The Influence of the Independent Teaching Platform and Digital-Based School Management on the Teaching Quality of High School Teachers

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Abstract: This study aims to find out the extent of the ability of teachers in schools to use the independent teaching application. That way, it can also be known what obstacles arise in the implementation of the independent curriculum with the use of the independent teaching application and how digital-based school management can play a role in improving the quality of teachers in teaching. The study used a quantitative research motto with a sample of 95 high school teacher respondents in Seberang Ulu II district, Palembang. Partially, their teaching platform and digital-based school management have a significant effect on the quality of teacher teaching. Meanwhile, simultaneously (Together) the independent teaching platform and digital-based school management have a significant effect on the quality of teacher teaching. This can be seen from the value of the f test where f is calculated as 59.910 and the value of f table is 3.09 so that the value of f calculation is greater than that of f table. This means that the variables of the Independent Teaching Platform and digital-based school management have a positive and significant effect on the quality of teacher teaching.

Keywords: Digital-Based School Management, Independent Teaching Platform, Teachers' Teaching Quality

A. Introduction

As the spearhead in the development of education, teachers must constantly improve quality. Teacher quality is one of the important factors in achieving good work results or performance. Therefore, as a teacher, it is very important to improve competence in carrying out learning tasks at school. To improve teacher competence. Fitriya et al., (2023) explained that the government has created special tools designed to help teachers develop their potential and skills, this is because the main goal of the teaching platform is to improve their abilities and inspire other teachers to become good and qualified teachers.

The learning outcomes of students are influenced by the availability of adequate

learning facilities and the quality of teaching from teachers. Adequate facilities can increase students' motivation and interest in learning, while the quality of teachers affects the way students understand and learn the material. With good learning facilities, such as complete computers, students will find it easier to understand the concept of informatics. Because teachers have a major role in educating students, the quality of their teaching is very important (Baroya, 2018).

These qualities can be seen from the teacher's ability to design the curriculum, choose appropriate teaching methods, manage the classroom effectively, and provide appropriate support and reviews for students. Likewise, the quality of teachers can be reflected in their ability to understand the needs and abilities of each student and provide guidance that can encourage the improvement of achievement Heni Susanti et al., (2024). A qualified teacher must be able to motivate students to continue learning and develop their best potential.

It is natural for teachers to carry out their dual roles being educators as well as teachers. Once teachers have fulfilled these obligations, they will be responsible for understanding the basics of learning. To run. Adequate support and training for teachers is essential to improve their skills in designing curriculum, managing classrooms, utilizing educational technology, and understanding the characteristics and needs of students. This has a great influence on improving the quality of teaching Lesasunanda & Malik, (2024). High-quality teachers also play a big role in student development.

According to Meuthia, (2023) various methods can be used to improve the quality of learning, including: 1) Problem-based learning, cooperative learning, and flip learning have been shown to be successful for learning. 2) Using various means, such as educational games, the internet, and audio-visual props, so that students understand the topic and enthusiasm for learning. 3) Utilize accurate evaluations. Written tests, oral exams, project assignments, and portfolios are some of the assessments that strongly encourage students to improve their learning and improve their learning outcomes. 4) Creating good classroom conditions. Teachers can create a fun classroom by paying attention to students' needs, giving praise and awards, and creating good relationships with students. 5) Students play an active role in learning. If students are involved in the learning process, they will be more active. By giving students time to understand, speak, and comment during the learning process, teachers can involve students in the learning process.

The Merdeka Teaching Platform was created by the government to help teachers and school principals implement the Merdeka curriculum as an innovative educational platform, providing equal opportunities for educators to continue learning and improve their competencies. Lack of understanding of teachers towards the preparation of teaching modules even though an independent teaching platform is available (Aulia et al., 2023).

Although the platform is still newly launched, the system for using it can be said to be not difficult and can be accessed easily. However, there are still many teachers who complain because they feel that they are elderly and used to the manual way, however, there is still a lack of quality of the content of the module itself. According to Rohimat et al., (2022) another reason is because the current curriculum has implemented an independent curriculum that is more effective and in accordance with the conditions of students so that teachers must accept and learn it. In this case, teachers face many challenges when implementing the independent curriculum, including gaining an understanding of new paradigm learning, adjusting learning tools to the guidelines of the independent curriculum, and running projects to improve the profile of Pancasila (P5) students.

