

# Optimization of the Utilization of the *Rumah Pendidikan* Platform in Teacher Career Development within MGMP Groups

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## Abstract

Digital transformation in education, marked by the launch of the *Rumah Pendidikan* Platform by the Ministry of Primary and Secondary Education in January 2025, has created new opportunities for independent and integrated teacher career development. This study aims to analyze the optimization of the platform's use in supporting teacher career development, identify the obstacles encountered, and formulate optimization strategies within the Mathematics MGMP of Regional Coordinator III, Bengkalis Regency. The study employs a descriptive qualitative approach, with data collected through in-depth interviews, observation, and documentation. Research subjects were selected using purposive sampling and included the MGMP chairperson, active teacher members, and school principals. Data analysis followed an interactive model, while source, technique, and time triangulation were applied to ensure data validity. The findings show that the platform contributes significantly to improving teachers' pedagogical competence through independent training modules and supports the fulfillment of promotion credit points through digital documentation of certificates and academic works. MGMP plays a strategic role as a collaborative ecosystem that accelerates platform adoption through digital literacy programs and a buddy system. However, three main challenges were identified: limited internet infrastructure, heavy administrative workloads, and non-mandatory regional policies.

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## I. INTRODUCTION

Teachers hold a strategic position as professional educators in the implementation of education. Therefore, teacher career development is an important aspect of enhancing professionalism, pedagogical competence, instructional practices, and the quality of student learning outcomes (Avalos, 2011; Desimone, 2009). From the perspective of Human Capital Theory, teacher career development can be viewed as an investment in human resources that contributes to increased productivity and the quality of educational services (Becker, 1962).

Competent teachers who continue to develop professionally have the potential to provide higher-quality instruction and positively influence students' academic achievement (Chetty et al., 2014).

In the era of digital transformation, teacher career development increasingly depends on the use of technology, as digital competence has become an important component of professionalism, collaboration, and continuous learning (Fernández-Batanero et al., 2022). However, Indonesia's digital education ecosystem still faces system fragmentation, which results in data silos, repeated data entry, and administrative inefficiencies in teacher career management. Therefore, an integrated digital service based on a one-stop shop model is needed to improve interoperability and efficiency (Scholta et al., 2019). The launch of the *Rumah Pendidikan* Platform by the Ministry of Primary and Secondary Education on January 21, 2025, particularly through the Ruang GTK feature, represents a strategy for integrating teacher services, including performance management, competency reflection, independent training, learning communities, and digital portfolios. This feature has the potential to strengthen Continuing Professional Development, Teacher Performance Assessment, certification, and career documentation in a more adaptive, integrated, and sustainable manner. The existence of digital teacher communities within Ruang GTK is also relevant to the concept of professional learning communities, which support innovation, professional collaboration, and the enhancement of teachers' pedagogical capacity (Fernández-Batanero et al., 2022; Kloser et al., 2021; Liu et al., 2022; Syafaruddin et al., 2021; Yoo, 2016).

Although the *Rumah Pendidikan* Platform has significant potential, its implementation in the field still faces several challenges, particularly teachers' limited understanding of the platform's features, limited access to technology, and disparities in digital infrastructure in rural, remote, and island regions (Kartiasih et al., 2023; Kementerian Pendidikan Dasar dan Menengah Republik Indonesia, 2025; Scherer et al., 2019). In addition, teacher career development remains constrained by inefficient documentation, a lack of transparency in the validation of professional activities, and the suboptimal integration of professional development data (Ainiyah et al., 2025). Therefore, optimizing digital platforms for teacher career development requires continuous training, technical assistance, professional collaboration, and consistent institutional support, particularly in the context of Bengkalis Regency, which faces geographical and digital infrastructure challenges (Ventista & Brown, 2023).

In the professional development of educators, the role of practitioner communities such as the Subject Teacher Forum (*Musyawarah Guru Mata Pelajaran* MGMP) is highly vital. The MGMP of Bengkalis Regency functions as a forum for communication and collaboration among teachers to equalize competencies, discuss instructional innovations, and strengthen reflective practice within a professional community. Conceptually, the MGMP can be understood as a teacher learning community that supports the enhancement of subject-matter competence through collaboration, the exchange of experiences, the strengthening of teaching materials, and the continuous development of professional capacity (Hidayah, 2023). This finding is consistent with studies on teacher communities, which emphasize that professional educator communities contribute to professional development through collaboration, shared learning goals, and collective practices oriented toward improving the quality of instruction (Dzieciatko-Szendrei et al., 2024). The legal basis of the MGMP is also reinforced by Law Number 14 of 2005 concerning Teachers and Lecturers, Article 20 paragraph (b), which mandates that teachers are obliged to continuously improve and develop their academic qualifications and competencies.

