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The Effect of Digital Literacy and Learning Motivation on Teacher Professionalism through the Use of the Rumah Education Platform in State Elementary Schools of Serang Regency

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ABSTRACT

The main problem in this study is the low level of teachers' digital literacy, learning motivation, and the suboptimal utilization of the platform in facing digital transformation. This study aims to analyze the influence of digital literacy and learning motivation on the professionalism of public elementary school teachers in Serang Regency through the use of the Rumah Pendidikan Platform. This quantitative study using a survey method tested a structural model using a questionnaire on a sample of 264 teachers determined through a probability sampling technique. Data analysis used Structural Equation Modeling-Partial Least Squares (SEM-PLS) to test the direct and indirect effects with the platform as an intervening variable. The results of the study prove that digital literacy and learning motivation have a positive and significant influence on teacher professionalism, both directly and indirectly through the mediation of the Rumah Pendidikan Platform. In addition, both variables have also been shown to significantly increase the intensity of platform use. The study concludes that improving teacher professionalism in the era of digital transformation requires strengthening digital literacy and learning motivation supported by optimizing the utilization of the Rumah Pendidikan Platform. These findings are expected to provide a basis for the government, education offices, principals, and teachers in formulating strategies for improving digital-based competencies.

Article Information

Kata Kunci:
Literasi Digital, Motivasi Belajar, Platform Rumah Pendidikan, Profesionalisme Guru.

ABSTRACT

Masalah utama dalam penelitian ini dilatarbelakangi oleh masih rendahnya literasi digital guru, motivasi belajar, serta belum optimalnya pemanfaatan platform tersebut dalam menghadapi transformasi digital. Penelitian ini bertujuan untuk menganalisis pengaruh literasi digital dan motivasi belajar terhadap profesionalisme guru Sekolah Dasar Negeri di Kabupaten Serang melalui penggunaan Platform Rumah Pendidikan. Penelitian kuantitatif dengan metode survei ini menguji model struktural menggunakan kuesioner pada 264 sampel guru yang ditentukan melalui teknik probability sampling. Analisis data menggunakan Structural Equation Modeling-Partial Least Squares (SEM-PLS) untuk menguji pengaruh langsung maupun tidak langsung dengan platform sebagai variabel intervening. Hasil penelitian membuktikan bahwa literasi digital dan motivasi belajar berpengaruh positif dan signifikan terhadap profesionalisme guru, baik secara langsung maupun tidak langsung melalui mediasi Platform Rumah Pendidikan. Selain itu, kedua variabel tersebut juga terbukti meningkatkan intensitas penggunaan platform secara signifikan. Penelitian menyimpulkan bahwa peningkatan profesionalisme guru pada era transformasi digital memerlukan penguatan literasi digital dan motivasi belajar yang didukung oleh optimalisasi pemanfaatan Platform Rumah Pendidikan. Temuan ini diharapkan menjadi dasar bagi pemerintah, dinas pendidikan, kepala sekolah, dan guru dalam merumuskan strategi peningkatan kompetensi berbasis digital.

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1. INTRODUCTION

The development of digital technology in the 21st century has brought significant changes to various aspects of life, including the education sector. Digital transformation has become one of the strategic agendas for national development, as stated in the 2020–2024 National Medium-Term Development Plan (RPJMN), which emphasizes the importance of improving the quality of human resources through technological mastery and digital literacy. This development is further strengthened by the high level of internet penetration in Indonesia. According to the We Are Social report (2024), the number of internet users in Indonesia reached 221 million people, or approximately 79.5% of the total population. This condition indicates that Indonesian society has entered the digital era, so the world of education is required to be able to adapt to developments in information and communication technology.