In general, management is a process that functions with each other to achieve organizational goals by using limited resources in a changing environment. Rahmadi et al., (2021) said that the management of the school decentralization paradigm says that schools must be fully authorized to manage all their operational needs, so that schools can develop independently to achieve the learning goals that have been set.

School management is the most important component in the implementation of education and teaching, and the success of a school is determined by the achievements of students. Therefore, in carrying out leadership, it is necessary to move a system that includes all related elements, as well as educators, information technology staff, parents, the community, the government, and others. Therefore, only in this way can schools maximize the student experience and improve the quality of Education Rosmini et al., (2024). To improve the quality of education is digital media management. This is because of how important it is for schools to improve education through a holistic education pattern or include several supporting components, especially digital media, schools are expected to produce strong and outstanding students in global competition, especially in facing the challenges of the industrial revolution 4.0.

According to Metro & Madura, (2022) this is because the times are developing rapidly, for that there are more and more challenges that must be faced, especially in the digital era, where many major changes have occurred, especially related to educational institutions. With the advent of Artificial Intelligence (AI), educational institutions are greatly influenced by this technological advancement. Everyone. The internet is used to support learning, but the world of education needs to innovate to improve schools and education.

By providing electronic devices that support the learning process, schools are expected not to be outdated in technological advancements. Learning will run effectively and efficiently if there are good and complete facilities and infrastructure. Currently, advances in science and technology must be maximized. The use of information and communication technology in the learning process will greatly help

the educational process effectively, especially in the field of education. This will make learning activities more varied, fun, have many learning resources, and can be done more efficiently. Learning is an activity that involves teachers and students. Deliberately managing a person's environment to allow them to act in a certain way in a certain situation or respond to a particular situation is known as learning (Pradipta et al., 2020).

To catch up with the digitalization of learning in Indonesia, innovation and renewal must be carried out immediately because technology is used in the world of education, especially in the learning process. According to Azizah & Hendriyani, (2024) technology in learning can benefit the development of education, especially in Indonesia, but it can also harm students' morals and character, Therefore, to ensure the success of the teaching and learning process in the educational institution led, school principals must have an approach that meets moral and ethical standards to form students who can be considered educated, regardless of students' habits during education. This will enable responsible human resources and quality educational output. In this case, educational institutions are very worried because this technology can be useful or harmful.

Given that principals are responsible for the operation and advancement of remote educational institutions, they must have the ability to handle these latest developments to improve the quality and productivity of human resources. Digital is a complex and flexible way that makes it important for human life. Meanwhile, digital literacy is the first step towards digital competence. With digital literacy, human resources will have digital competencies that can ultimately help complicated work become concise and easy and efficient, (Naufal, 2021).

Therefore, based on the background of this problem, it is important to conduct research on the Influence of Independent Teaching Platform and Digital-Based School Management on the Teaching Quality of High School Teachers. This study is an effort to show the novelty between research that has been carried out before, so the researcher tries to compare various variables, research methods, and research results that have been carried out. The results of this study are expected to find out how teachers in schools implement the independent curriculum through the independent teaching application. The implications of this study are to find out the extent of the ability of teachers in schools to use the independent teaching application. That way, it can also be known what obstacles arise in the implementation of the independent curriculum with the use of the independent teaching application and how digital-based school management can play a role in improving the quality of teachers in teaching.

Definition of Independent Teaching Platform

Human resource development has a very important impact on success and

sustainability in development, therefore it is necessary to improve the quality of good human resources. Quality resources also include calm people who have the ability to utilize and develop every science and technology utilization in every job and have a high attitude and work spirit. For this reason, the Ministry of Education and Culture has launched the Freedom of Learning policy as a reform of the Indonesian education system with the aim of maximizing the potential of teachers and students and improving the quality of learning. This policy makes teachers free to determine the curriculum and methods during the learning process that are most appropriate for the ability of students.