The use of digital platforms within the MGMP environment can accelerate the dissemination of good practices, expand teachers' access to professional learning resources, and facilitate the

collective documentation of career development activities. International literature shows that online communities and digital professional networks can serve as important resources for teacher professional development because they enable collaborative learning, reflection on teaching practices, peer support, and flexible resource sharing (Dille & Røkenes, 2021; Macià & García, 2016). In addition, teachers' acceptance of online-based professional development is influenced by digital literacy and social presence in online learning environments; therefore, ease of use, community support, and relevance to teachers' needs should be considered in optimizing digital platforms (Mailizar et al., 2022). Recent studies also emphasize that technology can support teacher professional development by promoting active learning and collaboration, although adequate technical support, feedback, and facilitation are still needed to ensure sustainable implementation (Huang et al., 2024).

Previous studies indicate that the use of digital technology in teacher training can improve professional competence, particularly in the development of digital media and teaching materials. Training in the use of GeoGebra Applets, for example, has been shown to enhance educators' digital literacy and the use of technology in mathematics instruction (Mariana et al., 2025). Other studies have also shown that training in digital media such as PhET, Canva, Smart Apps Creator, Doratoon, and Genially can strengthen the pedagogical capacity and professionalism of MGMP science teachers. However, studies that specifically integrate teacher career development, the challenges of digital transformation, and the optimization of the *Rumah Pendidikan* Platform within the MGMP context remain limited. Therefore, this study aims to analyze the optimization of the use of the *Rumah Pendidikan* Platform in teacher career development within the MGMP of Bengkalis Regency, identify barriers to its use, and formulate sustainable optimization strategies.

## II. LITERATURE

Teacher career development in the digital era is a continuous process that includes competency enhancement, promotion in rank, career advancement, and the strengthening of educators' professionalism through the use of digital technology. Investment in education, training, and teacher capacity building can be understood as part of human capital development, which contributes to improving productivity and the quality of national educational outcomes (Becker, 1962). Law Number 14 of 2005 concerning Teachers and Lecturers also emphasizes that teachers are obliged to continuously improve their academic qualifications and competencies. In the current context, teacher professional development has been shown to be more effective when it is not limited to administrative training but is also directed toward changes in teaching practices, collaboration, professional reflection, and the enhancement of competencies relevant to classroom needs (Kennedy, 2016). The effectiveness of professional development is also strongly influenced by program sustainability, collaboration among teachers, subject-matter relevance, the involvement of external expertise, and an orientation toward real instructional practice (Sims & Fletcher-Wood, 2021). Thus, the challenges of teacher career development in regions such as Bengkalis Regency cannot be adequately addressed through formal regulations alone; they require a digital system capable of supporting documentation, validation, access to training, and recognition of professional activities in a more transparent and integrated manner.

The *Rumah Pendidikan* Platform can be positioned as an instrument for Continuing Professional Development (CPD) because it has the potential to provide access to independent training, teaching resources, learning communities, documentation of good practices, and teacher career development portfolios. CPD is not only intended to improve teachers' knowledge but

should also result in meaningful changes in instructional practices and improvements in student learning outcomes. Professional mentoring for teachers has also been shown to have a positive impact on instructional quality and students' academic achievement when implemented intensively, purposefully, and based on classroom practice (Kraft et al., 2018). In the digital context, digital competence has become an important dimension of teacher professional development because technology is now an integral part of modern educational practice (Fernández-Batanero et al., 2022). Therefore, the *Rumah Pendidikan* Platform should be understood not merely as an administrative application, but as a digital ecosystem that can strengthen CPD, facilitate competency development, and support teachers' careers more adaptively, particularly for teachers located in areas with geographical limitations and limited digital infrastructure.

