Implementation of a Teacher Performance Assessment System Based on the *Ruang GTK* Platform to Strengthen Teaching Staff Competence at SMPN 2 Karangrejo, Magetan Regency

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Abstract.
This study examines the implementation of a teacher performance assessment system using the GTK Room platform at SMPN 2 Karangrejo, Magetan, and its impact on strengthening teacher competence. The conventional evaluation system, being administrative, lacked feedback and integration with professional development, especially in semi-rural schools with limited training access. A quantitative survey was conducted with 28 respondents (25 teachers and 3 school leaders) using questionnaires, classroom observations, and platform documentation. Data were analyzed with descriptive statistics and multiple linear regression. Implementation satisfaction scored 8.3 out of 10. Pedagogic competence improved most substantially: 85.7% of teachers progressed in designing innovative, student-centered learning, with learning quality scores rising significantly by 23.4%. Digital literacy recorded the highest growth rate (92.9%), while professional competence and independent learning culture also strengthened significantly. Regression analysis showed principal support as the strongest success predictor (β=0.62), followed by technological infrastructure readiness (β=0.48) and teacher collaboration (β=0.41). Major obstacles—internet instability and digital literacy gaps between senior and junior teachers—require infrastructure strengthening and differentiated mentoring. In conclusion, shifting from administrative to digital platform-based assessment effectively promotes sustainable teacher professional development, even in resource-limited settings, provided there is visionary leadership and adequate mentoring support. These findings recommend accelerating digital teacher performance management in regions as a comprehensive, inclusive, and sustainable strategy for education quality equity, and they can serve as a replicable model of good practice for schools with similar characteristics.
Keywords: *GTK Room, teacher performance assessment, teacher competence, digital platform and teacher professional development.*

I. INTRODUCTION

The quality of a nation's education cannot be separated from the quality of teachers who carry out noble duties in front of students every day. As affirmed in Law Number 14 of 2005 concerning Teachers and Lecturers [1], the teaching profession is a profession full of responsibility starting from educating and teaching, guiding and directing, training and assessing, to evaluating the development of students. Consequently, the higher the competence of a teacher, the greater his contribution to the quality of education as a whole. Extensive research by Darling-Hammond et al. [2] consistently proves that teacher competence is the most determinant of student learning achievement far beyond the influence of physical facilities, curriculum, and other external factors. This is reinforced by Wibowo's study which found a significant positive correlation between the quality of teacher performance assessment and the improvement of student learning outcomes in junior high schools in East Java [3].

Realizing this, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) continues to present policy breakthroughs that favor strengthening teacher professionalism [4]. One of the latest breakthroughs is the GTK Space platform a digital ecosystem specifically designed to facilitate teachers and education staff in undergoing a comprehensive self-development process. Through this platform, teachers can take data-driven performance assessments, access self-training, document portfolios, and engage in professional learning communities. This platform is in line with the Merdeka Learning policy which emphasizes the independence and sustainability of teacher professional development [5], and is an

implementation of Permendikbud Number 16 of 2019 concerning the obligation of education units to conduct periodic teacher performance assessments in a periodic, structured, and evidence-based manner [6].

SMPN 2 Karangrejo, a public junior high school located in Karangrejo District, Magetan Regency, East Java, also felt the urge to improve the performance management of its teachers. The geographical position of schools in semi-rural areas brings its own challenges: access to limited conventional training programs, digital infrastructure that needs to be strengthened, and the need to adapt to the acceleration of digital transformation in the world of education. This condition is prevalent in schools in remote areas of Indonesia, where disparities in access to professional development are still a serious problem [7], [8].