Ramdani et al., (2022) The Independent Teaching Platform (PMM) is present as an application that allows teachers to teach more easily, assess students, provide training to improve their abilities, and work to inspire peers. With this platform, educators can improve performance through innovations they make themselves. The Merdeka Teaching Platform was created to support the Merdeka curriculum, allowing teachers to get inspiration, references, and understanding of how to implement the Merdeka curriculum. According to Elviana et al., (2023) On this platform, teachers can develop their learning process through various places, including Communities, Inspirational Videos, Student Assessments, Proof of Work, and Courseware. This allows teachers to create and deepen their knowledge of the free curriculum. All levels of education (from early childhood education, kindergarten, elementary, junior high, and high school) in Indonesia are expected to implement the independent teaching plan successfully.

Digital-Based School Management

One of the problems in education management is school management. Management tasks and activities are categories of work or management activities that support each other to achieve goals. have a defined role in the school organization. According to Rahmadi et al., (2021) learning management is one of the main tasks of school principals. Pintek and Gredu are working together to build an education management system that uses digital technology to support learning and education transformation in Indonesia.

In the current digital era Hermawansyah, (2021) explained that digital-based school management is becoming increasingly important to improve the efficiency, effectiveness, and quality of education. Here is an explanation of digital-based school management:

1. School Management Information System (SIMS) SIMS is an integrated system that uses information technology to manage and organize all school data and information. This system includes the management of student data, teachers, curriculum, scheduling, finance, inventory, and others. SIMS makes it easier to access, process, and analyze data more efficiently.

2. E-Learning and Learning Management System (LMS)E-learning and LMS allow the learning process to take place digitally, both online and in the classroom. An LMS provides a platform to manage learning content, assignments, discussions, assessments, and communication between teachers and students. This supports more flexible and interactive learning.

3. School Portal and Website School portals and websites are a means of digital communication between schools, students, parents, and the community. This portal can be used to disseminate information related to school activities, announcements, achievements, and others. In addition, the school website can also be a means of promotion and marketing for the school.

4. Digital Administration System The digital administration system includes electronic management of documents, archives, and correspondence. This reduces the use of paper and makes it easier to search for and access the necessary documents. This system can also be integrated with SIMS to facilitate data and information management.

5. Digital Library Digital libraries provide access to digital resources such as e-books, electronic journals, and online databases. This makes it easier for students and teachers to access the information and learning resources needed without being bound by time and place.

6. Digital Assessment and Evaluation System Digital assessment and evaluation systems allow for more efficient collection, processing, and analysis of assessment data. This includes grade management, learning progress reports, and data analysis to improve the quality of learning.

7. Information Technology Infrastructure The implementation of digital-based school management requires adequate information technology infrastructure, such as a stable internet network, computer or laptop devices, servers, and other supporting devices.

Digital-based school management opens up opportunities to increase efficiency, transparency, and collaboration in school management. However, its implementation requires careful planning, adequate resources, and training for teachers and staff to optimize the use of technology to support a quality educational process.

Meanwhile, according to Roihanun et al., (2023) digital-based school management is in an effort to improve school quality, there needs to be leadership from school principals who build teacher and student competencies. In addition, schools must conduct coaching to improve the quality of education and improve the quality of learning. This coaching must consider the obstacles that exist in the school environment, educators, the quality and quality of education, as well as obstacles that come from the amount of time it takes teachers to complete their assignments.

To make sure everything goes well. Practical work and concrete actions are needed in the context of activation. It doesn't require an idea, but it should fit into the resources that have been defined. The action will also give managers a clear picture of how

effective the organization's work is and the school's current performance to achieve the goals. The leadership skills and style of a manager or principal are a measure of their success in managing an organization. Including leadership skills, conceptual skills or knowledge, and technical skills.

Teacher Teaching Quality

In today's new paradigm learning era, a teacher is no longer the only source of imformation for students, the teacher only serves as a facilitator as well as a motivator who directs and supports students to be able to become independent and happy human beings. For this reason, it is necessary to be competent in order to help students achieve their goals. According to Rosidin, (2021) teachers play an important role in making the learning process interesting and effective. Teachers must be able to create an engaging classroom atmosphere and also be able to improve the personality of the students which means if the professional standards at the time of teaching can improve the quality in some systems. Therefore, Pratiwi et al., (2024) states without professional and qualified teachers, there will be no significant improvement in the quality of education.

