengkonstruksi pemahaman baru tentang praktik pembelajaran bahasa Inggris yang berpusat pada murid?
- T : Banyak strategi – strategi pembelajaran yang ada di fitur Ide praktik seperti Role-Play Simulation tentang hotel check-in/check-out dari video dan saya kembangkan menjadi pembelajaran tematik. Siswa berperan sebagai

resepsionis, tamu, dan housekeeping dengan skenario nyata seperti handling complaints. Strategi yang ada sudah mengacu pada Kurikulum merdeka, jadi tinggal modifikasi saja sedikit sesuai keadaan kelas.

R : Bagaimana konten konten pembelajaran dari Fitur Bukti Karya meningkatkan profesionalisme ibu/bapak dalam pembelajaran Bahasa Inggris?

T : Konten Bukti Karya memudahkan saya membandingkan cara mengajar saya dengan guru lain, lalu memperbaikinya sesuai keadaan dikelas.

R : Bagaimana konten konten pembelajaran dari Video Inspirasi memberikan contoh nyata yang dapat Anda adaptasi dalam konteks pembelajaran Anda?

T : Fitur Video Inspirasi memberikan contoh yang nyata namun hanya focus pada kelas-kelas tertentu, terkadang berbeda dengan beberapa kelas yang saya ajar. Jadi harus diinovasi sehingga menjadi pembelajaran yang efektif sesuai yang dibutuhkan kelas.

R : Bagaimana fitur Asesmen Diagnostik membantu Bapak/Ibu mengidentifikasi tahap perkembangan kognitif siswa dalam pembelajaran bahasa Inggris?

T : Fitur Asesmen murid sangat membantu dan mempermudah menganalisis kelas siswa mengerjakan secara online dan hasilnya akan dianalisis secara otomatis di Ruang Gtk.

R : Bagaimana informasi murid dalam fitur Kelas membantu Bapak/Ibu merefleksikan dan meningkatkan praktik mengajar bahasa Inggris?

T : Dengan adanya fitur Kelas di Ruang GTK, saya bisa mengidentifikasi siswa karena menyediakan data siswa berdasarkan hasil assesmen murid.

Persepsi guru terhadap menu Dokumen Rujukan

R : Bagaimana fitur Pengelolaan pembelajaran memfasilitasi diskusi profesional dengan guru bahasa Inggris lain disekolah?

T : Fitur pengelolaan pembelajran tentang Asesmen Kompetensi Minimum (AKM) memberi saya gambaran jelas tentang level literasi membaca yang harus dicapai siswa SMK dalam teks Bahasa Inggris. Dan ini menjadi bahan diskusi untuk sekolah dan teman sejawat.

R : Apakah ada dokumen yang disediakan di Ruang GTK khususnya fitur Pengelolaan Kinerja (misalnya panduan atau regulasi) membantu Anda memahami kebijakan pendidikan dengan lebih baik?

T : Ada, contohnya Panduan teknis fitur pengelolaan kinerja guru, Panduan teknisnya jelas dan mudah diikuti, sehingga saya bisa langsung praktik di sekolah.

R : Menurut ibu/bapak, seberapa besar fleksibilitas fitur peningkatan kompetensi dalam membantu Anda megembangkan kompetensi yang sesuai dengan kebutuhan?

T : Iya, Dengan adanya fitur ini, saya tidak hanya menjalankan tugas, tapi juga memahami makna dari setiap indikator kinerja

R : Apakah menurut ibu/bapak fitur pengelola Satuan Pendidikan membantu anda dan rekan guru lainnya untuk belajar bersama dalam merencanakan dan mengevaluasi kegiatan sekolah? Bagaimana kerja sama ini mendukung perkembangan Anda sebagai guru?

T : Fitur ini sangat membantu, Panduan teknis platform rapor membantu saya membaca data dengan benar, lalu kami evaluasi kegiatan bersama tim sekolah.

Pertanyaan Umum

R : Apa tantangan utama yang Anda hadapi dalam menggunakan Ruang GTK (khususnya: fitur – fitur Ruang GTK)?

T : Koneksi internet yang tidak stabil di sekolah menjadi kendala utama saat mengunggah dokumen atau mengikuti pelatihan di Ruang GTK. Kalau pada fitur, Saya terkendala pada fitur diklat, karena terkadang error.

R : Apa saran Anda untuk pengembangan Ruang GTK ke depan?