Prior to the implementation of the GTK Space platform, a number of fundamental problems were identified at SMPN 2 Karangrejo which became the background for the need to transform the teacher performance assessment system. First, the existing performance evaluation system is still superficial, tending to only touch on formal and administrative aspects without really delving into the depth of teacher competence. The instruments used are often generic, lack concrete evidence, and are not integrated with planned capacity building programs [9]. Second, a culture of self-reflection among teachers has not been formed; Most teachers do not have the habit of conducting structured reflection on their own teaching practices [10]. As a result, the process of vulnerability detection and remediation initiatives is slow and not proactive. Third, geographical barriers are a real obstacle for teachers to attend training and workshops that are generally held in city centers cost factors, travel time, and the availability of relevant programs also exacerbate this situation [11]. Fourth, performance management is still done manually: portfolio documentation and performance track record are vulnerable to data corruption, difficult to monitor on a regular basis, and do not allow for comprehensive data-driven performance analysis [12]. Fifth, the striking disparity in competencies between senior teachers and young teachers, especially in mastering learning technology and applying innovative methods in the classroom, is a challenge [13]. Sixth, the results of the existing performance appraisal have not been optimally utilized as the basis for designing personalized and targeted development programs, so that post-assessment follow-up recommendations are often not realized [14].

The above series of problems shows that a more systemic approach is needed, adaptive to technological developments, and focused on long-term professional growth. The GTK space is here as an integrated answer to all these challenges. The urgency of implementing this platform at SMPN 2 Karangrejo is not solely a matter of following the flow of digitalization, but is based on a number of substantial reasons. First, the mandate of binding national regulations, including Permendikbud Number 16 of 2019 and the derivative policies of Merdeka Belajar [5], [6], require periodic teacher performance assessments in a periodic, structured, and evidence-based manner. Second, the insistence on educational transformation in the era of Industry 4.0 and Society 5.0 which requires teachers not only to master the subject matter, but also to be fluent in integrating technology into teaching practices, adaptive to change, and able to guide the digital generation [15]. The use of GTK Space indirectly trains teachers to be familiar with the ever-growing digital ecosystem. Third, the urgency of data-driven governance: effective school leadership requires the availability of accurate, up-to-date, and accessible performance information at any time—without a solid database, strategic decisions risk being made based on assumptions rather than facts [16]. The performance dashboard provided by the GTK Room answers this need directly. Fourth, efforts to realize equity in access to professional development: through the GTK Room, teachers in remote areas have the same right to access quality training modules, join learning communities, and receive professional feedback without the need to leave school [17].

Starting from the background, problem identification, and urgency, this study aims to examine the implementation of the teacher performance assessment system based on the GTK Room platform at SMPN 2 Karangrejo, Magetan Regency, and its impact on strengthening the competence of teaching staff. Specifically, this study evaluates the effectiveness of platform implementation, measures improvements in the dimensions of teacher competence, identifies supporting and inhibiting factors, and analyzes the role of institutional support in program success. Thus, it is hoped that the results of the research can make a real contribution to the development of education management science, especially in the field of professional

development of digital technology-based teachers, as well as becoming a model of superior practice that can be replicated by other schools in Magetan Regency and its surroundings.

II. METHODS

This study uses a quantitative approach with a descriptive and analytical survey design. This design was chosen because it is suitable to describe the perceptions, attitudes, and experiences of respondents towards the implementation of a program, as well as to analyze the relationships between the variables studied [18]. The research was carried out in the context of the evaluation of the teacher performance assessment program based on the GTK Space platform which has been implemented for a full semester (January – June 2025) at SMPN 2 Karangrejo.

The location of the research is SMPN 2 Karangrejo which is located in Karangrejo District, Magetan Regency, East Java Province. This school was purposively selected as the only school in the sub-district that has fully implemented the GTK Room-based teacher performance assessment system since the beginning of 2025, thus meeting the criteria as a typical case for an implementation evaluation study. Data collection was carried out in July 2025, immediately after the end of one cycle of performance appraisals for the second semester of the 2024/2025 academic year.

The research population is all teachers and leadership staff at SMPN 2 Karangrejo who are directly involved in the implementation of the GTK Room, totaling 28 people, consisting of 25 subject teachers and 3 leadership staff (principal, deputy head of curriculum, and deputy head of student affairs). Given the relatively small population, all members of the population were made respondents (census). This technique allows for comprehensive data from all key stakeholders in the school.

The main instrument used is a structured questionnaire developed based on the teacher competency framework in Law Number 14 of 2005 [1] and the GTK Room guide from the Ministry of Education and Culture [4]. The questionnaire consists of seven parts: (A) respondent demographic data; (B) understanding and accessibility of the platform (5 items); (C) implementation of performance assessment through the GTK Room (6 items); (D) impact on pedagogic competence (6 items); (E) impact on professional competence (5 items); (F) impact on personality, social, and digital literacy competencies (7 items); and (G) open-ended questions about the supporting and inhibiting factors of implementation.

