

Diffusion and innovation belajar.id account: A systematic literature review

Nur Atikasari*, Sunardi Sunardi

Universitas Sebelas Maret, Indonesia

Jl. Ir. Sutami No 36, Jebres, Surakarta, Jawa Tengah, Indonesia

*Corresponding Author. e-mail: nuratikasari0@student.uny.ac.id

Abstract

Learning during the COVID-19 pandemic has conditions educators and students cannot meet face to face, so online learning is carried out. The Ministry of Education and Culture 2020 launched a learning innovation, namely a belajar.id account to facilitate online learning. The diffusion process is essential for innovative products because it can affect the adoption rate of innovation. However, in the period of launch to date, it has yet to be discovered the process of diffusion of belajar.id accounts and the factors involved. This study aims to identify the diffusion process of innovation belajar.id account. This study used a systematic literature review research method using Google Scholar and Sinta databases. Based on 19 selected articles, this study identifies the diffusion process of innovation belajar.id account is influenced by innovation characteristics, communication channels, specific periods, and members of the social system. The factors involved consist of driving factors and inhibiting factors of innovation diffusion. Based on the research results and conclusions, this research can be a source of reference in carrying out learning innovations in education and developing existing learning innovations.

Keywords: learning, belajar.id account, diffusion innovation

Difusi dan inovasi akun belajar.id: Studi literatur

Abstrak

Pembelajaran saat pandemi covid-19 memiliki kondisi bahwa pendidik dan peserta didik tidak dapat bertatap muka secara langsung sehingga dilaksanakan pembelajaran secara online. Kementerian Pendidikan dan Kebudayaan pada tahun 2020 meluncurkan inovasi pembelajaran yaitu akun belajar.id untuk memfasilitasi pembelajaran online. Proses difusi sangat penting bagi produk inovasi karena dapat mempengaruhi tingkat adopsi inovasi. Namun, dalam kurun waktu peluncuran sampai saat ini, belum diketahui proses difusi akun belajar.id dan faktor-faktor yang terlibat. Tujuan penelitian ini untuk mengidentifikasi proses difusi inovasi akun belajar.id. Penelitian ini menggunakan metode penelitian systematic literature review. Dengan menggunakan basis data Google Scholar dan Sinta. Berdasarkan 19 artikel terpilih, penelitian ini mengidentifikasi proses difusi inovasi akun belajar.id dipengaruhi oleh karakteristik inovasi, saluran komunikasi, jangka waktu tertentu, dan anggota sistem sosial. Faktor yang terlibat terdiri dari faktor pendorong dan faktor penghambat difusi inovasi. Berdasarkan hasil penelitian dan kesimpulan, diharapkan penelitian ini dapat menjadi sumber referensi dalam melakukan inovasi pembelajaran di bidang pendidikan dan pengembangan inovasi pembelajaran yang sudah ada.

Kata Kunci: pembelajaran, akun belajar.id, difusi inovasi

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INTRODUCTION

The Covid-19 pandemic in 2020 caused all human activities to be disrupted, including educational activities. UNESCO estimates that nearly 1.4 million students, or 80% of the world's students, are not allowed to attend school due to school closures nationwide (Pittman et al., 2020). Thus, all countries eventually adjust these conditions so that education continues. In line with world education conditions, Indonesia also chooses distance learning as an alternative to education during the Covid-19 pandemic (Mansyur, 2020). The government then issued a circular on implementing education during the Covid-19 emergency period (Kemendikbud, 2020). Distance learning allows students and teachers to be in different physical locations (Astuti et al., 2022). The considerations underlying the selection of this system are related to the flexibility of time, speed, and flexibility place offered by distance learning systems (Aisha & Ratra, 2022). Furthermore, implementing distance learning utilizes technology, such as the diversity of multimedia-based learning media and other educational platforms (Utomo et al., 2020). In this case, distance learning also considers the health and safety of students, educators, education personnel, and the community (Rasmitadila et al., 2020).