The Technology Acceptance Model (TAM), developed by Davis, explains that individuals' acceptance and use of technology are influenced by perceived usefulness and perceived ease of use. In the context of the *Rumah Pendidikan* Platform, a high perception of usefulness does not necessarily guarantee optimal use if perceived ease of use remains low, particularly among teachers with limited digital literacy. A systematic review of TAM in educational contexts shows that perceived usefulness and perceived ease of use remain important factors in explaining educational users' acceptance of learning technologies (Granić & Marangunić, 2019). In addition, teachers' digital competence includes not only technical skills in using digital devices but also pedagogical, ethical, collaborative, and reflective aspects of utilizing technology to support learning (Falloon, 2020). Therefore, the digital literacy gap across generations of teachers is one of the main inhibiting factors in the adoption of digital education platforms. Consequently, the optimization of the *Rumah Pendidikan* Platform should be accompanied by technical assistance, digital capacity building, and sustainable training strategies.

The Subject Teacher Forum (Musyawarah Guru Mata Pelajaran MGMP) is a professional forum that plays a strategic role in the collective development of teachers' competencies and careers. In the context of digital technology adoption, the MGMP can be positioned as a professional learning community that enables teachers to share experiences, discuss technical barriers, disseminate good practices, and build a collaborative culture in the use of digital platforms. Research on teacher professional communities shows that learning communities can serve as important spaces for professional development because they provide collegial support, collective reflection, and experience-based learning among members (Vangrieken et al., 2017). In a more recent context, teacher professional communities have also been shown to contribute to teacher innovation by encouraging interaction, collaboration, and collective learning within the school environment (Liu et al., 2022). Thus, the MGMP can function as an agent of digital innovation diffusion; however, its effectiveness still depends on the availability of infrastructure, the leadership capacity of MGMP chairpersons, regional policy support, and the sustainability of assistance for teachers in using the *Rumah Pendidikan* Platform.

### III. RESEARCH METHOD

This study employs a qualitative approach with a descriptive case study design. The qualitative approach was chosen because this study aims to gain an in-depth understanding of the experiences, practices, barriers, and optimization strategies related to the use of the *Rumah Pendidikan* Platform within the natural context of the Mathematics MGMP of Regional Coordinator III, Bengkalis Regency. A descriptive case study design was used because the study focuses on a specific case, namely the use of a digital education platform as a supporting

instrument for teacher career development through the MGMP professional community. A case study enables researchers to examine complex phenomena in depth within real-life contexts, particularly when the relationships among phenomena, actors, policies, and institutional environments cannot be clearly separated (Baxter & Jack, 2015; Crowe et al., 2011). Therefore, this study does not merely describe teachers' use of the *Rumah Pendidikan* Platform, but also analyzes the optimization process, forms of MGMP support, implementation barriers, and institutional strategies that can strengthen sustainable teacher career development. The qualitative descriptive approach is relevant because it can produce a systematic and contextual account that remains closely grounded in field data regarding the phenomenon under investigation (Kim et al., 2017).

This study was conducted in the Mathematics MGMP of Regional Coordinator III, Bengkalis Regency, Riau Province, from April to May 2026. This location was selected because the Mathematics MGMP of Regional Coordinator III is a professional teacher forum that is actively involved in competency development, pedagogical collaboration, and career mentoring. This context is relevant to the objectives of the study because the *Rumah Pendidikan* Platform functions as an instrument for professional development through independent training, certificate documentation, performance management, and digital portfolios. In addition, the condition of Bengkalis Regency, where some areas face geographical and digital infrastructure challenges, makes this location important for examining platform optimization in a real regional context. The selection of this location is consistent with the principles of case study research, which emphasize an in-depth examination of phenomena within real-life contexts, particularly when the relationships among actors, policies, and institutional environments are interconnected (Crowe et al., 2011; Fernández-Batanero et al., 2022; Liu et al., 2022).

**Table 1. Research Components**

Component	Description
Research location	Mathematics MGMP of Regional Coordinator III, Bengkalis Regency, Riau Province
Research period	April–May 2026
Research context	Optimization of the use of the <i>Rumah Pendidikan</i> Platform in teacher career development
Rationale for selecting the location	The Mathematics MGMP of Regional Coordinator III is a professional teacher forum relevant to competency development, digital mentoring, and the strengthening of teacher careers
Academic relevance	The research location represents the context of a professional teacher community in a region facing challenges in adopting digital education platforms

The focus of this study is the use of the *Rumah Pendidikan* Platform to support teacher career development, particularly in improving professional competence, documenting self-development activities, managing digital portfolios, and fulfilling administrative requirements for promotion in rank. The unit of analysis in this study comprises three levels: teachers as platform users; the Mathematics MGMP of Regional Coordinator III, Bengkalis Regency, as a professional community that facilitates collaboration and mentoring; and schools as institutions that provide policy support, supervision, and validation of teachers' career-related activities. The establishment of these layered units of analysis is relevant to the case study design because it enables the researcher to understand the relationship among technology-use practices, MGMP community support, and school policies in teacher career development in a contextual and sustainable manner (Baxter & Jack, 2015; Fernández-Batanero et al., 2022; Liu et al., 2022).

