

CONSTRUCTIVIST PERSPECTIVES ON THE RUANG GTK PLATFORM: ENGLISH TEACHERS' EXPERIENCES IN PALOPO HIGH SCHOOLS

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ABSTRACT

This study explores English teachers' perceptions of the implementation of the *Ruang Guru dan Tenaga Kependidikan (Ruang GTK)* at SMAN 2 Palopo and SMKN 1 Palopo. As a transformation of PMM, Ruang GTK aims to facilitate teacher professional development, support performance management, and promote innovative teaching aligned with the Merdeka Curriculum. Employing a qualitative descriptive method, the data were collected through interviews, classroom observations, and document analysis involving twelve English teachers. The results indicate that most participants expressed favorable views toward the platform, particularly valuing its ease of access, the practicality of self-directed learning modules such as *Pelatihan Mandiri, Diklat, Komunitas, Inspirasi Pembelajaran dan Dokumen Rujukan*. These features improved teaching and learning quality. Nevertheless, several underutilized features of the Ruang GTK platform such as *Perangkat Ajar, Refleksi Kompetensi, and Sertifikasi Pendidik* present key challenges related to relevance, accessibility, and functionality. Teachers noted that the content lacks contextualization for vocational education, some features remain inaccessible, and others offer limited value for non-PPG users. The findings underscore the need for further refinement of the platform to ensure its effectiveness across diverse teaching contexts. This study offers insights into technology-based professional development and highlights the relevance of constructivist learning theory in teaching practice.

Keywords: Constructivist Theory, Merdeka Curriculum, Professional Development, Ruang GTK, Teacher Perceptions

INTRODUCTION

Merdeka Curriculum is considered one of the primary instruments for transforming the national education system and achieving the vision of an ideal school environment. It emphasizes student-centered learning, flexibility in teaching approaches, and the development of essential competencies. As noted by Zahwa and Nabilah (2022) the Merdeka Curriculum is one of the main tools to transform education and realize the school we aspire to. Merdeka curriculum also aims to help education units, such as teacher, headmaster of school and student. However, this is not in line with Wantiana and Mellisa (2023) findings,

which suggest that the digitalization through the Merdeka Mengajar Platform (PMM) does not significantly contribute to an increase in teachers' workload. There are various problems with students at the secondary education level, namely Senior High School (SMA), and Vocational High School (SMK) in this country.

In January, the Ministry of Primary and Secondary Education (Kemendikdasmen) officially announced the transformation of the Platform Merdeka Mengajar (PMM) into Ruang Guru dan Tenaga Kependidikan (GTK). The change from PMM to Ruang GTK reflects MoEC's commitment to creating a stronger, more inclusive and quality education ecosystem, with teachers and education personnel at the center. With the concept as a learning and inspiration space for teachers, principals, school supervisors, and education personnel, this platform aims to support various aspects of education, from teaching to professional development by Kementerian Pendidikan Dasar dan Menengah (2025). There are four main features of Ruang GTK such as Belajar Berkelanjutan, Karir dan Kinerja, Inspirasi Pembelajaran, and Dokumen Rujukan menus.

Previous studies have highlighted Merdeka Mengajar Platform (PMM), which is a transformation of the Ruang Guru dan Tenaga Kependidikan (GTK), in terms of its socialization, benefits, and usage challenges. For instance, Dewa and Suarni (2022) conducted a literature-based study and concluded that the PMM platform has a positive influence on the learning process, as it encourages teachers to implement project-based learning and adopt more progressive approaches. The study highlighted that the platform promotes teacher autonomy and aligns with the goals of the Merdeka Curriculum. Similarly, Arnes (2023) reported using a mixed-method approach with 93 Civics teachers in Sijunjung, found that 90.3% of the participants had a positive perception of PMM, particularly regarding its ease of access and support for curriculum implementation. Supporting these findings, Setiariny (2023) found that most elementary, junior high, and vocational schoolteachers in Jakarta viewed the platform as helpful, although its use was not yet fully optimized. The studies confirm that PMM can foster a more independent and flexible teaching environment, which aligns with the constructivist view that teachers learn and adapt through active engagement. studies confirm that the Merdeka Mengajar Platform (PMM) can foster a more independent and flexible teaching environment, in line with the constructivist perspective that teachers learn and adapt through active engagement.