The quality of teachers' learning is very important because education to their students is their responsibility. Designing the curriculum, choosing the right teaching methods, managing the classroom well, and providing adequate support and feedback to students are some of the ways that teaching quality can be measured. A good teacher must also be able to understand the needs and abilities of each student and provide appropriate guidance and support to improve student achievement. A good teacher must also be able to motivate students to learn better.

Adequate training and support are needed for teachers to become better at designing curriculum, managing classrooms, using educational technology, and understanding student needs and characteristics to improve the quality of teachers. Taushiah & Uisu, (2023) states to be able to continue to improve the quality of teaching, teachers must always evaluate and reflect on the way they teach.

Meanwhile, according to Heni Susanti et al., (2024) various methods can provide an improvement in the quality of learning, including: 1) Using effective and innovative learning methods can increase students' understanding of the material and increase their motivation to learn. 2) Various types of learning media, such as educational games, the internet, and audio-visual props, can make students understand the topic and provide a more enjoyable understanding. 3) Students can be motivated to improve their learning and improve the quality of their learning through proper assessment of different types of assessments. 4) To increase student motivation and satisfaction while learning, teachers can create a positive classroom atmosphere by paying attention to student needs, providing encouragement and involving students in the learning process. 5) By giving students the opportunity to question, speak, and

cooperate in the learning process, teachers can provide space for students to play an active role in the learning process (Triningsih et al., 2024).

B. Methods

This study was conducted on all high school teachers in the district of seberang ulu II Palembang with a sample of 95 respondents. The type of research used in this study is quantitative research. Quantitative research method as a process of data collection and data analysis that is carried out systematically and logically to achieve certain goals. This study uses a partial correlation approach. Partial correlation research is a research method used for hypothesis analysis or testing if the researcher intends to find out the influence or relationship of independent variables with dependents, where one of the independent variables is controlled or made permanent (Sugiyono & Lestari, 2021). The focus of this research is to reveal the extent of the influence of the Independent Teaching Platform and Digital-Based Management on the Teaching Quality of High School Teachers in Seberang Ulu II District, Palembang. The design of the relationship between variables (X1) of the independent teaching platform and (X2) digital-based management of (Y) the quality of teacher teaching.

C. Results and Discussion

The hypothesis test was carried out using multiple linear regression analysis based on the number of questionnaire scores obtained from 95 respondents for the variable of the Independent Teaching Platform and digital-based school management on the quality of teacher teaching using the SPSS 26 for windows application. The results of hypothesis 3 can be seen in the following table:

Table 1. Results of Hypothesis Test 3

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6944,136	2	3472,068	59,910	.000[b]
	Residual	5331,800	92	57,954		
	Total	12275,937	94			

Dependent Variable: Teaching Quality (Y)

Predictors: (Constant), Independent Teaching Platform (X1), Digital-Based School Management (X2)

Based on the table above, it is known that the value of the probability (significant) variables of the Independent Teaching Platform (X1) and digital-based school management (X2) < 0.05, so it can be concluded that Ho was rejected and Ha was accepted. This means that there is a significant influence of the Merdeka teaching platform and digital-based school management on the teaching quality of high school teachers in Seberang ulu II district, Palembang.

Determination Coefficient Analysis

The determination coefficient analysis was used to determine the contribution of the variable contribution of the Independent Teaching Platform and digital-based school management to the quality of teacher teaching. The analysis of the determination coefficient was carried out using the help of SPSS 26 for windows, with the results as follows.

Table 2. Results of Determination Coefficient Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.916ª	,839	,835	3,80639

a. Predictors: (Constant), Digital-Based School Management (X2), Independent Teaching Platform (X1)

Based on the table above, the contribution of the Merdeka teaching platform and digital-based school management to the quality of teacher teaching can be seen from the acquisition of R Square of 0.839, meaning that the improvement in the quality of teacher teaching due to the influence of the Merdeka teaching platform and digital-based school management is 83.6% while the remaining 16.4% is influenced by other factors that are not included in this study.

Based on the results of the research obtained from 95 respondents starting from October to November 2024, the results of the study can be described as follows:

The influence of the Teaching Platform on the Quality of Teachers' Teaching

Based on the test results, the variable of the Teaching Freedom platform shows that it partially affects and significantly affects the quality of teacher teaching. This is seen from the results of a simple regression calculation which shows that the t calculation > t table or 5.323 > 1.98525. Through the various resources and training provided, this platform helps teachers improve competence, utilize technology in learning, and build collaboration with other teachers.

