

Analysis of RGTK Utilization in Optimizing Elementary School Teacher Performance in West Pontianak

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Abstract

This study aims to analyze the utilization of the Independent Training feature in the Teachers and Education Personnel Space (RGTK) in optimizing the performance of elementary school teachers in West Pontianak. The study used a qualitative approach with a descriptive design. Data were collected through participant observation, semi-structured interviews, and documentation with teachers, principals, and officials from the Education Office. Data analysis was conducted using the Miles and Huberman interactive model through the stages of data reduction, data presentation, and conclusion drawing. The results show that the utilization of RGTK is still suboptimal and tends to be administrative, with external motivations dominating the platform's use. Inhibiting factors include time constraints, low intrinsic motivation, and a lack of mentoring and institutional support. The role of principals and the Education Office has not fully supported the optimization of RGTK's sustainable use. Nevertheless, RGTK has the potential to improve teacher performance, especially in the aspect of lesson planning, but its implementation remains inconsistent. This study confirms that optimizing digital platforms for teacher professional development requires systemic support, reflective leadership, and strengthening a culture of independent learning.

Keywords: RGTK, Independent Training, teacher performance, professional development, digital learning

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1. INTRODUCTION

Education is a strategic factor in national development because it plays a role in preparing quality human resources with character and the ability to adapt to the dynamics of modern development. In the 21st century, the educational paradigm has shifted from simply mastering knowledge to developing more complex competencies, such as critical thinking, creativity, communication, and collaboration (Trilling & Fadel, 2009). This transformation requires changes not only to the curriculum, but also to learning practices and the professionalism of teachers as the main actors in the educational process.

In Indonesia, educational transformation efforts are primarily realized through the implementation of the Independent Curriculum, which emphasizes flexibility, differentiated learning, and strengthening the role of teachers as facilitators of student-centered learning (Kemendikbudristek, 2022). Within this framework, teacher professionalism is key to the successful implementation of education policies. Teachers are required to continuously develop their competencies to design adaptive and innovative learning (Susanto, 2023). Therefore, teacher professional development can no longer be carried out conventionally but needs to be supported by the use of digital technology to enable more flexible and sustainable learning.

The development of digital technology has led to the emergence of various learning platforms designed to support teacher professional development. One such innovation introduced by the government is the Ruang Guru dan Tenaga Kependidikan (RGTK), which provides an Independent Training feature as a means for independent learning, performance reflection, and continuous teacher competency strengthening. This concept aligns with the theory of self-regulated learning, which emphasizes the importance of independence, intrinsic motivation, and reflective skills in the learning process (Schunk & Greene, 2018; Zimmerman, 2002). In this perspective, teachers do not only act as passive learners, but as individuals who

actively manage their own learning process.

However, various studies have shown that the use of digital technology in teacher professional development is not yet fully optimal. Several studies have revealed that the use of digital platforms still faces various obstacles, such as time constraints, low intrinsic motivation, and a tendency toward administrative use (Subroto et al., 2023). Other research also shows that the successful use of digital platforms is greatly influenced by contextual factors, such as principal support, school culture, and institutional policies (Tondeur et al., 2017). In addition, although teachers have participated in various digital-based training, their implementation in classroom learning practices is still limited, so the impact on the quality of learning is not yet significant (Darling-Hammond et al., 2004; Wahyuni et al., 2023).

Conceptually, this condition shows a gap between mastery of knowledge through training and its application in practice (theory-practice gap) (Korthagen, 2010). This indicates that the success of teacher professional development is determined not only by access to training, but also by the quality of its utilization, reflection, and environmental support that enable real changes in learning practices. In this context, the principal, as instructional leader, has a strategic role in encouraging the implementation of training outcomes through supervision and mentoring (Hallinger, 2005) while the education department plays a role in providing sustainable policies and support systems (Fullan, 2013).

Although various studies have examined the use of technology in teacher professional development, most have focused on the level of technology adoption or teachers' perceptions of digital platforms. Studies specifically analyzing the utilization patterns of platforms such as RGTK, particularly the Independent Training feature, in relation to optimizing teacher performance are still relatively limited, particularly in the context of elementary schools and specific local areas. Furthermore, research that comprehensively integrates analysis of individual and institutional factors and their impact on teacher performance is also rare. This situation indicates a research gap that requires further study.

