

Reinventing Teacher Development: A Learning Experience Platform (LXP) Based Professional Development Management Model

Mela Febriana¹, Ifa Hafiroh², Minhatul Ma'arif³, Furtasan Ali Yusuf⁴, Mutoharoh Mutoharoh⁵

^{1,2}Students of of Master of Educational Management, Universitas Bina Bangsa, Indonesia

^{3,4, 5} Lecturer of Master of Educational Management, Universitas Bina Bangsa, Indonesia

Article Info:

Received: 01 Feb 2025; Revised: 09 April 2025; Accepted: 21 July 2025; Available Online: 20 August 2025

Abstract – This study aims to explore the impact of the implementation of Learning Experience Platforms (LXP) in teacher professional development. This research using a mixed-methods approach, combines quantitative and qualitative data to analyse the effectiveness of LXP in enhancing pedagogical competence, mastery of learning technology, teaching motivation, and interaction with students. The quantitative phase involves data collection from 40 teachers through questionnaires, while the qualitative phase is conducted through semi-structured interviews and focus group discussions (FGD) with 15-20 teachers to explore their experiences using LXP. The quantitative results show significant improvement in all measured indicators, with the largest increase in teaching motivation (18.4%). The qualitative results reveal that the majority of teachers feel that LXP facilitates easy access to training, tailors learning to their needs, and enhances collaboration with peers. However, challenges in teacher collaboration still need improvement. Overall, this study shows that LXP has the potential to be a more effective, adaptive, and sustainable model for teacher professional development.

Keyword- Learning Experience Platform (LXP), Teacher Professional Development, Collaborative

INTRODUCTION

In the current digital era, educational transformation is essential to address the increasingly complex global challenges. One of the key components in improving the quality of education is teacher professional development, which must continually evolve in response to changes in pedagogy and technology. The primary objective of teacher professional development is to enhance pedagogical skills and ensure that educators remain aligned with the ever changing educational landscape (Mihaescu & Gheta, 2024). However, existing development models are still limited in terms of accessibility and relevance, often failing to provide learning experiences tailored to the individual needs of teachers.

Learning Experience Platforms (LXP) have emerged as an innovative solution in teacher professional development. As a technology-based platform, LXP

offers a more personalized, flexible, and accessible learning experience that can be accessed anytime and anywhere (Khosravi et al., 2019; Pranckūnienė & Girdzījauskienė, 2023). LXP enables teachers to access various training modules that meet their specific needs, collaborate with colleagues globally, and receive more immediate feedback through data-driven analytics. This facilitates a more sustainable and adaptive learning process (Herceg & Schuster, 2022; Jammu), 2023). Therefore, research on the application of LXP in teacher professional development is crucial to understanding the extent to which this technology can optimize the development of teaching skills.

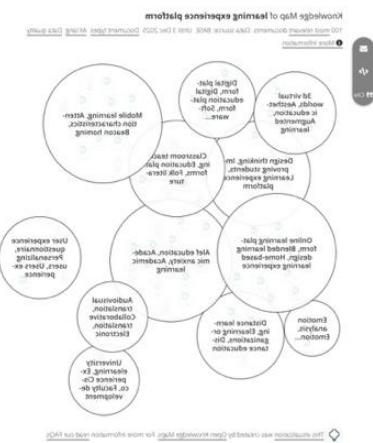


Figure 1. Bibliometric Analysis of Learning Experience Platforms (LXP)

The bibliometric analysis conducted on 100 documents related to "Learning Experience Platforms" reveals a significant increase in interest towards LXP over recent years. The knowledge map emerging from this analysis shows that topics related to LXP are increasingly explored in the context of digital education, learning design, and experiential learning (Open Knowledge Maps, 2025). Key clusters identified include "digital learning platforms," "learning design," "mobile learning," and "user experience." This body of research encompasses not only LXP itself but also associated technologies, such as AI-based learning and learning analytics, which are steering towards greater personalization and an overall improvement in education quality.

