

Implementation of Digital-Based Performance Management At SDN 005 Bukit Timah And SDN 011 Mekar Sari, South Dumai District, Riau

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Abstract.

This study aims to analyze the implementation of digital-based teacher performance management via the Ruang GTK application on the Rumah Pendidikan digital platform in elementary schools within the South Dumai District. A qualitative approach utilizing a case study method was employed. Data were collected through interviews, observations, and documentation, then analyzed interactively through the stages of data reduction, data presentation, and conclusion drawing. The results indicate that performance management implementation proceeded through stages of planning, execution, monitoring and evaluation, reflection, and the utilization of performance outcomes for teacher professional development. User acceptance of Ruang GTK was generally positive, as the application enhanced administrative efficiency, monitoring capabilities, and data-driven decision-making. Supporting factors included teacher motivation, principal leadership, peer collaboration, learning communities, and the availability of digital devices. Challenges identified included unstable internet connectivity, varying levels of digital literacy, device limitations, system issues, and the need to adapt to changing work cultures. Strategies implemented included continuous mentoring, learning communities, outreach and in-house training, as well as academic and managerial supervision. The study concludes that successful implementation relies on the synergy of technology, leadership, human resources, collaboration, and organizational support.

Keywords: Policy Implementation; Performance Management; Ruang GTK; Digitalization And Teachers.

I. INTRODUCTION

The advancement of digital technology has brought about significant changes across various spheres of life, including education. Digital transformation has not only altered how people acquire and manage information but has also influenced organizational workflows, administrative systems, and human resource management mechanisms (Astari et al., 2026). In the educational context, the utilization of digital technology aims to enhance the effectiveness, efficiency, transparency, and quality of educational services. These changes have become increasingly crucial in light of the demands of the Industrial Revolution 4.0, which positions the integration of digital technology and the internet as a vital component of daily activities (Hasudungan & Kurniawan, 2018). Consequently, educational institutions are required to adapt to technological advancements, not only within the teaching and learning process but also in administrative management and the performance management of both teaching and educational staff.

One manifestation of digital transformation in education management in Indonesia is the digitalization of performance management for teachers and school principals (Riyanto, 2026). Prior to the introduction of a dedicated system for teachers, State Civil Apparatus (ASN) personnel utilized the State Civil Service Agency's (BKN) *e-Kinerja* system to plan, execute, and report performance in accordance with their core duties and functions. However, that system was initially oriented toward general ASN performance management and did not fully accommodate the specific characteristics of the teaching profession such as lesson planning, instructional delivery, assessment, competency development, and performance reflection. This situation prompted the government to develop a performance management system that is more contextual to the nature of the teaching profession.

On February 11, 2022, the Ministry of Education, Culture, Research, and Technology launched the *Merdeka Mengajar* Platform (PMM) to support the implementation of the *Kurikulum Merdeka* (Emancipated Curriculum). One of the features developed within this platform is a system for managing teacher performance. Furthermore, through the Joint Circular Letter issued by the Head of the National Civil Service

Agency (BKN) and the Minister of Education, Culture, Research, and Technology—specifically Circular Letter Number 17 of 2023 and Number 9 of 2023 regarding the Performance Management Information System for Civil Servant Teachers—teacher performance management has been integrated with the BKN's e-Kinerja system. This integration aims to streamline administrative processes while ensuring that teacher performance management remains linked to the national civil service management system.

Changes in education policy in 2025 have led to adjustments within the educational digital ecosystem. Through the Regulation of the Minister of Basic and Secondary Education Number 19 of 2025 concerning the Strategic Plan of the Ministry of Basic and Secondary Education for 2025–2029, the government developed the *Rumah Pendidikan* (Education Home) Digital Platform. This platform serves as an educational service portal that integrates the various needs of education stakeholders (Kusna & Fauziyah, 2026). A key component of the platform is the *Ruang GTK* (Educator and Education Personnel Space), which provides services for teachers and education personnel, including performance management. The development of *Ruang GTK* aims to establish a performance management system that is simpler, more meaningful, and of higher quality. Consequently, the digitalization of performance management is not merely intended to shift administrative processes from manual to digital systems; it is also expected to foster greater professionalism and improve the quality of teacher performance.