Based on initial observations at several elementary schools in West Pontianak, it was found that most teachers were familiar with and using the Independent Training feature on RGTK, but their utilization was not optimal. The platform tended to be used situationally, particularly when there were administrative demands or directives from the school. One teacher stated:

*"We usually open Independent Training when requested by the principal or to fulfill administrative requirements. Otherwise, we rarely open because our teaching schedule is quite busy."
(Teacher interview,)*

The results of these initial interviews indicate that the utilization of RGTK is still influenced by external motivational factors, time constraints, and a lack of mentoring. Consequently, the training outcomes have not been fully implemented in learning practices, as evidenced by the limited learning innovation and low teacher reflection culture. If this situation persists, the goals of digital-based teacher professional development will not be optimally achieved.

Based on the description, this study aims to analyze the utilization of the Independent Training feature in RGTK in optimizing the performance of elementary school teachers in the West Pontianak region. Specifically, this study seeks to answer the following questions: (1) how are teachers utilizing Independent Training; (2) what factors support and hinder its utilization; (3) what is the role of the principal; (4) what is the role of the education office; and (5) what is its contribution to teacher performance.

This research has both theoretical and practical significance. Theoretically, this research contributes to the development of studies on the use of digital platforms in teacher professional development by integrating the perspectives of self-regulated learning, educational leadership, and educational policy. Practically, this research is expected to provide strategic recommendations for teachers, principals, and policymakers in optimizing the use of RGTK as a professional development tool that has a real impact on improving the quality of learning. Thus, this research is expected to enrich the scientific body and provide contextual contributions to the

development of digital-based education in Indonesia.

2. RESEARCH METHODS

This study employed a qualitative approach using a descriptive case study design. A qualitative approach was selected because the purpose of the study was not to measure relationships among variables or test hypotheses, but to understand how teachers utilize the Independent Training feature in Ruang Guru dan Tenaga Kependidikan (RGTK), the factors influencing its utilization, and its contribution to teacher performance. These objectives require an in-depth exploration of participants' experiences, perceptions, and practices within their natural settings. Therefore, a qualitative approach was considered more appropriate than quantitative or mixed-method approaches because it allows a richer understanding of the meanings and processes underlying the phenomenon under investigation. The study adopted a case study design because it focused on a bounded system, namely the utilization of the Independent Training feature in RGTK by elementary school teachers in West Pontianak. The unit of analysis was teacher utilization of the Independent Training feature and its relationship to professional performance. The case boundaries were defined by location (West Pontianak District), educational level (public elementary schools), participants (teachers, principals, and education office officials), and the period of investigation during the 2025/2026 academic year.

The research was conducted at three public elementary schools in West Pontianak District: SD Negeri 21, SD Negeri 73, and SD Negeri 08. These schools were selected purposively because they met three criteria: (1) they had implemented RGTK for at least one academic year, (2) teachers actively accessed the Independent Training feature, and (3) the schools represented different levels of teacher engagement with digital professional development programs. These criteria were used to ensure that the selected schools could provide sufficient information relevant to the research objectives. Participants were selected through purposive sampling based on their direct involvement in the implementation and supervision of RGTK. The participants consisted of six teachers, three school principals, and two officials from the Pontianak City Education Office. Teachers were chosen as the primary participants because they were the direct users of the platform. Principals and education office officials were included to provide information regarding institutional support, supervision, and policy implementation.

Data collection continued until data saturation was achieved. Saturation was indicated when additional interviews no longer generated new themes, categories, or information related to the research questions. After the eleventh participant, no substantial new findings emerged, and the data were considered sufficiently rich to support the analysis. Data were collected from January to April 2026 using participant observation, semi-structured interviews, and document analysis.

Semi-structured interviews were conducted in one to two sessions with each participant. Each interview lasted approximately 45–60 minutes and was audio-recorded with participants' consent. The interviews explored five main themes: (1) patterns of RGTK utilization, (2) supporting factors, (3) inhibiting factors, (4) the role of school principals, and (5) the contribution of Independent Training to teacher performance. Participant observations were conducted over a four-month period during school activities. The observations focused on teachers' interactions with RGTK, frequency of platform use, participation in Independent Training activities, implementation of training outcomes in classroom practice, and support provided by school leaders. Documentation was used to complement interview and observation data. The documents analyzed included teacher performance reports, records of Independent Training completion, school policies related to professional development, supervision reports, and relevant documents from the Education Office.

