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Evaluation of a Performance-Based Teacher Competency Development Program through the Ruang GTK Platform at SMKN 1 Sengah Temila

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ABSTRACT

This study is motivated by the low achievement of the Education Report Card of SMKN 1 Sengah Temila in the aspect of performance-based teacher competence through *Ruang GTK*, particularly in the dimension of alignment with labor market needs. This condition indicates that the implementation of the performance-based teacher competency improvement program through *Ruang GTK* has not been optimal. Therefore, this study aims to evaluate the program using a qualitative approach with the CIPP evaluation model. The study involved 42 participants consisting of the principal, vice principals, school supervisors, teachers through snowball sampling. Data were collected through semi-structured in-depth interviews and non-participant observation guided by CIPP instruments to explore program implementation. Documentation was conducted by analyzing supporting documents such as the Education Report Card, employee performance targets, and supervision documents. Data were analyzed using the interactive model of Miles and Huberman through data reduction with coding to identify meaning units and categorize data, followed by data presentation in analytical narratives and thematic matrices, and conclusion drawing through interpretation of patterns. The results showed that in the context aspect, program needs are clear but not yet realized in integrated evidence-based planning. In the input aspect, resources are available but not adequate in quality and distribution. In the process aspect, implementation has been carried out but is not supported by digital-based supervision. Overall, the program has not been optimal and requires continuous improvement through strengthening policies aligned with the school's vision and mission, improving facilities, program implementation, and follow-up evaluation of *Ruang GTK*.

Keywords: Program Evaluation, Performance-Based Teacher Competence, Ruang GTK

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INTRODUCTION

Improving the quality of education is largely determined by the quality of human resources, particularly teacher competence as the main actor in the learning process. In the perspective of contemporary education, indicators of teacher competence are no longer interpreted merely as mastery of knowledge, but must be actualized in real performance that can be observed and measured in teaching practice. The optimal implementation of teacher competency development enables the creation of contextual, adaptive learning oriented toward the development of 21st-century skills. Therefore, performance-based teacher competency development becomes a crucial strategic issue in improving the quality of learning and students' learning outcomes.

Along with the development of educational technology, digital transformation has changed the paradigm of learning management and teacher performance. Technology-based innovations, such as the use of augmented reality in learning, indicate the need for adaptation to the digital education ecosystem (M. Basri, Achmadi, & Suwardi, 2024). This condition requires that the management of performance-based teacher competency improvement is no longer conventional but must be directed toward adaptive, data-driven systems integrated with technology. From the perspective of

educational management, performance-based teacher competency management is a systematic program that includes planning, monitoring, and performance evaluation to achieve organizational goals (S.P. Robins & M. Coulter, 2024). In the context of education, the program is implemented through the preparation of *Sasaran Kinerja Pegawai* (SKP), the implementation of learning supervision, and performance evaluation based on real classroom practices

The effectiveness of performance-based teacher competency development programs is strongly influenced by school leadership and the digital capacity of human resources. In this context, digital literacy has been proven to contribute positively to academic performance outcomes, indicating that technological proficiency is an essential prerequisite for supporting teachers' professional performance (Nurhaliza, Aminuyati, Karolina, V., Achmadi, & Rahmatika, 2024). In addition, performance-based teacher competency development programs also play a significant role in enhancing teachers' professional readiness to face the demands of technology-based learning (Ulfah, 2023). This is further supported by findings showing that teachers basically already have the readiness to utilize learning technology, thereby opening opportunities to optimize digital platforms in professional practice (Syah S.A.A, R. Rasmawan, Maria Ulfah, 2022). From the perspective of educational leadership, school principals play a strategic role in improving the quality of learning through effective teacher performance management (Burns, 2020). Furthermore, leaders' digital competence is a key factor in determining the success of technology utilization in the school environment (Ferrari, 2012).

However, in practice, teacher performance management in the implementation of competency development programs often faces various challenges, such as time constraints, limited resources, and the minimal use of technology in supervision and evaluation processes. In response to these challenges, the Ministry of Education, Culture, Research, and Technology has introduced the digital platform *Ruang Guru dan Tenaga Kependidikan* (Ruang GTK) as part of digital transformation in the education ecosystem, as stipulated in Directorate General of Teachers and Education Personnel Regulation No. 7607/B.B1/HK.03/2023 concerning Technical Guidelines for Teacher and Principal Performance Management. The *Ruang GTK* platform not only provides access to learning resources and training but also integrates a teacher performance management system that enables school principals to conduct planning, monitoring, and performance evaluation in a structured and data-driven manner. Through *Ruang GTK*, performance-based teacher competency development programs can be implemented digitally, allowing teacher performance to be monitored in real time and feedback to be provided more objectively and systematically documented, thereby potentially improving the efficiency, transparency, and accountability of teacher performance. Although conceptually this platform offers a comprehensive solution, in its implementation various obstacles are still found that hinder the optimization of its utilization. The effectiveness of the use of this platform is highly dependent on infrastructure readiness and the digital competence of school principals, especially in areas with limited access. In a broader context, digital transformation in education still faces various challenges, such as budget constraints, gaps in digital skills, and resistance to change (Roga&Radiana, 2024). This condition indicates that implementation barriers are not only technical but also related to the readiness of human resources in managing technology-based change.

This condition is reinforced by the findings of Mali et al. (2023), which show that around 80% of schools in West Kalimantan are still in the low readiness category in adopting teacher competency development programs, particularly technology-based performance management. In addition, the limited digital literacy of educators is also a significant barrier to optimizing the use of learning technology in improving their competence (B.W. Pratolo, N. Fatimah, S. Soviyah, 2022). On the other hand, leadership that is adaptive to technological developments is an important factor in improving teachers' digital capacity and encouraging the successful implementation of teacher competency development programs (Umara, 2025). This emphasizes that the success of program implementation is strongly influenced by the interaction between individual readiness, digital competence, and leadership quality. In addition to human resource factors, limitations in program implementation are also influenced by structural aspects, particularly financing. Evaluation data on the utilization of BOSP funds for vocational schools (SMK) in 2025, in the context of implementing performance-based teacher competency development programs through *Ruang GTK*, released by the Ministry of Primary and Secondary Education, show that the allocation is still very low, at only 1.3% in phase 1 and 2.7% in phase 2, while operational components such as administration and honoraria dominate the budget (Kemdikdasmen, 2026). This condition indicates a gap between

policy priorities for improving education quality and financing implementation in practice, which impacts the limited access of teachers to performance-based competency development programs.

These problems are also empirically reflected in SMKN 1 Sengah Temila. Based on data from the Education Report Card of SMKN 1 Sengah Temila, the improvement of performance-based teacher competence in the aspect of alignment between learning and labor market needs is still in the low (red) category, indicating that the implementation of performance-based teacher competence has not been optimal. In addition, the results of observations show that program planning is not yet integrated, supervision is not yet systematic, training is not yet optimal, and program evaluation has not been formally conducted. This condition confirms the existence of a gap between teacher competency development policies and their actual implementation at the school level.