However, the implementation of the performance management digitalization policy has not always proceeded according to established goals (Andika & Maulida, 2022). While technology can fundamentally accelerate and simplify tasks, these benefits depend heavily on user readiness and the supporting environment. Research indicates that high administrative demands can compel teachers to expend significant time and energy fulfilling administrative obligations. This situation potentially limits the time teachers have to prepare lessons, develop instructional media and materials, conduct assessments, and reflect on the teaching-learning process (Rosyada et al., 2024; Pebriani et al., 2025). When digitalization designed to enhance efficiency is instead perceived as an additional administrative burden, an "efficiency paradox" emerges (Efendy et al., 2026).

These issues become increasingly complex when the adoption of digital technology lacks adequate support in terms of digital literacy, training, mentoring, and infrastructure (Pebriana et al., 2025). The ease of using an application is determined not only by its system design but also by the user's ability to understand procedures, operate features, and integrate the application into daily work routines. In school environments facing limitations regarding internet connectivity, digital devices, or access to electricity, the use of digital platforms can also present unique challenges (Mawaddah et al., 2025). Therefore, the successful implementation of digital-based performance management must be understood as a process involving the interplay of policies, technology, human resources, and the organizational conditions of the school.

This situation is also evident in primary education institutions in the South Dumai District of Dumai City, Riau. Preliminary observations conducted by the researcher between July and December 2025 revealed that some teachers and school principals still view performance management via digital platforms primarily as an administrative obligation to be fulfilled, rather than as a tool for reflection and performance quality improvement. In practice, some users struggle to understand the mechanisms for data entry and the utilization of performance management features. Furthermore, challenges arise from varying levels of digital literacy, perceptions regarding the application's ease of use, limited internet connectivity, and the availability of supporting facilities and infrastructure. This situation highlights a gap between the ideal conditions envisioned by the digital performance management policy and the reality of its implementation at the school level.

Examining this gap is crucial because the success of digital-based performance management cannot be measured solely by the completion of administrative data entry within the application. Performance management should be integral to the process of enhancing teacher professionalism through performance planning, implementation, reflection, and follow-up actions. If the application is viewed merely as an administrative requirement, the primary goal of digitalization, improving performance quality and educational services—may not be achieved. Conversely, if the digital platform is understood and utilized as a

tool for reflection and professional development, technology can contribute to enhancing teacher effectiveness and the quality of learning.

Previous studies have addressed the digitalization of education, the use of digital platforms, and teachers' administrative burdens. However, research specifically analyzing the implementation of performance management via the *Ruang GTK* (Educator Space) on the *Rumah Pendidikan* (Education Hub) digital platform at the primary school level particularly focusing on the experiences of teachers and principals in Dumai City, remains limited. Therefore, this study aims to bridge that gap by examining how the digital performance management policy is implemented within the actual context of educational institutions. This research views the application not merely as a technological product but also examines how users understand, accept, and utilize the technology in carrying out their professional duties.

Based on the foregoing, this study was conducted at SDN 005 Bukit Timah and SDN 011 Mekar Sari in the South Dumai District, Riau, focusing on the implementation of digital-based performance management. The study aimed to analyze the execution of performance management via the *Ruang GTK* feature on the *Rumah Pendidikan* digital platform, identify the obstacles faced by teachers and school principals in utilizing it, and examine the measures taken by schools to overcome these challenges. The findings are expected to provide empirical insight into the effectiveness of digital-based performance management implementation and serve as input for schools and policymakers in developing a performance management system that is not only administratively streamlined but also capable of fostering enhanced teacher professionalism and improving the quality of educational services.

