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The Influence of School Culture and Self-Development on Digital-Based Learning Among Junior High School Teachers in Sub Rayon 04, Grobogan Regency

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Abstract: This study is motivated by the low level of teachers' digital competence, as many teachers have limited access to practical training related to digitalized learning. As a result, they face challenges in integrating technology into the teaching and learning process. This issue is influenced by two main factors: school culture and self-development. The aim of this research is to determine the influence of school culture and self-development on digital-based learning among junior high school teachers in Sub Rayon 04, Grobogan Regency. The research uses a quantitative approach with a correlational research design. The population consists of all public junior high school teachers in Sub Rayon 04, Grobogan Regency, totaling 190 individuals. A sample of 129 teachers was selected using proportional random sampling. Data collection was conducted through questionnaires. The data were analyzed using descriptive analysis, prerequisite tests, and hypothesis testing, including simple and multiple linear regression analyses, with SPSS for Windows Release 28. The results show that school culture has a positive and significant influence on digital-based learning, accounting for 61.6% of the variance, while the remaining 38.4% is influenced by other factors. The regression equation is $\hat{Y} = 17.978 + 0.764X_2$. Additionally, self-development has a positive and significant influence on digital-based learning, accounting for 31.5% of the variance, with the remaining 68.5% influenced by other factors. The regression equation is $\hat{Y} = 13.074 + 0.784X_3$.

Keyword: School Culture, Self-Development, Digital-Based Learning

INTRODUCTION

The development of information and communication technology has transformed the way we learn and teach, significantly impacting the educational process. Amidst this wave of development, digital-based learning has become increasingly important as it offers accessibility, flexibility, and innovation in the learning process. (Fatchudin, 2024) explains that school culture also plays a crucial role in supporting the implementation of digital-based learning. A school culture that supports digital learning is essential to create an innovative, flexible, and adaptive learning environment in response to the changing times. Without a culture that encourages the use of technology in learning, educational digitalization will remain

a discourse without effective implementation. School culture is the foundational pillar for instilling principles or values in education (Fajri & Jelatu, 2024).

An ideal school culture will bring about significant changes in the duties and responsibilities of principals and teachers in enhancing student achievement so that the learning process can be carried out optimally. School culture implies that teachers are committed to upholding cultural values to encourage students to achieve optimal learning outcomes (Gurdi et al., 2022). Teacher self-development is also an equally important factor. Teachers who continuously develop their competencies through training, workshops, or independent study will be better prepared to face the challenges of digital-based learning. A teacher's ability to integrate technology into the classroom greatly depends on how far they have developed their digital skills and how proactive they are in learning and adapting to new technologies.

In the digital era, teachers are not only facilitators but also motivators and sources of inspiration for students. Nowadays, students often gain learning experiences through the internet even before entering school. Therefore, teachers are expected to be able to face students who are already familiar with much of the learning content available online (Sharma, 2021). Teachers must position themselves as learning partners for their students, shifting the learning approach from teacher-centered to student-centered. This shift is necessary as learning resources today are not limited to the teacher but are widely accessible through digital technology (Akrim, 2018). Mastery of technology-based teaching competencies is a must for teachers in the digital era (Notanubun, 2019). In addition to having a high interest in reading, teachers are also expected to have writing skills. They must be able to express their creative and innovative ideas in the form of scientific works or books. In other words, teachers in the digital era should not merely download teaching materials but also contribute their thoughts to improving the quality of education, one of which is through producing scientific works or books (Nopilda & Kristiawan, 2018).

Based on the researcher's observations in 9 public junior high schools in Sub Rayon 04 of Grobogan Regency, it was found that many schools have not yet utilized digital platforms in their learning processes and still rely solely on lecture-based teaching methods. Only four schools have adequate access to technological devices such as computers, projectors, or stable internet networks. Training for teachers on digital learning remains limited, causing many to struggle with integrating technology into their teaching practices. Teachers are still comfortable with traditional methods and perceive the use of technology as a barrier or something that could hinder teaching effectiveness. There is a lack of support and training from school management regarding the use of technology in most schools. From the teacher's side, motivation to improve digital competence is still low. Although some teachers have attended training sessions, the training is limited and not adequately applicable to classroom needs. In terms of infrastructure, technical barriers such as limited access to devices and unstable internet connections remain the primary challenges for most schools.

The low level of digital competence among teachers due to limited access to applicable digital learning training makes it difficult for them to integrate technology into the teaching and learning process. Teachers' low motivation is also a concern, as most still prefer traditional methods and show little desire to improve their digital competencies. Moreover, school management has yet to provide optimal ongoing training and systematic support for digitalization in learning. Technical constraints, including hardware shortages and unstable internet connectivity, further hinder the effective implementation of digital learning. Based on the above issues, the objective of this study is to determine the influence of school culture and self-development on digital-based learning among public junior high school teachers in Sub Rayon 04, Grobogan Regency.