Various previous studies have examined the relationship between supervision, leadership, technology, and teacher performance, as well as studies on teacher performance and the Ruang GTK platform. Research findings show that educational supervision has a significant effect on improving teacher performance, contributing 67.5% to teacher performance (Hazizul, Radiana, Karolina, 2026). Furthermore, the study by Supriati and Astuti (2025) emphasizes the importance of leadership and collaboration in the implementation of digital platforms through *Ruang GTK*, which has implications for improving teacher performance. Meanwhile, Yunitawati and Iis Marsithah (2025) identify the success factors of e-performance, including visionary leadership, human resource competence, and support for infrastructure and regulation. On the other hand, research conducted by Darmayanti, Asphianto, and Nulhakim (2025) shows that the integration of digital platforms with pedagogical creativity can improve teacher performance. However, these studies are still partial and have not comprehensively examined program evaluation within a systematic framework. In addition, studies in the context of vocational schools in areas with limited infrastructure are still very limited. Therefore, there is a research gap that requires a more holistic evaluation approach. In line with this need, this study uses the Context, Input, Process, Product (CIPP) evaluation model as the main analytical framework. This model is a comprehensive program evaluation approach developed to support data-based decision-making (decision-oriented evaluation), emphasizing that evaluation does not only focus on final outcomes but also covers the entire program cycle, from needs, planning, and implementation to results and impacts (Amiruddin & Setialaksana, 2023; Stufflebeam, 2007). Conceptually, context evaluation functions to identify program needs and problems, input evaluation analyzes strategies and resources, process evaluation assesses the quality of implementation, and product evaluation measures program outcomes and impacts (Fifin et al., 2024).

This study offers novelty by integrating teacher performance management, the utilization of the *Ruang GTK* digital platform, and the role of school leadership within a unified CIPP evaluation framework. This approach enables a comprehensive analysis of program effectiveness from the aspects of needs (context), resource readiness (input), quality of implementation (process), and program outcomes and impacts (product). Conceptually, this study also contributes to strengthening the field of educational administration in the perspective of technology-based management, as proposed by Engkoswara (2011), who emphasizes the importance of planning, implementation, and supervision functions in educational management. Based on the above, the objective of this study is to evaluate the implementation of a performance-based teacher competency development program through *Ruang GTK* at SMKN 1 Sengah Temila based on the aspects of context, input, process, and product. This study uses an evaluative approach with the CIPP model to obtain a comprehensive understanding of program effectiveness. The results of this study are expected to provide theoretical contributions to the development of digital-based education program evaluation studies, as well as practical contributions in improving the quality of teacher performance management in a sustainable and data-driven manner.

METHOD

This research method was comprehensively implemented to produce credible data, systematic analysis, and evidence-based evaluative conclusions regarding the implementation of the Performance-Based Teacher Competency Development Program through Ruang GTK at SMKN 1 Sengah Temila. The study employed a qualitative approach with an evaluation design because the characteristics of the phenomenon under investigation are contextual, complex, and require an in-depth understanding of practices, experiences, and interactions among program actors in natural

settings (Abdussamad, 2021; Andi Asari, 2023). The Context, Input, Process, Product (CIPP) evaluation model was used as an operational framework to guide the processes of data collection, analysis, and conclusion drawing comprehensively.

The study was conducted at SMKN 1 Sengah Temila, Landak Regency, West Kalimantan, involving 30 participants consisting of the principal (1 person), vice principals (3 persons), school supervisor (1 person), and teachers (25 persons). The selection of participants was carried out purposively and further developed using the snowball sampling technique to ensure the involvement of informants who truly understand the program implementation (Sugiyono, 2020). This composition of participants was designed to represent the overall structure of program implementers, thereby enabling multi-perspective analysis and strengthening data validity through cross-source comparison.

The data collection process was conducted in stages, iteratively, and simultaneously until data saturation was achieved. Data were collected through observation, semi-structured interviews, and documentation (John W. Creswell & J. David Creswel, 2020). Observation was used to capture the actual practices of program implementation, particularly the utilization of *Ruang GTK* in planning, monitoring, and evaluating teacher performance, as well as the readiness of supporting facilities and infrastructure. Interviews were conducted in-depth with all categories of participants, with different focuses according to their roles: principals and supervisors described policy and supervision aspects, vice principals focused on managerial aspects, and teachers shared their implementation experiences. Documentation functioned as supporting data to verify field findings through the analysis of documents such as *Sasaran Kinerja Pegawai* (SKP), performance reports, supervision results, education report cards, and evidence of digital activities on the *Ruang GTK* platform. These three techniques were used in an integrated manner within a triangulation framework to produce rich and comprehensive data.

The research instrument was systematically developed based on the CIPP model, which was operationalized into evaluation indicators for the performance-based teacher competency development program through *Ruang GTK*. In the context aspect, the instrument was directed to identify program needs, alignment with the school's vision and mission, clarity of policies, program relevance, and the utilization of previous evaluation results. In the input aspect, the instrument evaluated the readiness and competence of human resources, digital literacy, availability of facilities and infrastructure, financial support, availability of operational guidelines, and the quality of program planning. In the process aspect, the instrument assessed the conformity of implementation with the plan, the level of teacher participation, competency development activities, utilization of *Ruang GTK*, effectiveness of supervision, and the implementation of mentoring. Meanwhile, in the product aspect, the instrument examined improvements in learning quality, teacher competence and performance, professional reflection abilities, education report card achievement, impact on learning outcomes, and program sustainability. These instruments were realized in the form of interview guidelines, observation sheets, and documentation formats that functioned both as exploration tools and program evaluation tools.

Data analysis was conducted inductively and interactively using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing and verification (M.B. Miles & Huberman, 1994; Sugiyono, 2020). In the data reduction stage, the researcher carried out a coding process to identify units of meaning and categorize the data into CIPP components. In the data display stage, information was organized in the form of analytical narratives and thematic matrices to show relationships among evaluation components. Furthermore, in the conclusion drawing stage, the researcher conducted in-depth interpretation by linking patterns of findings, identifying causal factors, and assessing overall program effectiveness. This process occurred cyclically and was continuously verified until consistent and accountable findings were obtained. Data processing in this study was not only descriptive but also analytical, using pattern matching and explanation building approaches. The researcher compared data across participants (principal, vice principals, supervisor, and teachers), across data collection techniques, and across time points of data collection to identify patterns of relationships among evaluation variables. For example, the limited digital competence of teachers (input) was analyzed in relation to the low utilization of *Ruang GTK* in supervision (process), as well as its impact on teacher performance (product). Thus, the data analysis was able to explain cause-and-effect relationships in a contextual manner.

Data validity was ensured through credibility testing using triangulation techniques of sources, methods, and time (Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, 2014; Saadah et

al., 2022). Source triangulation was conducted by comparing data from 42 participants with different roles, method triangulation through the simultaneous use of observation, interviews, and documentation, and time triangulation through repeated data collection to ensure the consistency of information. This approach ensures that the data obtained have a high level of trustworthiness. Based on the overall process, the research conclusions were drawn comprehensively with reference to the CIPP framework. The conclusions not only describe the level of program effectiveness but also identify strengths, weaknesses, and determinant factors influencing program implementation. In the context aspect, the alignment of the program with school needs was analyzed; in the input aspect, resource readiness was assessed; in the process aspect, the quality of implementation was evaluated; and in the product aspect, the results and impacts of the program were measured. Through this approach, the study generates contextual and applicable recommendations for the continuous improvement of the performance-based teacher competency development program through Ruang GTK at SMKN 1 Sengah Temila.