II. RESEARCH METHODS

This study employs a qualitative method using a case study approach. The qualitative approach is utilized to gain an in-depth understanding of the processes, experiences, interactions, and meanings emerging from the implementation of digital-based performance management via the *Ruang GTK* application on the *Rumah Pendidikan* Digital Platform. Qualitative research is appropriate for exploring and understanding the meaning of phenomena related to social and human issues (Creswell & Creswell, 2018). Meanwhile, the case study method is employed because the research focuses on a contemporary phenomenon occurring within a real-world context, requiring an in-depth exploration of implementation processes, user experiences, challenges, and strategies adopted by the involved actors. Yin, as cited in Fianda (2025), explains that case studies are suitable for addressing research questions concerning "how" and "why" a phenomenon unfolds within a specific context.

research was conducted at two public elementary schools in South Dumai District, Dumai City, Riau Province: SDN 005 Bukit Timah and SDN 011 Mekar Sari. The locations were selected purposively, taking into account that both schools possessed adequate supporting infrastructure specifically internet connectivity and electricity, and had consistently implemented performance management using the *Ruang GTK* application from 2024 through the time the research was conducted in 2026. The selection of these two schools also aimed to obtain an empirical overview of digital performance management implementation within the context of public elementary schools.

Research informants were selected using purposive sampling a method based on considerations regarding the informants' involvement and their ability to provide information relevant to the phenomenon under study. Sugiyono (2019) explains that purposive sampling is employed when researchers select individuals deemed most knowledgeable about and capable of explaining the research problem. In case study research, informant selection also takes into account the level of the informant's involvement in the case and their ability to articulate the experiences and dynamics involved (Mtisi, 2022).

The research informants consisted of school principals and teachers. Principals were selected due to their strategic positions as direct supervisors and officials responsible for evaluating teacher performance. Within the performance management process via the *Ruang GTK* platform, principals play a role in confirming, verifying, observing, mentoring, providing feedback, and assessing teacher performance.

Furthermore, principals hold managerial responsibility for ensuring the successful implementation of digital-based performance management at the school level.

Four teachers from the two research schools served as informants. This group included both classroom teachers and teachers holding additional roles as heads of school-based learning communities (*Kombel, Komunitas Belajar*). Teachers were selected as informants because they are the primary actors directly using *Ruang GTK* to plan, execute, reflect upon, and report their performance. They are also the individuals who directly experience the various conveniences, obstacles, and challenges associated with implementing digital-based performance management. These four teachers possessed an average of 15 years of work experience and were deemed capable of providing information regarding the processes and dynamics of digital performance management implementation in their respective schools.

Thus, the research informants comprised the principals from each school and four teachers selected purposively. Informant selection was based not merely on quantity, but on the relevance and depth of the information they could provide. The determination of data sufficiency relied on the principle of data saturation or redundancy whereby information obtained from subsequent informants ceased to yield new, substantive insights (Lincoln & Guba, cited in Sugiyono, 2019). Data collection was conducted through in-depth interviews, observation, and documentation. Interviews were used to explore the experiences, perceptions, understandings, challenges, and strategies of teachers and school principals regarding performance management via the *Ruang GTK* platform. Observations were carried out to directly witness the application usage process and performance management practices within the school environment. Meanwhile, documentation was used to supplement the interview and observation data, comprising performance planning and implementation documents, records of entries made in *Ruang GTK*, and other supporting documents relevant to the research.

Data analysis was conducted interactively through the stages of data condensation, data presentation, and conclusion drawing and verification. Data derived from interviews, observations, and documentation were first selected and categorized based on the research focus, then presented as thematic narratives to identify patterns and relationships among the findings. Subsequently, conclusions were drawn incrementally and verified by cross-referencing various data sources. Data validity was reinforced through source and technique triangulation—specifically, by comparing information obtained from school principals and teachers and cross-checking it against observation and documentation results.

The research focused on four key aspects: (1) the implementation process of digital-based performance management via the *Ruang GTK* platform; (2) the readiness, understanding, and acceptance of teachers and school principals regarding the platform's use; (3) obstacles and challenges arising during implementation—whether related to human resources, technology, or facilities and infrastructure; and (4) the strategies, roles, and support provided by school principals, teachers, and relevant stakeholders in addressing these challenges. Through this approach, the study aims to provide a comprehensive overview of digital-based performance management implementation within the real-world context of elementary schools.

III. RESULTS

The research results indicate that the implementation of digital-based performance management via the *Ruang GTK* platform at SDN 011 Mekar Sari is influenced by both supporting and inhibiting factors, originating from sources both internal and external to the school. The findings also reveal that the school has developed several strategies to ensure the policy implementation continues, particularly through peer mentoring, learning communities, as well as dissemination sessions and In-House Training (IHT).