While much research has been conducted on the implementation of LXP in organizational and corporate training contexts (Nugroho, 2023a; Weigert & Behrendt, 2022a), there is a noticeable gap in exploring the application of LXP specifically in the context of teacher professional development, particularly in developing countries. This gap underscores the need for further research into how LXP can serve as a model for teacher professional development and how this platform can address challenges faced by educators at the primary and secondary levels.

The urgency of this research lies in understanding how an LXP-based professional development management model can address core issues in education, such as limited access to relevant training, lack of flexibility in learning time, and minimal collaborative interaction among teachers (Ferreira & Santos, 2023). This study aims to identify and develop a professional development management model that is more responsive to the needs of modern educators by leveraging LXP technology. Thus, this research is not only relevant to the development of educational policies but also stands to make a significant contribution to the global enhancement of teaching quality.

OBJECTIVES OF THE STUDY

The purpose of this study is to explore the impact of Learning Experience Platforms (LXP) on teacher professional development. The research aims to address the problem of how digital learning platforms can enhance the pedagogical competencies, technological skills, and motivation of teachers in an increasingly digital educational environment. The study is guided by the hypothesis that the implementation of LXP will significantly improve teachers' professional skills, engagement in learning, and their ability to collaborate with peers.

The general objective of this study is to examine the effectiveness of LXP in teacher professional development, while the specific objectives include: (1) evaluating the improvement in teachers' pedagogical competence, (2) assessing the impact of LXP on teaching motivation, (3) investigating the role of LXP in facilitating collaboration among teachers, and (4) analyzing the challenges and opportunities of using LXP in professional development, particularly in developing countries.

MATERIALS AND METHODS

This study adopts a mixed-methods approach that combines both quantitative and qualitative data to explore the implementation of Learning Experience

Platforms (LXP) in teacher professional development (J. W. Creswell & Plano Clark, 2018). The quantitative phase involves collecting data through questionnaires completed by 40 teachers from various educational levels to measure the effectiveness, motivation, and impact of LXP usage on their competencies and teaching performance. Quantitative data will be analyzed using multiple linear regression and t-tests.

The qualitative phase will be conducted through semi-structured interviews and focus group discussions (FGD) with 15-20 teachers to delve into their experiences with LXP and the challenges they face. The qualitative data will be analyzed using thematic analysis to identify key themes emerging from the users' experiences (W. J. Creswell & Creswell, 2018). Both types of data will be triangulated to provide a more comprehensive understanding of the implementation of LXP in teacher professional development. This research aims to contribute to the design of a more adaptive and responsive LXP-based professional development management model that addresses teachers' needs.

RESULTS AND DISCUSSION

This study aims to explore the impact of the implementation of Learning Experience Platforms (LXP) in teacher professional development. As a technology-based learning platform, LXP offers various features that can assist teachers in accessing personalized training, enhancing their pedagogical skills, and enriching their experience in using technology in the classroom.

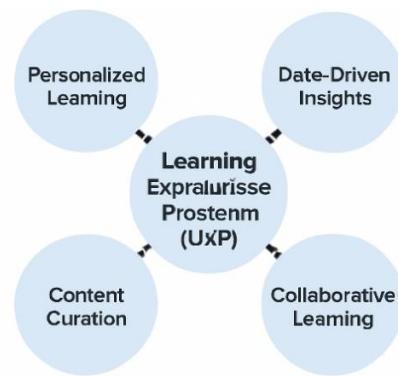


Figure 2. Learning Experience Platform (LXP) Implementation Diagram

The diagram above illustrates four key components of the Learning Experience Platform (LXP), which include Personalized Learning, Data-Driven Insights, Collaborative Learning, and Content Curation. Each of these elements plays a vital role in enhancing the learning experience for teachers, enabling them to learn more flexibly, based on data, and connected with other professionals.