The implementation of distance learning that occurs massively in Indonesia, of course, encounters its main obstacles for teachers and students (Azzahra, 2020). Learning that can be done anywhere and is not limited to space and time results in teachers needing help to ensure a smooth learning process due to limited interaction (Septina et al., 2020). Distance learning obstacles are faced by teachers and students, such as limited learning services provided, lack of understanding of the use of learning applications, and internet constraints (Fikri et al., 2021). Teachers find it difficult because some students need to be proficient in using technology. Hence, they need to be assisted by parents or their closest people when carrying out virtual classes (Pratiwi, 2020). Teachers also need help with mastery of technology, so the delivery of learning materials is limited (Sofianto & Zuhri, 2021). Even with limited conditions, teachers are responsible for increasing students' interest in learning during Covid-19. Teachers and learners must adapt quickly to these changes. This change in the learning atmosphere is a challenge for teachers and students, and they must believe that internet-based distance learning can facilitate and eliminate distance and time barriers (Pakpahan & Fitriani, 2020). Thus, to create ideal conditions for distance learning, teachers and students need the right solution to all obstacles faced by media or intermediaries in the distance learning process.

In response to the implementation of distance learning and the various obstacles faced, the Indonesian government has prepared learning accounts that can access multiple digital learning platforms (Iqbal & Afandi, 2022). The presence of belajar.id accounts during the Covid-19 pandemic prove the seriousness of the Government in supporting distance learning. The number of learning accounts that have been prepared by the Ministry of Education and Culture, admin accounts 529,310, teacher accounts 2,850,424, and student accounts 27,008,332 (Kemendikbud, 2020). The learning account can be used by students, educators, and education personnel to access electronic-based learning services. The types of learning services that can be accessed with learning accounts include electronic mail (email), electronic storage and sharing of documents, electronic management of learning administration, scheduling of the learning process electronically, implementation of the learning process remotely, both synchronously and asynchronously, and the Ministry of Education and Culture Learning House for access to learning materials. A complete list of learning services accessible using a learning account can be found at www.belajar.id. The belajar.id account provides a variety of learning and convenience services for users that can be accessed by teachers and students for free.

However, although the government has provided belajar.id accounts as a medium that can be used in the learning process; however, in the launch period to date, which is three years, it has yet to be discovered how the diffusion or spread of the belajar.id account. Diffusion is the process by which an innovation is communicated through certain channels over time among the members of a social system. This is a special type of communication in which the message takes the form of new ideas (Rogers, 1983). In free translation, diffusion is a process in which innovation is communicated through various channels within a certain period in a social system. The spread is relatively fast, influenced by the characteristics of innovation inherent in the product (Al-Rahmi et al., 2019). The elements of diffusion consist of four kinds, namely (1) innovation; (2) communication channels; (3) a specified period; (4) members of the social system (Hanafi, 1981). Innovation will be useful if it is spread and accepted by

certain social systems (Latip, 2022). But, naturally, it is almost certain that every innovation, especially in education, will be met with harsh challenges from various parties (Muntaha & Amin, 2023; Teguh, 2015). So that an innovative product ideally needs to have innovative characteristics to be accepted by the community and to accelerate the diffusion process (Kristiawan et al., 2018).

For innovation to be adopted by adopters, innovation has innovation characteristics that affect the rate of its diffusion process (Al-Rahmi et al., 2019), including 1) relative advantage. The extent to which an innovation is considered profitable by its users. These advantages can be improved performance, economic value gained, and social status or prestige; 2) compatibility. The compatibility in question is the level of compatibility between the innovation to be diffused with the values, past experiences, and priority needs of prospective adopters. An idea that has compatibility, then there is no hesitation from prospective adopters to adopt it; 3) complexity. Complexity is interpreted as an innovation seen as too difficult to understand or use. In general, people or members of the social system are less interested if the innovation is felt to be too difficult to use. Thus, the innovation created should be something that is easily understood and used by the general public; 4) trialability. Innovation experiment ability is the degree to which innovation can be tried first on a limited scale; 5) observability. Visibility is when others can see the results of an innovation (Rogers, 1983).