METHOD

The approach chosen by the researcher to observe, collect, and present the analysis of the research results is a quantitative approach. Based on its purpose, this study is correlational in nature, as it seeks to explain educational realities within the context of theories or concepts. The research was conducted at public junior high schools (SMP Negeri) in Sub Rayon 04 of Grobogan Regency. The research period spanned from January 2025 to September 2025. The population of this study consisted of all teachers from public junior high schools in Sub Rayon 04, Grobogan Regency, totaling 190 teachers. The sample consisted of 129 teachers, selected using proportional random sampling, a technique that involves randomly selecting a balanced proportion of samples from the population. The data collection technique used in this study was a questionnaire (list of statements). The researcher distributed the questionnaire directly to the respondents, who were required to fill it out manually. Each respondent was obligated to complete every item in the questionnaire for each variable. The completed questionnaires were then returned directly to the researcher. Regression analysis was used to predict the extent to which changes in the dependent variable could occur when the values of the independent variables were altered or adjusted. The benefit of regression analysis is to assist in decision-making regarding whether increases or decreases in the dependent variable can be influenced through improvements in the independent variables. Two types of regression analysis were used in this study: simple linear regression and multiple linear regression.

RESULTS AND DISCUSSION

Description of Digital-Based Learning Data

Table 1. Description of the Digital-Based Learning Variable

Statistics	Digital-Based Learning
N (Valid)	129
Missing	0
Mean	74.10
Median	74.00
Mode	74
Std. Deviation	11.774
Range	48
Minimum	46
Maximum	94
Source: SPSS Output Version 28	

The results of the measurement for digital-based learning show a mean score of 74.10, a median of 74.00, and a mode of 74, indicating that most respondents had relatively similar scores around the average. The standard deviation is 11.774, reflecting a moderate level of variation among the responses. The range is 48, with a minimum score of 46 and a maximum score of 94, showing the spread of data from the lowest to the highest observed values.

Table 2. Frequency Distribution f Digital-Based Learning

No	Category	Interval	Frequency	Percentage
1	Very Good	81–95	40	31.01%
2	Good	66–80	61	47.29%
3	Fair	51–65	26	20.15%
4	Poor	35–50	2	1.55%
5	Very Poor	19–34	0	0.00%
	Total		**129**	**100%**

The measurement results of digital-based learning indicate that most teachers fall into the "Good" category (47.29%), followed by "Very Good" (31.01%), and "Fair" (20.15%). A

small percentage of respondents fall into the "Poor" category (1.55%), while none were in the "Very Poor" category. In addition, the analysis shows that the mean score is 74.58, the median is 75.00, and the mode is 71. The standard deviation is 11.713, indicating moderate variability among the responses. The range is 45, with a minimum score of 48 and a maximum score of 93, suggesting a broad distribution of scores in digital-based learning.

Description of School Culture Data

The measurement results of the school culture variable show a mean score of 73.47, a median of 75.00, and a mode of 75, indicating that most respondents had relatively high and consistent perceptions of school culture. The standard deviation is 12.093, which shows moderate variability in the responses. The range is 46, with a minimum score of 48 and a maximum score of 94.

Table 3. Frequency Distribution of School Culture

No	Category	Interval	Frequency	Percentage
1	Very Good	81–95	43	33.33%
2	Good	66–80	49	37.99%
3	Fair	51–65	33	25.58%
4	Poor	35–50	4	3.10%
5	Very Poor	19–34	0	0.00%
	Total		**129**	**100%**

The data shows that the majority of respondents assessed the school culture as either "Good" (37.99%) or "Very Good" (33.33%), suggesting a generally positive school environment. Meanwhile, 25.58% rated it as "Fair", and only a small portion (3.10%) fell into the "Poor" category. No respondents assessed the school culture as "Very Poor", indicating that extremely negative perceptions of school culture were absent.

Description of Self-Development Data

The measurement results for the self-development variable show a mean score of 77.81, a median of 79.00, and a mode of 79, indicating that most respondents had high levels of self-development. The standard deviation is 8.430, suggesting low variability among responses. The range is 40, with a minimum score of 54 and a maximum score of 94.

Table 4. Frequency Distribution of Self-Development

No	Category	Interval	Frequency	Percentage
1	Very Good	84–100	36	27.91%
2	Good	68–83	77	59.69%
3	Fair	52–67	16	12.40%
4	Poor	36–51	0	0.00%
5	Very Poor	20–35	0	0.00%
	Total		**129**	**100%**

The data reveals that the majority of respondents rated their self-development as "Good" (59.69%), followed by "Very Good" (27.91%), and "Fair" (12.40%). There were no respondents in the "Poor" or "Very Poor" categories, indicating that all respondents had a moderate to high level of engagement in self-development activities.