Each item in sections B to F was measured using a Likert scale of 1–4 (1 = strongly disagree, 4 = strongly agree), while the questions in section G were open-ended to capture qualitative data. In addition, respondents were also asked to provide an assessment of general satisfaction with the implementation of the GTK Room on a scale of 1-10. The validity of the content of the instrument was tested through the assessment of two education management experts, and the readability test was carried out on 5 teachers outside the sample. The results of the validity test showed that all items had a content validity index (CVI) > 0.80. Reliability tests using Cronbach's Alpha coefficient yielded a value of 0.87 for the entire item, indicating high internal consistency.

The questionnaire was distributed offline to all respondents in a meeting facilitated by the principal. Before filling, the researcher provides an explanation of the research objectives, data confidentiality guarantees, and filling instructions. Respondents were given 45 minutes to fill out the questionnaire independently. Of the 28 questionnaires distributed, all of them were returned and declared complete (100% response rate). Secondary data in the form of learning observation documents, teacher portfolio records, and statistical data on platform usage downloaded from the GTK Room dashboard were also collected for triangulation.

Quantitative data were analyzed using descriptive statistics (mean, percentage, and standard deviation) to describe respondents' approval rates on each dimension. Multiple linear regression analysis was conducted to test the simultaneous influence of the variables of principal support (X1), readiness of technological infrastructure (X2), and collaborative culture between teachers (X3) on implementation satisfaction (Y). Before the regression analysis, a classical assumption test (normality, multicollinearity, heteroscedasticity) was performed, all of which were met. Qualitative data from open-ended questions were

analyzed by content analysis techniques through the stages of open coding, theme grouping, and conclusion drawing [18]. The results of the qualitative analysis are used to enrich and confirm the quantitative findings.

III. RESULT AND DISCUSSION

Overview of Research Results

A total of 28 respondents participated in this study, consisting of 25 subject teachers (89.3%) and 3 leadership staff (10.7%). The majority of respondents were female (64.3%), aged between 30–50 years old (71.4%), and had more than 10 years of teaching experience (60.7%). The last educational background is dominated by S1 (82.1%), the rest S2 (17.9%).

Overall, the implementation of teacher performance assessment through the GTK Room platform at SMPN 2 Karangrejo was effective and received a positive response from the respondents. The average score of satisfaction with the implementation achieved a score of 8.3 on a scale of 10 (SD = 1.2), which was in the "Good" to "Excellent" category. These findings were consistent and statistically significant, with a significance value of $p < 0.05$ across all dimensions tested. There was no significant difference in satisfaction levels between subject teachers and administrative staff ($p = 0.342$), suggesting that implementation was perceived relatively uniformly by all stakeholders in the school. This high score indicates the initial success of the program and is in line with the findings of Zubair and Mustafa who reported that digital platforms that are designed in a participatory manner and supported by adequate training tend to be well received by teachers [19].

Understanding and Accessibility of the GTK Space Platform

In terms of understanding and accessibility, the majority of respondents (85.7%) agreed or strongly agreed that they understood the purpose, function, and flow of using the GTK Space platform. The average score of this dimension was 3.32 (SD = 0.56), the second highest among all dimensions. This figure is an indicator of the success of socialization and training carried out in the early stages of the program. The formation of an Implementation Driving Team consisting of selected teachers has proven to be effective in accelerating the learning curve of their peers in mastering the platform.

These findings are in line with the study by Zubair and Mustafa which affirmed that the successful adoption of digital platforms in the educational environment is highly dependent on the quality of initial socialization and training support provided to users [19]. Similarly, Aliyyah et al.'s research found that information technology-based training programs accompanied by intensive mentoring were able to significantly increase teachers' digital literacy. In the context of SMPN 2 Karangrejo, the multi-level training strategy starting with training for the Driving Team, then training all teachers, and ending with individual mentoring has ensured that no teacher is left behind in the adoption process [20].