The research informants consisted of the chairperson of the Mathematics MGMP of Regional Coordinator III, Bengkalis Regency, active MGMP teacher members, and school principals

involved in teacher supervision and career development. The informants were selected using purposive sampling based on their direct involvement in MGMP activities, ownership of a belajar.id account, experience in using the *Rumah Pendidikan* Platform, and understanding of professional development administration, such as independent training, certificate documentation, digital portfolios, and performance management. Data were collected through semi-structured interviews, observation, and documentation. Interviews were used to explore informants' experiences in a focused and in-depth manner, observations were conducted to examine MGMP activities and platform-use practices, while documentation was used to review MGMP work programs, training certificates, teacher activity records, portfolios, and career administration documents. The main research instrument was the researcher, supported by interview guidelines, observation sheets, and document review sheets developed in accordance with the research focus (Kallio et al., 2016).

The research data were analyzed using the interactive analysis model of Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing and verification. Data obtained from interviews, observations, and documentation were first transcribed, selected, and focused on issues related to the use of the *Rumah Pendidikan* Platform, barriers to its use, MGMP support, and its contribution to teacher career development. Next, the researcher conducted initial coding to identify patterns of meaning and then grouped the codes into categories such as perceived usefulness, ease of use, digital literacy, MGMP support, infrastructure barriers, administrative workload, and optimization strategies. These categories were then developed into major themes representing the research findings, in line with the principles of thematic analysis in systematically identifying and reporting patterns of meaning (Braun & Clarke, 2006). The results of the analysis were presented in the form of narrative descriptions, thematic matrices, and summary tables, and were then repeatedly verified through comparisons of interview, observation, and documentation data to ensure the trustworthiness of the findings (Nowell et al., 2017).

Data validity in this study was maintained through source triangulation, technique triangulation, time triangulation, and member checking. Source triangulation was conducted by comparing data from the MGMP chairperson, active teacher members, and school principals, while technique triangulation was carried out by comparing the results of interviews, observations, and documentation, such as MGMP work programs, training certificates, teacher activity records, and career development documents. Time triangulation was used to ensure data consistency across different periods, while member checking was conducted by reconfirming summaries of interview results or initial interpretations with the informants to ensure that they aligned with their experiences and intended meanings (Birt et al., 2016; Carter et al., 2014). From an ethical perspective, all informants were given an explanation of the research objectives, their right to voluntary participation, and data confidentiality. The identities of the informants were anonymized, and interview excerpts were presented without disclosing personal or institutional information that could potentially harm the informants.

#### IV. RESULTS AND DISCUSSION

This study involved informants who were purposively selected because they were directly involved in the use of the *Rumah Pendidikan* Platform, the activities of the Mathematics MGMP of Regional Coordinator III, Bengkalis Regency, and teacher career development. The informants consisted of I1 as the Chairperson of the Mathematics MGMP, I2–I6 as MGMP teacher members, and I7–I8 as school principals. The MGMP chairperson provided information

on work programs, socialization, and mentoring; the teacher members described their experiences and challenges in using the platform; while the school principals explained support, supervision, document validation, and internal policies. All informants were familiar with and had access to the *Rumah Pendidikan Platform* through their belajar.id accounts, with initial information obtained from a circular issued by the Riau Provincial Education Office and MGMP socialization. The most frequently used feature was Ruang GTK, particularly for independent training, performance management, certificate documentation, digital portfolios, teaching resources, learning inspiration, and classroom administration. However, its use has not been evenly distributed, as it is still influenced by time constraints, workload, and technical difficulties. Therefore, optimizing the platform continues to require ongoing MGMP mentoring and school support.