T : saran saya, Ruang GTK menyediakan lebih banyak materi dan sumber daya yang spesifik untuk pengajaran bahasa Inggris di SMK, termasuk modul, dan konten video.

Researcher interviewed with English teachers at SMA

Date : June 15th, 2025

Age : Ms. D C., S.Pd

Major : IPA

R : Apakah bapak/ibu sudah menggunakan Ruang GTK dalam pembelajaran bahasa Inggris? Jika ya, sejak kapan?

T : PMM mulai saya akses tahun 2023 sedangkan Ruang GTK pada Januari 2025.

Persepsi guru terhadap menu Belajar Berkelanjutan

R : Bagaimana pengalaman diklat bapak/ibu pada fitur Diklat yang ada di Ruang GTK berbeda dengan pelatihan konvensional?

T : Diklat di Ruang GTK menawarkan fleksibilitas waktu dan akses digital dengan materi interaktif seperti video dan kuis, berbeda dengan pelatihan konvensional biasanya memerlukan kehadiran fisik di lokasi tertentu dan pada waktu tertentu, sehingga membatasi fleksibilitas peserta. Fitur Diklat memungkinkan pembelajaran mandiri dan penilaian real-time, sementara pelatihan offline unggul dalam interaksi langsung. Meski begitu, diklat daring menjadi solusi praktis untuk pengembangan kompetensi guru di era digital

- R : Menurut Bapak/ibu, Bagaimana fitur sertifikasi pendidik membantu bapak/ibu dalam pelatihan PGG? apakah pelatihan mandiri yang disediakan dalam fitur ini meningkatkan kemampuan anda dalam pelatihan profesi anda?
- T : Fitur sertifikasi Pendidik hanya bisa diakses oleh peserta PPG, untuk yang sudah PPG hanya menampilkan identitas guru.
- R : Bagaimana pengalaman Bapak/Ibu dalam mengikuti Pelatihan Mandiri di Ruang GTK membantu membangun pemahaman baru tentang pengajaran bahasa Inggris?
- T : Sekarang saya lebih percaya diri menerapkan metode flipped classroom setelah mempelajari studi kasus dari fitur pelatihan mandiri.
- R : Fitur Komunitas memfasilitasi diskusi antar guru. Bagaimana interaksi dalam komunitas ini membantu Anda membangun pengetahuan baru? Apakah ada komunitas guru Bahasa inggris khusus SMK/SMA/MA yang bapak/ibu ikuti?
- T : Saya belajar teknik ice breaking kreatif dari thread diskusi di Komunitas grup guru Bahasa inggris. Melalui kolaborasi ini, saya mendapatkan perspektif baru tentang metode pengajaran, manajemen kelas, dan cara kreatif untuk meningkatkan partisipasi siswa. Singkatnya, kolaborasi antara guru mendorong pengembangan profesional guru.

Persepsi Guru terhadap Menu Karir dan Kinerja

R : Apakah pembuatan RHK pada fitur Pengelolaan Kinerja memungkinkan Anda meningkatkan profesionalisme ibu/bapak dalam pembelajaran Bahasa Inggris?

T : Pembuatan RHK pada fitur Pengelolaan kinerja membuat saya banyak belajar tentang kolaborasi dan pencapaian hasil yang terukur.

R : Bagaimana pengalaman Bapak/Ibu dalam mengikuti asesmen Refleksi Kompetensi membantu mengkonstruksi pemahaman baru tentang kompetensi diri sebagai guru bahasa Inggris?

T : Fitur Refleksi Kompetensi di Ruang GTK belum bisa saya akses.

R : Bagaimana pengalaman Bapak/Ibu terlibat dalam proses seleksi kepala sekolah pada fitur seleksi kepala sekolah? Dari pengalaman itu, hal apa yang menurut Anda paling penting untuk dipertimbangkan dalam memilih pemimpin sekolah?

T : Saya tidak mengikuti seleksi kepala sekolah di ruang GTK karena saya hanya ingin menjadi guru Bahasa Inggris. Yang paling penting untuk pemilihan dan seleksi kepala sekolah, mungkin harus adanya voting atau bagaimana agar dukungan teman sejawat menjadi salah satu syarat. Jadi mungkin sudah terjamin kualitasnya dan terpercaya untuk memimpin.