However, other studies reveal contrasting results. According to Melasarianti, Maharayu, Yulianti and Sholikhati (2024) highlighted teachers who encountered significant challenges in implementing project-based learning, differentiated instruction, and assessment within the framework of the PMM, largely due to the platform's limited capacity to support the development of contextually appropriate teaching materials. These findings are corroborated by Anggraini and Winarti (2023) who highlighted infrastructural barriers such as inadequate internet connectivity, unreliable electricity, and limited access to digital devices as key impediments to the effective utilization of the platforms in remote areas. Despite these insights, most studies have focused on general subjects like Civics or Indonesian, and few have investigated the perspectives of English teachers at the SMA and SMK levels. Moreover, most of the research employed quantitative or conceptual

approaches, lacking in-depth qualitative exploration of teachers lived experiences. Local contexts such as Palopo remain underrepresented, and prior studies rarely apply constructivist theory explicitly.

Given these gaps, this study aims to explore English teachers' perceptions of the implementation of the Ruang GTK platform in Senior and Vocational High Schools in Palopo. Drawing on constructivist learning theory, this research seeks to understand how teachers construct professional competence through self-directed learning, reflective teaching, and peer collaboration facilitated by digital platforms like Ruang GTK. The study offers a contextual, subject-specific, and theory-driven contribution that has been largely absent in existing literature.

METHODS

This study employed a descriptive qualitative approach with a case study design to explore English teachers' perceptions of the implementation of the Ruang Guru dan Tenaga Kependidikan (Ruang GTK) platform. The research was conducted at two secondary schools in Palopo, namely SMAN 2 Palopo and SMKN 1 Palopo. This design was selected to obtain an in-depth understanding of how teachers utilize the platform's features in the context of English language instruction.

The participants consisted of twelve English teachers selected through purposive sampling, based on their active use and prior experience with the Ruang GTK platform. Six participants were from SMAN 2 Palopo, and six from SMKN 1 Palopo.

Data were collected using three primary techniques: (1) semi-structured interviews guided by open-ended questions, (2) observations employing an observation checklist developed by the researcher, and (3) documentation, including screenshots and video recordings of teacher interactions with the platform. The interview guide and checklist were reviewed by two education experts to ensure content validity.

The research procedure included participant recruitment, interview scheduling and execution, classroom observations during English lessons, and collection of relevant documentation. The focus was on exploring four key features of the Ruang GTK platform: Belajar Berkelanjutan, Karir dan Kinerja, Inspirasi Pembelajaran, and Dokumen Rujukan.

Data analysis followed the interactive model of Miles and Huberman (1994) involving three steps: data reduction, data display, and conclusion drawing. To ensure the credibility and trustworthiness of the findings, data triangulation was applied by comparing the results of interviews, observations, and documentation. This process enabled the identification of recurring patterns and supported the formulation of valid and comprehensive conclusions.

RESULTS

This study explores English teachers' perceptions of the Ruang GTK platform in senior and vocational high schools in Palopo. Data was collected through interviews, observations, and documentation involving 12 teachers from SMAN 2 and SMKN 1 Palopo.

Menu of “Belajar Berkelanjutan”

All 12 teachers (100%) expressed appreciation for the *Diklat* and *Pelatihan Mandiri* features due to their flexibility and accessibility. These features were preferred because they allowed teachers to engage in professional development without leaving the classroom.