The impact of the rapid diffusion process causes innovative products to be quickly accepted and adopted by social systems. Previous academics have discussed many of the characteristics of innovation that affect educational innovation, such as in the research of Munib (2016) and Sukinem et al. (2022), which explained the urgency of the characteristics of educational innovation in Islamic religious universities. Research from Sari et al. (2023) found that the characteristics of innovation carried out by teachers in adopting innovative learning methods affect increasing student motivation and enthusiasm for learning. The findings in Putrie's (2022) research also concluded that innovation characteristics are very influential on e-learning development innovation.

Based on the overall research on the characteristics of innovation above, no one has discussed the characteristics of innovation diffusion on this belajar.id account. The high demand in the world of education to create innovation requires an in-depth study of the characteristics of innovation so that it can be accepted and adopted quickly by the social system. So a comprehensive review of belajar.id accounts are needed. Therefore, a systematic literature review of belajar.id accounts are needed as a consideration in creating other innovations in the field of education. A systematic literature review has advantages when compared to a conventional literature review. Systematic literature integrates existing information efficiently and provides data for rational decision-making (Mulrow, 1994). The explicit method is used to reduce the information obtained into final information to be analyzed, and the research area is also more clearly drawn. These activities are carried out transparently to increase the reliability and accuracy of the conclusions obtained.

This study systematically reviewed the entire literature related to belajar.id accounts launched from 2020 until this research was conducted. The development of this systematic review is based on research questions (1) how is the diffusion process of innovation belajar.id account; and (2) what factors affect the diffusion of belajar.id account innovations. This research is important because it can be used as a consideration in creating other innovations in the field of education.

METHOD

This type of writing uses systematic literature review research methods. A systematic literature review makes it possible to examine conflicting and/or contradictory findings. A systematic literature review is a method for collecting, reviewing, and assessing a collection of literature (Singh & Thurman, 2019). In its position, a systematic literature review is a secondary study. A systematic literature review is very useful for synthesizing the various relevant research results that have been carried out so that it will present facts comprehensively (Siswanto, 2010). The steps taken are 1) formulating research questions; 2) conducting a literature search; 3) data collection and data quality selection; 4) analyzing, synthesizing, and interpreting data; and 5) presenting research results (Thomé et al., 2016).

Based on the phenomenon of distance learning using belajar.id accounts, this study will answer research questions. First, analyze how diffusion process of innovation accounts for belajar.id. Second, what are the factors that influence the diffusion of belajar.id account innovation. A literature search is done through Google Scholar (<https://scholar.google.com>) and Sinta (<https://sinta.kemdikbud.go.id>).

Google Scholar is a service that allows users to search for scientific articles in text in various publication formats. More than 1,000 universities in the world have stored their research on Google Scholar and can produce scientific articles or journals every day (Rafika et al., 2017). Sinta (Science and Technology Index) is a portal that contains science and technology performance measurements which include performance, authors, authors, journal performance, and the performance of science and technology institutions. Sinta can automatically index scientific works that have been indexed in Google Scholar, Scopus, InaSTI, and the Indonesian Publication Index (IPI) (Fitria et al., 2023). Google Scholar and Sinta were used in this study because of their ease of access and are the search engines most often used by researchers.

The research questions that have been formulated, will bring this research to the stage of literature search. This stage involves identifying keywords for information retrieval purposes. The keywords entered were "belajar.id account", "belajar.id account utilization", and "belajar.id account innovation diffusion". Twenty-two kinds of literature were obtained, and then data quality selection was carried out by the data criteria set in Table 1. So that 19 relevant pieces of literature will be obtained at the stage of analysis, synthesis, and interpretation of data.

Tabel 1. *Data Criteria*

Types of Publications	Yes/No
Journal Articles	Yes
Proceeding	Yes
Research Methods	Yes/No
Qualitative	Yes
Quantitative	Yes
Access	Yes/No
Online	Yes
Year of Publication	Yes/No
2021 – 2022 (2 years)	Yes

19 relevant literature in the form of scientific articles, which all come from Indonesia. Data analysis, synthesis, and interpretation are carried out with a meta-aggregation approach, which aims to answer research questions by summarizing various research results (Siswanto, 2010). The results of the study are presented comprehensively so that they can answer the research question.

