

Utilization of the Ruang GTK of the Ministry of Education And Culture To Improve Employee Performance Management At Sdn 148 Palembang

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Abstrak

Studi ini menganalisis implementasi dan efektivitas fitur Manajemen Kinerja dalam Ruang GTK (Platform Merdeka Mengajar/PMM) dalam mengelola kinerja guru dan kepala sekolah di SDN 148 Palembang sebagai respons terhadap transformasi kinerja ASN yang berorientasi pada hasil. Metode deskriptif-evaluatif kualitatif digunakan, mengumpulkan data melalui kuesioner terbuka dari guru dan kepala sekolah, dengan fokus pada siklus manajemen kinerja digital End-to-End (perencanaan SKP berdasarkan Laporan Pendidikan, pelaksanaan, observasi, dan penilaian). Data dianalisis secara tematik. Hasil menunjukkan bahwa PMM diimplementasikan secara komprehensif, meningkatkan efisiensi administrasi dan menyelaraskan SKP individu dengan indikator Laporan Pendidikan sekolah. Namun, kendala yang dihadapi termasuk kompetensi digital dasar yang terbatas, keterbatasan infrastruktur, dan kecenderungan untuk memprioritaskan jumlah sertifikat pengembangan profesional daripada penerapan di kelas. Kebaruan terletak pada analisis tingkat operasional dari siklus manajemen kinerja ASN digital terintegrasi, yang menekankan integrasi data kinerja sebagai dasar untuk keputusan pengembangan karir. Studi ini merekomendasikan pendampingan intensif kepala sekolah dan investasi infrastruktur digital yang minimal untuk memastikan perbaikan kualitatif dalam praktik pengajaran serta berkontribusi pada literatur tentang Manajemen Kinerja Digital dalam pendidikan Indonesia.

Kata kunci: Ruang GTK, Merdeka Mengajar Platform (PMM), Manajemen Kinerja, Guru ASN, Laporan Pendidikan.

Abstract

This study analyzes the implementation and effectiveness of the Performance Management feature within the Ruang GTK (Merdeka Mengajar Platform/PMM) in managing teacher and principal performance at SDN 148 Palembang in response to outcome-oriented ASN performance transformation. A qualitative descriptive-evaluative method was used, collecting data through open-ended questionnaires from teachers and the principal, focusing on the End-to-End Digital performance management cycle (SKP planning based on the Education Report, implementation, observation, and assessment). Data were analyzed thematically. Results show that PMM was comprehensively implemented, improving administrative efficiency and aligning individual SKP with the school's Education Report indicators. However, constraints include limited basic digital competence, infrastructure limitations, and a tendency to prioritize the quantity of professional development certificates over classroom application. The novelty lies in the operational-level analysis of the integrated digital ASN performance management cycle, emphasizing performance data integration as the basis for career development decisions. The study recommends intensive principal mentoring and minimal digital infrastructure investment to ensure qualitative improvement in teaching practices and contributes to the literature on Digital Performance Management in Indonesian education.

Keywords: Ruang GTK, Merdeka Mengajar Platform (PMM), Performance Management, ASN Teachers, Education Report.

1. INTRODUCTION

The quality of national education in Indonesia fundamentally depends on the effective and measurable performance of teachers and education personnel (GTK). Traditionally, GTK

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performance management has been administrative, fragmented, and often disconnected from improving actual classroom learning quality. In response, the Ministry of Education and Culture (Kemendikbud) has launched various digital initiatives to streamline competency development and performance management for GTK, aiming to make the processes more integrated, practical, and results-oriented.

A significant national policy shift in performance management focuses on aligning individual Civil Servant (ASN) performance with organizational outcomes and public service quality, as stipulated in the Minister of Administrative Reform and Bureaucracy Regulation (PermenPANRB) Number 6 of 2022 (PermenPANRB, 2022). This regulation emphasizes that GTK performance must contribute meaningfully to improving student learning outcomes and school service delivery.

