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POLICY IMPLEMENTATION OF THE RUMAH PENDIDIKAN PLATFORM IN THE GTK PORTAL BASED ON E-PERFORMANCE FOR PRIMARY SCHOOL PRINCIPALS IN CLUSTER II, NORTH ACEH DISTRICT

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Abstract
Digital transformation in the performance management of school principals has become part of the strategic policy of the Ministry of Education through the 331 Educational House Platform with the e-Performance-based GTK Room. This research aims to analyze the implementation of this policy, identify the operational steps applied in primary education units, and explore the supporting and inhibiting factors. This research applies a qualitative approach and uses a case study method in two public elementary schools located in North Aceh Regency. Data was collected through observations, in-depth interviews, and data collection. The results of the study show that the implementation of e-Performance is carried out through seven strategic stages: socialization, integration of GTK accounts, school program planning, platform-based implementation, utilization of the GTK Room, monitoring-evaluation, and follow-up and best practices. Main supporting factors include the visionary leadership of the school principal, human resource competencies, a collaborative organizational culture, adequate ICT infrastructure, technical training, and government regulations. On the other hand, implementation faces various obstacles such as low digital literacy, limited teacher competencies, technical system constraints, minimal direct technical support, and heavy workloads. This study concludes that the success of digital transformation based on e-Performance is greatly influenced by the synergy between the school's internal readiness and sustained external support. These findings provide empirical contributions to the development of digital policies in the basic education sector.

Keywords: **E-Performance, Principal, Education House Platform Policy**

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INTRODUCTION

Disparities are also reflected in the uneven quality of teaching and teacher management. Teachers in under-resourced regions often face challenges in accessing professional development and ongoing training. Most teachers in remote areas have difficulty accessing training centers, seminars, or workshops that could enhance their teaching quality. The World Bank (2020) notes that teacher training in Indonesia is often uneven and lacks focus on competencies relevant to field needs.

The quality of education in Indonesia continues to be a central issue in efforts to improve the nation's global competitiveness. At the global level, UNESCO (2021) emphasizes the importance of inclusive, equitable, and quality education as a fundamental right for every child and a key to sustainable development. Therefore, improving the quality of basic education in Indonesia requires a holistic and collaborative effort involving

capacity building. Despite efforts to expand access to education for all citizens, Indonesia still struggles with major educational disparities—between regions, schools, and social groups. This inequality is one of the biggest challenges in creating an inclusive and high-quality education system for all children of the nation.

Teacher education centers are one of the key aspects of improving education quality in Indonesia. Teachers who continue to develop professionally will be better equipped to manage classrooms, teach more effectively, and adapt to technological developments and student needs. However, many Indonesian teachers still face barriers in accessing adequate professional development opportunities.

One essential aspect of teacher development is the use of technology in teaching. Technology is now an integral part of the learning process. Yet, many teachers have not fully utilized technology due to the limited training on how to integrate it into their teaching. The World Bank (2020) also found that Indonesia's teacher professional development system has not yet fully addressed teachers' needs. The training provided is often general and not tailored to the specific challenges teachers face in the field. To improve teaching quality, more targeted, sustainable, and context-based professional development programs are needed.

According to Joyce and Showers (2002), teacher education can significantly improve teaching quality if conducted systematically and with planning. They state that effective professional development should include components such as structured training, reflection on teaching practices, and the implementation of learning innovations. Sustained teacher education, they argue, helps teachers grow not only in technical skills but also in leadership, classroom management, and technology-based learning.

Sallis (2016), in his book Total Quality Management in Education, explains that effective teacher performance management requires professional development that extends beyond technical training. He argues that holistic teacher education should also cover the ability to adapt to social and technological changes in education. Teachers who actively develop themselves will be better prepared to face challenges in classroom management, student engagement, and technology use for more effective learning. Such development is vital for performance management that focuses on achieving better learning outcomes.

MoECRT (2020) states that teacher education should be part of a sustainable school culture, integrated into comprehensive teacher performance management. Government policies such as teacher education platforms provide opportunities for teachers to participate in various training programs, both in-person and online. These platforms help teachers update their knowledge and skills in line with curriculum developments and student needs. Thus, teacher performance management is not only based on formal evaluations but also on the teacher's ability to grow professionally.

In response to these challenges, the Indonesian government, through MoECRT, launched the Rumah Pendidikan platform, including programs like Ruang GTK. This policy gives teachers greater flexibility in managing learning with innovative and student-centered approaches. One concrete step is the provision of technology-based professional development through the Rumah Pendidikan platform, which offers training and resources to help teachers improve their teaching skills and classroom management (Suyanto, 2021).

The policy for implementing the Merdeka Curriculum in teaching practices at schools involves the participation of all stakeholders at Sekolah Penggerak (pioneer schools) in Bireuen Regency. One of the key responsibilities of school supervisors is to mentor affiliated schools regarding their implementation of the current Merdeka Curriculum (Rahmi, Siraj, & Murtadlo, 2024).

The Rumah Pendidikan platform policy initiated by Indonesia's Ministry of Education, Culture, Research, and Technology (MoECRT) aims to provide teachers with the flexibility to manage classroom learning and to encourage their professional

development. A concrete step in this policy is the utilization of the Rumah Pendidikan platform, which offers various online training programs to help teachers enhance their pedagogical and performance management skills.

Features of the Rumah Pendidikan platform provided by MoECRT—such as Sibima (Learning and Management Information System), Pendidikan Guru Penggerak (PGP), and the Rumah Pendidikan platform itself—have enabled thousands of teachers across Indonesia to participate in online training. These courses cover topics ranging from classroom management and technology-based instruction to interpersonal skill development.