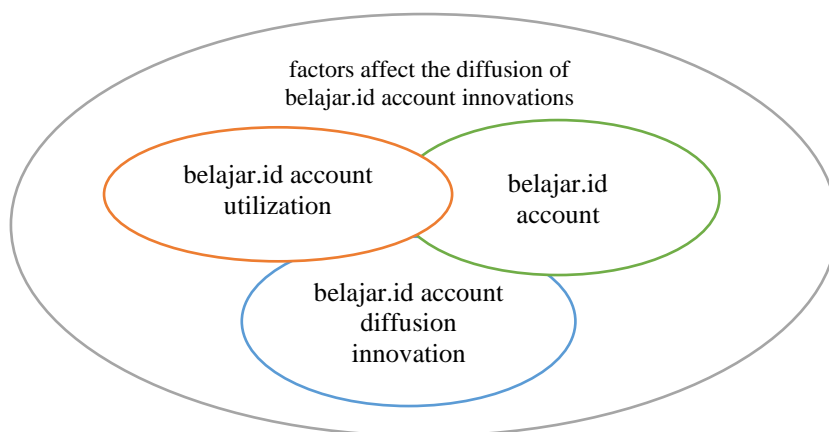


Figure 1. Collected data

RESULTS AND DISCUSSION

Result

Based on the results of article mapping that has been carried out using systematic literature reviews and through literature searches with Google Scholar and Sinta. Below are the mapping results

based on specified criteria. The results section contains the results of identification from various literature relevant to the research objectives.

Review of articles of findings

The publication year of these 19 articles was the most published in 2022, with a total of 14 documents; in 2021, there were three documents, and in 2023 with a total of 2 documents. For the number of studies, all articles were published from each of the different journals described in Table 2.

Journals with Google Scholar indexed status as many as 12 documents, consisting of journals Journal of Pengabdian Masyarakat: Al Khidmad, Journal of Community Services: Alfatina; Journal of Pendidikan Multidisipliner: Wewarah; Scientia: Social Sciences & Humanities; Journal of Pendidikan Agama Islam Universitas Wahid Hasyim; Karanganyar: Journal of Kependidikan, Pembelajaran, dan Pengembangan; Kanigara: Journal of Pengabdian Kepada Masyarakat; Zien Journal of Social Sciences and Humanities; Journal of Syntax Admiration; Paedagogie; Advance in Social Science; Education and Humanities Research; dan Ristek: Journal of Riset, Inovasi, dan Teknologi Kabupaten Batang. Journal of Kebijakan Pembangunan Daerah with S5 status as many as one document. Journal of Didaktik: Journal Ilmiah PGSD FKIP STKIP Subang with S5 status as many as one document. Journal of Edukatif: Journal Ilmu Pendidikan with S4 status as many as one document. Journal of Jurdimas (Jurnal Pengabdian Kepada Masyarakat) Royal with S4 status as many as one document. Journal of J-Abdipimas (Jurnal Pengabdian Kepada Masyarakat) with S4 status as many as one document. Journal of Wikrama Parahita: Jurnal Pengabdian Masyarakat with S3 status as many as one document.

Table 3 presents the distribution of documents and index descriptions. A total of 2 documents came from Sinta 3 with paper ID A07 and A18. Three documents are from Sinta 4 with paper IDs A10, A13, and A14. Then 2 documents came from Sinta 5 with paper ID A05 and A06. 12 Google Scholar indexed documents with paper ID A01, A02, A03, A04, A08, A09, A11, A12, A15, A16, A17, A19.

Furthermore, for the results of data extraction of the main study design used by selected articles, there are three variations, namely qualitative, quantitative, and development (Research and Development). Table 4 describes 14 documents using qualitative research study designs (A01, A02, A03, A04, A05, A06, A07, A08, A10, A11, A13, A14, A18, A19). Then two documents with quantitative research study design (A09 and A17) and three documents with development research design (A12, A15, A16).