Regression Assumption Testing

Normality Test

To determine whether the data in this study follow a normal distribution, a One-Sample Kolmogorov-Smirnov test was performed on each variable. The results are as follows:

Table 5. One-Sample Kolmogorov-Smirnov Test – Digital-Based Learning

Statistic	Digital-Based Learning
N	129
Mean	74.10
Std. Deviation	11.774
Most Extreme Differences	
- Absolute	0.084
- Positive	0.077
- Negative	-0.084
Test Statistic	0.084
Asymp. Sig. (2-tailed)	0.125

Table 6. One-Sample Kolmogorov-Smirnov Test – School Culture

Statistic	School Culture
N	129
Mean	73.47
Std. Deviation	12.093
Most Extreme Differences	
- Absolute	0.078
- Positive	0.053
- Negative	-0.078
Test Statistic	0.078
Asymp. Sig. (2-tailed)	0.152

Based on the calculation results, the significance value of the Kolmogorov-Smirnov test for School Culture is 0.152, which is greater than 0.05, indicating that the residuals of the regression model are normally distributed.

Table 7. One-Sample Kolmogorov-Smirnov Test – Self-Development

Statistic	Self-Development
N	129
Mean	77.81
Std. Deviation	8.430
Most Extreme Differences	
- Absolute	0.075
- Positive	0.046
- Negative	-0.075
Test Statistic	0.075
Asymp. Sig. (2-tailed)	0.172

The significance value of the Kolmogorov-Smirnov test for Self-Development is 0.172, which is also greater than 0.05, meaning the data are normally distributed.

Hypothesis Testing

The Influence of School Culture on Digital-Based Learning

Table 8. ANOVA Results of School Culture on Digital-Based Learning

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	10,925.014	1	10,925.014	203.422	0.000
Residual	6,820.676	127	53.706		
Total	17,745.690	128			

The significance value is 0.000 < 0.05, indicating that school culture has a significant influence on digital-based learning.

Model Summary

Table 9. Results of the Influence of School Culture on Digital-Based Learning

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.785	0.616	0.613	7.328

The R Square value is 0.616, which means that 61.6% of the variation in digital-based learning can be explained by school culture, while the remaining 38.4% is explained by other factors not included in this model.

Regression Coefficients

Table 10. Regression Coefficient Results of School Culture on Digital-Based Learning

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	17.978	3.987		4.509	0.000
School Culture	0.764	0.054	0.785	14.263	0.000

The regression equation can be written as:

$\hat{Y} = 17.978 + 0.764X$, where **X** is school culture and $\hat{Y}$ is digital-based learning.

The coefficient for school culture is 0.764 with a significance value of 0.000, meaning that for every 1-point increase in school culture, digital-based learning increases by 0.764 points, assuming other variables remain constant.

The Influence of Self-Development on Digital-Based Learning

Table 11. Correlation Results of Self-Development and Digital-Based Learning

	Self-Development	Digital-Based Learning
Self-Development	1	**.762****
Sig. (2-tailed)	—	.000
N	129	129
Digital-Based Learning	**.762****	1
Sig. (2-tailed)	.000	—
N	129	129

****. Correlation is significant at the 0.01 level (2-tailed).**

Table 12. ANOVA Results of Self-Development on Digital-Based Learning

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5,595.921	1	5,595.921	58.493	.000[b]
Residual	12,149.769	127	95.667		
Total	17,745.690	128			

a. Dependent Variable: Digital-Based Learning

b. Predictors: (Constant), Self-Development

Table 13. Model Summary of the Effect of Self-Development on Digital-Based Learning

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.562[a]	.315	.310	9.781

a. Predictors: (Constant), Self-Development

Table 14. Regression Coefficient Results of Self-Development on Digital-Based Learning

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	13.074	8.026	—	1.629	.006
Self-Development	0.784	0.103	0.562	7.648	.000

a. Dependent Variable: Digital-Based Learning

The Influence of School Culture and Self-Development on Digital-Based Learning

Based on the results of the study, it can be concluded that school culture and teacher self-development significantly influence digital-based learning at public junior high within Sub Rayon 04 in Grobogan Regency. School culture shows a strong influence with a correlation coefficient of 0.785 and a contribution of 61.6%. This indicates that the better the school culture characterized by openness to change, collaboration, and innovation—the more effective the implementation of digital-based learning by teachers. A school culture that fosters lifelong learning habits and encourages positive technological exploration directly contributes to the readiness of both teachers and students in meaningfully utilizing digital media.