To operationalize this policy, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) developed the Merdeka Mengajar Platform (PMM), a key component of the Ruang GTK ecosystem. Among its features, the Performance Management module facilitates integrated planning, implementation, and assessment of teacher and principal performance (Direktorat Jenderal GTK, 2024). The adoption of digital platforms in public sector performance management aligns with global trends toward transparency, accountability, and data-driven decision-making (Osborne & Strokosch, 2013).

Effective GTK performance is a critical determinant of learning quality. Research demonstrates that teacher performance strongly influences student outcomes and overall educational effectiveness (Hattie, 2009; OECD, 2018). Improving GTK performance requires a shift toward student-centered teaching practices and continuous professional development (Fullan, 2015). Despite these policies and digital resources, a gap remains between central directives and school-level implementation, particularly in elementary schools such as SDN 148 Palembang.

Previous studies show that e-learning platforms and digital tools positively support teacher competency development (Tondeur et al., 2017; Mishra & Sharma, 2020). However, limited research has evaluated the extent to which the Performance Management feature in Ruang GTK/PMM improves actual performance management outcomes, including classroom practices, lesson plan quality, and professional growth. Questions remain regarding how teachers, principals, and supervisors perceive and utilize the platform, and whether technical, cultural, or digital competency barriers affect its effectiveness (Dwiyanto, 2015; Schleicher, 2018).

This study aims to address these gaps by examining the implementation and effectiveness of the Performance Management feature in Ruang GTK/PMM as a tool for enhancing the performance of teachers and principals at SDN 148 Palembang. The study contributes both practically and theoretically: it provides actionable recommendations to school leadership and local education authorities regarding digital competency development for GTK, and it enriches the literature on digital performance management in Indonesian education.

The central research question is: “How is the Performance Management feature in the Ruang GTK/Merdeka Mengajar Platform implemented, and what is its impact on the

effectiveness of employee performance management for teachers and principals at SDN 148 Palembang?”

2. METHOD

This study employed a qualitative descriptive-evaluative approach to explore and analyze in depth the implementation and effectiveness of the Performance Management feature in Ruang GTK (Merdeka Mengajar Platform/PMM) for managing employee performance at SDN 148 Palembang. The study aimed to answer the research question: “How is the Performance Management feature in Ruang GTK utilized, and what is its impact on the effectiveness of employee performance management for teachers and principals?” The primary unit of analysis was the End-to-End digital ASN performance management cycle, including SKP planning, implementation, classroom observation, and performance assessment.

Participants consisted of the school principal and ASN/P3K teachers at SDN 148 Palembang who actively used the PMM Performance Management feature. Purposive sampling was employed to ensure that data were obtained directly from system users with relevant experience. While the study is qualitative, the primary data collection tool was a qualitative open-ended questionnaire, designed to:

1. Describe perceptions: Elicit participant views and experiences regarding the ease of use, relevance, and technical challenges associated with the PMM Performance Management feature.
2. Measure qualitative impact: Gather narrative insights on the actual effects of system utilization on teaching practices, the quality of lesson plans (RPP), and internal collaboration among GTK.

Questionnaire data were analyzed using thematic analysis to identify patterns, similarities, and differences in participants’ perceptions, consistent with the study’s qualitative objectives. To strengthen the credibility and depth of findings, data triangulation was performed through in-depth interviews with key participants.

The qualitative descriptive-evaluative methodology is well-suited for examining phenomena in their natural context and evaluating outcomes of digital systems in education (Creswell & Poth, 2018; Given, 2022). Open-ended questionnaires are particularly effective for capturing rich participant perspectives on user experiences with digital platforms (Merriam & Tisdell, 2022). Data analysis followed a systematic thematic coding procedure to identify recurring patterns and themes (Braun & Clarke, 2021), with trustworthiness ensured through reflexive thematic analysis techniques (Nowell et al., 2017; Maguire & Delahunt, 2022). This approach allowed for in-depth interpretation of participants’ experiences, challenges, and perceived impacts regarding the use of Ruang GTK for performance management (Castleberry & Nolen, 2023).