RESULT AND DISCUSSION

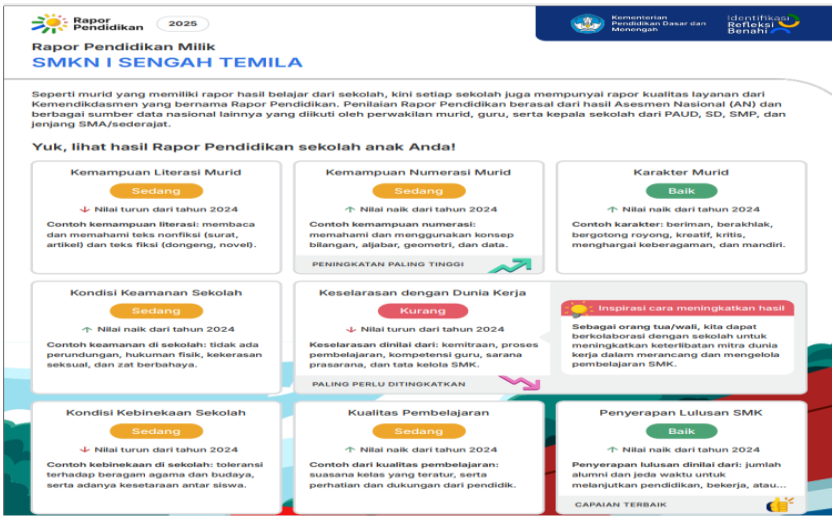
a. Context Evaluation

1. Analysis of Program Needs, Objectives, and Relevance

Based on the results of in-depth interviews with the principal, teachers, and school supervisor, supported by observation findings and document analysis, the need for performance-based teacher competency development at SMKN 1 Sengah Temila is considered high. This need is particularly related to improving the alignment of learning with labor market demands and the utilization of digital platforms in teacher performance management. This condition indicates a demand to enhance teachers' capacity both in performance-based pedagogical aspects and digital literacy. This statement was emphasized by the principal as follows, "*Guru masih perlu ditingkatkan kompetensinya, terutama dalam menyesuaikan pembelajaran dengan kebutuhan dunia kerja dan penggunaan platform seperti Ruang GTK*." (Teachers still need to improve their competencies, especially in aligning learning with labor market needs and in using platforms such as Ruang GTK) (Coding: CT-KB1–Kepala Sekolah). A similar statement was also expressed by a teacher regarding limitations in utilizing digital platforms, "*Penggunaan Ruang GTK masih belum optimal, terutama dalam penyusunan dan pelaporan kinerja berbasis sistem*." (The use of Ruang GTK is still not optimal, especially in the preparation and reporting of system-based performance.) (Coding: CT-DL2–guru). Meanwhile, the school supervisor emphasized the implementation aspect, "*Program ini sebenarnya sudah tepat, tetapi implementasinya belum maksimal karena masih ada kesenjangan kompetensi guru*." (This program is actually appropriate, but its implementation has not been optimal because there is still a gap in teacher competence.) (Coding: CT-PW1–Pengawas).

These findings are reinforced by observation results showing that the planning of teacher competency development programs has not been systematically integrated, and the utilization of Ruang GTK in supporting teacher performance remains limited (Coding: CT-OBS1). In addition, document analysis indicates that the Education Report Card of SMKN 1 Sengah Temila is still in the low (red) category on the indicator of alignment between learning and labor market needs (Coding: CT-DOC1). This is presented in Figure 1.

Figure 1. Education Report Card of SMKN 1 Sengah Temila



This indicates that the implementation of performance-based teacher competence has not been optimal. Thus, it can be emphasized that the program need is not merely normative but is grounded in empirically identified problems based on field data. From the perspective of context evaluation, the alignment of a program with actual needs is the primary basis for determining its relevance. Therefore, the performance-based teacher competency development program through Ruang GTK has a high level of relevance because it directly addresses the problems faced by the school. However, the lack of integration in program planning indicates that these needs have not yet been fully translated into a systematic program design.

2. Policy Foundation and Alignment with the School's Vision and Mission

If program needs have been strongly identified, the next determining aspect is the extent to which the program is supported by policy and the school's strategic direction. Based on in-depth interviews with the principal, teachers, and school supervisor, as well as document analysis, the performance-based teacher competency development program through Ruang GTK essentially already has a policy foundation derived from the central government and has been adopted by the school as part of its implementation. However, program implementation at the school level has not yet been optimal, as the policy has not been fully integrated into the school's vision and mission nor operationalized in program planning. The principal stated, "*Program pengembangan kompetensi guru berbasis kinerja ke depannya kita integrasikan dengan kebijakan sekolah untuk meningkatkan kualitas pembelajaran."* (In the future, we will integrate the performance-based teacher competency development program with school policies to improve the quality of learning.) (Coding: CT-KB2–Kepala sekolah). Teachers also acknowledged that "*Kami menjalankan program ini karena sudah menjadi kebijakan dari atas, meskipun pelaksanaannya masih bertahap*." (We implement this program because it has become a top-down policy, although its implementation is still gradual.) (Coding: CT-GR2–Guru). Meanwhile, the school supervisor emphasized, "*Secara kebijakan sebenarnya sudah ada dan jelas, tetapi implementasinya memang belum optimal."* (From a policy perspective, it already exists and is clear, but its implementation is indeed not yet optimal.) (Coding: CT-PW2–Pengawas).

These findings indicate that structurally the program has strong policy legitimacy as it is supported by central government regulations. However, the limited integration of policy into the school's vision and mission results in ineffective program implementation, so that practices in the field remain administrative and have not fully become part of the school's development strategy. Within the context evaluation framework, this condition indicates a gap between top-down policy and the needs and strategic direction of the educational unit, thus requiring stronger policy internalization so that the program can be implemented optimally and sustainably.

3. Utilization of Education Report Card Recommendations

Furthermore, to ensure that the program is truly needs-based, it is important to examine the extent to which previous evaluation data are utilized in program planning. Based on in-depth interviews with the principal, teachers, and school supervisor, as well as document analysis, the use of the Education Report Card as a basis for program planning is still not optimal and has not been systematically integrated. A vice principal stated, *"Rapor pendidikan sudah kami lihat, tetapi belum semuanya dijadikan dasar dalam menyusun program secara rinci."* (We have reviewed the Education Report Card, but not all of it has been used as a basis for detailed program planning.) (Coding: CT-RP1–Kepala sekolah). Teachers also expressed that, "*Kami mengetahui hasil rapor pendidikan, tetapi belum semua memahami bagaimana menggunakannya untuk perbaikan pembelajaran*." (We are aware of the results of the Education Report Card, but not all of us understand how to use it to improve learning.) (Coding: CT-RP2–Guru). Meanwhile, the school supervisor emphasized, *"Rapor pendidikan seharusnya menjadi dasar utama, tetapi pemanfaatannya di sekolah ini masih perlu ditingkatkan."* (The Education Report Card should serve as the main basis, but its utilization in this school still needs to be improved.) (Coding: CT-RP3–Pengawas).

Document analysis shows that the Education Report Card has identified the main problem, namely the low alignment of learning with labor market needs. However, these findings have not yet been followed up in the form of structured, data-based program planning, nor supported by systematic follow-up documentation (Coding: CT-DOC3). Conceptually, the utilization of evaluation data is a key component in context evaluation to ensure that programs are designed in an evidence-based manner and oriented toward continuous improvement. Thus, this condition indicates that program planning still tends to be normative and not yet fully based on in-depth data analysis.