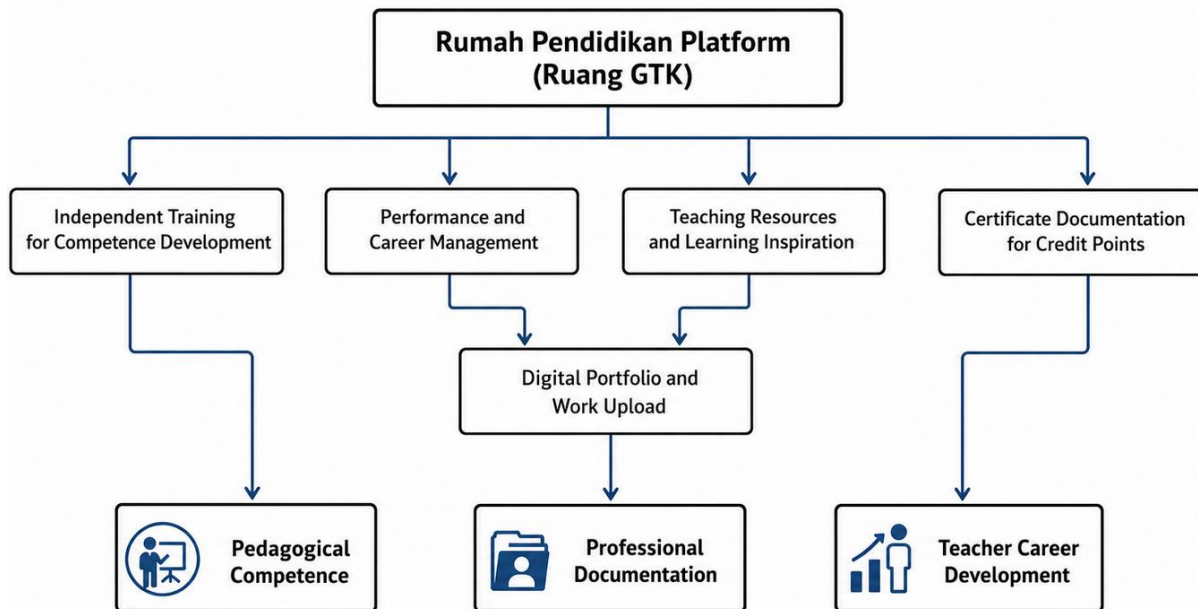


Figure 1. Main Forms of *Rumah Pendidikan Platform* Utilization by Teachers

Teachers' perceptions of the *Rumah Pendidikan Platform* indicate two main aspects within the framework of the Technology Acceptance Model (TAM), namely usefulness and ease of use. In terms of usefulness, the platform is considered helpful for enabling teachers to participate in independent training, access teaching resources, manage performance, document certificates, and compile digital portfolios to support competency and career development. However, in terms of ease of use, several features, such as e-performance and work-upload features, are still perceived as complex, particularly by teachers with limited digital literacy. These findings indicate that although the platform is viewed as useful, its optimization still requires technical assistance, simplified guidelines, and MGMP support to ensure more equitable and sustainable use.

Tabel 2. Teachers' Perceptions of the Usefulness and Ease of Use of the *Rumah Pendidikan Platform*

TAM Aspect	Main Findings	Field Evidence
Perceived usefulness	The platform helps teachers participate in independent training, obtain certificates, access teaching resources, and support documentation for career development	Training certificates, use of the Ruang GTK feature, and teachers' statements regarding the benefits of independent training
Perceived ease of use	Several features are still perceived as complex, particularly e-performance and the work-upload system	Teachers' complaints regarding technical difficulties, the need for assistance, and barriers related to digital literacy
Implications	The platform is considered useful, but its	Mentoring practices, MGMP socialization,

of the findings optimization depends on technical assistance and support from the MGMP community and the need to simplify user guidelines

The findings of this study indicate that the *Rumah Pendidikan* Platform contributes directly to teacher career development through the enhancement of pedagogical competence and the fulfillment of career administration requirements. Teachers use independent training to update their instructional knowledge, develop more varied teaching materials, and implement more adaptive learning practices, such as differentiated instruction. In addition, training certificates, uploaded works, and digital portfolio documents from the platform are used as evidence of professional development activities and as supporting documents for fulfilling credit point requirements. These activities also receive validation from school principals; therefore, the platform functions not only as a learning medium but also as a more structured instrument for documenting teachers' careers. The findings in the article show that platform-based activities, such as training certificates and published works, have been used to support teachers' promotion requirements.