The results of the research are in line with Setiariny, (2023) who revealed that the independent teaching platform comes with the aim of improving the quality of education in Indonesia. The platform is designed to provide a range of resources, training, and support to teachers, as well as strengthen the technology-based learning ecosystem. The independent teaching platform provides a variety of training and professional development materials for teachers. With access to relevant learning modules, courses, and training, teachers can improve their teaching skills, both in terms of pedagogy, use of technology, and understanding of the applicable curriculum.

Teachers can access a variety of resources that support the learning process, such as teaching modules, sample questions, learning videos, and other tools. In addition, according to Marisana et al., (2023) this helps teachers in designing learning that is more interesting, effective, and in accordance with student needs. In addition, the Independent Teaching Platform also supports the implementation of the Independent Curriculum, which emphasizes more student-centered learning, gives teachers the freedom to innovate, and is more flexible in adjusting teaching materials. With training and resources related to the Independent Curriculum, teachers can more easily adapt to a more contextual and student-based learning approach.

From the explanation above, it can be concluded that the independent teaching platform has a significant influence on the quality of teacher teaching. Through the various resources and training provided, this platform helps teachers improve competence, utilize technology in learning, and build collaboration with other teachers. This has the potential to improve the quality of teacher teaching.

In line with research conducted by Legi & Wamo, (2023) which states that independent teaching platforms have a significant influence and can improve the quality of learning. Likewise, according to Elviana et al., (2023) the independent teaching platform can have an impact on improving the quality of learning and teaching competencies in education units. Teachers can also get quality training through this independent teaching platform. Materials that can be completed independently the independent teaching platform offers opportunities for teachers to continue learning and developing their skills without space or time limitations.

The Influence of Digital-Based School Management on the Quality of Teachers' Teaching

Digital-based school management refers to the use of information technology and digital systems to manage various aspects of school operations, ranging from administration, curriculum management, supervision of the learning process, to evaluation and development of teacher professionalism. The use of this digital system has a significant influence on the quality of teacher teaching, this can be seen from the results of calculations using SPSS where the results are obtained that t calculates > t table or 10.904 >1.98525.

Digital-based school management allows for faster, more accurate, and organized administrative processes. Teachers can focus more on their core task, which is teaching, because administrative burdens such as processing attendance data, assessments, and reports can be done automatically and more efficiently using digital systems. This reduces the time teachers need for administrative tasks and allows more time for learning development.

With a digital-based management system, teachers can access student information

quickly and in real-time. This includes academic data, behavior, as well as each student's progress records. This information is very useful for adjusting the learning approach to be more effective and in accordance with the needs of students. Teachers can more easily monitor student progress and provide appropriate support.

Digital systems allow for better monitoring and evaluation of learning. Data on student learning outcomes can be processed automatically, allowing teachers to see trends and patterns that can impact their teaching. With this system, teachers can identify areas that need improvement and adjust their teaching methods to achieve better results. The system also allows for more transparent and objective evaluations. Digital-based school management often comes with integrated training and development modules. It allows teachers to access a variety of training materials online, take courses, or earn certifications relevant to their professional development. In line with the opinion of Farwati & Arifin, (2023) who revealed that through this digital platform, teachers can independently develop their teaching skills, both in terms of pedagogy, educational technology, and mastery of teaching materials.

Based on the explanation above, it can be concluded that digital-based school management has a significant impact on the quality of teacher teaching. Through improved administrative efficiency, faster data access, better monitoring, and the use of technology in learning, teachers can manage their time and resources more optimally. In addition, the system also supports the development of teacher professionalism, strengthens collaboration between teachers, and increases parental involvement, all of which contribute to improving the quality of learning and student learning outcomes.

This is in line with research conducted by Novelita & Devian, (2023) that the use of technology in developing teacher professionalism in the context of school-based management in the digital era has a positive impact on improving the quality of school-based teaching and management. Meanwhile, according to Hermawansyah, (2021) digital-based school education management is a development process that will form a concrete civilization and system to print multidimensional outputs according to the times.