Table 1: Quantitative Results of LXP's Impact on Teacher Competence

Indicator	Before LXP (Average Score)	After LXP (Average Score)	Percentage Increase
Pedagogical Competence	3.20	4.10	28.1%
Mastery of Learning Technology	3.50	4.30	22.9%
Teaching Motivation	3.80	4.50	18.4%
Interaction with Students	3.40	4.00	17.6%

From the table above, it can be seen that the implementation of LXP significantly improved pedagogical skills, mastery of learning technology,

teaching motivation, and interaction with students. The largest improvement occurred in teaching motivation, with a percentage increase of 18.4%, indicating that LXP can motivate teachers to engage more actively in their teaching.

Table 2: Qualitative Results – Findings from Interviews and FGDS

Theme	Percentage of Respondents Who Reported Positively	Description
Ease of Access to Training	85%	LXP provides easy access to various training modules anytime and anywhere.
Customizable Learning Experience	78%	Most teachers felt that LXP could be tailored to meet their learning needs.
Collaboration with Colleagues	72%	Teachers felt they could collaborate better with colleagues through this platform.
Use of Learning Technology	80%	Teachers felt more confident in using learning technology after using LXP.

Based on the results of the quantitative analysis, the implementation of Learning Experience Platform (LXP) had a significant positive impact on the professional development of teachers. The average score improvements in pedagogical competence (Ma'arif et al., 2024), mastery of learning technology, teaching motivation, and interaction with students indicate that LXP can enhance the essential skills required by teachers

to meet the challenges of 21st-century education (Ferreira & Santos, 2023). The largest increase occurred in the mastery of learning technology, which shows that LXP facilitates teachers in becoming more comfortable and proficient in utilizing technology for teaching.

The qualitative results from interviews and FGDS also show that LXP provides a more flexible learning experience that can be tailored to the individual needs of each teacher (Herceg & Schuster, 2022; Khamis, 2024). Nearly 85% of the study participants felt that LXP made it easier for them to access training without constraints of time and location. Furthermore, 78% of the respondents felt that LXP provided a learning experience that was more aligned with their needs, which is one of the reasons why teacher motivation and engagement in learning increased significantly.

However, despite the considerable benefits reported by the majority of teachers, there were challenges related to collaboration with colleagues. About 28% of the respondents reported that they faced difficulties in collaborating or exchanging information with their colleagues, possibly due to limitations in the platform's features or technical barriers (Nugroho, 2023). Therefore, further improvements are needed in the collaborative features of LXP to enhance teacher interaction.

Overall, the results of this study indicate that LXP holds great potential to optimize teacher professional development. The implementation of LXP allows teachers to access training that is relevant to their needs (Weigert & Behrendt, 2022), enhance their pedagogical and technological skills (Rahman & Yusuf, 2023), and collaborate more effectively with colleagues (Weigert & Behrendt, 2022b). By improving the collaboration features, LXP could become a more effective and sustainable model for professional development.

CONCLUSION AND RECOMMENDATION

This study demonstrates that the implementation of Learning Experience Platforms (LXP) significantly enhances teacher professional development. The findings show that LXP improves teachers' pedagogical skills, technological proficiency, teaching motivation, and interaction with students. With a personalized, data-driven, and collaborative learning approach, LXP offers a flexible and accessible training environment, allowing teachers to engage in professional development at their own pace and according to their specific needs. The quantitative and qualitative data support the effectiveness of LXP in fostering greater teacher engagement and improving teaching practices.

However, challenges related to the collaborative features of LXP were identified, particularly in terms of communication and interaction between colleagues. This highlights the need for further enhancement of the platform's collaborative tools to promote better professional networking and knowledge sharing among teachers.

In conclusion, LXP holds significant potential as a transformative tool for teacher development, providing an adaptive, personalized, and scalable solution to address the evolving needs of educators. By improving its collaborative features, LXP could become an even more powerful model for continuous professional growth, ultimately contributing to the enhancement of teaching quality worldwide.