Persepsi Guru terhadap menu Inspirasi Pembelajaran

- R : Sejauh mana fitur Perangkat ajar yang tersedia memungkinkan Bapak/Ibu menyesuaikan materi pengajaran bahasa Inggris dengan karakteristik dan kemampuan siswa di kelas?
- T : Fitur Perangkat Ajar cukup lengkap seperti Modul ajar/RPP untuk Pelajaran Bahasa Inggris di SMA.
- R : Sejauh mana CP/ATP dari Ruang GTK memungkinkan Bapak/Ibu untuk memodifikasi metode pembelajaran bahasa Inggris berdasarkan kebutuhan spesifik siswa di kelas?
- T : ATP & CP di Ruang GTK sudah disediakan di Ruang GTK kemudian di modifikasi sedikit.
- R : Bagaimana artikel dan konten video pembelajaran dalam fitur Ide Praktik membantu Bapak/Ibu mengkonstruksi pemahaman baru tentang praktik pembelajaran bahasa Inggris yang berpusat pada murid?
- T : Artikel atau konten video dari Ide Praktik sangat membantu dalam pembelajaran di kelas saya. Banyaknya strategi pembelajaran dan metode kreatif yang sangat menginspirasi pembelajaran di kelas saya. Contohnya: Artikel tentang digital storytelling menginspirasi proyek membuat video blog (vlog) dengan narasi Bahasa Inggris tentang isu lingkungan sekolah.

- R : Bagaimana konten konten pembelajaran dari Fitur Bukti Karya meningkatkan profesionalisme ibu/bapak dalam pembelajaran Bahasa Inggris?
- T : Fitur Bukti Karya memfasilitasi guru untuk membuat karya sendiri seperti artikel, modul, praktik pembelajaran berbentuk video atau modul ajar. Semua itu membuat saya belajar dan meningkatkan pengetahuan.
- R : Bagaimana konten konten pembelajaran dari Video Inspirasi memberikan contoh nyata yang dapat Anda adaptasi dalam konteks pembelajaran Anda?
- T : Video inspirasi memotivasi saya untuk lebih kreatif lagi setelah menonton video video pembelajaran guru – guru dari berbagai sekolah.
- R : Bagaimana fitur Asesmen Diagnostik membantu Bapak/Ibu mengidentifikasi tahap perkembangan kognitif siswa dalam pembelajaran bahasa Inggris?
- T : Fitur Asesmen murid mengidentifikasi bagaimana siswa memproses informasi. Ada yang butuh visualisasi, ada yang bisa langsung memahami penjelasan verbal. Ini membantu diferensiasi pembelajaran dan sangat membantu kita merefleksikan pembelajaran menjadi lebih efektif lagi.
- R : Bagaimana informasi murid dalam fitur Kelas membantu Bapak/Ibu merefleksikan dan meningkatkan praktik mengajar bahasa Inggris?

T : Data siswa di fitur Kelas dalam kegiatan kelompok membantu saya memahami dinamika kelas. Jika ada siswa yang jarang terlibat, saya memberi motivasi atau mengubah pengelompokan.

Persepsi guru terhadap menu Dokumen Rujukan

R : Bagaimana fitur Pengelolaan pembelajaran memfasilitasi diskusi profesional dengan guru bahasa Inggris lain disekolah?

T : Fitur pengelolaan pembelajaran sangat membantu, Saya sering mengunduh panduan Kurikulum Merdeka untuk memahami struktur pembelajaran bahasa Inggris yang sesuai dengan kebijakan terbaru.

R : Apakah ada dokumen yang disediakan di Ruang GTK khususnya fitur Pengelolaan Kinerja (misalnya panduan atau regulasi) membantu Anda memahami kebijakan pendidikan dengan lebih baik?

T : Fitur pengelolaan kinerja, terdapat Regulasi yang tersedia di fitur ini sangat jelas, jadi saya bisa menyesuaikan tugas saya dengan kebijakan yang berlaku.

R : Menurut ibu/bapak, seberapa besar fleksibilitas fitur peningkatan kompetensi dalam membantu Anda megembangkan kompetensi yang sesuai dengan kebutuhan?

T : Fitur ini membuat saya sadar bahwa pengembangan kompetensi bisa dilakukan secara fleksibel dan berkelanjutan.”

