



## Guru Belajar dan Berbagi Platform and Users' Responses in The Context of Teacher Professional Development

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### Abstract

The recent research was conducted with the background that there was no study and less information about digital platforms launched by the Ministry of Education, Culture, Research, and Technology, especially *Guru Belajar dan Berbagi* (Teachers Learning and Sharing). The research questioned what *Guru Belajar dan Berbagi* meant and how its user teachers responded to it. It aimed at explaining the definition and characteristics of the portal, and at discovering how it was responded by its user teachers. It used a descriptive qualitative approach. The data were collected through literature review and questionnaires toward 29 SMA Negeri 7 Cirebon teachers. The research found that *Guru Belajar dan Berbagi* was a digital portal comprising two platforms, *Guru Belajar* and *Guru Berbagi*, used by the teachers to develop their profession. *Guru Belajar* Platform was adopted by the teachers based on their internal motivation, and *Guru Berbagi* was used to find new instructional ideas and innovations and to improve their competency. Minimum Competency Assessment was the most favorite training in *Guru Belajar*, and reading articles was the activity the teachers mostly did in *Guru Berbagi*. The *Guru Belajar* and *Guru Berbagi* portal gave teachers not only advantages and barriers but also challenges and opportunities.

**Key words:** guru belajar dan berbagi; digital learning platform; professional development

### Introduction

Science, technology, art, and culture have developed fast and impacted almost all fields of life. They are closely related to and cannot be apart from innovations and changes made by the educational world. Despite playing an important role in creating innovations and changes, the educational world itself is always left behind the development of science, technology, art, and culture. Particularly, education in Indonesia has far left behind other countries' progress and development. This country, therefore, needs to make the acceleration of innovation in various aspects of education to make significant changes and can be parallel to developed countries. One of the aspects is teachers' professional development that can stimulate teaching innovations of which teachers can take advantage and students can improve their learning process and result.

Teachers must make innovations and changes as challengers toward science, technology, art, and culture development. The Indonesian government represented by the Ministry of Education, Culture, Research, and Technology has been initiating innovation. Educational institutions are encouraged to make innovations to grow students' creativity

and critical thinking; through *Merdeka Belajar* (Learning Independence) program, students must be smart and have the freedom to make effort to make innovations; the innovations are initiated by teachers who should believe that each student has his/her potential, who keep exploring new knowledge, and who keep learning to transfer their knowledge to their students; so, the changes are done; one of them is *Guru Berbagi* (Teachers Sharing) platform as a part of *Merdeka Belajar* program. [1]

The ministry, through *Direktorat Jenderal Guru dan Tenaga Kependidikan* (Directorate General of Teachers and Educational Personnel), has launched a portal of program service that can be adopted by teachers to develop their profession and innovation. It comprises twelve platforms. (1) *SIMPKB* (System Information Management of Continuing Professional Development), the main platform for teachers to do their professional development. (2) *Guru Belajar dan Berbagi* (Teachers Learning and Sharing), the platform facilitating government, teachers, and educational activists to collaborate and share their ideas and best practices. (3) *PPG* (Teacher Profession Education), for teachers who need certification. (4) *Guru Penggerak* (Leader Teachers), facilitating facilitators, mentors, and leader teacher candidates. (5) *Sekolah Penggerak* (Leading Schools) to move and lead schools. (6) *Organisasi Penggerak* (Leading Organizations), for society empowerment to improve the quality of teachers and principals. (7) *Diklat GPK* (Education and Training of 21st century Special Counseling Teachers to improve inclusive education in Indonesia. (8) "*Upskilling*" dan "*Reskilling*" *Guru Kejuruan* (Vocational Teachers' Upskilling and Reskilling) to improve the quality of Vocational High School teachers and government aid in the field of partnership and linearity with business and industry world. (9) *Diklat Penguatan Kepala Sekolah* (education and training of principals' reinforcement), to improve the quality of principals' leadership competency, (10) *Diklat Calon Pengawas* (education and training of educational supervisor candidates), to improve the competency of school supervisor candidates, (11) *Diklat Calon Kepala Sekolah* (education and training of principal candidates) to improve leadership competency of principal candidates, and (12) *Studi Lanjut Guru* (teachers' continuous study), to aid teachers' academic qualification improvement to Strata 1 or Diploma IV.[2]