Based on these overall findings, it can be concluded that the main issue in the context aspect does not lie in the absence of programs or policies, but in the lack of optimal integration among needs, policies, and data utilization in program planning. The performance-based teacher competency development program through *Ruang GTK* at SMKN 1 Sengah Temila has a high level of relevance and is supported by strong policies; however, it still faces challenges in data-based planning and program integration. This condition indicates that although the program is conceptually on the right track, optimizing the use of data as a basis for planning is a key factor in improving the effectiveness of program implementation in a sustainable manner.

b. Input Evaluation

1. Readiness and Roles of Human Resources (Principal, Vice Principals, Teachers) in Participating in the Program and Digital Competence in Using *Ruang GTK*

Based on the results of in-depth interviews with the principal, vice principals, and teachers, supported by field observations, the readiness of human resources in implementing the performance-based teacher competency development program through *Ruang GTK* at SMKN 1 Sengah Temila shows a fairly ready condition, but not yet fully optimal, particularly in the aspects of program planning and organization. Teachers generally demonstrate readiness to participate in the program, in line with the demands for performance-based competency improvement and digital transformation in learning. However, this readiness has not been matched by the optimalization of the managerial roles of the principal and vice principals in designing and organizing the program systematically.

This was emphasized by the principal as follows, *"Guru pada dasarnya siap mengikuti program peningkatan kompetensi, tetapi waktu kami sering tersita oleh urusan administrasi sekolah sehingga perencanaan program belum maksimal."* (Teachers are basically ready to participate in competency improvement programs, but our time is often taken up by school administrative matters, so program planning has not been optimal.) (Coding: IN-SDM1–Kepala Sekolah). Teachers also stated, *"Kami siap mengikuti program Ruang GTK, tetapi masih perlu pendampingan dalam penggunaannya."* (We are ready to participate in the Ruang GTK program, but we still need assistance in using it.) (Coding: IN-SDM2–Guru). Meanwhile, a vice principal added, *"Koordinasi program sudah ada, tetapi belum semua terencana secara rinci karena keterbatasan waktu dan beban kerja."* (Program coordination already exists, but not everything has been planned in detail due to time constraints and workload.) (Coding: IN-SDM3–Wakil Kepala Sekolah).

These findings are reinforced by observation results showing that teacher involvement in the program is relatively active; however, technical planning for implementation remains situational and has not been systematically documented (Coding: IN-OBS1). This condition indicates that although individual readiness has been established, managerial support in the form of structured planning and program organization is still not optimal. From the perspective of input evaluation, the quality of program implementation is largely determined by the synergy between teachers' technical readiness and the effectiveness of school leadership in managing the program. Therefore, strengthening managerial functions, particularly in the planning and organizing stages, becomes a key factor in enhancing the readiness of human resources more optimally.

2. Availability and Adequacy of Facilities and Infrastructure (Internet and Devices, etc.)

Based on in-depth interviews, supported by observation and documentation, the availability of facilities and infrastructure supporting the program is generally adequate but not yet optimal in terms of quality, capacity, and equitable access. Supporting devices such as computers and laptops are basically available; however, their number and distribution are uneven, thus not fully supporting the needs of all teachers. On the other hand, fixed internet facilities at the school (Indihome) are not yet available, so access to the *Ruang GTK* platform still largely depends on teachers' personal data usage.

The principal stated, *"Perangkat seperti komputer dan laptop sudah ada, tetapi belum mencukupi untuk semua guru, dan untuk internet kami belum memiliki jaringan tetap seperti Indihome."* (Devices such as computers and laptops are available, but not sufficient for all teachers, and we do not yet have a fixed internet network such as Indihome.) (Coding: IN-SAR1–Kepala Sekolah). Teachers also expressed, *Kami biasanya menggunakan kuota pribadi untuk mengakses Ruang GTK karena belum ada internet sekolah."* (We usually use personal data to access Ruang GTK because the school does not yet provide internet.) (Coding: IN-SAR2–Guru).

Meanwhile, a vice principal added, *"Fasilitas sudah ada, tetapi belum memadai dan belum merata, terutama untuk mendukung pembelajaran berbasis digital."* (Facilities are available, but not yet adequate and not evenly distributed, especially to support digital-based learning.) (Coding: IN-SAR3–Wakil Kepala Sekolah).

These findings are reinforced by observation results indicating that activities related to accessing and uploading data on *Ruang GTK* are highly dependent on personal networks, which often leads to delays in program implementation (Coding: IN-OBS2). In addition, school inventory documents show that device distribution is not evenly allocated across teaching units (Coding: IN-DOC2). Thus, limitations in facilities and infrastructure both in terms of insufficient devices and the absence of school-based internet become major barriers to the implementation of digital-based programs, resulting in suboptimal program execution.

3. Program Financing Support from the *Bantuan Operasional Satuan Pendidikan* (BOSP)

Based on in-depth interviews, supported by observation and document analysis, financial support for the performance-based teacher competency development program through Ruang GTK remains limited and insufficient to support optimal program implementation. To date, there has been no specific allocation within the *Bantuan Operasional Satuan Pendidikan* (BOSP) directed toward intensive training in the use of Ruang GTK or the continuous strengthening of teachers' digital competencies. The principal stated, *, "Untuk pelatihan Ruang GTK dan penguatan kompetensi digital, kami masih terkendala pada ketersediaan anggaran."* (For Ruang GTK training and strengthening digital competencies, we are still constrained by budget availability.) (Coding: IN-BIY1–Kepala Sekolah). Teachers also expressed, *"Pelatihan belum berjalan maksimal karena keterbatasan dana."* (Training has not been maximized due to limited funding.) (Coding: IN-BIY2–Guru). A vice principal added, *"Program sudah direncanakan, tetapi belum semua kegiatan dapat dilaksanakan karena keterbatasan anggaran."* (The program has been planned, but not all activities can be implemented due to budget constraints.) (Coding: IN-BIY3–Wakil Kepala Sekolah).

Document analysis indicates that BOSP allocation is still dominated by routine operational needs of the school, while Ruang GTK-based training activities have not yet become a priority (Coding: IN-DOC3). This condition indicates a mismatch between the need for performance-based teacher competency development and funding priorities at the school level. Thus, financial limitations not only affect the limited implementation of training activities but also become a structural factor that hinders the overall optimization of program implementation, particularly in strengthening teachers' digital capacity.

4. Availability of Technical Guidelines for the Use of *Ruang GTK*

Based on in-depth interviews, supported by observation and documentation, technical guidelines for the use of *Ruang GTK* are already available. However, their implementation readiness has not been fully effective in supporting teachers' understanding. The principal stated, "*Panduan penggunaan Ruang GTK sudah tersedia dan telah dibagikan kepada guru*." (The guidelines for using Ruang GTK are already available and have been distributed to teachers.) (Coding: IN-PED1–Kepala Sekolah). Teachers expressed, "*Panduan sudah ada, tetapi kami masih membutuhkan penjelasan tambahan dalam praktiknya*." (The guidelines are available, but we still need additional explanations in practice.) (Coding: IN-PED2–Guru). A vice principal added, "*Panduan teknis sudah ada, tetapi perlu diperkuat dengan sosialiasi agar lebih mudah dipahami*." (Technical guidelines are available, but they need to be strengthened through socialization to make them easier to understand.) (Coding: IN-PED3–Wakil Kepala Sekolah).