R : Apakah menurut ibu/bapak fitur pengelola Satuan Pendidikan membantu anda dan rekan guru lainnya untuk belajar bersama dalam merencanakan dan mengevaluasi kegiatan sekolah? Bagaimana kerja sama ini mendukung perkembangan Anda sebagai guru?

T : Fitur ini mendorong guru untuk aktif terlibat dalam perencanaan sekolah. Seperti pengadaan kegiatan ekstrakurikuler disekolah.

Pertanyaan Umum

R : Apa tantangan utama yang Anda hadapi dalam menggunakan Ruang GTK (khususnya: fitur – fitur Ruang GTK)?

T : Padatnya aktivitas mengajar dan administrasi sekolah serta pekerjaan rumah ketika pulang dari sekolah sehingga sangat sedikit waktu untuk mempelajari lebih dalam lagi tentang platform Ruang GTK. Saya tidak terkendala pada fitur – fitur di ruang GTK, karena saya sering membukanya dan beradaptasi pada fitur – fiturnya.

R : Apa saran Anda untuk pengembangan Ruang GTK ke depan?

T : Saran saya Ruang GTK kedepannya, Memberikan penghargaan, Sistem poin yang bisa ditukar benefit, atau pengakuan kepada guru yang aktif berkontribusi dalam pelatihan - pelatihan, seperti sertifikat atau level akun sehingga guru – guru termotivasi untuk selalu aktif di Ruang GTK.

APPENDIX 2

OBSERVATION

Table 3.2 observation checklist at SMA

N O	Question	T. 1	T. 2	T. 3	T. 4	T. 5	T. 6
1	Teachers open the <i>Ruang GTK</i> before/after English lessons.	√	√	√	√	√	√
2	Teachers attend <i>Diklat</i> or learning/training programmed organized by the Directorate of Teachers and Education Personnel of the Ministry of Primary and Secondary Education?	√	√	√	√	√	√
3	Teachers have professional competence on <i>sertifikasi pendidik</i> features	×	√	√	√	√	√
4	Teachers access <i>Pelatihan Mandiri</i> feature at home/teacher's room/canteen.	√	√	√	√	√	√
5	Teachers have a community of English teachers on the <i>Komunitas</i> feature	√	√	√	√	√	√
6	Teachers participate in the principal selection on <i>seleksi kepala sekolah</i> feature	×	×	×	×	×	√

7	Teachers use teaching modules from <i>Ruang GTK</i> to actively build students' understanding	√	√	√	√	√	√
8	The teacher modifies the <i>CP/ATP</i> based on students' specific needs (e.g. differentiation for students with different learning styles/role play).	√	√	√	√	√	√
9	Teachers access content from <i>Bukti Karya</i> , <i>Video Inspirasi</i> and <i>Ide Praktik</i> features to find references for English learning.	√	√	√	√	√	√
10	Teachers use <i>Kelas</i> features to analyse students' progress to identify students' cognitive stages in English lessons.	√	√	√	√	√	√

Table 3.2 observation checklist at SMK

N O	Question	T. 7	T. 8	T. 9	T.1 0	T.1 1	T.1 2
1	Teachers open the <i>Ruang GTK</i> before/after English lessons.	√	√	×	√	×	√
2	Teachers attend <i>Diklat</i> or learning/training programmed organized by the Directorate of Teachers and Education Personnel of the Ministry of Primary and Secondary Education?	√	√	√	×	√	√
3	Teachers have professional competence on <i>sertifikasi pendidik</i> features	√	√	√	√	√	√
4	Teachers access <i>Pelatihan Mandiri</i> feature at home/teacher's room/canteen.	√	√	√	√	√	√
5	Teachers have a community of English teachers on the <i>Komunitas</i> feature	√	√	√	×	√	√

6	Teachers participate in the principal selection on <i>seleksi kepala sekolah</i> feature	×	×	×	×	×	×
7	Teachers use teaching modules from <i>Ruang GTK</i> to actively build students' understanding	×	×	×	×	×	×
8	The teacher modifies the <i>CP/ATP</i> based on students' specific needs (e.g. differentiation for students with different learning styles/role play).	√	√	√	√	√	√
9	Teachers access content from <i>Bukti Karya</i> , <i>Video Inspirasi</i> and <i>Ide Praktik</i> features to find references for English learning.	√	√	√	√	√	√
10	Teachers use <i>Kelas</i> features to analyse students' progress to identify students' cognitive stages in English lessons.	√	√	×	√	√	√