The ministry's initiation is linear with the recommendation given by the Organization for Economic Co-operation and Development (OECD) though Indonesia is not one of its members. The recommendation focuses on the instruction both between teachers and students and between instructional sources and teachers. The former involves the use of existing online platforms, the development of new platforms, the partnership with private-owned platforms, the international collaboration to take advantage of existing learning sources, and the use of supporting electronic resources. The latter is done by allowing teachers to learn digitally. It provides teachers with online training in teaching using a collaborative platform enabling them to share learning sources and to give and receive feedback. [3]

That innovation and change are urgent needs supporting information and research. Recently information about the twelve portals has been insufficient yet. World Bank has not added them in their survey result of educational technology in Indonesia; they noted only three platforms: "*Harukaedu*" as an online platform at the university level, "*Ruangguru*" as an e-learning platform for 12th-grade students, and "*Cakap*" as tutoring platform to learn languages. [4] Furthermore, none of them exists in the list of "National learning platforms and tools" released by UNESCO, noting four platforms: "*Radio Edukasi*" as an educational program in a radio broadcast, "*Rumah Belajar*" as a content provider, and learning management system (LMS), "*SPADA*" as e-learning platform providing free access for testier education, and "*TV Edukasi*" as educational television having two channels: teachers and students. [5]

Research about them has also not been found yet. For instance, there have not been any researchers researching *Guru Belajar dan Berbagi*. Therefore, the recent study is done as an attempt to fill the insufficiency. It focuses on *Guru Belajar dan Berbagi*. It is guided by two questions: what *Guru Belajar dan Berbagi* portal is, and how *Guru Belajar dan Berbagi* portal is responded to by teachers to develop their profession.

### Digital Learning Platform

Online learning introduces three terminologies such as digital learning (d-learning), electronic learning (e-learning), and mobile learning (m-learning). Experts keep discussing which learning is more general and which one is more specific. Kerres (2008) states that e-learning is the umbrella of learnings involving digital technology. [6] Basak, Wotto, and Belanger (2018) say that e-learning and m-learning are parts of d-learning. [7] Faustmann views that e-learning is similar to digital. The recent study agrees with Faustmann's view, that it is not too important to count the difference between the three. So, it uses the terms interchangeably.

Digital learning is a learning process happening digitally; it involves interaction among teachers, students, and the environment that is mediated by communication tools. [8] It is a learning practice using technology effectively to reinforce students' learning experience by providing learning sources, learning material, and interactive learning assessment and communication tools. [9] Three basic aspects underlie the digital learning concept: technology, digital content, and instruction; technology refers to information and communication platforms that can facilitate learning activity; digital content refers to learning materials containing knowledge and skill; instruction is related to the role of teachers as a learning guide. [10]

Rashty's (1998) concept about three e-learning models is still relevant to the recent ones. They are the adjunct model, mixed model, and online model. Adjunct model is done directly in face-to-face, completed with e-learning. In this model, e-learning functions as a complement and is used out of regular face-to-face classes. The mixed model

combines face-to-face learning and e-learning; both are involved in regular classes. The online model applies full in-network learning; there is no directly face-to-face learning in either regular or additional classes. [11] The first model used to be applied before the Covid-19 Pandemic came; the second one began to be a trend since July 2021 when the Indonesian government began to rule *Pembelajaran Tatap Muka Terbatas* (restricted face-to-face learning); the third has been popular since April 2020 when the pandemic began to hit this country. The last model is also massively implemented by teachers who want to develop their profession and to improve their competence in teaching and learning with their students in their classes.