3. RESULT AND DISCUSSION

Based on the thematic analysis of the qualitative Open-Ended Questionnaire and data triangulation at SDN 148 Palembang, it is concluded that the utilization of the PMM Performance Management feature has been comprehensively implemented (End-to- End Digital), with a significant impact on simplifying administration, but the qualitative impact on learning transformation remains varied and gradual.

The utilization of this feature at SDN 148 Palembang follows the new ASN performance management cycle (PermenPANRB No. 6/2022) digitally:

Table 1. *The new ASN performance management cycle*

Cycle Stages	Implementation at SDN 148 Palembang
SKP Planning	All ASN/P3K teachers set their Employee Performance Targets (SKP) via PMM, focusing on Education Report indicators selected by the school (e.g., improving differentiation-based teaching practices). This process is perceived as easier and more relevant than manual SKP.
Implementation & Observation	The Principal (KS) utilizes the classroom observation feature in PMM. Teachers upload competency development supporting evidence taken from PMM (Independent Training). This implementation demonstrates Performance Data Integration, where observation data and the Education Report serve as the single reference.
Primary Constraints	The main constraints are Basic Digital Competence and infrastructure limitations (internet access and devices) affecting the smooth process of uploading portfolio evidence and feature navigation.

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The implementation of the Performance Management feature on the Merdeka Mengajar Platform (PMM) at SDN 148 Palembang marks a significant transformation in the GTK performance management cycle, shifting from an administrative, fragmented system towards a digital, integrated, and outcome-oriented framework. The SKP Planning stage shows high adoption. The core advantage is the Increased Performance Relevance; SKP is directly focused on specific indicators from the school's Education Report. This is perceived by teachers as easier and more relevant than complex manual SKP, aligning performance with student needs.

The Implementation and Observation stage utilizes the PMM observation feature, facilitating actual Performance Data Integration where observation results and the Education Report are the single reference for assessment. Furthermore, competency development is linked, with teachers mostly uploading supporting evidence from PMM's Independent Training.

The impact is twofold: Firstly, Increased Administrative Efficiency. The digital PMM system successfully reduces administrative burden and document fragmentation, making the

assessment process more transparent and accountable. Secondly, the Qualitative Impact on teaching practices. Focusing on Education Report indicators successfully directs teacher focus towards specific learning improvements. However, a challenge remains where some teachers prioritize the quantity of competency development certificates over the practical application in class, indicating that the transition to outcome (change in teaching practice) requires more intensive qualitative supervision.

Despite positive impacts, implementation faces Primary Constraints related to human resource readiness and infrastructure. Basic Digital Competence issues among some GTK, compounded by infrastructure limitations like unstable internet and limited devices, directly affect the smooth process of uploading work and navigating the feature. Overcoming this digital gap is key to achieving optimal effectiveness.

Overall, PMM utilization at SDN 148 Palembang is a positive step in ASN performance management, moving from fragmented administration to an efficient, results-oriented digital system. However, the qualitative success of learning transformation largely depends on mitigating technical constraints and fostering a culture change among teachers. Systems that integrate individual performance planning with institutional outcome indicators ensure better alignment between teacher goals and school performance targets.

Discussion

The findings from SDN 148 Palembang indicate that the PMM Performance Management feature in Ruang GTK has been effectively implemented as an end-to-end digital system, transforming the traditional, fragmented ASN performance management process into a more integrated and outcome-oriented framework. During the SKP Planning stage, teachers reported that setting Employee Performance Targets through PMM aligned with Education Report indicators was perceived as easier and more relevant than the conventional manual process. This finding aligns with previous research showing that digital platforms in education can enhance administrative efficiency and align teacher goals with school priorities (Astuti & Nugroho, 2023; Putri, 2021). The system enables direct relevance of teacher performance to learning outcomes, reflecting a shift towards evidence-based performance management that emphasizes practical impact on teaching quality (Hattie, 2009; Schleicher, 2018).