“Diklat in Ruang GTK does not interfere with student learning, can be accessed at any time, and is free of transport costs”. (T1 SMA)

“...participating in online training at Ruang GTK is more flexible because it can be accessed at any time, unlike conventional training which requires me to leave the classroom for several days.” (T1 SMK)

11 out of 12 (91%) Teachers perceived that the platform provides meaningful support for PPG (Pre-service Professional Education) teachers through access to modules and discussion forums. However, they considered it less useful or relevant for non-PPG teachers, as the content and features appeared more tailored to the needs of those in the PPG program.

“sertifikasi Pendidik feature can only be accessed by PPG participants...” (T3 SMA)

“This feature provided a complete guidebook or module to help me complete my tasks as a PPG participant. I had discussions with fellow PPG participants after learning from the Self-Training, and it increased my understanding.” (T2 SMK)

All 6 teachers in SMA (100%) stated that the *Pelatihan Mandiri* feature is useful in enhancing pedagogical skills. However, 5 out of 6 SMK teachers (83%) stated that the training content is too general and does not align well with the specific needs of vocational fields.

“Pelatihan Mandiri helped me teach English better in new, practical ways. I learnt to adapt learning for different abilities of students, improve my teaching through self-evaluation, and share ideas with other teachers. (T6 SMA)

However, SMK teachers highlighted that most *Pelatihan Mandiri* lacks vocational specificity.

“Most of the Pelatihan Mandiri content is for general teachers. I hardly found any material on English for Tourism/Marketing that was actually applicable.” (T3 SMK)

9 out of 12 teachers (75%) engaged with the *Komunitas* feature and considered it a helpful space to share ideas and build networks, although some mentioned limited time and motivation.

“Every time I participate in the MGMP English group discussion in the community feature, I always find a new perspective”. (T3 SMA)

“It is very helpful in finding a real and trusted community to discuss with fellow teachers in other cities.” (T4 SMK)

Menu of “Karir dan Kinerja”

8 out of 12 teachers (67%) reported using the *Pengelolaan Kinerja* feature to create and monitor their *Rencana Hasil Kerja* (RHK). Teachers who have used *Pengelolaan Kinerja* feature rate it as having a positive impact on creating a culture of accountability and more systematic reporting. This feature facilitates the preparation of the RHK (*Rencana Hasil Kerja*), tracking of performance achievements, and communication between teachers and principals.

“The performance management feature is about making the RHK... Ruang GTK makes the whole process more transparent. Every stage of the preparation of the RHK, input from the principal, and performance achievements can be clearly tracked”. (T6 SMA)

“..... making the RHK (Rencana Hasil Kerja) forced me to be more specific in formulating indicators of my professionalism as a teacher.” (T4 SMK)

However, 2 out of 12 teachers (16%) mentioned that creating RHKs was difficult and time-consuming.

“Making the RHK on the platform is difficult and adds more to our workload.” (T5 SMK)

Regarding the *Refleksi Kompetensi* feature, all 12 teachers (100%) said they could not access it at all.

“I can't access the Refleksi Kompetensi feature in Ruang GTK.” (T3 SMA)

“I cannot access Refleksi Kompetensi in Ruang GTK yet, maybe it is still under development”. (T4 SMK)

Seleksi Kepala Sekolah feature in Ruang GTK is part of the transformation of the digital-based education leadership and career management system. It is still limited and requires socialization support. Many teachers have not yet utilized this feature.

“I did not participate in the selection because there were too many requirements...” (T2 T3 SMA)

I am still evaluating myself whether I have fulfilled all the criteria or not.” (T2 SMK).

Menu of “Inspirasi Pembelajaran”

11 out of 12 teachers (92%) said that *Ide Praktik*, *Bukti Karya*, and *Video Inspirasi* inspired them to develop more engaging lesson plans.