Some researchers conducted their research related to online learning applied by teachers for their professional development. Karunanayaka (2008) had "Online Learning to Enhance Teacher Professional Development." Employing a survey, the result showed that online learning could be used effectively to improve teachers' profession. [12] Zweig and Stafford (2016) did research with the title "Training for Online Teachers to Support Student Success: Themes from a Survey Administered to Teachers in Four Online Learning Programs." Using the survey, they found that teachers who taught online needed online training, that could be followed anywhere, to support students' learning. [13] Another research was done by Pratiwi (2020) through descriptive qualitative design under the title "The Practice of Digital Learning (D-Learning) in the Study from Home (SFH) Policy: Teachers' Perceptions." The research found that digital learning gave some advantages, such as time and place flexibility, the opportunity to learn independently, the chance to be adaptive to technological development, and time for a close relationship with the family. The research also found that digital learning gave some problems, namely difficulties in presenting digital technology-based materials, less motivation in giving and responding to learning materials, and insufficiency of infrastructure for digital learning access. [14] The research was about digital learning between teachers and students in a class, but it is relevant to digital learning whose subjects are teachers and trainers or learning sources in professional development.

### Teachers' Profession Development

Teachers' professional development in Indonesia includes in terms of teacher building and development mandated in the Laws of the Republic of Indonesia, chapter 32, number 14, the year 2005. [15] The mandate is elaborated in the Regulation of Ministry of State Apparatus Empowerment and Bureaucracy Reform, chapter 11, number 16, the year 2009. [16] And both are explained in *Buku 4: Pembinaan dan Pengembangan Profesi Guru (building and development of teacher profession)*. [17] Teachers' professional development consists of three categories: self-development, scientific publication, and innovative work. Self-development can be done through two types of activities: functional and technical education and training, and collective activity in teacher society. The scientific publication can be done through presenting a scientific paper in scientific forums, writing scientific articles, modules, books, translation work, and arranging teacher guide books. Innovative work can be done through inventing proper technological work, inventing an artwork, creating or modifying a visual aid, instructional media, props, or apparatus, and participating in designing standard, guide, or assessment instrument.

Professional development can be seen as an endless cycle of three phases. Firstly, teachers take a part in self-development, say, functional training about teaching methodology. Secondly, being inspired by what they learned in the training, the teachers have an idea, for example, to plan to modify an instructional method. While practicing it in their classroom, they record their experience. They write articles, papers, or books telling or reporting their experience or research of practicing their invention, discovery, or modification in their classes. And finally, they disseminate their experience and research by presenting their writing in a scientific forum or functional training, and/or by publishing their work in mass media or scientific journals. [18]

### Research Method

The recent study used a descriptive qualitative design. Data were collected by literature record and questionnaire. The former was to get information and description about what *Guru Belajar dan Berbagi* was. It was done by reading and taking note of the information in such pages as <https://ayogurubelajar.kemdikbud.go.id/> and <https://ayoguruberbagi.kemdikbud.go.id/>. The latter was to find how *Guru Belajar dan Berbagi* was responded to by teachers. It was done by sending questionnaires to and receiving their responses from 29 teachers of various subjects and classes of SMA Negeri 7 Cirebon Kota Cirebon. Data of the literature record were then interpreted and described, and those of the questionnaire were analyzed and presented in a simple descriptive statistic.

### Results and Discussion

## Guru Belajar dan Berbagi Portal

Rashty (1988) says that electronic learning consists of the adjunct model, mix model, and online model. *Guru Belajar dan Berbagi* portal takes the third model, whose instructional process fully goes online. As it is named, it comprises two platforms: "Guru Belajar" (Teachers Learning) and "Guru Berbagi" (Teachers Sharing).