Observation results indicate that some teachers are not yet fully able to operate *Ruang GTK* independently without assistance (Coding: IN-OBS3). Meanwhile, school documentation shows that the dissemination of guideline usage has not been conducted regularly (Coding: IN-DOC4). Thus, the availability of technical guidelines alone is not sufficient to ensure uniform understanding and implementation without reinforcement through training and assistance.

5. Plans for Enhancing Teacher Capacity through Training

Based on in-depth interviews, supported by observation and documentation, plans for enhancing teacher capacity through training are still not optimal and have not been structured in a sustainable manner. Training activities related to performance-based competency development and the use of *Ruang GTK* have not been fully allocated within the BOSP budget, resulting in limited

implementation. The principal stated,"*Pelatihan sebenarnya sangat penting, tetapi belum semua dapat dilaksanakan karena keterbatasan anggaran*." (Training is actually very important, but not all can be implemented due to budget constraints.) (Coding: IN-PLT1–Kepala Sekolah). Teachers expressed, "*Kami belum mendapatkan pelatihan yang rutin terkait Ruang GTK*." (We have not received regular training related to Ruang GTK.) (Coding: IN-PLT2–Guru). A vice principal added, "*Perencanaan pelatihan sudah ada, tetapi belum berjalan maksimal*." (Training plans already exist, but they have not been fully implemented.) (Coding: IN-PLT3–Vice Principal).

Document analysis indicates that there is no continuous training program specifically designed to strengthen teachers' digital competencies based on *Ruang GTK* (Coding: IN-DOC5). Meanwhile, observation results show a low intensity of technical assistance in the field. Thus, strengthening teacher capacity still faces challenges in terms of planning, financing, and the sustainability of training programs.

Based on the overall findings from in-depth interviews, observation, and documentation, it can be concluded that the input aspect of the performance-based teacher competency development program through *Ruang GTK* at SMKN 1 Sengah Temila is generally available but not yet optimal. Human resource readiness is relatively good, but managerial roles in planning remain limited. Facilities and infrastructure are available but insufficient in terms of capacity and equitable distribution. Financial support is still limited, affecting the lack of training. Technical guidelines are available but not yet effective without assistance. Meanwhile, plans for enhancing teacher capacity have not been systematically implemented due to budget constraints and the absence of sustainable training programs.

Thus, it can be emphasized that the main issue in the input aspect does not lie in the absence of components, but in the lack of optimal quality, integration, and operational support among input components. This condition indicates that strengthening management aspects, financing, and technical assistance is a key factor in improving the overall effectiveness of program implementation.

c. Process Evaluation

1. Program Implementation Mechanism (Planning–Implementation–Reporting)

Based on the results of in-depth interviews with the principal, vice principals, and teachers, supported by observations and documentation, the implementation mechanism of the performance-based teacher competency development program through *Ruang GTK* has been carried out, but has not yet been fully systematic. The planning stage has been conducted, but it remains general and has not been fully based on structured needs analysis.

At the implementation stage, teacher competency development activities have been carried out through the utilization of *Ruang GTK*, although the intensity and consistency are not yet evenly distributed. Meanwhile, at the reporting stage, there are still limitations in documentation and in the use of an integrated digital reporting system. The principal stated, "*Program sudah dijalankan, tetapi masih ada yang belum terdokumentasi dengan baik terutama pada tahap pelaporan*." (The program has been implemented, but some parts are not well documented, especially at the reporting stage.") (Coding: PR-MEK1–Kepala Sekolah). A teacher expressed, "*Kami melaksanakan kegiatan sesuai arahan, tetapi pelaporannya belum semuanya melalui sistem Ruang GTK*." (We carry out activities according to the directions, but not all reporting is done through the *Ruang GTK* system.) (Coding: PR-MEK2–Teacher). The vice principal added, ,"*Perencanaan dan pelaksanaan sudah ada, tetapi pelaporan masih perlu diperkuat*." (Planning and implementation already exist, but reporting still needs to be strengthened.) (Coding: PR-MEK3–Wakil Kepala Sekolah).

Observations show that program implementation remains partial and has not been fully integrated into a unified digital management system (Coding: PR-OBS1). Meanwhile, implementation documents indicate inconsistencies in recording teacher activities (Coding: PR-DOC1). Therefore, the program implementation mechanism has not yet functioned as a complete and integrated management cycle (planning–implementation–reporting).

2. Level of Teacher Participation and Engagement in the Program

Based on interviews, observations, and documentation, the level of teacher participation in the program is categorized as fairly active, but not evenly distributed among all teachers. Most teachers have been involved in the use of *Ruang GTK*, particularly in competency development activities and performance reporting. However, some teachers are not yet consistently active in participating in all stages of the program.

The principal stated, "*Sebagian besar guru sudah terlibat, tetapi belum semuanya aktif secara konsisten*." (Most teachers are already involved, but not all are consistently active.) (Coding: PR-PAR1–Kepala Sekolah). A teacher noted, "*Kami ikut program, tetapi intensitas keterlibatan berbeda-beda antar guru*." (We participate in the program, but the level of involvement varies among teachers.) (Coding: PR-PAR2–Teacher). The vice principal added, "*Partisipasi guru sudah berjalan, tetapi masih perlu peningkatan pemerataan*." (Teacher participation is already taking place, but it still needs improvement in terms of equal distribution.) (Coding: PR-PAR3–Wakil Kepala Sekolah).

Observations indicate differences in the level of teacher engagement in using Ruang GTK, especially between teachers who are familiar with technology and those who still require assistance (Coding: PR-OBS2). Thus, teacher participation has been established, but has not yet reached a level of consistent and evenly distributed engagement.

3. Implementation of Competency Development

Based on the results of in-depth interviews, observations, and documentation, the implementation of teacher competency development through *Ruang GTK* has been carried out, but remains limited and not yet structured in a sustainable manner. Competency development activities are mostly conducted through individual teacher initiatives in accessing materials on *Ruang GTK*, rather than through systematically scheduled training programs.

The principal stated, ,"*Pengembangan kompetensi sudah berjalan, tetapi masih lebih banyak bergantung pada inisiatif guru masing-masing*." (Competency development has been implemented, but it still largely depends on individual teacher initiatives.) (Coding: PR-KOM1–Kepala Sekolah). A teacher expressed, "*Kami belajar menggunakan Ruang GTK secara mandiri, belum ada pelatihan rutin*." (We learn to use *Ruang GTK* independently; there is no regular training yet.) (Coding: PR-KOM2–Guru). The vice principal added, "*Program pengembangan sudah ada, tetapi belum terjadwal secara rutin*." (The development program exists, but it has not been scheduled regularly." (Coding: PR-KOM3–Wakil Kepala Sekolah).

Observations indicate that some teachers utilize Ruang GTK independently without intensive assistance (Coding: PR-OBS3). Meanwhile, training documentation shows that competency development activities are still incidental in nature (Coding: PR-DOC2). Therefore, the implementation of competency development has not yet been fully based on a structured and sustainable program.

4. Utilization of Supporting Facilities and Infrastructure

Based on interviews, observations, and documentation, the utilization of facilities and infrastructure in program implementation is considered fairly optimal, but still faces technical constraints. Teachers have utilized devices and internet access to use *Ruang GTK*; however, limitations in network capacity and dependence on personal devices remain major obstacles. The principal stated, "*Fasilitas sudah digunakan, tetapi masih ada kendala pada stabilitas* jaringan." (Facilities are being used, but there are still issues with network stability.) (Coding: PR-SAR1–Kepala Sekolah). A teacher noted, "*Kami sering menggunakan perangkat pribadi karena fasilitas sekolah belum maksimal*." (We often use personal devices because school facilities are not yet fully adequate." (Coding: PR-SAR2–Guru).