1. Factors Supporting Implementation

Internal supporting factors are primarily evident in the teachers' motivation, awareness, and willingness to enhance their digital technology skills. Teachers utilize the time available after instructional activities to complete performance management tasks and learn how to use *Ruang GTK*. A learning community leader explained:

“There are colleagues who live nearby but wait around for the clock-out attendance check. Well, it’s about wanting to earn our salary honestly, isn’t it? That’s the mindset. They might see that time as wasted, but actually, we could use it for anything.” (Learning Community 02/22/04/2026).

At SDN 011 Mekar Sari, instructional activities conclude around 13:00 WIB, while the clock-out attendance check begins at 14:30 WIB. Some teachers use this interval to learn about *Ruang GTK* and participate in online training. These findings demonstrate that internal motivation is a crucial factor in supporting policy implementation.

This is reinforced by the school supervisor, who stated:

“Actually, this is a good elementary school. The teachers are forward-thinking; when I try to implement something, they take the initiative themselves. They have the drive, so it isn’t difficult to guide them—once I mention something, offer a suggestion, or provide some input, they are capable of moving forward on their own.” (Supervisor 02/22/06/2026).

In addition to internal factors, external support comes from the school principal’s leadership, collaboration among teachers, learning communities, and the availability of digital devices. The head of the educational unit provides support to teachers experiencing difficulties by involving teachers who possess better technological skills.

“I assigned teachers who have mastered this... with the support and guidance of teachers—capable teachers like Ms. Ema, for instance—to handle two individuals, though the teacher in question remains right there beside them. [Guiding them on] what needs to be filled in?” (Principal 02/22/04/2026).



Fig. 1. Guidance on Performance Management Learning in the GTK Room, provided by the School Principal
Source: Documentation from SDN 005 Bukit Timah

This support is advisory in nature. The assisting teacher does not take over performance management but helps other teachers understand the stages and how to use the *Ruang GTK* features. School principals also actively participate in learning communities to monitor progress and discuss the various challenges teachers face.

“The principal is always there, you know. Regarding the learning community—I am always present here. I am constantly monitoring the situation and also... what was it... aligning everyone’s visions...” (Learning Community 02/22/04/2026).



Fig. 2. Collaborative Learning on Utilizing Performance Management

(GTK Space) within Learning Community Groups.
Source: Documentation from SDN 005 Bukit Timah

Therefore, factors supporting implementation include not only the individual readiness of teachers but also leadership support and a work environment that fosters collaboration and mentoring.

2. Implementation Obstacles

The technical obstacles encountered primarily relate to the quality and equitable distribution of the internet network. The school principal stated:

“The obstacle in carrying out this digital integration is that sometimes, just as we are about to finish, our Wi-Fi malfunctions, causing a delay until the following week... It’s a signal issue—well, you know, our provider is Mayatama, Sir. As for other obstacles—regarding not having laptops, for instance—our teachers use Chromebooks when completing tasks together during the professional learning community (PLC) sessions. So, there aren’t really any significant obstacles.” (Principal 02/22/04/2026).

Network issues are also experienced by teachers because WIFI access is not evenly distributed across the school premises.

“The internet is slow... in the teachers’ office, there is no Wi-Fi—or rather, the signal doesn’t reach inside when the door is closed. Clearly, the network connection is somewhat distant. The available network is in the administrative staff room and the room used by the female teachers. Ideally, teachers should have access in their own office, too, so we could work there.” (PLC 02/22/04/2026).

Observations indicate that a relatively stable internet connection is primarily available in the principal’s office and the administrative office. Teachers requiring internet access for performance management tasks must move to a different room or use personal hotspots. Meanwhile, device availability is not a major obstacle, as the school possesses 20 Chromebook units.

Non-technical obstacles relate to teachers’ readiness to adapt to changes in work culture and technological advancements. The shift from the previous principal’s more permissive leadership style to a more disciplined approach required some teachers to go through an adjustment period. Additionally, there are teachers nearing retirement who experience difficulties using digital applications.