*Guru Belajar* is a training platform for any subject teacher. Currently, it holds six series of training. (1) *Seri Panduan Pembelajaran Tahun Ajaran 2021/2022* (Series of Instructional Guide of Academic Year 2021/2022) is to aid teachers and schools to hold an instructional activity in the Covid-19 Pandemic era and to improve teachers' competency in mixed learning design. (2) *Seri Semangat Guru: Kemampuan Nonteknis dalam Adaptasi Teknologi Baru* (Series of Teachers' Passion: Non-Technical Ability in New Technology Adaptation) is to improve teachers' non-technical ability to support the use of technology in teaching and learning. (3) *Seri Pendidikan Anak Usia Dini* (Series of Early Childhood Education) is to improve teachers' competency in teaching and stimulating early child development holistically. (4) *Seri Pendidikan Inklusif* (Series of Inclusive Education) is to improve teachers' competency in understanding students' heterogeneity and in adapting the curriculum that meets student needs. (5) *Seri Asesmen Kompetensi Minimum* (Series of Minimum Competency Assessment) is to improve teachers' and principals' competency in increasing students' literacy and numeracy-based competency to encourage learning quality improvement. (6) *Seri Pendidikan Keterampilan Hidup* (Series of Life Skill Education) is to improve teachers' competency in aiding and providing students with 21st-century skills that will be advantageous for their future life. This platform held two series: *Seri Belajar Mandiri Calon Guru ASN dan PPPK* (Series of ASN and PPPK Teacher Candidates' Independent Learning) and *Seri Masa Pandemi Covid-19* (Series of Covid-19 Pandemic Era). The former was designed to improve pedagogical and professional competencies of teacher candidates to have knowledge and ability to compete in the selection of state civil apparatus and state with-work-agreement employee acceptance. The latter was to do long-distance learning in Covid-19 Pandemic conditions by keeping teaching basic knowledge meaningful for students to do independent learning.

The data per July 2021 showed that the online trainings had been attended by more than 1.300.000 teachers with the assumption that one teacher might follow more than one series of training. *Seri Panduan Pembelajaran Tahun Ajaran 2021/2022* was followed by not less than 80.000 teachers; *Seri Semangat Guru: Kemampuan Nonteknis dalam Adaptasi Teknologi* by not less than 70.000 teachers; *Seri Pendidikan Inklusif* by not less than 140.000 teachers; *Seri Pendidikan Anak Usia Dini* by not less 8.500 teachers; *Seri Asesmen Kompetensi Minimum* by not less than 600.000 teachers; *Seri Pendidikan Keterampilan Hidup* by more than 14.000 teachers; *Seri Belajar Mandiri Calon Guru ASN dan PPPK* by not less than 485.000 teachers; and, *Seri Masa Pandemi Covid-19* by more than 231.000 teachers.[19]

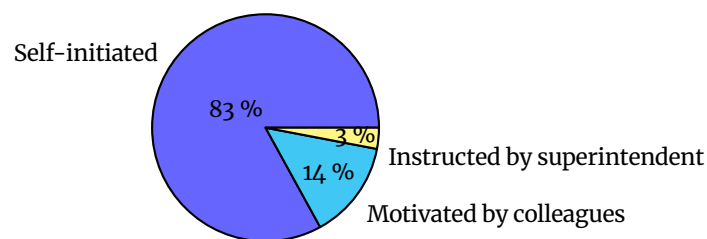
*Guru Belajar* platform claims to give some benefits. It is so flexible that teachers can manage their learning time. It also provides learning content that teachers can more easily learn since it is divided into small units of learning. Teachers may choose the challenges suitable with their capability. In addition, teachers can study together with colleagues to finish all phases of the program. [20]

*Guru Berbagi* is a collaborative movement among government, teachers, communities, and educational leaders to share learning ideas and practices that can be accessed anywhere. Through *Guru Berbagi*, teachers can do both receptive activities and productive ones. They can do such receptive activities as searching for and downloading *Rencana Pelaksanaan Pembelajaran* (lesson plan) of other teachers of various subjects (compulsory, normative, adaptive, productive, or local content) and a variety of educational levels (early childhood, elementary, general or vocational school); reading such articles as teaching and learning tips that can be applied in their classes, reflection of best practice in learning, and general readings they can refer to when they write articles; and accessing teaching and learning videos and educational activities done by other teachers. Teachers can do such productive activities as posting their *Rencana Pelaksanaan Pembelajaran* or articles to read and download by other teachers; uploading their teaching and learning videos and educational activities.