Likewise, according to Aulia et al., (2023) that the independent teaching platform has a significant positive influence on the quality of teacher teaching in Indonesia. By providing easier access to training, teaching materials, educational technology, and the opportunity to collaborate with fellow teachers, this platform encourages teachers to continue to improve their competencies and skills. As a result, the quality of teacher teaching can improve, which ultimately has a positive impact on the quality of learning and student learning outcomes.

The Influence of the Merdeka Teaching Platform and Digital-Based School Management on the Quality of Teachers' Teaching

Based on the test results, it can be seen that the variables of the Independent Teaching Platform and digital-based school management have a simultaneous and significant effect on the quality of teacher teaching, so it can be concluded that the third hypothesis is accepted. The theoretical framework that the Merdeka teaching platform and digital-based school management have a simultaneous effect on the teaching quality of high school teachers in the Seberang Ulu II sub-district of Palembang. So that if the independent teaching platform and digital-based school management are increasing, the quality of teacher teaching will also increase.

The Merdeka Mengajar platform makes it easy for teachers to access a variety of relevant and up-to-date learning resources. This helps teachers in planning and implementing more effective and innovative learning. Access to learning materials, training, and professional communities enriches teachers' insights and influences the quality of their teaching. Then With the use of technology in digital-based school management, teachers gain additional skills in using various educational tools and applications. This strengthens the quality of teaching, because teachers are more skilled in integrating technology into the teaching and learning process, both in face-to-face and online learning. This is in line with Harini et al., (2023) who revealed that digital-based school management makes it easier for teachers to manage classroom administration, attendance, assessment, and communication with students and parents.

This efficiency reduces the administrative burden on teachers, so they can focus on developing teaching quality and more productive interactions with students. This is strengthened by the results of research from Soemantri, (2019) which states that the Independent Teaching Platform also encourages collaboration between teachers through discussions and joint activities, which in turn improves the quality of teaching. Digital-based professional development also provides opportunities for teachers to continue to learn and develop, which contributes directly to improving the quality of teaching in the classroom. The use of platforms that facilitate self-development and technology-based management can increase teachers' motivation. With digitally available technical support and training, teachers feel more confident in carrying out their roles, which in turn improves their performance in teaching.

The results of hypothesis 3 testing using SPSS showed that simultaneously the independent teaching platform and digital-based school management had a positive and significant effect on the quality of teacher teaching with a significance value of 0.000<0.05 and the amount of influence of the independent teaching platform and school management simultaneously on the quality of teacher teaching was 0.839 or 83.9%. This means that the theoretical framework of thinking has a significant effect on the teaching of Merdeka teaching and digital-based school management on the

quality of teaching high school teachers in Seberang ulu II district, Palembang.

Based on the explanation above, it can be concluded that the effective contribution of the independent variable to the quality of the value of the dependent variable is the result of data analysis in the field that reflects the effectiveness of the implementation of the Independent Teaching Platform and digital-based school management as an independent variable on the teaching quality of high school teachers in Seberang ulu II district, Palembang. This reveals that the digital-based teaching and school management independent platform has a significant influence value between each other on the quality of teacher teaching.

D. Conclusion

Where the results of the research obtained in this study first found that there was a significant influence of their teaching platform partially on the teaching quality of high school teachers so that it can be concluded that the first hypothesis is accepted. Where Ha1; X1 has a real effect on Y because t calculates > t table 5.323 > 1.98525 the magnitude of X1's influence on Y is 23.4%. Then the results of the second study found that there was a significant influence of digital-based school management partially on the quality of teacher teaching. Where Ha1; X2 has a real effect on Y because t calculates > t table 10.904 >1.98525. The magnitude of X1's influence on Y is 56.1%. The results of the third study showed that the Independent Teaching Platform and digital-based school management had a significant effect simultaneously (Together) on the quality of teacher teaching, so it can be concluded that the first hypothesis is accepted. This can be seen from the results of the calculation using SPSS in the f value where f is calculated as 59.910 and the value of f table is 3.09 so that the value of f calculated is greater than f table or 59.910 > 3.09. This means that the variables of the Independent Teaching Platform and digital-based school management have a positive and significant effect on the quality of teaching for high school teachers. With the KD error obtained is 0.839, it has a contribution effect of 83.9% on the Y variable.

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