“There are two teachers nearing the end of their careers—approaching retirement. So, how should we handle the work? ‘Oh dear, I can’t manage this. How do I operate this? I really can’t do it like this.’ They would say things like, ‘Oh, I’m not sure how to use this.’ Such situations certainly exist. To address this, the Principal organized a learning community.” (Teacher 02/22/04/2026).

In addition to human resource factors, an issue involving a teacher with duplicate accounts was identified, causing disruptions in the performance management process. This issue was subsequently reported via the *Ruang GTK* help desk feature. These findings indicate that implementation obstacles encompass aspects of infrastructure, user proficiency, organizational cultural shifts, and technical issues within the application system.

3. Policy Implementation Strategy

To overcome these various obstacles, the school implemented a continuous mentoring strategy. The school principal designated teachers with technological proficiency to assist those experiencing difficulties.

“For the colleagues who didn’t understand, the activity took the form of mentoring. Mentoring meant inviting a few of them to my office to work on it here, guided by a teacher who understood the system.” (Principal 02/22/04/2026).

The mentoring was conducted as assistance, ensuring that teachers remained responsible for managing their own performance. This strategy facilitated knowledge transfer among teachers and supported those with limited digital literacy.

The next strategy involved utilizing learning communities as spaces for collaborative learning. The principal explained:

Regarding the initial dissemination, as I mentioned, we started by working on the planning together within the learning community. Then, we moved to the reflection stage, which is the part that, you know,

requires intensive mentoring. ...we started by working on the planning together in the learning community... we used Chromebooks to complete the tasks together during the learning community sessions.” (Principal 02/22/04/2026). Learning community activities are used to align understanding, discuss challenges, and assist teachers in completing the stages of performance management. A teacher stated:

“Yes, it is within that learning community that we collaborate... We might say, ‘Look, in Bu Ema’s learning community, it’s done this way,’ with assistance from other colleagues. We work together to help anyone facing difficulties—showing them, ‘Oh, it’s done like this.’ Later, if a situation arises where, say, grades need attention, we figure out how to help each other with that.” (Teacher 02/22/04/2026).

The next strategy involves dissemination and In-House Training (IHT). These activities serve as a follow-up to the training teachers received from the Dumai City Education and Culture Office. The knowledge gained is subsequently shared with other teachers through the learning community.



Fig. 3. In-house training activity to enhance teacher competence and performance within the learning community.

Source: SDN 005 Bukit Timah documentation.

“Initially, some of us here were indeed a bit overwhelmed regarding IT usage and needed assistance. However, following the dissemination of information from the Education Office and its subsequent rollout within the school—and thank God—we began by working together in the learning community to handle the planning, indicator selection, and so forth.” (Principal 02/22/04/2026).

The learning community chairperson also explained:

“Yes. The learning community serves as a platform—a space—for carrying out various activities. For instance, it’s where we handle training sessions and discuss insights colleagues have gained from external sources; we develop those ideas together and acquire knowledge there. This is especially true regarding the *Ruang GTK* platform; we gain a better understanding of its features after teachers undergo training.” (Learning Community 02/22/04/2026).

Research findings indicate that the learning community plays a strategic role in policy implementation by serving as a space for socialization, knowledge dissemination, mentoring, and collaborative problem-solving. The implementation of digital-based performance management at SDN 011 Mekar Sari demonstrates that policy success is determined not only by the existence of the *Ruang GTK* application but also by human resource readiness and organizational support. Key supporting factors include teacher motivation, school leadership, peer collaboration, the learning community, and the availability of devices. Conversely, factors acting as obstacles include unstable internet connections, limited digital literacy among some teachers, shifts in work culture, and issues with the application system itself.

The school addressed these obstacles through peer mentoring, collaborative learning via professional learning communities, as well as dissemination sessions and in-house training (IHT). These three strategies demonstrate that the implementation of the digital policy relies on a combination of technology and social mechanisms within the school organization. Thus, digital transformation in performance management requires not only a technically functional platform but also active leadership, a collaborative culture, and ongoing support.