Data per July 2021 showed that *Guru Berbagi* had published more than 130.000 works (lesson plans, articles, videos, and events) contributed by teachers of any background. The number came from more than 124.000 lesson plans, more than 7.300 articles, more than 150 videos, and more than 840 events.

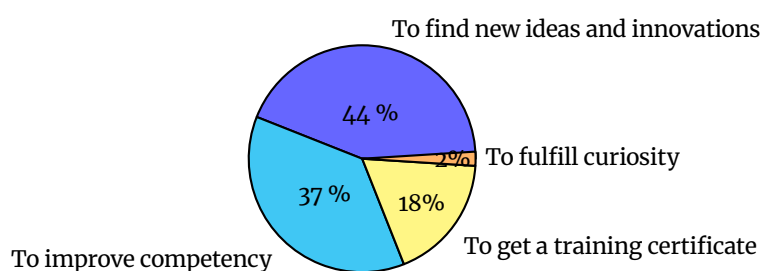
## Reasons and Purposes of Using Guru Belajar and Guru Berbagi

The result of the survey showed such reasons and purposes for using *Guru Belajar* and *Guru Berbagi* as illustrated in the following pictures.



**Chart 1 :** Reasons why to adopt *Guru Belajar dan Berbagi*

Chart describes that most teachers (83 %) followed *Guru Belajar dan Berbagi* because of self-initiation; the rests are 14 % because of being motivated by colleagues and 3 % because of being encouraged by the superintendent. As said above, *Guru Belajar dan Berbagi* is a program for teacher professional development. If teachers initiate themselves to follow the program, they desire to improve their competence that will improve their students' competence. Such a professional development is individual; is done because of internal motivation, commitment, and cognition; can be a safe zone for teachers in improving their competency; involve teachers' sense-making, self-experience as their learning base, and exploration of practice that can be used for problem-solving in their learning practice. [21]



**Chart 2 :** Purposes of adopting *Guru Belajar dan Berbagi*

Chart 2 shows that with *Guru Belajar dan Berbagi*, 43 % of teachers aimed at getting innovation that could be implemented in their classes; 37 % of teachers would improve their competency to be able to do innovation in their classes; 18 % of teachers intended to get a training certificate; 2 % of teachers felt curious.

### Teachers' Training in *Guru Belajar* and Teachers' Activities in *Guru Berbagi*

The survey of 29 teachers produced data about the training followed in *Guru Belajar* and the activities done in *Guru Berbagi*, as illustrated in Table 1. and chart 3.

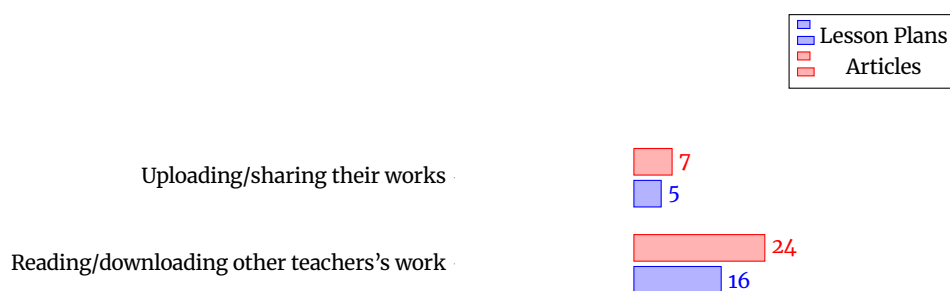
**Table 1.** Training attended by teachers in *Guru Belajar*

Series of Training	Number of Participants
Inclusive Education	1
Teachers' Passion: Non-Technical Ability in New Technology Adaptation	2
Instructional Guide of Academic Year 2021/2022	2
Covid-19 Pandemic Era	5
ASN and PPPK Teacher Candidates' Independent Learning	2
Minimum Competency Assessment	24

The table shows that the training mostly followed by teachers was *Seri Asesmen Kompetensi Minimum* (Series of Minimum Competency Assessment). It was attended by 24 teachers; others were attended by 1 to 5 teachers.