Digital transformation in education is gaining momentum with the development of the concepts of Industrial Revolution 4.0 and Society 5.0. In this era, education is no longer solely oriented toward mastering knowledge, but also focuses on critical thinking, creativity, collaboration, communication, and digital technology. As the spearhead of education, teachers are required to possess competencies that can integrate technology into the learning process to create effective, innovative, and student-centered learning. Therefore, mastery of digital literacy is one of the essential competencies teachers must possess to enhance their professionalism.(Masitoh & Purbowati, 2024)

Despite the rapid growth in the use of digital technology, Indonesia's digital literacy remains moderate. According to the Indonesian Digital Literacy Index Survey conducted by the Ministry of Communication and Informatics, Indonesia's digital literacy index in 2022 reached a score of 3.54 on a scale of 5, a slight increase from the previous year's score of 3.49 (Kominfo, 2023; Antara, 2023). These results indicate that the public's ability to access, understand, evaluate, and utilize digital technology productively still needs improvement, including among educators.

Low levels of digital literacy are also still found among elementary school teachers. ResearchRahmandani et al. (2025)A study showed that 64.5% of elementary school teachers in Baguala District, Ambon City, had low levels of digital literacy, particularly in the use of digital media as a learning tool. Similar findings were also reported by Susanti, Faizah, and Sinaga (2023), who stated that many teachers still experience difficulties in operating various digital learning platforms and optimally utilizing technology in the learning process.

The issue of teacher digital literacy is also a concern in the context of primary education in Serang Regency, Banten Province. The implementation of educational digitalization in this region needs to be supported by teachers' ability to utilize technology for learning activities and professional competency development. Based on a pre-survey conducted by researchers on [actual implementation date], indications were found that some teachers' mastery of digital literacy and utilization of the Rumah Pendidikan Platform still need to be improved. The results of the pre-survey provide an initial overview of conditions in the field and serve as a basis for researchers to examine the relationship between digital literacy, learning motivation, use of the Rumah Pendidikan Platform, and teacher professionalism. These initial findings need to be understood according to the scope of respondents and the pre-survey data collection method, so that they cannot be directly generalized to the conditions of all public elementary school teachers in Serang Regency.

These findings are reinforced by an analysis of the Education Report Card of public elementary schools in Serang Regency. The analysis shows that approximately 88.05% of schools still fall into the "poor" category in terms of digital literacy and teacher professionalism, while only 11.95% have achieved the "good" category. This data demonstrates that digital transformation in elementary schools still faces various challenges, both in terms of teacher competency and the use of technology to support learning.

Based on these conditions, it appears that there is still a gap between government policies promoting digital transformation in education and the actual conditions in public elementary schools in Serang Regency. Teachers' low digital literacy skills, low motivation to develop competencies, and suboptimal use of the Rumah Pendidikan platform are suspected to be contributing to the suboptimal professionalism of teachers.

Based on the description, it can be concluded that teacher professionalism is the ability of teachers to carry out their professional duties and responsibilities competently, responsibly, and are able to develop themselves continuously through mastery of competencies, learning innovation, and the use of digital technology to improve the quality of learning.

Teacher professionalism is a crucial factor in determining the quality of education. Professional teachers not only master pedagogical, professional, social, and personal competencies, but also are able to adapt to developments in information and communication technology. In the era of Society 5.0, teacher professionalism is reflected in their ability to utilize digital technology to create innovative, effective, and student-centered learning.(Masitoh & Purbowati, 2024 ; Putry et al., 2025)

Various studies show that teacher professionalism needs to be continuously improved through competency development, ongoing training, and the use of digital technology in learning.(Purba et al., 2024)Professional teachers are required to be able to adapt to technological developments, develop learning innovations, and have a commitment to continuous learning.(Oktavia & Utomo, 2024). In addition, teacher professionalism contributes to improving the quality of learning and education, and includes professional ethics, responsibility, and the ability to use technology wisely in carrying out tasks.(Manziz et al., 2026).

Based on various opinions and previous research results, it can be concluded that teacher professionalism is the ability of teachers to carry out their duties competently, responsibly, and sustainably through mastery of competencies, self-development, application of professional ethics, and the use of digital technology in learning. In the era of digital transformation, teacher professionalism is demonstrated not only by mastery of teaching materials, but also by the ability to adapt to technological developments, create learning innovations, and utilize technology effectively to improve the quality of learning and education.