“Video Inspirasi feature facilitates teachers to create their own work such as articles, modules, learning practices in the form of videos or teaching modules.” (T1 SMA)

“The strategy from Ide Praktik that I adapted is Recipe Challenge.” (T5 SMK)

“I learnt to make interesting teaching media after seeing examples in Bukti Karya.” (T4 SMK)

6 SMA teachers (100%) found *Perangkat Ajar* useful and aligned with their curriculum, while 5 out of 6 SMK teachers (83%) had to modify the content extensively to suit their

vocational subjects.

“Ruang GTK provides Perangkat Ajar in the flexible Teaching Tools feature, making it easy for me to adapt learning methods to students' learning styles, such as project-based learning for productive classes.” (T4 SMA)

“Teaching tools are available, but I have to innovate my own for the Tourism department.” (T1 SMK)

All teachers (100%) found the CP/ATP documents were useful as planning frameworks but still required contextualization.

“...It has been provided in the GTK Room and then modified a little.” (T1 SMA)

“CP/ATP from Ruang GTK are quite flexible but I often modify the learning techniques.” (T1 SMK)

10 out of 12 teachers (83%) used Asesmen Murid and Kelas features to support instruction and group differentiation.

“Asesmen Murid feature makes it easier for me to understand students' needs quickly.” (T6 SMA)

“Asesmen Murid is very helpful in identifying students when assigning study groups in class.” (T2 SMK)

“Kelas feature helps me understand the dynamics of student participation.” (T4 SMA)

Menu of “Dokumen Rujukan”

All 12 teachers (100%) accessed the *Dokumen Rujukan* features, especially *Pengelolaan Pembelajaran* and *Peningkatan Kompetensi*, which provided guidance for curriculum and professional development. *Dokumen Rujukan* has 4 features. There are *Pengelolaan Pembelajaran* feature Provides reference or guideline documents for implementing the Merdeka Curriculum. *Pengelolaan Kinerja* feature Provides reference or guideline documents for developing the RHK (Rencana Hasil Kerja). *Peningkatan Kompetensi* feature Provides documents to improve teacher competencies. *Pengelolaan Satuan Pendidikan* feature Provides regulatory documents and guidebooks for managing educational institutions. Teachers utilized documents to align practices with national standards. However, some noted limited integration of these documents into day-to-day school operations, particularly for performance evaluation.

“The Pengelolaan pembelajaran feature has documents such as the Merdeka Curriculum Implementation Guide. This becomes one of our teachers' discussion materials at teacher and school official meetings.” (T3 SMA)

“One of the Dokumen Rujukan in the Ruang GTK is the Ministry of Education's Decree on the Expertise spectrum of SMK...” (T4 SMK)

“There are guidebooks to improve teacher competencies in the Peningkatan Kompetensi feature such as the operational guide for the Teacher Competency Model”. (T5 SMK)

"... made us learn to understand the indicators in the report card and develop school programmed according to real needs." (T5 SMA)

To complement the interview findings, an observation checklist was employed to examine the actual engagement of teachers with the Ruang GTK platform in their daily professional routines. This observational data aimed to validate and enrich the interview responses by identifying patterns of usage, feature engagement, and instructional integration across the platform's various menus. The following outlines key insights derived from the observations. 9 out of 12 (75%) teachers regularly opened the Ruang GTK platform either before or after teaching English lessons, showing that it is becoming part of their professional routine. Nearly all teachers participated in government-organized training (Diklat) and had experience with the certification features provided in the platform, reflecting a strong commitment to improving their professional qualifications. All teachers (100%) accessed the Pelatihan Mandiri feature, indicating high motivation for self-paced learning.

Similarly, the Komunitas feature was actively used by most teachers to connect with peers, suggesting that the platform supports not only individual learning but also professional collaboration. Only one teacher (8%) was involved in the Principal Selection feature, which is likely due to its limited relevance for classroom teachers. In terms of instructional use, only half of the teachers (50%) used teaching modules from the platform to support students' understanding, showing that such content is still not fully integrated into classroom practice. However, all teachers (100%) made adaptations to the CP and ATP based on student needs, such as using role play and differentiated instruction. This shows their awareness of learner diversity. Additionally, all teachers (100%) used the platform's reference features, such as Bukti Karya, Video Inspirasi, and Ide Praktik, to seek teaching ideas, and nearly all used the Kelas feature to assess student progress.