The Mathematics MGMP of Regional Coordinator III, Bengkalis Regency, serves as a mentoring ecosystem that accelerates the optimization of the *Rumah Pendidikan* Platform. This role is reflected in the socialization of platform use within MGMP forums, collective discussions on completing Continuing Professional Development features, and technical assistance for teachers who encounter difficulties. The MGMP Digital Literacy Program and the buddy system have become key strategies, pairing more digitally proficient teachers with those who still need assistance in using the platform's features. In addition, the MGMP simplifies technical guidelines to make them easier for teachers in regional areas to understand. Thus, the MGMP is not only a forum for subject teachers but also functions as a collaborative agent that fosters a sustainable culture of platform use.

The findings of this study indicate that the use of the *Rumah Pendidikan* Platform still faces several technical, individual, administrative, and institutional barriers. The main barriers include unstable internet connectivity, disparities in digital literacy among teachers, heavy workloads, the complexity of administrative features such as e-performance and work-upload systems, and regional policies that remain advisory in nature. These barriers have resulted in uneven levels of platform use among teachers. Therefore, optimization strategies should be directed toward strengthening support from schools and the MGMP, such as providing internet facilities, implementing assistance through a buddy system, preparing a platform-use handbook, conducting internal workshops, setting collective MGMP targets, and integrating platform-based activities into teacher performance assessment. Through these strategies, the use of the *Rumah Pendidikan* Platform can become more focused, sustainable, and relevant to teachers' career development needs. These findings are consistent with the results of the article, which identifies key barriers such as limited internet infrastructure, teachers' workloads, digital literacy gaps, feature complexity, and the need for regional regulatory support.

**Tabel 3. Barriers and Optimization Strategies for the Use of the *Rumah Pendidikan* Platform**

Barrier Category	Forms of Barriers	Impact on Teachers	Optimization Strategies
Infrastructure	Unstable internet connection, especially in schools located in remote areas	Training progress is not saved, and teachers are reluctant to repeat the learning process	Provision of school Wi-Fi, use of computer laboratories, and proposal for offline access features
Digital literacy	Some teachers, particularly senior teachers, experience	Teachers depend on peer assistance and are not yet independent in using the	Buddy system, simple handbook, and internal workshops at schools or through the MGMP

	difficulties in using the platform's features	platform	
Workload	Teachers experience fatigue after teaching and completing school administration tasks	Platform use is irregular and often postponed	Establishing collective MGMP targets, such as completing 2–4 modules per semester, and providing dedicated time at school
Administrative features	E-performance and work-upload features are perceived as complex	Teachers feel technically and administratively burdened	Assistance in completing CPD forms, simulations of work uploads, and simplification of technical guidelines
Regional regulation	Policies on platform use remain advisory in nature	Motivation to use the platform is uneven and depends on teachers' personal initiative	Integration of platform-based activities into teacher performance agreements, performance assessments, and career development policies

Based on the results of interviews, observations, and documentation, the research findings can be summarized into several main themes that illustrate the relationship among platform access, forms of use, career benefits, the role of the MGMP, implementation barriers, and optimization strategies. This thematic summary indicates that the *Rumah Pendidikan* Platform has been recognized and used by teachers, particularly through belajar.id accounts and the Ruang GTK feature. However, the level of utilization has not been fully even, as it is still influenced by digital literacy, workload, infrastructure availability, and policy support. On the other hand, the MGMP plays an important role as a collaborative space that accelerates platform adoption through socialization, technical assistance, and the buddy system. Thus, optimizing the *Rumah Pendidikan* Platform requires synergy among teacher readiness, MGMP support, school policies, and regional regulations.