In qualitative research, the researcher served as the primary instrument responsible for collecting, interpreting, and analyzing data. Supporting instruments included interview guides, observation sheets, and documentation checklists. The interview guide contained questions related to teachers' experiences in using Independent Training, perceived benefits, challenges encountered, institutional support, and the influence of the platform on teaching practices. Observation indicators included frequency of platform access, participation in training activities, evidence of reflective practice, implementation of training outcomes, and collaboration among

teachers. Documentation checklists were used to identify evidence supporting interview and observation findings.

Data were analyzed using the interactive model developed by Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing and verification. The analysis began with verbatim transcription of interview recordings and field notes. Open coding was then conducted to identify meaningful statements related to the research objectives. Similar codes were grouped into categories and subsequently developed into broader themes through thematic analysis.

Five major themes emerged from the coding process: (1) teacher utilization of RGTK, (2) supporting and inhibiting factors, (3) the role of school principals, (4) the role of the education office, and (5) the contribution of Independent Training to teacher performance. Coding was conducted iteratively, with continuous comparison across data sources to identify similarities, differences, and emerging patterns. The findings were organized through thematic matrices and narrative descriptions to facilitate interpretation. Conclusions were developed gradually and continuously verified throughout the analysis process.

Several strategies were employed to ensure the credibility and trustworthiness of the findings. Source triangulation was conducted by comparing information obtained from teachers, principals, and education office officials. Method triangulation was achieved through the use of interviews, observations, and document analysis. Member checking was conducted by sharing interview summaries with participants to confirm the accuracy of interpretations. Prolonged engagement in the field over a four-month period enabled the researcher to gain a deeper understanding of the research context. In addition, an audit trail consisting of field notes, interview transcripts, coding records, and analytical memos was maintained to enhance dependability and confirmability.

These procedures were undertaken to ensure that the findings accurately reflected participants' experiences and the actual conditions of RGTK utilization in elementary schools in West Pontianak.

3. RESULTS

This study yielded five key findings related to the utilization of the Teacher and Education Personnel Space (RGTK) to optimize elementary school teacher performance in West Pontianak. The results are presented and analyzed by integrating empirical data, thematic codes (PG, KND, KS, DN, KT), and theoretical support from previous research. The results of this study can be summarized in the following table:

Theme	Participants Mentioning the Theme	Relative Importance
Utilization driven by external motivation	Frequently mentioned by teachers	High
Workload and time constraints	Frequently mentioned by teachers	High
Principal support and supervision	Mentioned by most participants	Very High
Education Office support	Mentioned by several participants	Moderate
Technical and mentoring limitations	Mentioned by several participants	Moderate
Perceived improvement in teaching practices	Mentioned by some teachers	Moderate

The findings indicate a relationship between the utilization of RGTK (PG) and several supporting and inhibiting factors (KND), particularly teachers' motivation and time availability. Participants frequently reported that workload and administrative responsibilities influenced their engagement with the Independent Training feature. The findings also show that school principals (KS) and the Education Office (DN) played a role in encouraging teachers to access and utilize RGTK through supervision, policy dissemination, and administrative monitoring. In addition, several teachers reported perceived changes in lesson planning, instructional strategies, and reflective teaching practices after participating in Independent Training. These findings suggest that the utilization of RGTK is associated with teachers' professional learning experiences, although the extent of its contribution varied across participants.

4. DISCUSSION

The following discussion will describe each research theme in more depth, including the use of RGTK, supporting and inhibiting factors, the role of the principal and education office, and their contribution to teacher performance.