4. The Role of School Principals and Supervisors in Policy Implementation

Research findings indicate that school principals and supervisors play a strategic role in ensuring the effective implementation of digital-based performance management via the *Ruang GTK* platform at SDN 011

Mekar Sari. This role manifests in three key areas: leadership in policy implementation, academic and managerial supervision, and data-driven decision-making.

a. Leadership in Policy Implementation

The school principal acts as both a leader and an agent of change, guiding, monitoring, and supporting teachers throughout the performance management implementation process via *Ruang GTK*. Monitoring is conducted routinely by utilizing information available in the application combined with direct communication with teachers. The principal does not rely solely on verbal reports from teachers regarding the completion of performance management tasks but also verifies progress directly through the application. “I monitor it routinely; we ensure that—even if we meet and [a teacher] says, ‘It’s done, it’s done’—we can’t just take their word for it. I check the application to see who hasn’t done it yet. I tell the teachers who haven’t finished to complete it by a certain date... it involves a bit of pressure...” (Principal 02/22/04/2026).

This statement demonstrates that the principal employs a leadership style emphasizing oversight and accountability. The use of the application allows the principal to obtain real-time information on each teacher’s performance management progress. In addition to the application, monitoring is carried out through WhatsApp group communications and face-to-face meetings. This approach is adopted to prevent delays in completing performance management stages and to ensure that every teacher fulfills their obligations. In contrast to the supervisory style of school principals which tends to emphasize monitoring and control—education supervisors cultivate a leadership approach that is more persuasive and collaborative. They believe that the success of guidance and support efforts hinges largely on the quality of the relationships and communication among the supervisor, the school principal, and the teachers.

“For guidance to take place whether academic or emotional—there must be effective communication between the parties involved. That is why we avoid creating rigid boundaries; the lines shouldn’t be too stark. Ideally, teachers and supervisors should be ‘of one mind,’ so to speak. This fosters an environment where we can sit down together for guidance sessions without a vast gap or divide separating us. Gone are the days when a supervisor’s arrival might trigger fear or anxiety. It starts with the supervisor: we must build harmonious relationships and strive to be the kind of supervisors whom teachers truly admire. As I mentioned earlier, the goal is to avoid a sense of distance—to ensure the hierarchy between superior and subordinate doesn’t create an overly pronounced divide.” (Supervisor 02/22/06/2026).



Fig. 4. Discussion session on performance management at the SDN 011 Mekar Sari Learning Community.

Source: SDN 011 Mekar Sari documentation

The school addresses these challenges through peer mentoring, collaborative learning via professional learning communities, as well as dissemination sessions and in-house training (IHT). These three strategies demonstrate that the implementation of the digital policy relies on a combination of technology and social mechanisms within the school organization. Thus, digital transformation in performance management requires not only a technically functional platform but also active leadership, a collaborative culture, and continuous mentoring.

b. Academic and Managerial Supervision

The role of the education unit head and the supervisor is further evident in the implementation of academic and managerial supervision. The education unit head conducts continuous supervision, spanning

the stages of planning, implementation, and performance reflection. Monitoring is carried out using an application dashboard to track the progress of each teacher's performance management.

“Monitoring takes place during implementation as well; after the planning phase, we check the list to see who has completed the steps and who hasn't, and we share screenshots in the group... as the principal, I keep a close eye on the progress. Thankfully, after the implementation phase, teachers are invited to discuss any difficulties they've encountered... I monitor this routinely. Whenever planning begins—or whenever there is a change—it is always communicated to the teachers. If necessary, I invite specific teachers to my office to discuss completing their reflections...” (Principal 02/22/04/2026).

Based on this account, the education unit head's supervision is systematic and data-driven. Once the planning stage begins, the head tracks teacher progress via the application to identify who has—and has not—completed the performance management stages. These monitoring results are then followed up through group communication and face-to-face discussions.

Supervision goes beyond merely checking administrative completeness. The education unit head also provides an opportunity for teachers to voice any difficulties experienced during the implementation and performance reflection processes. Teachers requiring assistance can be invited for direct discussions, allowing emerging issues to be resolved through guidance and support.

At the supervisory level, oversight combines field monitoring, direct communication, and professional guidance. Supervisors emphasize the importance of verifying the alignment between data in the digital system and actual conditions at the school.