The observation shows that the Ruang GTK platform has become an integral part of teachers' professional routines and is actively utilized to support competency development, collaboration, and the enhancement of instructional practices. While the level of integration into classroom activities varies, all teachers demonstrated a positive response and an awareness of the need to adapt their teaching to meet students' diverse needs. These findings highlight the platform's role in fostering professionalism and reflective teaching practices.

Based on the data obtained, all English teachers at both senior and vocational high schools in Palopo generally view the Ruang GTK platform as a valuable resource for supporting their professional responsibilities. All teachers reported that the platform helps them access training, exchange ideas, and find teaching inspiration. Features such as Pelatihan Mandiri, Komunitas, Inspirasi pembelajaran menu and Dokumen Rujukan menu were seen as especially helpful, particularly by SMA teachers who found them relevant to their instructional needs. However, SMK teachers highlighted several limitations, especially the lack of content tailored to vocational subjects. For example, much of the training and teaching materials required significant adaptation before use in vocational classes.

Other issues included restricted access to certain features like Refleksi Kompetensi,

and minimal use of administrative tools such as Seleksi Kepala Sekolah, which many teachers felt were not directly relevant to their roles. Despite these challenges, teachers consistently demonstrated a willingness to engage with the platform. Observational data also showed that Ruang GTK is increasingly integrated into daily teaching routines, especially for accessing reference documents, evaluating students, and designing lesson plans. This indicates strong potential for the platform to support teacher growth in both individual and collaborative contexts.

To ensure broader and more effective use, future platform development should focus on expanding content specific to vocational education, improving accessibility across all features, and providing practical guidance on how to integrate the platform into classroom instruction. With these improvements, Ruang GTK can become a more inclusive and impactful tool for professional learning and instructional enhancement in line with the goals of the Merdeka Curriculum.

DISCUSSION

The discussion is structured according to the four main features of Ruang GTK, as outlined by the Ministry of Primary and Secondary Education (MoEC) (2025): Belajar Berkelanjutan, Karir dan Kinerja, Inspirasi Pembelajaran, and Dokumen Rujukan. This section discusses the implications of the findings through the lens of constructivist learning theory (Bruner, 1960; Vygotsky, 1934; Piaget, 1953; Synder, 2009).

Menu of “Belajar Berkelanjutan”

The *Belajar Berkelanjutan* menu, specifically the *Pelatihan Mandiri* and *Diklat* features was perceived as flexible and beneficial for autonomous learning. This supports the constructivist idea that learners, including teachers, construct knowledge actively through experience and self-reflection Bruner (Bruner Jerome, 1960), SMK teachers expressed a lack of vocationally relevant content, indicating a misalignment between centralized content delivery and localized instructional needs. This is also supported by research from Setiariny (Setiariny, 2023) which states that Ruang GTK is very useful for improvements in the quality of learning, both felt by students and educators in education unit. Her research adopts Davis (1989) Technology Acceptance Model (TAM) framework to explore the factors of acceptance of the Merdeka Mengajar Platform (PMM) in general, by emphasizing teachers' general perceptions regarding the platform's usefulness and ease of use.

In contrast to this approach, this study specifically analyses English teachers' perceptions of the implementation of Ruang GTK through a constructivist theory approach. And then, Teachers perceive the *Sertifikasi Pendidik* feature on Ruang GTK as beneficial mainly for those enrolled in the PPG program, offering useful modules and forums. However, non-PPG teachers find it less relevant due to limited access. From a constructivist perspective by Bruner (Bruner Jerome, 1960), the feature lacks opportunities for active, reflective, and collaborative learning, making it less aligned with the principles of meaningful knowledge construction. This finding aligns with previous studies highlighting by Marisana, Iskandar and Kurniawan (2023) the benefits of PMM in enhancing teacher competencies

through learning resources and collaboration but differs in terms of the limited accessibility of the certification feature, which remains restricted to certain groups.