4.1 Utilization of Independent Training in RGTK

The research results show that most elementary school teachers in West Pontianak are familiar with and use the Independent Training feature in the Teachers and Education Personnel Room (RGTK). However, its utilization is still suboptimal. One teacher stated that:

"I usually open Independent Training if there is a directive from the principal or just for reporting purposes."(G1 – PG)

Based on interviews, the use of Independent Training tends to be situational, occurring when there is an administrative need or when the principal directs it. This statement indicates that the principal's guidance plays a role in encouraging teachers to access the platform. In this case, external motivation can be understood as the initial stage in developing a habit of using digital platforms before developing intrinsic motivation. In addition, another teacher emphasized that activities on the platform were not yet integrated with systematic self-development planning:

"Not yet for regular study, I use it more often when needed, for example to complete administration or reports."(G1)

The findings indicate that most teachers were familiar with the Independent Training feature in RGTK and had accessed the platform at least occasionally. However, participation was largely driven by administrative requirements, principal directives, or reporting obligations rather than by self-initiated professional learning. This pattern suggests that the availability of digital learning resources alone does not necessarily lead to sustained engagement in professional development.

A possible explanation is that teachers continue to face competing professional demands that limit their capacity to engage in independent learning. Participants frequently described teaching responsibilities, administrative workloads, and time constraints as factors influencing their use of the platform. Under these conditions, professional learning may be viewed as an additional task rather than as an integral part of professional practice. Consequently, teachers tend to prioritize activities that are directly linked to administrative accountability or institutional expectations.

These findings provide an important perspective on self-regulated learning theory (Zimmerman, 2002). The theory assumes that learners actively plan, monitor, and evaluate their own learning processes. However, the findings suggest that many teachers have not yet reached this level of learning autonomy in the context of digital professional development. Rather than independently identifying learning needs and engaging with relevant training modules, many participants relied on external prompts from school leaders or administrative requirements. In this sense, the findings partially challenge the assumption that access to flexible digital learning environments automatically promotes self-regulated learning. At the same time, the findings do not contradict the theory entirely. Instead, they suggest that teachers may be positioned at different stages of self-regulation. External motivation appears to function as an initial trigger that encourages participation, particularly among teachers who are still adapting to digital professional learning environments. This finding supports previous research indicating that self-regulated learning develops gradually through repeated engagement, supportive environments, and opportunities for reflection rather than emerging automatically through access to technology.

Another important finding is that teachers rarely described the use of RGTK as part of a structured professional learning plan. Most participants accessed the platform when specific needs arose rather than as part of continuous professional development. This suggests that the challenge is not merely technological access but the absence of a professional learning culture that encourages long-term engagement and reflective practice. Therefore, the effectiveness of

RGTK should be understood not only in terms of platform availability but also in relation to organizational conditions that shape teachers' learning behaviors. Overall, the findings indicate that the utilization of RGTK remains influenced by a combination of individual and contextual factors. While the platform provides opportunities for independent learning, sustained utilization depends on teachers' self-regulatory capacities, institutional expectations, workload conditions, and the availability of ongoing support. These findings highlight that digital transformation in teacher professional development requires more than technological infrastructure; it also requires the development of professional learning cultures that encourage teachers to engage in continuous and self-directed learning.

4.2 Supporting and Inhibiting Factors

The research results show that the utilization of RGTK by elementary school teachers in West Pontianak is influenced by various interacting internal and external factors. In general, these factors not only act as barriers but also reflect the dynamics of teachers' adaptation process in integrating digital technology into their professional development. Among the factors identified, time constraints related to teaching workload emerged as one of the most frequently reported challenges affecting teachers' participation in Independent Training activities. This was expressed by one teacher as follows:

"If my teaching schedule is busy, I usually don't have time to complete all the modules." (G2-KND)

Furthermore, intrinsic motivation for participating in training varied among teachers. Several participants acknowledged that their involvement in Independent Training was often influenced by administrative requirements or directions from school leaders rather than by personal learning goals.

"Sometimes I take part in training because I was asked to, not because I want to learn." (G2-KND)

These findings indicate that external expectations continue to play an important role in encouraging teacher participation. While such motivation may increase initial engagement with the platform, the data suggest that participation has not yet consistently developed into sustained self-directed professional learning. Consequently, motivation appears to influence not only teachers' participation in Independent Training but also the depth of their engagement with the available learning resources.