In the Implementation and Observation stage, PMM facilitates Performance Data Integration, combining classroom observation results with Education Report metrics to provide a comprehensive basis for assessment. Teachers also upload evidence of competency development through the platform's Independent Training feature. This integration is consistent with global trends in digital professional development, which demonstrate that technology-enhanced monitoring can improve instructional quality and accountability (Darling-Hammond, Hyler, & Gardner, 2021; ADB, 2021). However, the qualitative impact on actual teaching practices remains gradual and varied. Some teachers prioritize accumulating certificates over applying skills in classroom settings, highlighting the need for continuous qualitative supervision to ensure that performance management translates into genuine learning improvements (Fullan, 2015; Kraft, Blazar, & Hogan, 2021).

The study also revealed significant implementation constraints, primarily related to digital literacy and infrastructure. Limited digital competence among some GTK, coupled with unstable internet connectivity and limited devices, hindered smooth evidence submission and feature navigation. These challenges echo findings in the Asian context, where effective utilization of digital education tools depends not only on system availability but also on user readiness and institutional support (Asian Development Bank [ADB], 2021; UNESCO, 2023). Overcoming these barriers is essential to fully realize the platform's potential in improving performance management outcomes and aligning teacher efforts with institutional goals (Susanto & Riyadi, 2022; Van Dooren, Bouckaert, & Halligan, 2015).

Overall, the PMM Performance Management feature represents a significant step forward in ASN performance management at SDN 148 Palembang, offering increased administrative efficiency, integration of performance data, and alignment with student-centered learning goals. The findings underscore the dual importance of technological infrastructure and human capacity building, suggesting that digital platforms alone are insufficient without ongoing support, capacity development, and culture change to encourage teachers to focus on qualitative improvements in teaching practices (Harris & Jones, 2022; Mishra & Sharma, 2020; Senge, 2014). By linking individual SKP targets with school-level Education Report indicators, PMM fosters a more coherent and accountable performance management system, aligning teacher efforts with broader institutional objectives while providing a framework for future evaluation and professional development (Dwiyanto, 2015; Ryan & Deci, 2020; Purwanto & Arifin, 2021).

4. CONCLUSION

Based on the findings of this study, it can be concluded that the utilization of the Performance Management feature in Ruang GTK (Merdeka Mengajar Platform) at SDN 148 Palembang has been successfully implemented in an end-to-end digital manner, transforming the traditional fragmented ASN performance management system into a more integrated, transparent, and outcome-oriented framework. In the SKP planning stage, teachers effectively set their Employee Performance Targets via PMM, aligning them with selected Education Report indicators, which is perceived as more relevant, practical, and less administratively burdensome than manual procedures. During the implementation and observation stage, the platform enables Performance Data Integration, combining classroom observation results with Education Report indicators and competency development evidence uploaded by teachers, thereby creating a single reference point for performance evaluation and linking individual teacher performance to school-level outcomes. The utilization of PMM has significantly improved administrative efficiency, reducing workload, clarifying documentation, and increasing accountability in performance assessment. In terms of teaching practices, the platform has begun to influence teacher focus on learning improvement; however, the qualitative impact on classroom practices is gradual, as some teachers prioritize collecting certificates over practical application, indicating the need for continuous supervision and guidance. Challenges remain in the form of limited digital competence among GTK and infrastructure constraints, such as unstable internet and limited devices, which hinder smooth utilization of the system. Overall, the study demonstrates that PMM use at SDN 148 Palembang represents a significant step toward modernizing ASN performance management by integrating individual targets with school outcomes and fostering a results-oriented, teacher-focused system, although maximizing its potential in

enhancing teaching quality and learning outcomes requires addressing technical barriers and promoting a culture of qualitative performance improvement.

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