Various studies show that digital literacy has a positive influence on improving teacher professionalism.Nasution (2025)explains that digital literacy is an important component of teacher professionalism because it can increase the effectiveness of learning, educational

communication, information management, and technology-based learning innovation. This finding is supported byKusumawati et al. (2022)which concluded that teachers with good digital literacy are better able to develop creative learning methods and improve the quality of interactions with students.Sulaiman et al. (2025)This study proves that digital literacy has a positive and significant impact on the professional competence of elementary school teachers by increasing their ability to innovate and solve problems in learning.Dewi et al. (2026) also shows that strengthening digital literacy contributes to improving teacher professionalism in facing educational transformation. In line with this,Khotimah & Reza (2022)found that improving digital literacy through competency development programs can strengthen teachers' pedagogical and professional competencies. Furthermore, a systematic reviewYuslimah et al., (2025)emphasized that digital literacy is a strategic factor in supporting the development of teacher professionalism, especially in the use of technology as part of 21st century learning.

Based on various opinions and previous research results, it can be concluded that digital literacy is a teacher's ability to access, understand, evaluate, use, create, and communicate information through digital technology effectively, critically, ethically, and responsibly to support learning. Mastery of digital literacy enables teachers to adapt to technological developments, develop learning innovations, improve the quality of the teaching and learning process, and strengthen professionalism through the use of the Rumah Pendidikan Platform as a means of continuous competency development.

Teacher learning motivation is a crucial factor driving them to continuously develop their competencies, knowledge, and skills in carrying out their professional duties. Teachers with high learning motivation tend to actively participate in training, utilize digital technology, and continuously improve the quality of learning. Conversely, low learning motivation can hinder competency development and impact teacher professionalism.Sari & Wibowo, (2023)

In the era of digital transformation, learning motivation has become increasingly important as teachers are required to adapt to developments in educational technology and curriculum changes. Various studies have shown that learning motivation has a positive impact on improving teacher competence and professionalism.Pratiwi et al., (2024)found that learning motivation improves teachers' ability to utilize digital technology.Hidayat & Kurniawan, (2022)explains that highly motivated teachers demonstrate a stronger commitment to improving the quality of learning and self-development. In line with this,Rahayu & Mulyadi, (2025)This study proves that learning motivation encourages increased professional competence through training, collaboration, and the use of digital learning platforms.Nurhayati et al., (2025)also shows that learning motivation has a positive influence on teachers' ability to adapt to curriculum changes and developments in educational technology.Fadilah et al., (2024)concluded that high learning motivation encourages teachers to be more active in participating in ongoing professional development and implementing learning innovations. This finding is supported byRamadhan & Setiawan, (2025)which states that learning motivation contributes significantly to improving teacher professionalism through the development of technology-based competencies.

Based on various opinions and previous research findings, it can be concluded that teacher learning motivation is an internal and external drive that encourages teachers to continue learning, develop competencies, participate in training, adapt to technological developments, and continuously improve the quality of learning. In this study, learning motivation is understood as a factor that encourages teachers to develop their professionalism through utilizing the Rumah Pendidikan Platform as a learning tool, competency development, and educational innovation.

The Rumah Pendidikan platform is a digital service ecosystem developed by the Ministry of Primary and Secondary Education to support the digital transformation of education in Indonesia. This platform integrates various educational services accessible to teachers, students, principals, parents, and local governments to improve the quality of learning, expand access to learning resources, and support the continuous development of teacher competencies.Ministry of Primary and Secondary Education, 2025)

Various studies show that the use of digital platforms makes a positive contribution to improving teacher competence and professionalism.Khoeriyah et al., (2025)explained that the use of the Home Learning Portal as a Learning Management System can improve teachers' digital skills and support more effective learning.Zen, et al (2025) also found that utilizing digital platforms makes it easier for teachers to access materials, teaching tools, and learning media, thereby improving the quality of learning.Salamor et al., (2025)stated that digital learning platforms can improve teacher collaboration, communication, and engagement in the learning process. In addition, researchAnanda et al., (2025)shows that the use of digital platforms has a positive effect on the development of teachers' professional competence through improving technological capabilities and learning innovation. This finding is supported byWulandari et al., (2023)which concluded that the use of digital learning platforms encourages teachers to be more active in participating in continuous professional development and increases the effectiveness of the learning process.