Chart 3 : Activities done by teachers in Guru Berbagi



The figure illustrates that through Guru Berbagi, teachers do some activities. Most teachers (24 teachers) read and downloaded other teachers' lesson plans to be modified according to their class needs. Some teachers (16 teachers) got new ideas and innovations by reading articles shared by other teachers. Fewer teachers (7 teachers) shared their articles about teaching and learning tips, reflections, and references. The fewest teachers (5 teachers) shared their lesson plans.

### Advantages and Difficulties in Adopting Guru Belajar dan Berbagi Platform

The twenty-nine respondents got advantages and found difficulties in using Guru Belajar dan Berbagi. The data are represented in Table 2, Table 3, chart 4, and Table 4.

**Table 2.** Advantages the teachers got when using Guru Belajar

Series of Training	Number of Participants
Knowledge update	1
Certificate	4
Online mode	22
Flexible schedule	5
Interesting content	18
Various optional topics	14

Table 2 describes that the *Guru Belajar* program gave teachers some advantages through various training. Twenty-two teachers said that it was advantageous because it utilized an online mode, through which they could attend anywhere. Eighteen teachers felt that *Guru Belajar* was beneficial since its training contents were interesting and motivated them to take part. Fourteen teachers got benefits from *Guru Belajar* for the reason that they could choose the topics by their interests and needs. Five teachers gave the reason that it offered some learning schedules that could be chosen according to their leisure time. Four teachers thought that a training certificate would be useful as one of the portfolios when they proposed their advancement. One teacher said that *Guru Belajar* was helpful to update his/her knowledge and skill in teaching and learning.

**Table 3.** Difficulties teachers found in attending training in Guru Belajar

Difficulties of Attending Training in Guru Belajar	Number of Participants
Time management	2
Technical problem	22
Psychological problem	5
No chance of directly questioning	6
Limitation of digital skill	13

Table 3 shows that *Guru Belajar* gave burden to teachers because of some reasons. Technical problems such as the not very good condition of cellular phones and internet access were obstacle factors for twenty-two teachers. The limitation of digital ability belonged to thirteen teachers. Six teachers complained about no chance of directly asking

questions. Five teachers had a psychological problem that they felt bored. Two teachers complained they had limited time to follow training in Guru Belajar.

Chart 4: Advantages of Guru Berbagi

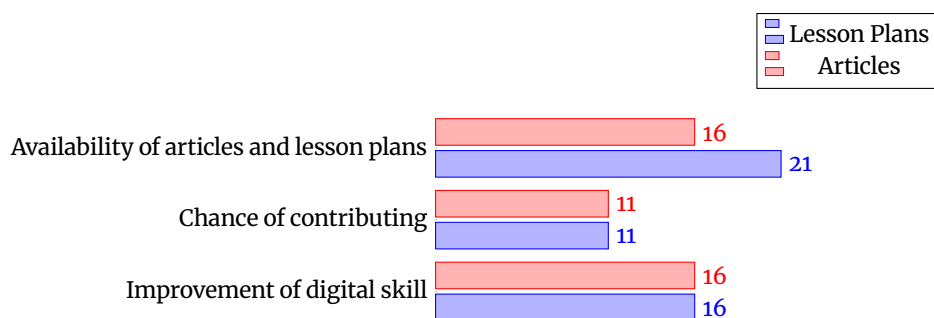


Chart 4 states that *Guru Berbagi* was advantageous for teachers. Twenty-one teachers felt that it provides them with many articles discussing new ideas and innovations of teaching and learning that can be modified and applied in their classes. Sixteen teachers said it offered a lot of lesson plans that can be modified and applied in accord with their class needs. Other sixteen teachers thought *Guru Berbagi* was useful to develop their digital competency. And eleven teachers said *Guru Berbagi* gave them a chance to give a contribution by sharing their articles and lesson plans.