Externally, mentoring and supervision also influence the level of RGTK utilization. Participants reported that support from school leaders and ongoing guidance contributed positively to their willingness to access and complete training modules. However, several participants indicated that mentoring activities were still limited and tended to focus on participation and completion rather than on the application of training outcomes in classroom practice. This suggests that institutional support remains important but requires further strengthening to maximize the benefits of the platform. Technical constraints such as internet connectivity and device availability were also identified by participants. However, compared with workload and motivational factors, technical issues were mentioned less frequently and were generally not perceived as the primary barriers to utilization. Although these challenges occasionally disrupted access to training modules, they did not appear to be the most influential factor affecting teachers' engagement with RGTK.

This study also identified several supporting factors that play a significant role in encouraging the use of RGTK. The availability of technology access, the user-friendly design of the platform, and support from school principals were among the factors most frequently associated with positive engagement. In particular, principal support emerged as one of the strongest facilitating factors because it directly encouraged participation and reinforced the importance of professional development activities. Teachers with stronger digital literacy skills also tended to be more active and independent in accessing and completing training modules.

These findings suggest that RGTK utilization is not determined solely by individual characteristics but also by the broader professional learning environment, including institutional support and technological readiness. This finding is consistent with previous research by (Kurniawan et al., 2026), which reported that limited time and motivation are major challenges in the utilization of digital professional development platforms, while supportive organizational environments can facilitate greater engagement. Overall, the findings indicate that workload and time constraints constitute the most influential barriers to RGTK utilization, whereas principal support represents the most prominent facilitating factor. Meanwhile, technical challenges appear to exert a relatively smaller influence on teachers' participation. Therefore, efforts to optimize the utilization of RGTK should focus not only on improving technological access but also on strengthening professional learning support, enhancing teacher motivation, and integrating platform utilization more systematically into teachers' professional work culture.

4.3 Principal's Role

The research results show that principals play an important role in encouraging the utilization of RGTK among elementary school teachers in West Pontianak. Various efforts have been undertaken, including encouraging teachers to participate in Independent Training, monitoring participation through training certificates, and linking training activities to school administrative requirements and teacher performance management.

One principal stated:

"We always remind teachers to participate in Independent Training, especially those related to learning and administrative needs." (KS1–KS)

This finding indicates that principals actively encourage teacher participation in digital professional development activities. Teachers also acknowledged that reminders and encouragement from principals often influenced their decision to access the platform. In addition, principals reported monitoring teacher participation as part of school supervision practices:

"We monitor from reports or certificates collected by teachers after attending training." (KS2–KS)

The findings suggest that monitoring mechanisms have been established in the participating schools. However, evidence from both teachers and principals indicates that supervision was largely focused on participation and completion of training activities. Follow-up discussions regarding how training outcomes were implemented in classroom practice were reported less frequently. This finding highlights an important challenge faced by principals. Although they are expected to promote professional learning and instructional improvement, their supervisory practices are often constrained by administrative responsibilities and limited time for instructional coaching. As a result, monitoring tends to emphasize documentation and compliance rather than deeper professional reflection and pedagogical improvement.

Furthermore, some teachers indicated that participation in Independent Training was often motivated by administrative expectations rather than by a shared culture of professional learning. This suggests that principal support, while effective in increasing participation, may not always lead to meaningful engagement with training content. The findings therefore reveal a gap between encouraging participation and ensuring the application of learning outcomes in teaching practice. Analytically, these findings suggest that the role of principals remains situated between administrative supervision and instructional leadership. While principals have successfully promoted access to RGTK and encouraged teacher participation, their role in facilitating reflective learning, collaborative discussion, and the implementation of training outcomes appears to be less developed. This indicates that the effectiveness of principal support should not be evaluated solely based on participation rates but also on its contribution to changes in teaching practice.

These findings are consistent with previous studies showing that principal support is an

important factor in the successful implementation of digital professional development initiatives (Putri et al., 2023). However, the present study also suggests that principal support alone may be insufficient if it is not accompanied by structured mentoring, professional dialogue, and opportunities for teachers to reflect on and apply newly acquired knowledge. Overall, principals have demonstrated a positive role in encouraging the utilization of RGTK, particularly as initiators and supervisors. Nevertheless, the findings reveal that challenges remain in moving beyond administrative monitoring toward more instructional and developmental forms of leadership. Strengthening reflective supervision and ongoing professional support may therefore enhance the contribution of RGTK to teacher professional development.