**Tabel 4. Summary Matrix of Research Finding Themes**

Main Theme	Subthemes	Meaning of the Findings
Platform access and use	belajar.id account, Ruang GTK, independent training	Teachers are already familiar with and have access to the platform, but the intensity of use still varies among individuals
Forms of platform use	Independent training, teaching resources, performance management, certificate documentation, digital portfolios	The platform is used not only for administrative purposes but also for competency development and professional documentation
Benefits for teacher careers	Certificates, credit points, principal validation, work uploads	The platform helps teachers document professional development activities and supports promotion requirements
Role of the MGMP	Socialization, digital literacy, buddy system, CPD discussions	The MGMP functions as a mentoring ecosystem that accelerates the adoption and use of the platform
Barriers to use	Internet infrastructure, digital literacy, workload, feature complexity, regional regulations	Platform optimization has not been evenly achieved because technical, administrative, and institutional barriers remain
Optimization strategies	Technical assistance, handbook, internal workshops, school facilities, integration into performance assessment	Platform use needs to be strengthened through community support, school policies, and more binding regional regulations

The findings of this study indicate that the *Rumah Pendidikan* Platform has served as a digital instrument in supporting teacher career development, particularly through access to independent training, certificate documentation, performance management, and the strengthening of digital portfolios. From the perspective of educational management, these findings demonstrate a shift

from conventional administrative teacher career development toward a more documented, platform-based model of professional development connected to professional communities. This is in line with the concept of continuous professional development, which positions teacher professional development as an ongoing process aimed at improving teachers' knowledge, skills, instructional practices, and the quality of student learning outcomes. Teacher professional development is more effective when it is continuous, relevant to teachers' needs, grounded in classroom practice, and supported by professional collaboration (Desimone, 2009; Sims & Fletcher-Wood, 2021). In the context of this study, independent training through Ruang GTK functions not only as an individual learning activity but also as a means for teachers to generate evidence of self-development that can be used in promotion processes and the strengthening of professional careers.

The findings regarding perceived usefulness and perceived ease of use reinforce the relevance of the Technology Acceptance Model in explaining teachers' acceptance of technology. Teachers perceive the *Rumah Pendidikan* Platform as useful because it provides flexible access to training, offers teaching resources, and supports the documentation of professional activities. However, this high perception of usefulness has not been fully accompanied by an equally strong perception of ease of use. Difficulties with e-performance features, work uploads, and digital administration indicate that technology acceptance is determined not only by perceived benefits but also by operational ease, digital literacy, and the availability of technical support. This finding is consistent with Davis, who emphasized that perceived usefulness and perceived ease of use are two important determinants of information technology system acceptance (Davis, 1989). Systematic reviews in educational contexts also show that usefulness and ease of use remain important predictors of educators' adoption of learning technologies (Granić & Marangunić, 2019). Thus, optimizing the *Rumah Pendidikan* Platform cannot be achieved merely by providing features; it must also be accompanied by interface simplification, clear and accessible technical guidelines, and continuous assistance for teachers with varying levels of digital literacy.

The platform's contribution to teacher career development is evident in two main domains: the enhancement of pedagogical competence and the fulfillment of supporting documents for credit points. Teachers use independent training to update their instructional strategies, develop more varied teaching materials, and begin implementing more adaptive learning approaches, such as differentiated instruction. In addition, training certificates and works uploaded through the platform serve as administrative evidence that can be used in the validation process of professional development. These findings indicate that digital platforms have the potential to connect pedagogical and administrative dimensions within a single career development ecosystem. Conceptually, this is in line with the view that teachers' digital competence includes not only technical skills in using digital devices but also pedagogical, ethical, reflective, and collaborative abilities in utilizing technology to support learning (Falloon, 2020). Therefore, the *Rumah Pendidikan* Platform should be understood not merely as an administrative application, but as a professional development ecosystem that can simultaneously strengthen teachers' capacity and career documentation.

The role of the Mathematics MGMP of Regional Coordinator III, Bengkalis Regency, is an important finding in this study because the MGMP functions as a mentoring ecosystem that accelerates platform adoption. Socialization within MGMP forums, collective discussions on completing CPD forms, the simplification of technical guidelines, and the buddy system indicate that the success of digital transformation in education depends heavily on the support of

professional communities. In this context, the MGMP serves not only as an administrative forum for subject teachers but also as a professional learning community that facilitates the exchange of experiences, problem solving, and collective learning. This finding is consistent with studies on professional learning communities, which show that teacher professional communities can enhance innovation, collaboration, reflection, and the development of pedagogical capacity (Liu et al., 2022). In addition, online communities and teacher professional networks have also been shown to support professional development through resource sharing, peer support, and flexible learning (Macià & García, 2016). Thus, strategies for optimizing the *Rumah Pendidikan* Platform need to position the MGMP as a key actor, not merely as a target of policy socialization.