In addition, teacher self-development also has a positive and significant impact on digital-based learning, with a correlation value of 0.762 and an influence contribution of 31.5%. This means that the more actively teachers engage in training, seminars, or independent exploration of technology, the more capable they become in integrating digital tools into the learning process. Although its impact is smaller than that of school culture, self-development remains a crucial factor that supports the success of digital transformation in education. Therefore, the success of digital-based learning implementation is shaped by a combination of a conducive school culture and continuous teacher self-development. These two factors must be consistently strengthened in synergy to ensure the optimal and sustainable growth of digital learning in schools.

The rapid advancement of technology has significantly transformed the landscape of education, particularly in how teachers deliver instruction and how students engage in learning (Azizah & Darmawan, 2024). One key transformation is the emergence of digital-based learning, where technology is leveraged to support, enrich, and expand the learning experience (Saiful, 2021). However, the effectiveness of such learning models is not solely determined by the availability of technological devices or digital platforms, but rather by the capacity and readiness of teachers as the primary facilitators of learning. In this regard, teacher self-development becomes a critical element that cannot be overlooked. Teacher self-development encompasses a variety of efforts aimed at enhancing professional, pedagogical, social, and personal competencies (Dewi et al., 2023). These efforts may include participating in training sessions, seminars, workshops, learning communities, and independent exploration of new technologies and innovative teaching methods (Desi, 2020). Teachers who actively engage in professional development are more equipped to integrate technology into their teaching practices and create learning environments that are relevant to the needs of today's learners. Moreover, self-development enables teachers to better understand the characteristics and needs of students in the digital age (Lestari et al., 2021). They become more capable of guiding students in developing digital literacy, thinking critically about online information, and using technology ethically and productively. In the long term, this fosters a generation that is not only technologically proficient but also wise and responsible in utilizing digital tools for lifelong learning (Simbolon et al., 2022).

These findings are in line with several studies by (Alifiyah, 2023), which indicate that an adaptive organizational culture and responsive leadership toward technological change significantly enhance the effectiveness of digital learning. Research by (Wulandari, 2023) confirms that an innovative school culture promotes the use of interactive digital media in classrooms. Similarly, Purba and Saragih (2023) found that transforming school culture through targeted teacher training leads to a more systematic application of educational technology. Parallel findings were observed in the teacher self-development variable, where a correlation of 0.762 and a significant impact of 31.5% ($R^2 = 0.315$) with a regression coefficient of 0.784 ($p < 0.05$) indicate that the better the self-development efforts through training, workshops, and independent technology exploration the higher the quality of digital learning produced. Teachers who actively enhance their professional and digital literacy skills are better

prepared to guide students in critical thinking and ethical technology use (Anggraeni et al., 2023). This result is supported by (Yulianto et al., 2024) studies showing that digital training programs like Wordwall effectively boost teacher competence. Additionally, AI training and the use of educational apps such as Canva have been proven to increase teacher confidence and creativity in utilizing digital media.

Overall, an innovative school culture and strong teacher self-development complement each other in creating effective digital learning. School culture provides the structure and values needed for technology adoption, while teacher competence ensures its implementation. The synergy of these two factors is essential: although school culture has a greater impact (around 62%), its effectiveness is closely tied to the readiness and capability of teachers. In practical terms, public junior high schools in Sub Rayon 04 of Grobogan Regency must continuously cultivate collaboration, innovation, and digital training in an integrated manner to ensure that digital-based learning not only persists but also grows sustainably.

CONCLUSION

Based on the research findings, it can be concluded that both school culture and self-development have a positive and significant influence on digital-based learning among teachers at public junior high schools (SMP Negeri) in Sub Rayon 04, Grobogan Regency. First, school culture was found to be in the "good" category according to teacher perceptions, and it shows a strong correlation with digital-based learning ($r = 0.785$). The coefficient of determination ($R^2 = 0.616$) indicates that 61.6% of digital-based learning is influenced by school culture. The regression analysis further confirmed a significant and positive relationship ($\beta = 0.764$, $p < 0.05$), suggesting that schools with an open, collaborative, and innovative culture are more capable of supporting effective digital learning environments. Second, self-development also demonstrated a strong correlation with digital-based learning ($r = 0.762$), with a coefficient of determination ($R^2 = 0.315$), indicating that 31.5% of digital-based learning is influenced by the self-development of teachers. The regression coefficient ($\beta = 0.784$, $p < 0.05$) reflects a significant and positive impact, meaning that teachers who engage more actively in professional development are better prepared and more confident in integrating technology into their teaching practices.

Overall, the study highlights that the success of digital-based learning is not solely determined by technological infrastructure, but also largely by the internal readiness and capacity of the school environment and the individual development of teachers. Therefore, cultivating a supportive school culture and continuously improving teacher competencies through self-development are essential strategies to enhance the implementation and quality of digital-based learning in schools.

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