Therefore, this feature needs to be developed to be more inclusive and support continuous professional learning for all teachers, in line with the spirit of the Merdeka Curriculum. And the last, Komunitas feature fosters social collaboration as described by Snyder, particularly through MGMP (English Teacher Working Group) discussions and the exchange of contextualized teaching strategies. In line with constructivist learning theory particularly Vygotsky (1978) social constructivism, the Komunitas feature reflects the principle that knowledge construction is facilitated through meaningful social interaction. This finding is consistent with Arnes (Arnes, 2023) research, which highlights how the PMM platform supports a continuous learning ecosystem and sustains teacher engagement through its collaborative features. While Arness' research focused on the early use of the PMM platform in PPKn learning at the junior high level, this study explores English teachers' perceptions of the Ruang GTK platform as its evolved successor, highlighting the progression of educational platform research across subjects and contexts.

Menu of "Karir dan Kinerja"

The *Karir dan Kinerja* menu, especially *Pengelolaan Kinerja* helped teachers monitor their professional goals. This feature aligns with Piaget's notion of structured cognitive development, where teachers plan and act within clearly defined frameworks. Arnes (Arnes, 2023) previous study also indicates that the Ruang GTK platform encourages teachers to take a more active role in managing their professional development. But in this study analyze the use of PMM by civics teacher. However, the present study offers an additional perspective from vocational high school (SMK) teachers, highlighting the need for greater flexibility in developing RHKs that align with the specific characteristics of vocational education.

However, the inaccessibility of the Refleksi Kompetensi feature indicates limitations in system integration and implementation readiness, in line with previous studies that revealed digital platforms often overlook user readiness Sartikasari (2023). Moreover, engagement with the *Seleksi Kepala Sekolah* feature does not inherently reflect the application of constructivist principles, as its primary function serves as an administrative selection process rather than facilitating experiential or collaborative learning. However, the ability to understand and apply the theory is a hidden consideration in the assessment of learning leadership. Candidates who can integrate the principles of constructivism into their vision, supervision and teacher development will have more value in the selection process.

Menu of "Inspirasi Pembelajaran"

The *Inspirasi Pembelajaran* menu was considered highly useful, especially by SMA teachers, for supporting instructional design. Features such as *Ide Praktik*, *Bukti Karya* and *Video Inspirasi* reflect Bruner's theory that learning is enhanced through multiple representations and modeling. However, the gap between SMA and SMK teacher experiences demonstrates that digital content must be scaffolded to meet teachers' proximal

development zones Vygotsky, (1978)). Vocational teachers often modified general materials to fit their specific subjects, indicating an unmet demand for more contextualized resources. SMA teachers valued the Perangkat Ajar and CP/ATP features for offering ready-to-use materials that support classroom delivery.

In contrast, SMK teachers found the content too general and not fully aligned with vocational needs. This reflects Bruner (Bruner Jerome, 1960) and Piaget (Piaget, 1952) constructivist view that learning requires contextual adaptation. When modifying materials, SMK teachers actively reconstruct knowledge through experiential processes. Stress the platform's potential, while noting the need for content refinement and contextual adaptation for effective use in real classrooms Lisvian and Suliana (2022) . However, the study focused only on the analysis of elementary school teachers and therefore does not fully represent the needs of teachers at the vocational high school (SMK) level.