Observations show that the use of facilities is not entirely stable, especially at certain times (Coding: PR-OBS4). Meanwhile, documentation indicates that there is no integrated system for facility utilization specifically for *Ruang GTK* (Coding: PR-DOC3). Thus, the utilization of facilities and infrastructure has been carried out, but is not yet optimal in terms of stability and equitable access.

5. Monitoring and Supervision by the Principal

Based on the results of interviews and observations, monitoring and supervision by the principal in the implementation of the program have been carried out, but remain periodic and not yet systematically based on digital data. The principal stated, *"Monitoring dilakukan, tetapi belum semuanya berbasis data dari sistem Ruang GTK."* (Monitoring is conducted, but not all of it is based on data from the *Ruang GTK* system." (Coding: PR-MON1–Kepala Sekolah). A teacher expressed, "*Kadang ada pengecekan, tetapi tidak rutin*." (There are occasional checks, but they are not routine.) (Coding: PR-MON2–Teacher). The vice principal added, ,"*Supervisi sudah berjalan, tetapi perlu diperkuat dengan sistem yang lebih terstruktur*." (Supervision has been carried out, but it needs to be strengthened with a more structured system.) (Coding: PR-MON3–Wakil Kepala Sekolah).

Observations indicate that monitoring is mostly conducted through meetings or direct communication, and has not yet been fully based on the *Ruang GTK* digital dashboard (Coding: PR-OBS5). Thus, the monitoring and supervision functions have been implemented, but are not yet optimal in supporting systematic program control.

6. Assistance/Coaching in the Use of *Ruang GTK*

Based on interviews, observations, and documentation, assistance in the use of Ruang GTK for teachers remains limited and not yet sustainable. Assistance is mostly provided informally by peers rather than through structured coaching programs organized by the school. The principal stated, "*Pendampingan sudah ada, tetapi belum terjadwal secara rutin*." (Assistance exists, but it is not scheduled regularly.) (Coding: PR-PEN1–Kepala Sekolah). A teacher noted, *"Kami lebih sering belajar dari rekan sejawat daripada pelatihan resmi."* (We learn more often from colleagues than from formal training.) (Coding: PR-PEN2–Guru). The vice principal added, "*Pendampingan masih perlu ditingkatkan agar lebih sistematis*." (Assistance still needs to be improved to become more systematic.) (Coding: PR-PEN3–Wakil Kepala Sekolah).

Observations show that assistance tends to be spontaneous and unstructured (Coding: PR-OBS6). Meanwhile, documentation indicates the absence of a specific mentoring program for *Ruang GTK* (Coding: PR-DOC4). Therefore, assistance has not yet become an integral part of the program implementation strategy.

Based on the overall findings, it can be concluded that the implementation process of the performance-based teacher competency development program through Ruang GTK at SMKN 1 Sengah Temila has been carried out, but is not yet systemically optimal. The implementation mechanism has not been fully integrated into the planning–implementation–reporting cycle. Teacher participation is fairly good but not evenly distributed. Competency development remains self-directed and not yet structured. The utilization of facilities and infrastructure has been implemented but is constrained by stability issues. Monitoring and supervision are not yet optimally based on digital systems. Meanwhile, assistance remains informal and unprogrammed.

Thus, it can be emphasized that the main issue in the process aspect lies not in the absence of activities, but in the lack of integration, systematization, and sustainability in program implementation. This condition indicates that strengthening implementation management, digital monitoring systems, and structured assistance programs are key factors in improving the overall effectiveness of the process.

d. Product Evaluation

1. Improvement in the Quality of Lesson Planning as Reflected in the Development of Performance-Based Teaching Modules/Lesson Plans

Based on the results of in-depth interviews, observations, and documentation, the quality of teachers' lesson planning shows improvement, particularly in the development of performance-based teaching modules/lesson plans. Teachers have developed instructional documents that are oriented toward a performance-based approach and the utilization of *Ruang GTK*.

However, this improvement has not yet been fully optimal due to the limited process of validation and academic supervision by the principal. The principal stated, "*Guru sudah menyusun modul ajar berbasis kinerja, tetapi belum semuanya kami koreksi secara mendalam*." (Teachers have developed performance-based teaching modules, but not all of them have been thoroughly reviewed.) (Coding: PRD-REN1–Kepala Sekolah). A teacher expressed, "*Perencanaan pembelajaran sudah kami buat, tetapi belum ada umpan balik secara rutin*." (We have prepared lesson plans, but there is no regular feedback yet.) (Coding: PRD-REN2–Guru).

Observations indicate that teaching module documents are available, but their quality varies among teachers (Coding: PRD-OBS1). Meanwhile, documentation shows the absence of a systematic academic supervision mechanism for instructional documents (Coding: PRD-DOC1). Thus, the quality of lesson planning has improved, but is not yet supported by an adequate quality control system.

2. Improvement in Teachers' Professional Performance as Reflected in Performance Indicators, Reflective Ability, and Actual Teaching Practices

Based on interviews, observations, and documentation, teachers' professional performance shows a relatively good condition, as reflected in the achievement of performance indicators, reflective ability, and teaching practices that are beginning to align with a performance-based approach. Teachers have demonstrated efforts to improve the quality of

instruction, including reflecting on their teaching practices and adjusting instructional strategies to meet curriculum demands. A teacher stated, "*Kami sudah berusaha meningkatkan pembelajaran dan melakukan refleksi dari kegiatan mengajar*." (We have made efforts to improve our teaching and reflect on our instructional practices.) (Coding: PRD-KIN1–Guru). The principal added, "*Secara umum kinerja guru sudah baik, meskipun masih perlu ditingkatkan pada aspek konsistensi*." (In general, teachers' performance is good, although it still needs improvement in terms of consistency.) (Coding: PRD-KIN2–Wakil Kepala Sekolah).

Observations indicate changes in teaching practices that are more directed toward performance outcomes (Coding: PRD-OBS2). Meanwhile, documentation shows that performance indicators have been achieved, although they are not yet fully standardized (Coding: PRD-DOC2). Thus, teachers' professional performance has improved, but still requires strengthening in terms of consistency and more objective indicator-based measurement.

3. **Development and Implementation of Teacher Performance Documents Based on *Ruang GTK* as Part of the Performance Management System**

Based on the results of in-depth interviews, observations, and documentation, the development and implementation of teacher performance documents *Sasaran Kinerja Pegawai* (SKP) based on *Ruang GTK* have been carried out, but remain suboptimal and tend to be administrative in nature. The preparation of *Sasaran Kinerja Pegawai* (SKP) is often conducted close to deadlines, resulting in implementation that does not fully reflect actual performance processes. A teacher stated, ,"*Penyusunan SKP sering dilakukan mendekati deadline sehingga pengisiannya belum maksimal*." (The preparation of *Sasaran Kinerja Pegawai* (SKP) is often done close to the deadline, so it is not completed optimally." (Coding: PRD-SKP1–Guru). The principal noted, *SKP sudah disusun, tetapi belum sepenuhnya menggambarkan kinerja yang sesungguhnya."* (Sasaran Kinerja Pegawai (SKP) has been prepared, but it does not yet fully reflect actual performance.) (Coding: PRD-SKP2–Wakil Kepala Sekolah).