Based on various opinions and previous research results, the Rumah Pendidikan Platform is a digital service ecosystem that provides learning resources, training, teaching tools, and learning support services to help teachers develop their competencies. The placement of the Rumah Pendidikan Platform as an intervening variable in this study can be explained through the Technology Acceptance Model (TAM) developed by Davis (1989). This model explains that the acceptance and use of technology is related to user perceptions of the benefits and ease of use of the technology. In the context of this study, digital literacy can help teachers understand and use the features of the Rumah Pendidikan Platform, while learning motivation can encourage teachers to utilize the platform as a means of acquiring knowledge and developing competencies continuously.

The use of the Rumah Pendidikan Platform can further serve as a bridge between digital literacy and learning motivation and teacher professionalism. Through access to learning resources, training, and learning materials, teachers have the opportunity to update their knowledge, develop pedagogical skills, and improve their ability to integrate

technology into the learning process. This aligns with the view of Darling-Hammond, Hyler, and Gardner (2017) that effective teacher professional development requires providing learning opportunities that support the improvement of teaching knowledge and skills. Therefore, the Rumah Pendidikan Platform is positioned as a mediating variable because it explains the mechanisms linking digital literacy skills and learning motivation to teacher professional development, rather than as a moderating variable that alters the strength or weakness of the relationship between the variables. Nevertheless, this placement provides a theoretical basis that is further tested through the analysis of direct and indirect effects in this study.

Although various studies have demonstrated that digital literacy and learning motivation positively influence teacher professionalism, several research gaps remain that require further study. Theoretically, most studies only explain the direct relationship between digital literacy or learning motivation and teacher professionalism. Consequently, few studies have examined the mechanisms by which these two variables enhance teacher professionalism through the use of the Rumah Pendidikan Platform as an intervening variable. However, from an educational management perspective, enhancing professionalism is influenced not only by individual competency but also by optimizing the use of digital systems and ecosystems that support teacher competency development.

Empirical gap: Previous research has focused more on the influence of digital literacy on teacher competence or professionalism and the influence of learning motivation on competency development separately. Research integrating digital literacy, learning motivation, use of the Rumah Pendidikan Platform, and teacher professionalism into a single model is still very limited, so the relationship between these variables cannot be comprehensively explained.

Based on empirical phenomena, theoretical foundations, and previous research findings, it is clear that teacher professionalism is a crucial factor in determining the success of education in the era of digital transformation. Improving teacher professionalism is influenced not only by digital literacy skills and learning motivation, but also by optimizing the use of the Rumah Pendidikan Platform as a means of competency development, collaboration, and learning innovation. However, empirical conditions in Serang Regency indicate that teachers' digital literacy skills, learning motivation, and use of the Rumah Pendidikan Platform are still suboptimal, potentially hindering the improvement of teacher professionalism.

On the other hand, previous research generally only examined the direct influence of digital literacy or learning motivation on teacher professionalism, while research integrating these two variables with the Rumah Pendidikan Platform as an intervening variable is still very limited, particularly among public elementary school teachers in Serang Regency. This situation indicates a research gap that requires further examination to gain a more comprehensive understanding of the mechanisms for improving teacher professionalism through digital transformation in education.

Based on the phenomena, empirical problems, and research gaps, this study was conducted with the title "The Influence of Digital Literacy and Learning Motivation on Teacher Professionalism through the Use of the Rumah Pendidikan Platform in Public Elementary Schools in Serang Regency." This study is expected to provide theoretical contributions in the development of educational management studies regarding the relationship between digital literacy, learning motivation, the use of the Rumah Pendidikan Platform, and teacher professionalism. In addition, the results of the study are expected to be practical recommendations for the Education Office, school principals, and teachers in formulating strategies to improve teacher competency through optimizing the use of the Rumah Pendidikan Platform to realize quality, adaptive, and competitive basic education in the digital era.