Table 3. *Distribution of Quartile and Documents*

Indeks	Number of documents	Paper ID
Sinta 1	0	-
Sinta 2	0	-
Sinta 3	2	A07, A18
Sinta 4	3	A10, A13, A14
Sinta 5	2	A05, A06
Google Scholar	12	A01, A02, A03, A04, A08, A09, A11, A12, A15, A16, A17, A19

Table 4. *Summary of Main Study Design*

Main study design	Number of documents	Paper ID
Qualitative	14	A01, A02, A03, A04, A05, A06, A07, A08, A10, A11, A13, A14, A18, A19
Quantitative	2	A09, A17
RnD	3	A12, A15, A16

Key findings

The results of the analysis regarding the discussion of the diffusion and innovation process of belajar.id accounts in 19 selected documents resulted in the main theme, namely the process of diffusion of innovation and the factors affecting the diffusion of innovation. The process of diffusion of innovation is influenced by the characteristics of the innovation, communication channels, time period, and members of the social system. Factors affecting the diffusion of innovation consist of driving factors and inhibiting factors formulated from the whole document

Discussion

Based on the results of the analysis data, 19 documents entered into the review using thematic analysis resulted in two main themes which will be described below.

The process of diffusion of innovation

Belajar.id account is a learning account provided by the Ministry of Education and Culture to facilitate teaching and learning. The official belajar.id account was launched in 2020. The belajar.id account is an official communication channel between the Ministry of Education and Culture to educators, students, and education staff. Account creation belajar.id in a ready-to-use state. Various application features help simplify and provide added value in the learning process and become one of the solutions to learning problems. The method of diffusion of innovation belajar.id account includes four elements, namely.

Characteristics of innovation

Based on the analysis of selected documents, researchers found that the first innovation characteristic is a relative advantage. Educators, students, and education personnel receive services from belajar.id accounts for free and free of account creation fees (Ardiyan et al., 2022; Cahyono & Nugroho, 2021; Effendi et al., 2021; Iqbal & Afandi, 2022; Kusumaningpuri & Khoirurrosyid, 2022; Rahma et al., 2021; Utari & Rianto, 2021; Wahyuni et al., 2022). Therefore, it helps school organizations to save expenses during a pandemic. belajar.id accounts also can manage millions of learning accounts (Ardiyan et al., 2022; Sunni & Islami, 2021; Utari & Rianto, 2021). In addition, belajar.id account is also integrated with other service accounts owned by the Ministry of Education and Culture, such as Rumah Belajar, and other learning services outside Google (Utari & Rianto, 2021). This integration can enrich learning resources that can be utilized by teachers when learning online. Another advantage of the use of this belajar.id account is the increasing ability of students, educators, and education personnel to utilize information and communication technology. Their skills in using technology are growing (Daryono & Sutikno, 2022).

The second characteristic of innovation is compatibility. The belajar.id account is here to meet online learning needs during the pandemic, belajar.id account provides 100 terabytes of storage on Google Drive, compared to a regular Google account with only 15 gigabytes of storage (Bouti, 2023; Kusumaningpuri & Khoirurrosyid, 2022). This amount of storage is beneficial for educators, students, and education staff to store material files in the form of learning videos and other files without worrying about full Google Drive memory. belajar.id account has a high level of security so that user data is safe (Sunni & Islami, 2021; Utari & Rianto, 2021). The appearance of the belajar.id account resembles Google's e-mail account, making it easier for users to use (Bouti, 2023; Utari & Rianto, 2021). In addition, Google Meet services through belajar.id account can be used without time limits, supporting the learning process, such as face-to-face learning in class. (Rahma et al., 2021). The existence of belajar.id account is also helpful for accessing SIMPKB, Education Report Cards, ARKAS, SIPLah, TanyaBOS, and Platform Merdeka Belajar, which can help facilitate the work of education personnel such as operators, treasurers, and principals in managing school resources during a pandemic (Djusar et al., 2023).