However, the technical accessibility dimension still makes an important note: 28.6% of respondents stated that the internet connection in the school environment has not fully supported the optimal use of the platform. This infrastructure problem is a classic and widely reported obstacle in the implementation of educational technology in semi-rural and remote areas [21]. Respondents complained that in some classrooms, the internet signal was unstable, making it difficult for them to upload portfolio documents or take real-time self-training . These findings indicate the need for special attention to improving network infrastructure as a prerequisite for the sustainability of the program in the future. The Magetan Regency Education Office is expected to allocate a special budget to strengthen internet connectivity in schools that implement the digitization program for teacher performance management.

Implementation of Teacher Performance Assessment

The dimension of performance appraisal implementation recorded very encouraging achievements. A total of 89.3% of respondents stated that the performance appraisal process through the GTK Room ran objectively and transparently (average score of 3.51; SD = 0.48). Moreover, 82.1% of teachers admitted that they received constructive and specific feedback from assessors after the assessment cycle took place. These findings represent a fundamental shift from the conventional performance appraisal paradigm that has been superficial and lacks meaningful feedback.

As Mulyasa theorizes, effective performance appraisals should be formative not stopping at documenting weaknesses, but actively encouraging professional growth through constructive dialogue between teachers and appraisers [14]. In the context of the GTK Room, the structured feedback feature and scheduled learning observation allow for such professional dialogue. The principal, as the primary assessor, no longer only provides numerical scores, but also writes specific comments on each teacher's strengths and areas of development based on evidence uploaded on the platform. This is in line with the principles of authentic appraisal recommended by Darling-Hammond et al. and applied in various developed countries [2].

The digital portfolio management aspect also recorded significant results: 78.6% of respondents stated that digital portfolio documentation was much more efficient than the manual methods previously used. Teachers no longer need to collect piles of paper or store physical evidence that is prone to loss. The platform provides a centralized storage space that can be accessed at any time, making it easier for teachers to monitor their own professional development. This efficiency has an impact on saving time and effort, as well as improving the accuracy and completeness of performance data stored in the system. These findings support the results of Sulistiyani and Ferdinandez's research which concluded that the use of information technology in teacher performance assessment can simultaneously improve administrative efficiency and data accuracy [22].

Impact on Improving Pedagogic Competence

In the pedagogic competence dimension, the results showed a substantial and statistically significant increase ($p < 0.001$). As many as 85.7% of teachers stated that they better understand how to design student-centered learning after using GTK Rooms consistently. The average score of this dimension was 3.39 (SD = 0.51), and the analysis of *pre-post* data based on learning observation documents showed an increase in the average quality score of learning planning by 23.4% compared to the period before implementation.

Specifically, there was a notable increase in three subdimensions of pedagogic competence: (1) the ability to design authentic assessments increased in 82.1% of respondents; (2) the use of more varied learning strategies increased in 78.6% of respondents; and (3) the ability to effectively manage the classroom increased in 75.0% of respondents. This improvement is inseparable from the self-training feature in the GTK Room which provides specific modules on authentic assessment, active learning strategies, and classroom management. Teachers report that they can study the modules at their own pace and apply them directly in class, then reflect on the results through the reflection journal feature on the platform.

This finding is consistent with the results of Wibowo's research which found that the implementation of an information technology-based performance assessment system in public junior high schools in East Java significantly improves teachers' pedagogic competence, especially in the aspects of innovative learning design and the implementation of competency-based assessments [3]. Similarly, Susanto's study confirms that the mastery of good pedagogic competence is positively correlated with the ability of teachers to implement the applicable curriculum, which in the current context is the Independent Curriculum which demands differentiation of learning [23].

Impact on Professional Competency Improvement

The dimension of professional competence shows no less encouraging results. A total of 82.1% of respondents stated that the training modules available in the GTK Room help them update their knowledge in their field of study on an ongoing basis. The average score of this dimension is 3.28 (SD = 0.58). More significantly, 75.0% of teachers admitted to a measurable improvement in their professional competence after using the platform consistently for one semester. This increase is especially felt by teachers who teach subjects that continue to grow rapidly, such as Natural Sciences and Information Technology.