Appendix 2

QUESTION FOR ION FOR OBSERVATION CHECK LIST

Tujuan Observasi: untuk mengetahui pemanfaatan Ruang GTK terutama pada Fitur – Fitur Ruang GTK

Identitas Guru dan Kelas yang Diamati

- Nama Guru: DY
- Sekolah: SMK
- Kelas yang Diajar: Tata Boga
- Tanggal Observasi: 11 Juni 2025
- Waktu Observasi: 08.40

No	Questions	TRUE	FALSE	Note
1.	Guru membuka Ruang GTK sebelum/setelah pembelajaran bahasa inggris.	☒	☐	
2.	Guru mengikuti Diklat atau program pembelajaran/pelatihan yang diselenggarakan Direktorat Guru dan Tenaga Kependidikan Kementerian Pendidikan Dasar dan Menengah?	☒	☐	
3.	Guru memiliki kompetensi professional guru pada fitur sertifikasi pendidik	☒	☐	
4.	Guru mengakses fitur Pelatihan Mandiri di rumah/Ruang guru/kantin....	☒	☐	
5.	Guru memiliki komunitas guru Bahasa inggris pada fitur Komunitas	☒	☐	
6.	Guru mengikuti seleksi kepala sekolah pada fitur seleksi kepala sekolah	☐	☒	

7.	Guru menggunakan modul ajar dari Ruang GTK untuk membangun pemahaman siswa secara aktif	☒	☐	
8.	Guru menggunakan ATP/CP dari Ruang guru kemudian memodifikasinya berdasarkan kebutuhan spesifik siswa.	☒	☐	
9.	Guru mengakses konten Bukti Karya/Video Inspirasi di fitur Ide Praktik untuk mencari referensi pembelajaran bahasa Inggris.	☒	☐	
10.	Guru menggunakan fitur kelas untuk menganalisis perkembangan siswa untuk mengidentifikasi tahap kognitif siswa dalam Pelajaran bahasa Inggris.	☒	☐	

APPENDIX 3

DOCUMENTATION

Documentaion Interview with english teacher of SMKN 1 Palopo







Documentation of English teacher interview in SMAN 2 Palopo





CURRICULUM VITAE



Lestari Yanti was born in Palopo on March 22, 1993. She is the seventh child of seven siblings, born to Mr. Dereng and Mrs. Radiah. She currently resides at Jl. Dr. Ratulangi KM. 8, Bara District, Palopo City.

She completed her primary education in 2006 at SDN 34 Bara Palopo. In the same year, she continued her studies at SMPN 8 Palopo and graduated in 2009. Subsequently, she pursued her secondary education at SMAN 2 Palopo, where she graduated in 2012. That same year, she enrolled in the English Education Study Program at Universitas Cokroaminoto Palopo, completing her undergraduate degree in four years.

In 2017, she began her professional career as a teacher at SMK Nusa Unggul Husada Luwu. From 2018 to 2019, she served as Vice Principal for Curriculum at SMK Nusa Unggul Husada Luwu in Bosso. In 2019, she transitioned to SDIT Ibnu Sina Palopo as a homeroom teacher for Grade 2A while also teaching English. In the same year, she moved to SMPIT Al-Hafizh Palopo as an English teacher. From 2020 to 2022, she held the position of Vice Principal for Curriculum at SMPIT Al-Hafizh Palopo. In 2021, she married Fauzul Umam, S.T., and they are blessed with a son.



LETTER OF ACCEPTANCE

No : 010/LoA/FOSTER-JELT/VIII/2025

Date : August 11, 2025

To:

Lestari Yanti (Universitas Islam Negeri Palopo)

Sahraini (Universitas Islam Negeri Palopo)

Magfirah Thayyib (Universitas Islam Negeri Palopo)

Dear Authors,

It is our pleasure to inform you that, following the peer-review process, your manuscript entitled:

“Constructivist Perspectives on the Ruang GTK Platform: English Teachers’ Experiences in Palopo High Schools”

has been accepted for publication in FOSTER: Journal of English Language Teaching, Volume 6, Number 4 (October 2025). Your article will be available online through our OJS platform at: <https://foster.pbi-iainpalopo.ac.id/index.php/contents/> on October 31st, 2025.

We sincerely thank you for your valuable contribution to our journal and look forward to receiving future submissions from you.

Sincerely,

Editor-in-Chief

Muhammad Iksan