The third characteristic of innovation is complexity. The easier it is to take advantage of existing innovations, the more targets will adopt them. Account innovation belajar.id provides features to share materials, assignments, and quizzes through Google Classroom and can carry out evaluations through Google Forms (Rahma et al., 2021; Sunni & Islami, 2021). So even though learning is carried out online, learning activities can still be carried out in class. Educators are encouraged to innovate in designing and concocting online learning materials because of the ease of access to each service provided by belajar.id account (Cahyono & Nugroho, 2021). Installation on belajar.id account is done as in Google account login in general so that it makes it easier for users. Through this belajar.id account, students can also review learning recordings

if they cannot attend online learning to maximize the online learning process (Bouti, 2023; Iqbal & Afandi, 2022; Sejati et al., 2022). Data for learning can be stored digitally so that it also facilitates archiving. Online learning through belajar.id account makes it easier for educators and can increase learning effectiveness (Rahma et al., 2021). Through belajar.id account, account owners can also be facilitated because they can manage Google Drive and be accessed and edited together. You can also connect directly with the Google Meet link in the Google Classroom feature. Google Classroom can accommodate 20 teachers and 1,000 students and invite guardians to get guardian reports (Aryani, 2022).

The fourth innovation characteristic is trialability, educators, students, and education personnel who already have belajar.id accounts can immediately log in and try to practice using the 45 features provided (Sunni & Islami, 2021; Wahyuni et al., 2022). Research by Wahyudi & Suwandana (2022) found that some educators have already utilized the belajar.id account feature 100% in their learning activities. To enrich the use of features on belajar.id account, users can explore all existing features without worrying about access restrictions (Sejati et al., 2022). Users can immediately feel the learning experience because they can try various features freely (Tirtoni et al., 2022). Students can better develop themselves through assignments by trying new things through the account feature belajar.id (Rahmawati et al., 2022).

The fifth characteristic of innovation is observability. The results of using features from belajar.id account can be immediately seen and observed, such as creating classes in Google Classroom and preparing evaluations using Google Forms (Sunni & Islami, 2021). Through this belajar.id account, learning looks very interesting because it can combine several service features at once in education (Rahma et al., 2021). Belajar.id account can facilitate learning anywhere and anytime and close the distance between educators and students (Rahmawati et al., 2022). For belajar.id account to be more visible and can be felt by users, the topic of this belajar.id account is used as one of the main subjects of junior high school students with the title "Getting to Know Belajar.id" (Supanti & Mulyono, 2022). User account naming belajar.id is also unique to avoid double account naming for educators using namakun@guru.sd.belajar.id for education personel using namakun@admin.sd.belajar.id for students using namakun@sd.belajar.id (Cahyono & Nugroho, 2021).

Communication channels

The dissemination of belajar.id account through (1) organizational communication channels, innovations belajar.id disseminated by the Ministry of Education and Culture by communicating to school organizations. School operators distribute belajar.id accounts to educators, students, and education personnel (Sunni & Islami, 2021); (2) group communication channels, group communication is also applied in disseminating belajar.id accounts through the Association of the Teachers Association of the Republic of Indonesia (PGRI) (Utari & Rianto, 2021); (3) mass media communication channels. The dissemination of belajar.id accounts using mass media through <https://pd.data.kemdikbud.go.id/> website, through the operators of each school, download through the account download menu, which contains three files in the form of .csv, namely for students, PTK, and school admins. Furthermore, belajar.id account spread through the www.belajar.id website, the formation of telegram groups, and learning with belajar.id accounts (Utari & Rianto, 2021), and socializing online and even through YouTube (Wahyudi & Suwandana, 2022).