These findings validate Darling-Hammond et al.'s argument that effective teacher professional development should be sustainable, contextual, and integrated into daily work practices not just episodic training separate from classroom reality. The GTK space, with its self-paced training ecosystem that can be accessed anytime and anywhere, structurally meets these criteria [2]. Teachers do not need to wait for training schedules from the education office that are not necessarily in accordance with their needs; They can choose for themselves the modules that are relevant to the competency gap they perceive.

Interesting findings also emerged regarding the culture of independent learning: 85.7% of respondents stated that the use of the GTK Room encouraged them to be more active in independent professional training and development. This figure indicates the growth of *the growth mindset* mentality which is the foundation of modern teacher professionalism as conceptualized by Azizah and Ghufron and Yamin [24], [25]. Teachers who have a *growth mindset* view competence as something that can be continuously developed through effort and learning, not as a permanent talent that is possessed from the beginning. In the long run, this mentality is far more valuable than a momentary improvement in competence because it guarantees the sustainability of professional development.

Impact on Personality, Social, and Digital Literacy Competencies

In the dimension of personality and social competence, 89.3% of respondents reported an increase in motivation and enthusiasm for learning as a result of the use of GTK Space (average score of 3.54; SD = 0.42). These findings reflect the positive psychological effects of a formative and growth-oriented assessment system in contrast to the conventional evaluative system that often raises anxiety and resistance from teachers. As stated by Prasojo et al., a supportive and non-judgmental performance appraisal system can lower teachers' burnout rates and improve their psychological well-being, which in turn has a positive impact on the quality of interaction with students [26].

The digital literacy dimension recorded the most dramatic increase among all the dimensions studied. As many as 92.9% of respondents stated that the use of GTK Rooms indirectly increases their ability to utilize digital technology for learning. The average score of digital literacy-related items reached 3.61 (SD = 0.39), the highest among all subdimensions. These findings have far-reaching implications: strengthening teachers' digital literacy not only improves the quality of the learning process in the classroom, but also prepares them to face the challenges of educational transformation that continues to move towards a digital ecosystem [15].

This increase in digital literacy occurs through the *learning by doing mechanism*: teachers who originally only used digital devices for basic purposes (sending messages, searching for information on the internet) are now used to uploading documents, creating digital portfolios, participating in webinars, and participating in online learning communities. These skills then naturally transfer into learning practices, for example by starting to use multimedia presentations, learning videos, or interactive quiz platforms in the classroom. This phenomenon is in line with the findings of Wulandari et al. who concluded that the integration of technology in teacher performance management indirectly accelerates the adoption of learning technology in the classroom [27].

The aspects of collaboration and learning community also showed positive developments: 78.6% of teachers reported an improvement in the quality of professional interaction with fellow teachers through the learning community features provided by the platform. Teachers who previously rarely discussed learning practices began to share experiences, teaching materials, and strategies for overcoming problems in the classroom. These findings are relevant to Satori and Komariah's conception of the importance of community practitioners in encouraging sustainable organizational learning [18], as well as Yusrizal's research which found that collaborative culture between teachers is one of the strong predictors of the quality of education in junior high schools [28].

The Role of Institutional Support in Successful Implementation

Multiple regression analysis was performed to test the influence of three independent variables principal support (X1), readiness of technological infrastructure (X2), and collaborative culture between teachers (X3) on satisfaction with the implementation of the GTK Room (Y). The results of the analysis showed that the regression model was statistically significant ($F = 18.42$; $p < 0.001$) with a coefficient of determination (R^2) of 0.72, meaning that the three variables together explained 72% of the variance in implementation satisfaction.

Partially, the support of school principals was the strongest predictor of the success of the implementation of the GTK Space ($\beta = 0.62$; $t = 4.81$; $p < 0.001$), followed by the readiness of technological infrastructure ($\beta = 0.48$; $t = 3.65$; $p < 0.01$), and collaborative culture between teachers ($\beta = 0.41$; $t = 3.12$; $p < 0.01$). These findings confirm that transformational leadership factors play a very decisive role in the

successful adoption of innovation in education units, consistent with the research results of Fitria [29] and Gunawan [30] which emphasize the importance of the role of school principals as a driving force for change.