4.4 Education Office Support

The research results indicate that the Education Office plays an important role in promoting the utilization of RGTK through policy dissemination, socialization activities, and encouragement for schools to integrate the platform into teacher professional development practices.

One informant from the Education Office stated:

"We have conducted outreach to schools so that teachers can utilize RGTK as part of their performance management." (DN1–DN)

The findings show that the Education Office has actively introduced RGTK to schools and encouraged its adoption. Participants generally acknowledged that socialization activities increased awareness of the platform and its intended functions. However, the findings also suggest that the effectiveness of this support remains uneven across schools. Although policy dissemination was implemented, several participants reported that ongoing assistance after the initial introduction of the platform was limited. Teachers indicated that they often received information about the platform but experienced difficulties when seeking guidance related to technical issues or the practical application of training outcomes. This suggests that awareness of the platform does not automatically translate into effective and sustained utilization.

A particularly important finding concerns the limited availability of technical support. While socialization activities helped teachers understand the purpose of RGTK, participants reported that assistance for troubleshooting technical problems and navigating platform-related challenges was not always readily available. This issue appears significant because technical difficulties can reduce teachers' willingness to engage with digital professional development, particularly among those with lower levels of digital confidence. Therefore, the challenge extends beyond platform access to the availability of responsive support mechanisms that enable teachers to use the platform effectively.

The findings also raise questions regarding the balance between policy promotion and implementation support. Current efforts appear to focus primarily on encouraging platform adoption, whereas less attention is given to sustained mentoring, follow-up monitoring, and professional assistance. As a result, schools may succeed in increasing participation rates without necessarily ensuring that training experiences lead to meaningful changes in teaching practice. From a policy implementation perspective, these findings suggest that the effectiveness of Education Office support should not be assessed solely by the number of socialization activities conducted or the level of platform adoption achieved. Rather, effectiveness should also be evaluated based on the extent to which teachers receive continuous support that enables them to apply newly acquired knowledge and skills in their professional practice.

Overall, the Education Office has played an important role in introducing and promoting RGTK. However, the findings indicate that ongoing mentoring and technical support remain areas requiring further attention. Strengthening these aspects may be necessary to ensure that the utilization of RGTK moves beyond compliance and participation toward meaningful professional learning and instructional improvement.

4.5 Contribution to Teacher Performance

The research findings indicate that teachers perceived several benefits from utilizing the Independent Training feature in RGTK, particularly in relation to lesson planning, instructional strategies, and professional reflection. Participants reported that the training modules provided

new insights that supported their teaching practices and encouraged them to reconsider how learning activities were designed and implemented.
One teacher stated:

“After participating in several modules in Independent Training, I have a better understanding of how to create simpler lesson plans that still focus on student needs.” (G3–KT)

This finding suggests that teachers perceived the training materials as relevant to their instructional planning processes. Several participants reported that the content helped them better understand curriculum implementation and classroom learning design.

Another teacher explained:

“The material in RGTK helps me try more interactive learning methods in class, so students are more active.” (G4–KT)

This statement indicates that some teachers associated their participation in Independent Training with efforts to explore new instructional approaches. However, the extent to which these approaches were consistently implemented in classroom practice varied among participants.

In addition, several teachers described an increased tendency to reflect on their teaching practices after participating in training activities.

“After taking the training, I've started to evaluate my teaching methods more frequently to see whether they are appropriate or not.” (G5–KT)

This finding suggests that participation in RGTK may encourage reflective thinking about teaching and learning processes. Reflection is widely recognized as an important component of professional growth because it enables teachers to examine and improve their instructional practices over time.

Overall, participants identified three main areas in which RGTK contributed to their professional practice: (1) supporting lesson planning, (2) encouraging the exploration of instructional strategies, and (3) fostering reflective awareness regarding teaching activities. Nevertheless, these findings are based primarily on teachers' self-reported experiences and perceptions. Therefore, the study does not provide direct evidence that RGTK improves teacher performance outcomes in a measurable sense.