A spesific period

The time for the distribution of belajar.id accounts to educators, students, and education staff began in December 2020 until it is still being carried out (Ardiyani et al., 2022; Bouti, 2023; Cahyono & Nugroho, 2021; Daryono & Sutikno, 2022; Djusar et al., 2023; Iqbal & Afandi, 2022; Kusumaningpuri & Khoirurrosyid, 2022; Rahma et al., 2021; Rahmawati et al., 2022; Saeri, 2022; Sejati et al., 2022; Sunni & Islami, 2021; Supanti & Mulyono, 2022; Tirtoni et al., 2022; Utari & Rianto, 2021; Wahyudi & Suwandana, 2022; Wahyuni et al., 2022). The period for the spread of this innovation affects the level of adoption of the invention by users. Therefore, the longer the time taken to deploy will be directly proportional to the adoption rate of innovation.

Members of the social system

Members of the social system in the process of disseminating belajar.id accounts include the Ministry of Education and Culture, school organizations in Indonesia include all components in it such as school supervisors, principals, educators, educators, and education personnel (Wahyudi & Suwandana, 2022),

through the Teachers Association of the Republic of Indonesia (PGRI) group (Utari & Rianto, 2021) and the Subject Teacher Deliberation group (MGMP) (Wahyudi & Suwandana, 2022).

Driving factors and inhibiting factors of innovation diffusion account belajar.id

Driving factors

Factors driving the diffusion of account innovation belajar.id (1) individual characteristics, the target users of belajar.id account is school organization actors such as educators, students, and education personnel. The characteristics of prospective users really need services that support online learning that provides benefits for them and are free of charge (free). So that the activation rate of belajar.id account is able to reach 88% (Wahyudi & Suwandana, 2022). In addition, users are very enthusiastic because, during the pandemic, they can still carry out online learning interactively (Aryani, 2022; Sunni & Islami, 2021); (2) the target communication behavior of belajar.id account users are open to positive value innovations. They have the will, actively seek information, and use belajar.id accounts once it is known that the service is what they need. Educators and learners make online learning a challenge that they must live well. This condition can be a spirit and encouragement in utilizing belajar.id account services to the fullest; (3) support for the target environment of belajar.id account users, support is provided by parents of students through the provision of support and assistance when carrying out online learning (Rahma et al., 2021). In addition, the availability of facilities and infrastructure in schools, such as wifi networks and laptop computers, can be used (Aryani, 2022).

Inhibiting factors

Factors inhibiting the diffusion of belajar.id account innovation includes (1) technical constraints, limited internet network affordability, minimal quota availability, and failure of account activation by some users so that the belajar.id account activation rate has yet to reach 100% (Iqbal & Afandi, 2022; Rahma et al., 2021); (2) In addition, to individual characteristics, some learners need help understanding how to install a belajar.id account on their device. (Rahma et al., 2021). Installing a belajar.id account is the first step before use belajar.id account for learning, so if this step is not understood then users cannot use belajar.id account further.

CONCLUSION

The process of diffusion of innovation accounts for belajar.id influenced by the characteristics of innovation, communication channels, a certain period, and social system members. Account innovation belajar.id has features that can help the diffusion process, namely relative advantage, which provides benefits in the form of free access to users, compatibility with the needs of online learning, and complexity related to the ease of use of belajar.id accounts, trialability that belajar.id users can try versions independently, and observability, namely results utilization, can be immediately seen by users. The communication channels used are organizational, group communication channels, and mass media communication channels. The innovation diffusion process period, from December 2020 until now, is still being carried out. Social system members are school supervisors, principals, educators, educators, education staff, the Teachers Association of the Republic of Indonesia (PGRI) group, and the Subject Teacher Deliberation group (MGMP). The driving factors for the diffusion of belajar.id account innovation is influenced by the characteristics of individuals who need online learning services and the target communication behavior of belajar.id account users, and the support of the target environment of belajar.id account users. Factors inhibiting the diffusion of belajar.id account innovation includes technical constraints when utilizing belajar.id accounts and individual characteristics that have limitations in information and communication technology use. belajar.id account can be used to facilitate online and face-to-face learning. The contribution of this research in education is that it can be a source of reference in the diffusion of learning innovations in the field of education and the development of existing learning innovations.

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