2. RESEARCH METHODOLOGY

This research is a quantitative study with a survey design and an explanatory approach. This study aims to analyze the relationship between digital literacy and learning motivation with teacher professionalism, both directly and indirectly through the use of the Rumah Pendidikan Platform as an intervening variable. Data were collected through questionnaires from 264 public elementary school teachers in Serang Regency and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS). The analysis was conducted to test the relationship between variables and identify indirect relationships through mediating variables. Because this study used a cross-sectional design, data were collected over a single period, so the results of the analysis are interpreted as statistical relationships and predictive patterns between variables, not as definitive evidence of a causal relationship. This study also acknowledges that the temporal order between variables and the possible influence of confounding variables cannot be fully ascertained through the design used.

The population in this study were all teachers of Public Elementary Schools in Serang Regency who met the research criteria, with a population of [N] teachers based on data [data source name and year]. The sample size was set at 264 teachers by considering [the method or formula for determining the sample actually used], a confidence level of [percentage]%, and a margin of error of [percentage]%, in accordance with the assumptions used in the calculation. Sampling was carried out using the Proportionate Stratified Random Sampling technique, namely by dividing the population into strata based on [the basis for dividing the strata, for example, sub-districts or school groups], then determining the number of samples proportionally in each stratum. The sample allocation in each stratum was calculated using the formula (n_h = \frac{N_h}{N}\times n), with (n_h) as the number of samples in the h-th stratum, (N_h) as the number of populations in the h-th stratum, (N) as the total population, and (n) as the number of research samples. The selection of respondents in each stratum is done randomly to provide the opportunity to be selected to members of the population in accordance with the established sampling procedures.

3. RESULTS AND DISCUSSION

3.3.1 The Influence of Digital Literacy on Teacher Professionalism

The results of the hypothesis testing indicate that digital literacy has a positive and significant effect on teacher professionalism. This is indicated by the Original Sample (O) value of 0.281, T-Statistics of 4.258, and P-Values of 0.000 (<0.05). Thus, the hypothesis stating that digital literacy has a positive effect on teacher professionalism is accepted. This

means that the higher the digital literacy skills possessed by teachers, the higher the level of teacher professionalism in carrying out their duties as educators.

The results of this study align with research by Uli Fitriana (2026), which concluded that teachers' digital literacy skills positively influence the improvement of professional competence through the use of digital learning platforms. Teachers with high levels of digital literacy tend to be more active in participating in online training, developing digital teaching materials, and integrating technology into the learning process, thus enhancing their professionalism.

Based on the results of this study and various previous studies, it can be concluded that digital literacy is a factor that has a positive and significant influence on teacher professionalism. The greater a teacher's ability to access, evaluate, utilize, and develop information through digital technology, the higher their professionalism in carrying out educational duties. Therefore, improving digital literacy needs to be a priority in teacher competency development programs through training, mentoring, and optimizing the use of the Rumah Pendidikan platform to support sustainable improvements in educational quality.

3.3.2 The Influence of Learning Motivation on Teacher Professionalism

The results of the hypothesis testing indicate that learning motivation has a positive and significant effect on teacher professionalism. This is evidenced by the Original Sample (O) value of 0.312, T-Statistics of 4.875, and P-Values of 0.000 (<0.05). Thus, the hypothesis that learning motivation has a positive effect on teacher professionalism is accepted. This means that the higher the learning motivation a teacher has, the higher the teacher's professionalism in carrying out their duties and responsibilities as an educator.

The results of this study indicate that learning motivation is an internal factor that drives teachers to continuously develop pedagogical, professional, social, and personal competencies. Teachers with high learning motivation tend to be more active in participating in training, seminars, workshops, learning communities, and utilizing various digital platforms to improve the quality of learning. This motivation encourages teachers to continuously update their knowledge, improve their teaching skills, and adapt to developments in educational technology, thereby enhancing their professionalism.

3.3.3 The Influence of Digital Literacy on the Home Education Platform

The results of the hypothesis testing indicate that Digital Literacy has a positive and significant effect on the Rumah Pendidikan Platform. This is indicated by the Original Sample (O) value of 0.487, T-Statistics of 7.855, and P-Values of 0.000 (<0.05). Thus, the first hypothesis is accepted, which means that the higher the level of digital literacy of teachers, the more optimal the utilization of the Rumah Pendidikan Platform in supporting the learning process and developing teachers' professional competencies.