Observations indicate that the process of completing SKP tends to be a formality (Coding: PRD-OBS3). Meanwhile, documentation shows delays in SKP completion and assessments that tend to be less objective (Coding: PRD-DOC3). Therefore, the implementation of *Ruang GTK*-based *Sasaran Kinerja Pegawai* (SKP) has not yet fully functioned as an authentic and sustainable performance management instrument.

4. **Improvement in the Utilization of *Ruang GTK*, Including Access Frequency, Participation in Activities, Reflection, and Follow-Up on Professional Development**

Based on interviews, observations, and documentation, the utilization of *Ruang GTK* by teachers is not yet optimal, particularly in terms of access frequency, participation in activities, reflection, and follow-up on professional development. The low intensity of monitoring and the lack of structured program planning have resulted in inconsistent use of the *Ruang GTK* platform by teachers. A teacher stated, ,"*Penggunaan Ruang GTK belum rutin karena belum ada monitoring yang konsisten*." (The use of *Ruang GTK* is not yet routine because there is no consistent monitoring.) (Coding: PRD-GTK1–Guru). The vice principal added, "*Pemanfaatan Ruang GTK sudah ada, tetapi belum maksimal karena kurangnya pengawasan*." (The utilization of *Ruang GTK* exists, but it is not yet optimal due to limited supervision.) (Coding: PRD-GTK2–Wakil Kepala Sekolah).

Observations indicate that the frequency of access to *Ruang GTK* remains low and has not yet become part of teachers' routine work (Coding: PRD-OBS4). Meanwhile, documentation of activities shows inconsistent participation in reflection and professional development features (Coding: PRD-DOC4). Thus, the utilization of *Ruang GTK* has not yet been fully optimized as a platform for performance-based teacher competency development.

5. **Sustainability of Program Implementation within the School Performance Management System**

Based on the results of in-depth interviews, observations, and documentation, the sustainability of the performance-based teacher competency development program through Ruang GTK shows that it has begun to be implemented, but still requires strengthening in terms of systematization and data-based follow-up. The program continues to be implemented as part of school policy and is encouraged by school supervisors, particularly to improve Education Report Card outcomes. The supervisor stated, ,"*Program ini harus terus dilanjutkan karena menjadi bagian dari perbaikan kinerja sekolah*." (This program must be continued because it is

part of improving school performance.) (Coding: PRD-KBJ1–Pengawas). The principal added, "*Program tetap berjalan, tetapi perlu ditingkatkan agar berdampak pada hasil rapor pendidikan*." (The program continues, but it needs to be improved to impact the Education Report Card results.) (Coding: PRD-KBJ2–Kepala Sekolah).

Documentation indicates that the program has been included in the school agenda, but has not yet been fully integrated into a data-based performance management system (Coding: PRD-DOC5). Meanwhile, observations show that follow-up actions based on program evaluation results remain limited (Coding: PRD-OBS5). Thus, program sustainability has been maintained structurally, but is not yet fully supported by a data-driven management system oriented toward continuous quality improvement.

Based on the overall research findings, it can be concluded that the performance-based teacher competency development program through Ruang GTK at SMKN 1 Sengah Temila has a high level of relevance and is supported by strong policies; however, its implementation has not yet been optimal. The main issue lies not in the absence of the program, but in the lack of integration among program components, particularly in data-based planning, managerial strengthening, availability of facilities and infrastructure, financial support, and implementation that is not yet systematic and sustainable. In the context aspect, program needs are clearly identified and based on empirical problems, but have not yet been fully translated into integrated and evidence-based planning. In the input aspect, supporting components are available but not yet adequate in terms of quality, equity, and operational support. In the process aspect, implementation has been carried out but remains partial, not standardized, and not yet supported by digital data-based monitoring, supervision, and assistance systems. Thus, program effectiveness is highly determined by strengthening planning integration, enhancing managerial capacity, optimizing resource support, and developing a more structured, systematic, and data-oriented implementation system.

DISCUSSION

The findings in the context aspect indicate that the performance-based teacher competency development program through Ruang GTK has a high level of relevance because it was designed based on the empirical needs of the school, particularly regarding gaps in teachers' competencies in performance-based learning and digital literacy. However, the evaluation of the input aspect shows that these needs have not been fully supported by adequate system readiness. This is reflected in the limited strengthening of human resource capacity, financial support, and structured training within the program planning process. These conditions indicate that the program already has a strong needs-based foundation, yet it has not been fully supported by optimal implementation readiness.

These findings demonstrate a gap between program needs and system readiness, which potentially affects the effectiveness of sustainable program implementation. From a performance management perspective, the quality of program implementation is strongly influenced by data-based planning, integration with monitoring systems, and continuous evaluation (Aguinis, 2013). In addition, effective program planning requires the integration of organizational needs with systematic and measurable development strategies (Fifin et al., 2024). In the context of this study, although program needs have been identified through the education report card, the evaluation results indicate that the utilization of such data has not been fully translated into a comprehensive and evidence-based program design.

The evaluation also shows that the implementation of digital-based competency development programs has not been fully supported by organizational readiness and adequate institutional system integration. In fact, digital-based educational transformation requires adaptive institutional support in order for programs to operate effectively and sustainably (Jiménez-hidalgo & Castañeda, 2025). High-quality teacher professional development also requires the support of learning organizations capable of consistently encouraging changes in educational practices (Ariel Tichnor-Wagner, Ada Okun, 2025). Thus, the limitations in utilizing the education report card as the basis for planning indicate that evidence-based planning practices in school management are still not optimal.

Furthermore, the evaluation results indicate that data integration in the planning process has not yet become a culture within the management of teacher competency development programs. In fact, the systematic use of data is an important prerequisite in modern performance management

systems that are adaptive to change and oriented toward program quality improvement. Optimal data utilization also contributes to improving decision-making quality and the effectiveness of school needs-based educational program development (Nabilah, T. A. N., Murtianingsih, M., & Dura, 2024). Therefore, these evaluation results emphasize the need to strengthen planning aspects, data integration, and system readiness so that program implementation through Ruang GTK can operate more effectively and sustainably.

The findings in the input aspect indicate that teachers' readiness in implementing the performance-based teacher competency development program through Ruang GTK is generally categorized as adequate. However, the evaluation results reveal limitations in teachers' digital competencies, the intensity of mentoring, and the optimization of facilities and infrastructure supporting the program. In addition, program implementation still tends to depend on individual initiatives and has not been fully supported by structured and systematic implementation mechanisms. These conditions indicate that the readiness of program inputs has not been fully capable of optimally and sustainably supporting implementation effectiveness.

The evaluation results confirm that digital competence is a key variable bridging the relationship between input readiness and the effectiveness of the program implementation process. Teachers' digital competence plays an important role in supporting the effectiveness of technology-based learning and digital educational performance management (Althubyani, 2024). Furthermore, the development of digital competence requires institutional support, continuous training, and the strengthening of a school digital culture so that educational transformation can operate optimally (Díaz-suárez & Martín-paciente, 2025). In the context of this program implementation, the limitations of system support and mentoring indicate that strengthening digital competence has not yet become a strategic priority in program management. In fact, principals' digital competence and the utilization of digital platforms have a direct influence on the effectiveness of teacher performance management (Khotimah, 2025).