“We really need to meet face-to-face and go directly into the field so that the application settings align with the reality on the ground. It has to match... it goes beyond just stating things or offering suggestions, encouragement, and input. To effectively provide guidance—whether academic or emotional—good communication must be established between both parties... sitting down together for this guidance ensures there is no longer a gap or divide... We continue to provide guidance, enrichment, and support to improve their—what do you call it—e-performance...” (Supervisor 02/22/06/2026).

This statement indicates that digital transformation does not replace the need for direct supervision. Supervisors continue to conduct visits and face-to-face interactions to ensure that the information in the application aligns with actual school practices. The supervisory approach is also persuasive, involving the provision of advice, encouragement, input, guidance, and enrichment.

Thus, academic and managerial supervision within the implementation of digital-based performance management possesses two main characteristics. First, supervision utilizes the data and information available in the application. Second, supervision continues to rely on direct interaction through discussion and mentoring. Combining these two approaches ensures that the supervisory process focuses not only on administrative compliance but also on improving the quality of teacher performance.

3. Data-Based Decision Making

Research findings also indicate that data from digital performance management is beginning to serve as a basis for decision-making by school principals and supervisors. Principals use performance assessment results to recognize teachers who demonstrate high performance achievements.

“We look for those with high-quality performance assessments—exceeding expectations—and we acknowledge them or give them rewards... some form of recognition; on Teacher's Day, for instance, we might give small mugs... and next year, we prioritize those with good e-performance records...” (Principal 02/22/04/2026).

Performance data is not only used to determine teacher achievement levels but also serves as a basis for granting rewards and considering development priorities for the subsequent period. Recognizing teachers who achieve good performance results serves as a means of reinforcing motivation and acknowledging their work.

From a supervisor's perspective, the use of a digital system facilitates the assessment and mentoring processes, as performance indicators are readily available within the system.

“Using a digital application for performance management actually facilitates the implementation process, so we face no difficulties... it simplifies the performance assessment of school principals... because the parameters are already configured within the program... it eases our workload regarding the effectiveness of professional guidance and streamlines the performance evaluation of both principals and teachers...” (Supervisor 02/22/06/2026).

This indicates that the digitalization of performance management supports the processes of supervision and evaluation. Systems that provide assessment indicators and mechanisms assist supervisors in obtaining more structured information regarding the performance of school principals and teachers. Consequently, supervisors can more easily identify areas requiring guidance or professional development.

IV. DISCUSSION

The research results indicate that the implementation of the digital-based teacher performance management policy via the *Ruang GTK* application at SDN 011 Mekar Sari, South Dumai District, has proceeded well, despite the presence of some technical and non-technical obstacles. Policy implementation is not merely understood as the digitization of performance administration; rather, it has evolved into an integral part of the processes of planning, execution, monitoring, reflection, evaluation, and professional guidance for teachers. These processes involve school principals, supervisors, teachers, and learning communities as actors interacting to achieve the policy's objectives.

The research findings can be explained through Edwards III's (1980) policy implementation theory, which encompasses communication, resources, disposition, and bureaucratic structure. The communication aspect is evident through dissemination efforts, discussions within learning communities, coordination, and monitoring activities conducted by school principals and supervisors. Intensive communication helps teachers understand the stages of performance management while minimizing errors in using the *Ruang GTK* application. Regarding resources, the school possesses digital devices—specifically Chromebooks—and has teachers with technological skills capable of assisting their peers. However, the quality and equitable distribution of internet connectivity remain major hurdles in policy implementation. This situation demonstrates that policy digitization requires not only devices but also adequate network infrastructure. In terms of disposition, the majority of teachers exhibit a positive attitude toward the policy's implementation.

Their willingness to learn, attend training sessions, and utilize working hours to familiarize themselves with *Ruang GTK* reflects an intrinsic motivation to support the policy. Nevertheless, some teachers struggle to adapt, particularly those nearing retirement who possess limited digital literacy. These findings align with Davis's (1989) Technology Acceptance Model (TAM), which posits that technology acceptance is influenced by perceptions of usefulness and ease of use. In this study, teachers' perceptions of *Ruang GTK* became more positive after they gained experience, training, and guidance. Thus, technology acceptance depends not only on individual capabilities but also on support from the organizational environment.