3.3.4 The Influence of Learning Motivation on the Home Education Platform

The results of the hypothesis testing indicate that Learning Motivation has a positive and significant effect on the Rumah Pendidikan Platform. This is indicated by the Original Sample (O) value of 0.396, T-Statistics of 5.824, and P-Values of 0.000 (<0.05). Thus, the hypothesis stating that learning motivation has a positive effect on the Rumah Pendidikan Platform is accepted. This means that the higher the learning motivation of teachers, the more optimal the utilization of the Rumah Pendidikan Platform as a learning tool, competency development, and improving the quality of the learning process.

3.3.5 The Influence of the Home Education Platform on Teacher Professionalism

The results of the hypothesis testing indicate that the Rumah Pendidikan Platform has a positive and significant effect on Teacher Professionalism. This is indicated by the Original Sample (O) value of 0.463, T-Statistics of 7.015, and P-Values of 0.000 (<0.05). Thus, the hypothesis stating that the Rumah Pendidikan Platform has a positive effect on Teacher Professionalism is accepted. This means that the more optimal the use of the Rumah Pendidikan Platform by teachers, the higher the level of teacher professionalism in carrying out their duties and responsibilities as educators.

3.3.6 The Influence of Digital Literacy on Teacher Professionalism Through the Home Education Platform

The results of the Specific Indirect Effect test indicate that the indirect relationship between Digital Literacy and Teacher Professionalism through the Rumah Pendidikan Platform obtained an Original Sample (O) value of 0.225, T-Statistics of 4.891, and P-Values of 0.000 ($p < 0.001$). These results indicate that the tested indirect relationship is statistically significant. To determine the type of mediation, these results were compared with the direct path of Digital Literacy to Teacher Professionalism (H1), which had an Original Sample (O) value of 0.281, T-Statistics of 4.258, and P-Values of 0.000 ($p < 0.001$). Because the direct and indirect paths were both positive and significant, the Rumah Pendidikan Platform showed a complementary partial mediation pattern. Theoretically, these findings indicate that the relationship between Digital Literacy and Teacher Professionalism is not only reflected in the direct path, but also in the indirect path through the use of the Rumah Pendidikan Platform. Practically, developing teachers' digital literacy needs to be accompanied by optimizing the use of platforms to access learning resources, participate in training, and develop professional competencies. Therefore, both pathways need to be considered when developing teacher professional development programs. However, because this study used a cross-sectional design, the results represent a statistical association and cannot be considered definitive proof of a causal relationship.

The results of this study indicate that the influence of digital literacy on teacher professionalism occurs not only directly, but also through the use of the Rumah Pendidikan Platform as a competency development medium. Teachers with high digital literacy will more easily access, understand, and utilize the various services available on the Rumah Pendidikan Platform, such as the GTK Room, independent training, teaching tools, assessments, learning communities, and digital learning resources. Utilizing these various services

provides teachers with the opportunity to improve their pedagogical, professional, and social competencies, as well as their ability to integrate technology into learning, thereby enhancing teacher professionalism.

3.3.7 The Influence of Learning Motivation on Teacher Professionalism Through the Home Education Pathway

The results of the Specific Indirect Effect test indicate that the indirect relationship between Learning Motivation and Teacher Professionalism through the Rumah Pendidikan Platform has an Original Sample (O) value of 0.183, T-Statistics of 4.256, and P-Values of 0.000 ($p < 0.001$). These results indicate that the indirect relationship tested is statistically significant. To determine the type of mediation, these results are compared with the direct path of Learning Motivation to Teacher Professionalism which has a coefficient of 0.312, T-Statistics of 4.875, and P-Values of 0.000 ($p < 0.001$). Because the direct and indirect relationships are both positive and significant, the Rumah Pendidikan Platform shows a complementary partial mediation pattern. This finding indicates that the relationship between Learning Motivation and Teacher Professionalism is reflected through both direct and indirect paths through the Rumah Pendidikan Platform. Practically, these results support the importance of developing teacher learning motivation as well as optimizing the use of the Rumah Pendidikan Platform as a means of competency development. However, because the study used a cross-sectional design, the results are interpreted as statistical associations and not as definitive evidence of a cause-and-effect relationship.