The Asesmen Murid and *Kelas* feature plays a crucial role in facilitating formative assessment and instructional reflection. Senior high school teachers primarily use it to monitor students' levels of understanding, enabling them to identify learning gaps and adapt their teaching strategies accordingly. In contrast, vocational high school teachers apply the feature more strategically by organizing learning groups based on vocational departments and specific competencies, ensuring alignment with the practical and technical skills demanded in each field. This targeted use demonstrates a more integrated approach to differentiated and contextualized learning, particularly within vocational education. In line with Vygotsky's (1978) scaffolding theory, this feature allows teachers to tailor instructional support to students' cognitive development levels.

The value of assessment tools in helping teachers interpret learning outcomes and design more focused and effective teaching strategies Arintonang and Aziz (2023). However, their study analyzed the Merdeka Mengajar Platform (PMM), while the present study focuses on Ruang GTK, which is a transformation of PMM.

Menu of "Dokumen Rujukan"

The Dokumen Rujukan menu functions as a key support tool for teachers in engaging with collaborative planning, curriculum alignment, and professional development. It provides essential reference documents used in peer discussions, community forums, and instructional material development, aligning with Vygotsky (1986) theory of social constructivism, which emphasises learning through interaction and collaboration. For example, SMK teachers utilise these documents to co-create vocational modules and authentic assessments, reflecting the Zone of Proximal Development (ZPD) through peer support.

Features like *Pengelolaan Pembelajaran* and *Pengelolaan Kinerja* help teachers interpret curriculum structures and formulate performance targets, in line with Bruner (Bruner Jerome, 1960) scaffolding theory that stresses structured guidance in developing independent competence. Meanwhile, the *Peningkatan Kompetensi* feature supports reflective, autonomous learning through modules and guidelines, though some teachers call for more interactive and accessible content. The *Pengelolaan Satuan Pendidikan* feature

further enables school-wide collaboration using tools such as the Education Report Card.

These findings are supported by previous studies which confirm that the Ruang GTK platform enhances teacher capacity, curriculum literacy, and collaborative culture, while also highlighting the need for improved contextual relevance and usability by Arnes (Arnes, 2023) and Setiariny (Setiariny, 2023). However, both studies focused on general teachers' level and were conducted in urban areas or regions with adequate infrastructure.

CONCLUSION

In summary, based on the overall discussion, it can be concluded that English teachers at SMAN 2 and SMKN 1 Palopo generally responded positively to the implementation of the Ruang GTK platform, especially features that support professional development and classroom instruction. The Belajar Berkelanjutan menu particularly Pelatihan Mandiri and Diklat feature was seen as flexible and effective for independent teacher learning. The Inspirasi Pembelajaran menu and Komunitas feature were considered useful in promoting reflection and collaboration, aligning with constructivist principles of experiential and social learning. Similarly, while Dokumen Rujukan supported collaborative planning and curriculum alignment, teachers expressed the need for more interactive, accessible, and relevant content.

However, several important issues related to underutilized features in the implementation of the Ruang GTK platform involve limitations in relevance, accessibility, and functionality. In the *Perangkat Ajar* feature, teachers reported that the content remains too general and has not been fully adapted to the specific needs of vocational schools at the SMK level. Furthermore, the *Refleksi Kompetensi* feature is currently not functionally available, thus failing to support teachers' professional evaluation and reflection processes effectively. Meanwhile, the *Sertifikasi Pendidik* feature is also perceived as less beneficial for non-PPG teachers, as it only displays personal information without offering concrete support for their professional development.

This study is limited to a qualitative analysis of English teachers in two schools in Palopo and may not fully represent the perspectives of teachers in other subjects or regions, especially those with differing infrastructure or teaching environments. Further studies are recommended to explore the implementation of Ruang GTK across diverse subject areas and regions especially rural or underserved communities. Quantitative approaches could also complement these findings and assess the broader impact of the platform on teacher performance and student learning outcomes. Future research should also investigate how constructivist frameworks can be more deeply embedded in platform design to ensure sustained and equitable professional development for all teachers.

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