From a performance management perspective, input readiness such as human resources, infrastructure, and financial support constitutes the primary foundation in determining successful program implementation (Raheem, 2023). Therefore, limitations in digital competence indicate that several input components of the program have not fully met the needs of technology-based program implementation. These findings also demonstrate that teachers' digital readiness and school leadership are important factors in the successful implementation of educational technology in schools (Zhang Yuting, Adam Donnie, 2023). In fact, digital competence has been positioned as a core component in 21st-century educational transformation (Xin Yuexin, Hamid, Aida Hanim A., Mansor, 2025).

In the context of this study, limitations in digital competence not only affect the use of Ruang GTK, but also have implications for the low quality of performance reporting, limited data-based reflection, and the suboptimal utilization of self-development features. Thus, the evaluation results indicate that the digital competence of principals and teachers cannot merely be positioned as a supporting variable, but rather as a core driver determining the effectiveness of implementing competency development programs through digital platforms. Therefore, strengthening digital competence, mentoring systems, and institutional support becomes an essential requirement so that the program can be implemented more effectively, systematically, and sustainably.

The findings in the process aspect indicate that the implementation mechanism of the performance-based teacher competency development program through Ruang GTK, which includes planning, implementation, and reporting, has not been fully integrated. The evaluation results show that monitoring and supervision are still periodic in nature, mentoring has not been conducted in a structured manner, and the implementation of teacher competency development still tends to depend on individual initiatives. These conditions indicate that the program implementation process has not fully reflected a systematic and sustainable performance management cycle. Thus, the process aspect of program implementation remains suboptimal in consistently supporting the achievement of program objectives.

From the perspective of educational program evaluation, the effectiveness of educational program implementation is strongly influenced by the functioning of planning, monitoring, feedback, and evaluation cycles conducted continuously (Gayithri, 2019). In addition, the implementation of digital platform-based programs requires structured, consistent, and sustainable processes in order to produce a tangible impact on improving teacher competencies (Sheikh, Tarana, 2026). In the context of this study, the lack of integration among monitoring, mentoring,

and follow-up indicates that the program implementation mechanism has not fully operated as an integrated performance management system.

The evaluation results also reveal that the effectiveness of program implementation is determined not only by the availability of digital platforms, but also by the integration of work processes and user readiness in implementing the program consistently. These findings are in line with studies stating that process integration and user competence are important factors in the effectiveness of educational technology implementation (Guliyeva, 2023). Furthermore, professional mentoring and organizational support play significant roles in fostering changes in teachers' technology-based work practices (Safia Soomro & Sanam Soomro, 2026). Effective teacher professional development also requires continuous reflection mechanisms and professional collaboration so that changes in teaching practices can occur consistently (Orla McCormack, Oliver McGarr, Jason Power, 2026).

Furthermore, the implementation of educational technology is highly influenced by user readiness and school organizational culture in supporting sustainable digital transformation (KA, 2021). Therefore, the lack of integration in the implementation process found in this study indicates that the program implementation system still requires strengthening, particularly in terms of continuous monitoring, professional mentoring, and the integration of program follow-up. These conditions directly affect the suboptimal quality of program implementation and have implications for inconsistent program outcomes.

The findings in the product aspect indicate that the performance-based teacher competency development program through Ruang GTK has generated positive initial impacts, particularly in improving the quality of lesson planning and teachers' professional performance. However, the evaluation results show that these achievements have not yet been fully optimal due to weaknesses in implementation consistency, assessment validity, and the underutilization of Ruang GTK. These conditions indicate that the program outputs do not yet fully reflect authentic, measurable, and comprehensively data-based performance.

From a program evaluation perspective, output quality is strongly influenced by the effectiveness of the implementation process and the sustainability of evaluation systems supporting educational program implementation (Toosi, 2021). Therefore, the inconsistent program outcomes found in this study indicate that program implementation and evaluation mechanisms still require strengthening in order to generate more optimal and sustainable impacts. In addition, the continuous utilization of digital platforms can improve the quality of learning outcomes and teacher competencies when supported by an organizational culture that is adaptive to technology.

The evaluation results also indicate that the integration of the Ruang GTK platform into the performance management system contributes to improving teacher performance, although its implementation has not yet operated optimally. These findings are consistent with studies showing that the utilization of the Ruang GTK platform influences the improvement of teacher performance within educational performance management systems (Khotimah, 2025). Furthermore, the utilization of digital platforms can strengthen professional reflection and independent teacher competency development within digital learning environments. The continuous use of educational technology can also improve learning quality and the effectiveness of teacher professional development.

Furthermore, strengthening an evidence-based decision-making culture is an important factor in improving the quality of technology-based educational program outputs (Kayumova, M.opens, Akbarova, 2025). In the context of this study, limitations in assessment validity, implementation consistency, and data utilization indicate that the program outcome evaluation system has not yet been fully integrated optimally. Thus, although the program has generated positive initial outputs, the quality and sustainability of program outcomes still require strengthening through the integration of evaluation systems, data utilization, and the reinforcement of a performance-based reflection and follow-up culture.

CONCLUSION

Based on the research findings, it can be concluded that the teacher competency development program based on performance through *Ruang GTK* at SMKN 1 Sengah Temila has a high level of relevance because it originates from empirical needs, particularly related to the gap in teacher competencies in performance-based learning and digital literacy. However, the

effectiveness of program implementation has not yet been optimal because there is still a gap between program needs and system readiness. In the context aspect, program needs have been clearly identified and supported by strong policies; however, they have not been fully translated into integrated and data-based planning (evidence-based planning). The utilization of the education report as a planning basis is also not yet optimal, so the program still tends to be normative. In the input aspect, program supporting components are generally available; however, they are not yet sufficient in terms of quality, equity, and integration. Teacher readiness is relatively good, but it is not yet matched by strengthening digital capacity, adequate funding support, and structured and continuous training programs. Limitations in infrastructure and suboptimal managerial functions also weaken program implementation readiness. In the process aspect, the program has been implemented but has not yet been systematically integrated into the performance management cycle (planning–implementation–reporting). Implementation is still partial, monitoring and supervision are not yet data-based or digital, and mentoring is not yet structured. In addition, teacher competency development still depends on individual initiative, so consistency and sustainability are not yet guaranteed. In the product aspect, the program has shown initial positive impacts, such as improved learning planning quality and teachers' professional performance. However, these achievements have not yet been fully optimal due to weaknesses in consistency, validity of performance assessment, and the suboptimal utilization of *Ruang GTK* as a data-based performance management system. Overall, the evaluation results indicate that the implementation of the performance-based teacher competency development program through *Ruang GTK* is in a category that is not yet systemically optimal. This condition is characterized by high program relevance (context), but not yet followed by adequate input readiness, systematic process integration, and consistent output quality, resulting in a gap between program needs and implementation effectiveness.

Based on the research findings, it is recommended that the school strengthen data-based program planning by optimizing the utilization of the education report so that the program is not merely normative, but directed and measurable. In addition, human resource capacity development is needed through structured and continuous training and mentoring in digital competence for teachers and principals. Support for infrastructure and financing should also be optimized, particularly in providing adequate internet access and devices. Furthermore, the school needs to develop a digital-based monitoring and supervision system through Ruang GTK to make program control more effective, as well as build a structured mentoring system to ensure that implementation runs consistently and sustainably.

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