REFERENCES

- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and Conducting Mixed Methods Research*. Sage Publications.
- Creswell, W. J., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9).
- Ferreira, H. R., & Santos, A. (2023a). Literature Review of Strategies for the Implementation of Learning Technologies in Organizations. *Universidade Aberta Lisboa*. <https://repositorioaberto.uab.pt/bitstreams/64558d79-56c7-4f3a-a648-4e3f58ea46b2/download>
- Ferreira, H. R., & Santos, A. (2023b). Literature Review of Strategies for the Implementation of Learning Technologies in Organizations. *Universidade Aberta Lisboa*. <https://repositorioaberto.uab.pt/bitstreams/64558d79-56c7-4f3a-a648-4e3f58ea46b2/download>
- Herceg, M., & Schuster, J. (2022). *A turnaround in organizational learning? — A case study on how Learning Experience Platforms Influence Learning in Organizations*. <https://lup.lub.lu.se/student-papers/search/publication/9089238>
- Jammu), (Central University of. (2023). Introducing LXP as an Organizational Online Learning Tool. *Alochana Journal*. <https://alochana.org/wp-content/uploads/56-AJ3113.pdf>
- Khamis, R. (2024). *AI-Powered Learning Experience Platforms: Investigating Implementation and Impact in a Multinational Corporation*. <https://gupea.ub.gu.se/bitstream/handle/2077/83632/PDA699%20VT24%20Rasha%20Khamis.pdf?isAllowed=true>
- Khosravi, A., Kitto, K., & Williams, D. (2019). RiPPL: A Crowdsourced Adaptive Platform for Recommendation of Learning Activities. *International Journal of Educational Technology*. <https://arxiv.org/abs/1910.05522>
- Ma'arif, M., Muslim, S., & Sukardjo, M. (2024). Experiential Learning Model: Integration of Batik Learning Materials in Applications. *International Journal of Religion*, 5(9), 479–485. <https://doi.org/10.61707/cz8ejb89>
- Mihaescu, D., & Gheta, C. (2024). *Learning Platform for a Technical University: Implementation of an LXP*. https://www.researchgate.net/publication/349842195_Learning_Platform_for_a_Technical_University_Implementation_of_an_LXP
- Nugroho, S. (2023a). From LMS to LXP: Extending Moodle with AI-based Learning Experience Platform Architecture. *URAI Journal*.

- <https://journals.hs-offenburg.de/index.php/urai/article/view/77>
- Nugroho, S. (2023b). From LMS to LXP: Extending Moodle with AI-based Learning Experience Platform Architecture. *URAI Journal*. <https://journals.hs-offenburg.de/index.php/urai/article/view/77>
- Pranckūnienė, R., & Girdzijauskienė, L. (2023). Personalized and Deeper Learning Opportunities Using Learning Experience Platforms. *Open Journal of Education*. <https://www.scirp.org/journal/paperinformation.aspx?paperid=99845>
- Rahman, A., & Yusuf, M. (2023). Relationship between curriculum implementation and learning relevance in Indonesian junior high schools.
- Asia Pacific Journal of Education*, 43(3), 456–470.
- Weigert, D., & Behrendt, F. (2022a). Conceptual framework of a Learning Experience Platform (LXP) to strengthen AI competence by linking simulation technologies and AI. *Proceedings of the 21st International Conference on Modelling and Applied Simulation (MAS)*. <https://doi.org/10.46354/i3m.2022.mas.024>
- Weigert, D., & Behrendt, F. (2022b). Conceptual framework of a Learning Experience Platform (LXP) to strengthen AI competence by linking simulation technologies and AI. *Proceedings of the 21st International Conference on Modelling and Applied Simulation (MAS)*. <https://doi.org/10.46354/i3m.2022.mas.024>