Although the platform has provided benefits, this study found that its optimization is still limited by infrastructure barriers, digital literacy gaps, workload, feature complexity, and weak regional regulations. Unstable internet connectivity causes training processes to run less smoothly, while differences in digital literacy make some teachers still dependent on peer assistance. Teachers' workloads also prevent platform use from becoming a consistent professional routine. These findings emphasize that the digital transformation of education cannot be separated from infrastructure readiness and institutional capacity. In regions with geographical challenges, gaps in internet access and technological capacity may widen inequalities in the use of digital education services (Kartiasih et al., 2023). Therefore, optimization strategies should be directed toward providing internet facilities in schools, utilizing computer laboratories, developing offline access features, and strengthening regulations that integrate platform-based activities into teacher performance assessment and career development.

Overall, this discussion shows that the success of the *Rumah Pendidikan* Platform in supporting teacher career development depends on the synergy among three main elements: individual teacher readiness, support from the MGMP community, and the strengthening of institutional policies. Digital platforms provide access and documentation, while the MGMP community provides mentoring, technical interpretation, and social support that teachers need to use the platform sustainably. Thus, the main contribution of this study lies in the understanding that optimizing digital education platforms is not merely a technological issue, but also a matter of educational management, teacher career governance, and the strengthening of professional communities. These findings expand the discussion on digital transformation in education by emphasizing that national platforms such as *Rumah Pendidikan* need to be implemented through local strategies that are contextual, collaborative, and sensitive to infrastructure conditions and teachers' capacities in regional areas.

## V. CONCLUSION

Based on the research findings, it can be concluded that the *Rumah Pendidikan* Platform plays an important role in supporting teacher career development within the Mathematics MGMP of Regional Coordinator III, Bengkalis Regency. Teachers use this platform through the Ruang GTK feature to participate in independent training, access teaching resources, manage performance, document certificates, and strengthen digital portfolios. This use indicates that the *Rumah Pendidikan* Platform functions not only as an administrative medium but also as a means of continuous professional development that helps teachers improve their pedagogical competence and prepare promotion requirements in a more structured manner.

The findings also show that platform optimization still faces several barriers, particularly limited internet infrastructure, disparities in digital literacy among teachers, heavy workloads, the

complexity of administrative features, and the lack of strong regional regulations. Although teachers perceive the platform as beneficial, some still experience difficulties in using certain features, such as e-performance and work uploads. This condition indicates that the success of digital transformation in education depends not only on the availability of the platform but also on user readiness, technical support, system usability, and institutional policies that encourage consistent use.

Overall, the Mathematics MGMP of Regional Coordinator III, Bengkalis Regency, plays a strategic role as a mentoring ecosystem in accelerating the adoption of the *Rumah Pendidikan* Platform. Through socialization, collective discussions, digital literacy programs, and the buddy system, the MGMP helps teachers overcome technical challenges and build a sustainable culture of platform use. Therefore, the optimization of the *Rumah Pendidikan* Platform needs to be strengthened through synergy among teachers, the MGMP, schools, and local governments, particularly through the provision of digital facilities, regular mentoring, simplification of technical guidelines, and integration of platform-based activities into teacher performance assessment and career development policies.

The limitation of this study lies in its scope, which is still restricted to the Mathematics MGMP of Regional Coordinator III, Bengkalis Regency. Therefore, the findings cannot yet be broadly generalized to all MGMPs, educational levels, or regions with different digital infrastructure characteristics. In addition, this study employed a qualitative approach with a limited number of informants, so the data obtained emphasize the depth of experiences, perceptions, and practices in using the *Rumah Pendidikan* Platform rather than quantitative measurement of the platform's effectiveness in improving teachers' careers. This study also has not systematically analyzed platform usage data, such as access frequency, the number of modules completed, the number of validated certificates, or the direct relationship between platform activities and teachers' promotion. Therefore, future research is recommended to involve broader regions, use a mixed-methods approach, and integrate interview data with platform analytics so that the research findings become more comprehensive and have stronger generalizability.

## VI. ACKNOWLEDGMENTS

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## VII. SUPPORTING INFORMATION

Additional supporting information for this study is provided in the [Appendix](#). The Appendix is intended to strengthen the transparency, traceability, and methodological accountability of the research process. It serves as complementary documentation to support the findings and discussion presented in this article. The supporting information does not alter the main results, interpretations, or conclusions regarding the optimization of the *Rumah Pendidikan* Platform for teacher career development within the MGMP context.

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