School principals and supervisors play a crucial role as drivers of implementation (Ramadhan et al., 2025). The head of the educational unit conducts routine monitoring via the application, provides direction, sets completion targets, and offers support to teachers facing difficulties. Meanwhile, supervisors carry out academic and managerial supervision functions using a more persuasive and collaborative approach. This pattern reflects a shift in supervision from mere administrative oversight toward guidance and coaching aimed at enhancing teachers' professional capacity (Ridwan, 2026).

Schools address challenges through strategies such as peer mentoring, the utilization of learning communities, and awareness-raising activities combined with in-house training (IHT). Learning communities serve as strategic spaces for sharing knowledge, aligning perspectives, resolving technical issues, and strengthening teachers' digital literacy. Teachers with greater proficiency assist colleagues facing difficulties without taking over their performance management responsibilities. This pattern demonstrates the development of a collaborative learning culture as part of the policy implementation process.

Another significant finding is the shift toward using performance data as a basis for decision-making. Performance management outcomes serve not merely as administrative records but are also utilized to determine rewards, set priorities for professional guidance, and design teacher professional development. Indeed, the implementation of the *Ruang GTK* platform has fostered data-driven decision-making practices within school management.

This study demonstrates that the successful implementation of digital-based performance management is not determined solely by the existence of the *Ruang GTK* application; rather, it results from the interplay of technology, leadership, human resource readiness, communication, a collaborative culture, and organizational support. In the context of SDN 011 Mekar Sari, learning communities serve as a crucial mechanism linking policy to practice at the school level. Through mentoring, supervision, collaborative learning, and the use of performance data, policy implementation has not only ensured administrative order but has also begun to cultivate a work culture that is more collaborative, adaptive, and focused on improving the quality of education.

V. CONCLUSION

Based on the research findings regarding the implementation of digital-based performance management via the *Ruang GTK* application part of the *Rumah Pendidikan* digital platform—in elementary schools within the South Dumai District, it can be concluded that the policy implementation has proceeded relatively effectively and has transformed teacher performance management. Performance management is no longer viewed merely as an administrative formality; it has evolved into a more systematic process encompassing planning, implementation, monitoring, evaluation, reflection, and the use of performance outcomes as a basis for teacher guidance and professional development. The use of *Ruang GTK* is also fostering a work culture that is more transparent, accountable, collaborative, and data-driven.

User readiness and acceptance regarding *Ruang GTK* generally show a positive trend. Teachers and school principals increasingly understand the application's benefits in streamlining performance administration, monitoring, evaluation, and decision-making. Although initial stages were marked by varying levels of digital literacy and perceptions that the digital system increased administrative burdens, processes involving mentoring, training, hands-on experience, and collaborative learning have gradually improved user capabilities and acceptance of the technology.

The policy implementation is supported by both internal and external factors. Internal factors include teachers' motivation and willingness to learn, commitment, a culture of collaboration, leadership, and human resource readiness. External factors include support from principals and supervisors, learning communities, government policies, training, and the availability of digital devices. However, implementation still faces obstacles such as unstable and uneven internet connectivity, varying digital literacy skills, device limitations, application system issues, and the challenges of adapting to a changing work culture. These obstacles demonstrate that the successful digitalization of performance management depends not only on the availability of the application but also on the readiness of infrastructure and human resources.

To address these obstacles, schools have implemented strategies such as continuous mentoring, peer mentoring, utilization of school-based learning communities, dissemination of information and in-house training (IHT), as well as academic and managerial supervision that emphasizes guidance and coaching. Learning communities serve as vital spaces for knowledge transfer, problem-solving, and the strengthening of teachers' digital competencies. This strategy demonstrates that policy implementation unfolds through a collaborative and continuous process of organizational learning.

School principals and supervisors play strategic roles in ensuring successful implementation. Principals act as change agents, facilitators, mentors, monitors, and data-driven decision-makers, while supervisors provide supervision, guidance, consultation, coordination, and support. Their synergy strengthens the school's capacity to navigate the transition toward digital-based performance management. Consequently, the implementation of the *Ruang GTK* initiative in South Dumai District elementary schools represents more than just the digitization of administration; it signifies a transformation in performance

management that integrates technology, leadership, collaboration, competency development, and data utilization to sustainably enhance the quality of instruction and teacher professionalism.

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