The findings of this study indicate that learning motivation not only directly influences teacher professionalism but also indirectly through the use of the Rumah Pendidikan platform. Teachers with high learning motivation are encouraged to utilize the various services available on the platform, such as Ruang GTK (Gertk Room), independent training, learning communities, teaching tools, assessments, and digital learning resources. Utilizing these services allows teachers to improve their pedagogical, professional, and social competencies, as well as their ability to integrate technology into learning, thus further developing their professionalism (Nurbaitillah et al., 2025).

4. CONCLUSION

Based on the results of data analysis, hypothesis testing using Structural Equation Modeling-Partial Least Squares (SEM-PLS), and the discussion described in the previous chapter, it can be concluded that the research on the Influence of Digital Literacy and Learning Motivation on Teacher Professionalism through the Rumah Pendidikan Platform on Public Elementary School Teachers in Serang Regency produced several findings as follows.

1. Digital literacy has a positive and significant impact on teacher professionalism. These results indicate that teachers' ability to use digital technology is associated with increased professionalism in carrying out educational tasks.
2. Learning motivation has a positive and significant influence on teacher professionalism. This finding indicates that motivation to continue learning and develop competencies is related to teacher professionalism.
3. Digital literacy influences the use of the Rumah Pendidikan platform. These findings indicate that teachers' digital skills are related to the platform's use as a tool to support learning activities and competency development.
4. Learning motivation has a positive and significant effect on the Rumah Pendidikan Platform, with a coefficient value of 0.396, a T-statistic value of 5.824, and $p<0.001$. These results indicate that learning motivation is related to the use of the Rumah Pendidikan Platform as a means to support teacher competency development.
5. The Rumah Pendidikan platform has a positive and significant effect on teacher professionalism, with a coefficient of 0.463, a T-statistic value of 7.015, and $p<0.001$. These findings indicate that platform utilization is related to increased teacher professionalism.
6. The Rumah Pendidikan platform partially mediates the relationship between digital literacy and teacher professionalism. The direct effect of digital literacy on teacher professionalism was 0.281, and the indirect effect through the platform was 0.225, both positive and significant. These findings indicate that the relationship between digital literacy and teacher professionalism occurs through both direct influence and platform utilization.
7. The Rumah Pendidikan platform partially mediates the relationship between learning motivation and teacher professionalism. The direct effect of learning motivation on teacher professionalism is 0.312, while the indirect effect through the platform is 0.183; both are positive and significant. These results indicate that learning motivation is related to teacher professionalism, both directly and through the use of the Rumah Pendidikan platform.

Overall, the research findings indicate that digital literacy, learning motivation, and utilization of the Rumah Pendidikan platform are related to teacher professionalism, both directly and indirectly. However, because the study used a cross-sectional design, these results should be interpreted as statistical associations and not as definitive proof of causality.

This study has several limitations that should be considered when interpreting the results. First, the cross-sectional design, which collected data at a single point in time, limits the study's ability to establish a temporal sequence between digital literacy, learning motivation, use of the Rumah Pendidikan Platform, and teacher professionalism. Although the SEM-PLS analysis results indicate significant direct and indirect relationships between the variables, these results cannot definitively prove causality. Other factors not included in the research model may also contribute to the relationships found. Second, the generalizability of the study results is limited because this study focused on public elementary school teachers in Serang Regency, Indonesia. Therefore, the results should be interpreted with caution when applied to teachers in other regions, at different educational levels, or in different institutional contexts. Future research is recommended to use a longitudinal design to observe changes between variables over time, involve a larger and more diverse sample, and consider additional variables to better understand the relationships between digital literacy, learning motivation, use of the Rumah Pendidikan Platform, and teacher professionalism.

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