From an analytical perspective, the findings suggest that RGTK has the potential to support professional learning by providing accessible opportunities for self-directed development. This finding is consistent with Self-Regulated Learning theory (Zimmerman, 2002), which emphasizes the importance of active engagement in learning processes and continuous reflection. However, the present study only demonstrates perceived contributions to professional practice rather than objectively verified improvements in teacher performance.

Consequently, the findings should be interpreted as evidence that teachers perceive RGTK as a useful resource for professional development. Further research using classroom observations, performance assessments, or longitudinal designs would be necessary to determine the extent to which participation in RGTK leads to measurable improvements in teacher performance and student learning outcomes.

4. DISCUSSION

The findings indicate that access to digital professional development opportunities does not automatically lead to sustained professional learning. Although teachers had access to RGTK and generally recognized its potential benefits, most participants remained dependent on external encouragement from principals or administrative requirements. This finding suggests that participation in digital professional development is influenced not only by technological access but also by motivational and organizational factors.

From the perspective of Self-Regulated Learning theory (Zimmerman, 2002), teachers are expected to independently plan, monitor, and evaluate their learning activities. However, the findings reveal that many teachers have not yet fully developed these self-regulatory behaviors. Their participation in Independent Training was often reactive rather than self-initiated. This finding partially supports Self-Regulated Learning theory while also suggesting that access to digital learning resources alone is insufficient to develop autonomous professional learning habits. Among the factors affecting utilization, workload emerged as the most influential barrier. Compared with technical challenges, time constraints were reported more frequently and more consistently across participants. This finding indicates that organizational demands may have a stronger impact on professional learning participation than technological limitations.

The findings also demonstrate that principals play an important role in promoting engagement with RGTK. However, principal support was largely administrative in nature. Monitoring focused primarily on training completion rather than on the implementation of learning outcomes in classroom practice. This suggests that instructional leadership related to professional learning remains underdeveloped. Similarly, the role of the Education Office requires critical consideration. Although policy dissemination and socialization activities were implemented successfully, evidence from participants indicates that ongoing mentoring and technical assistance remain limited. The findings therefore suggest that policy implementation has focused more on promoting platform adoption than on supporting long-term utilization and professional growth.

The limited availability of technical and pedagogical support emerged as another important issue. While internet access and devices were not the most significant barriers, participants reported a lack of sustained guidance regarding how training outcomes could be translated into classroom practice. This finding highlights the importance of support systems that extend beyond platform accessibility.

The contribution of RGTK to teacher performance should also be interpreted cautiously. Although participants reported improvements in lesson planning, instructional innovation, and reflective practice, the evidence was primarily based on self-reported perceptions rather than objective measures of performance. Consequently, the findings suggest that RGTK has the potential to support professional growth, but they do not provide sufficient evidence to conclude that the platform directly improves teacher performance. Overall, this study demonstrates that the effectiveness of digital professional development depends on the interaction between individual and institutional factors. Teachers' self-regulation, workload conditions, principal leadership, Education Office support, and access to mentoring collectively influence the extent to which digital platforms contribute to professional learning. These findings contribute to the literature on teacher professional development by highlighting that successful digital transformation requires not only technological infrastructure but also sustained organizational and professional support.

5. CONCLUSION

This study found that the utilization of the Independent Training feature in RGTK among elementary school teachers in West Pontianak has not yet become a fully integrated part of continuous professional learning. Although teachers generally recognize the benefits of the platform, its use remains strongly influenced by external factors, particularly workload demands, administrative expectations, and institutional support. These findings indicate that access to digital professional development resources alone is insufficient to ensure sustained engagement in professional learning.

The study further reveals that the effectiveness of RGTK is shaped by the interaction between individual and organizational factors. Teachers' motivation, school leadership, and institutional support collectively influence how the platform is utilized and whether learning experiences are translated into professional practice. While participants perceived benefits in areas such as lesson planning, instructional innovation, and reflective practice, the findings primarily reflect teachers' experiences and perceptions rather than objectively measured performance outcomes.

The main contribution of this study lies in demonstrating that the success of digital professional development depends not only on the availability of technology but also on the professional learning environment surrounding its use. These findings contribute to the growing body of knowledge on digital-based teacher professional development by highlighting the importance of aligning technological innovation with sustained organizational support and teacher engagement.

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