As many as 85.7% of respondents stated that the principal provided real support in the form of motivation, time allocation, and the provision of adequate facilities for the implementation of the GTK Room. The principal is actively involved in all stages, from initial socialization, training, to classroom observation and feedback. This figure far exceeds the average of leadership support found in similar studies in other districts [3], which is one of the distinguishing factors in the success of implementation at SMPN 2 Karangrejo.

These findings are in line with Uno's argument that teacher performance evaluation system reform will not succeed without strong leadership, a clear vision, and consistent institutional commitment from school leaders [11]. The principal of SMPN 2 Karangrejo has proven to be successful in transforming the evaluation culture from just an administrative formality to a meaningful professional development process. The study conducted by Rahman in the post-pandemic context also confirms that schools whose principals play an active role in facilitating the use of digital platforms tend to be more successful in maintaining the continuity of teachers' professional development [17].

Supporting and Inhibiting Implementation Factors

Based on the analysis of qualitative data from the questionnaire's open-ended questions, a number of key factors that affect the effectiveness of implementation were identified. Key supporting factors include: (1) transformative and consistent leadership of principals that encourages the active participation of all teachers; (2) the formation of a Driving Team that plays an effective role as a facilitator and companion in platform adoption; (3) the relatively intuitive and user-friendly interface of the GTK Space platform; (4) the availability of diverse, relevant, and independently accessible training modules; and (5) a conducive school climate and a mutually supportive culture between teachers in the learning process together.

Meanwhile, the inhibiting factors that need to be overcome include: (1) unstable internet network infrastructure in all school areas, especially in certain classrooms; (2) disparities in digital literacy skills among teachers, especially between senior teachers and younger teachers; (3) the limitation of the number of computer/laptop devices that meet the technical specifications required by the platform; and (4) the administrative burden of teachers is still high, so that the time for exploring the platform's features independently is limited. Identifying these factors is important as the basis for formulating recommendations for future improvements.

Contextualizing Findings in a National Policy Perspective

The findings of this study have high relevance in the context of the Freedom of Learning policy that is being carried out by the Ministry of Education and Culture [5]. The GTK Space Platform, as an integral part of the Merdeka Teaching ecosystem, is designed to realize the vision of teachers who continue to learn and develop—and the results of research at SMPN 2 Karangrejo prove that this vision can be realized in the field, even in schools in semi-rural areas with limited infrastructure.

Furthermore, this study also provides empirical evidence that supports the mandate of Permendikbud Number 16 of 2019 [6] concerning the obligation to assess teacher performance in a structured and evidence-based manner. With significant implementation achievements, SMPN 2 Karangrejo can be a real model of how even schools in semi-rural areas are able to implement digital transformation in teacher performance management with proud results. These findings also reinforce the World Bank's recommendations on the need to accelerate the digitalization of teacher governance in Indonesia as a strategy to improve the quality of education nationally [16].

IV. CONCLUSION

The implementation of teacher performance assessment based on the GTK Room platform at SMPN 2 Karangrejo has proven to be effective and has a significant positive impact. This is shown by an average satisfaction score of 8.3 out of a scale of 10, as well as the perception of the majority of teachers (85.7%) who understand and are able to operate the platform well. This success is inseparable from the socialization and multi-level training strategies that were implemented from the beginning, so that the assessment process

that was originally administrative and manual has transformed into more objective, transparent, and rich in constructive feedback.

The most notable improvement occurred in the pedagogic competence dimension, where 85.7% of teachers reported progress in designing student-centered learning, supported by an average increase in learning quality scores of 23.4%. Meanwhile, the digital literacy dimension recorded the highest growth (92.9%), showing that the use of platforms indirectly equips teachers with indispensable technological skills in the digital era. Similar improvements are also seen in professional competence and the growth of a culture of self-learning, facilitated by contextual training modules and self-reflection features on the platform.

The most determinant factor in the success of implementation was the transformative support of the principal ($\beta = 0.62$), outperforming the readiness of the technological infrastructure and the collaborative culture between teachers. Nonetheless, some technical barriers such as internet network instability and digital literacy gaps between senior and junior teachers still need serious attention. With visionary leadership, strengthening infrastructure, and differentiated mentoring, this GTK Room-based performance assessment model in schools can be a good practice replicated to encourage continuous teacher professional development in other areas.

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