Table 4. Difficulties in using Guru Berbagi

Difficulties in Using Guru Berbagi	Number of Participants
Lack of work environment support	3
Lack of willingness to contribute	3
Lack of writing ability	25
Lack of digital competency	19

Table 4 shows difficulties teachers found when using *Guru Berbagi*. Twenty-five teachers felt they were not so competent in writing that they had not shared their articles yet in *Guru Berbagi*. Nineteen teachers found they did not have enough skill in digital technology. Three teachers thought their family and work environment did not support them to adopt *Guru Berbagi*. And other three teachers said they had not been interested in writing and sharing their competency and innovation.

### Challenges and Opportunities for Professional Development

Twenty-nine respondents gave data about various challenges and opportunities they had while they were developing their profession in the platform *Guru Belajar dan Berbagi*, as shown in Table 5 and Table 6.

Table 5. Challenges of using Guru Belajar dan Berbagi

Challenges of using Guru Belajar dan Berbagi	Number of Participants
Continuing to learn and planning to contribute	9
The problem must be faced and solved	3
Lack of writing ability	23
Limitation of competency as a part of the learning process	23

Table 5 shows that difficulties found by teachers when taking advantage of *Guru Belajar dan Berbagi* did not make them give up to develop their profession. Twenty-three teachers thought that their incompetence was a part of the learning process they ought to face. They also said that the problem they met with challenged them to solve. Nine teachers felt challenged to sustainably learn in *Guru Belajar* and had a plan to be able to write and share their articles and or lesson plans with *Guru Berbagi*.

Table 6 represents positive responses to the challenges teachers found. They created at least six opportunities. Sixteen teachers would continuously take a part in the next online training held by *Guru Belajar*. Thirteen teachers

**Table 6.** Opportunities of using Guru Belajar dan Berbagi

Opportunities of using Guru Belajar dan Berbagi	Number of Participants
Modification/implementation of training outcome	11
Modification/implementation of new ideas/ innovations found in lesson plans and articles	13
Taking a part in the next training	16
Downloading other teachers' lesson plans	10
Reading articles shared by other teachers	11
Building innovative ideas	1

would modify new ideas and practices they got from *Guru Berbagi* and would implement them in their classes. Eleven teachers would modify training materials they got from *Guru Belajar* and would practice them in their classes. Other eleven teachers would keep reading articles of instructional tips, reflections, and references written and shared by other teachers in *Guru Berbagi*. Ten teachers would read and download lesson plans from *Guru Berbagi* to be modified to meet their class needs. One teacher would develop his/her innovative ideas referring to lesson plans and articles in *Guru Berbagi*.

## Conclusion

*Guru Belajar dan Berbagi* is a digital platform launched by *Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi*. It has been employed by teachers as a medium to develop their profession. *Guru Belajar* platform provided teachers with, at least, six series of online training: Instructional Guide of Academic Year 2021/2022, Teachers' Passion: Non-Technical Ability in New Technology Adaptation, Early Childhood Education, Inclusive Education, Minimum Competency Assessment, and Life Skill Education. The training mostly attended by teachers was the series of Minimum Competency Assessment. Most teachers were self-initiated to attend the training. *Guru Berbagi* platform facilitated teachers to read articles, to download other teachers' lesson plans, and to upload and share their lesson plans. The activity mostly done was reading articles. Most teachers took advantage of *Guru Berbagi* to find new ideas and innovations in teaching and learning.

During using the *Guru Belajar dan Berbagi* portal, teachers got some advantages and difficulties. It gave teachers such advantages as online-mode training, interesting contents, optional topics, availability of articles and lesson plans, the opportunity for competency improvement, and the opportunity of sharing lesson plans. It also gave teachers such difficulties as technical problems, less writing ability, and digital competency. The advantages and difficulties gave most teachers challenges. The fact that some teachers were not very good at technical, digital, and writing skills is a part of the learning process and learning problem they should solve. It allowed teachers to attend subsequent training, to read and download other teachers' lesson plans and articles for modification and application in their class instruction.

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