The concept of Rumah Pendidikan—as a holistic, inclusive, and collaborative growth space for learners—is deeply rooted in national law, especially the 1945 Constitution of the Republic of Indonesia. Although not explicitly mentioned, the foundational principles behind Rumah Pendidikan align closely with several articles in the 1945 Constitution and subsequent statutory regulations.

Improving teacher competence through the Rumah Pendidikan platform is a key pillar of the Rumah Pendidikan policy. The platform not only provides technical knowledge but also introduces leadership and managerial skills that support effective teacher performance management.

In the era of national education transformation, the Rumah Pendidikan platform policy is a central strategy by MoECRT to improve the quality of teachers and school principals. One of the key pillars is fostering independent and continuous teacher competence via a technology-based digital platform.

As both a conceptual philosophy and a digital platform, Rumah Pendidikan refers to an online learning environment that:

Provides equal access to high-quality teacher training across Indonesia,

Offers professional development modules in the form of video lessons, quizzes, self-assessments, and reflective exercises,

1. Encourages teachers to develop pedagogical, social, and managerial competencies—not merely technical teaching skills,
2. Facilitates the strengthening of instructional leadership among teachers and school principals.

According to MoECRT, the Rumah Pendidikan platform grants teachers access to: Self-Paced Training, Inspirational Videos, Diagnostic Assessments, Education Report Cards, Kurikulum Merdeka modules, and a Teacher Community. The platform is crafted to be a companion that drives teachers toward improved competency and teaching quality (MoECRT, 2024).

Although this policy has been implemented nationwide, its execution at the regional level—particularly at SD Gugus II in North Aceh Regency—still faces various challenges. A primary issue is limited access to the technology and infrastructure needed to support effective use of the Rumah Pendidikan platform. Additionally, not all teachers share the same understanding of the platform's importance, so its impact on teacher performance management remains suboptimal. It is therefore crucial to assess how effective this policy has been in improving teaching quality at the elementary school level.

The implementation of the Merdeka Curriculum policy, supported by the Rumah Pendidikan platform via Ruang GTK and integrated with the e-Kinerja system for school principals, represents a strategic step to transform work culture and quality management at the basic education unit. However, field implementation—especially in SD Gugus II, North Aceh—reveals a complex imbalance among policy design, resource readiness, and actual practice.

Teacher performance is defined as the teacher's ability and effort to carry out teaching tasks to the best of their abilities in planning lesson programs, executing learning

activities, and evaluating learning outcomes. The performance achieved should be based on professional standards held by teachers during their duties in school (Saiful Bahri, 2010).

Communication refers to how clearly and effectively information about the e-Kinerja policy is conveyed and understood by school principals.

1. Resources—including technological devices, training, internet access, and competent personnel—significantly affect principals' ability to operate the platform.
2. Disposition or attitude reflects the motivation, willingness, and commitment of principals, which heavily influence policy success.
3. Lastly, bureaucratic structure represents how rules, coordination mechanisms, and oversight support effective implementation at the ground level.
4. Edwards's model provides a robust framework to assess the technical and non-technical factors that either hinder or support policy execution within educational institutions.

At the applied level, this study employs the Technology Acceptance Model (TAM) developed by Fred D. Davis (1989) to understand technology adoption by users—specifically, school principals. TAM suggests that two main factors influence the use of information systems: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU).

1. Perceived Usefulness refers to the user's belief that using the e-Kinerja system will improve their effectiveness as a school principal.
2. Perceived Ease of Use refers to how easy the user believes the system is to understand and use, without extensive effort.

These factors significantly influence principals' decisions to adopt and utilize the e-Kinerja system in their daily managerial tasks. Using TAM, this research can directly measure users' perceptions of the Rumah Pendidikan platform and how those perceptions impact policy implementation.

These three theories—Systems Theory, Policy Implementation Theory, and TAM—are structured hierarchically and complement one another. Systems Theory offers a macro-level perspective of the complex education system. Policy Implementation Theory provides analytical tools for understanding policy execution, while TAM provides a micro-level lens on individual technology-user behavior. Integrating all three delivers a holistic understanding of how the Rumah Pendidikan platform policy (integrated with principals' e-Kinerja system) is implemented—from policy structure and organizational dynamics to user behavior and technology acceptance.

Nonetheless, studies examining how the Merdeka Curriculum policy—via features in the Rumah Pendidikan platform—affects teacher performance management at the basic education level, especially in SD Gugus II in North Aceh Regency, remain very limited. The reality is that implementing technology-based learning is not always smooth due to challenges such as limited internet access, low digital literacy among teachers, and insufficient ongoing technical support.

1. Several phenomena emerging in primary schools, particularly in Gugus II, North Aceh Regency, illustrate the complex dynamics of digital learning policy implementation:
2. School principals are expected to act as instructional leaders, yet remain burdened with administrative responsibilities—They are required to lead learning while managing the e-Kinerja administrative system.
3. Ruang GTK becomes the primary tool for performance reporting and monitoring, but many principals in the region struggle to operate the e-Kinerja system optimally due to limited technical training and support.
4. e-Kinerja entry tends to be treated as a mere administrative routine, rather than a tool for reflective development of teacher quality and learning improvement.

Although the Rumah Pendidikan platform exists, it has not yet become embedded in the school's work culture—Platform-based training and modules exist, but principal participation remains low due to workload, time constraints, and lack of awareness of digital professional development's urgency.

Asymmetry between digital performance evaluation and actual supervisory practice—While e-Kinerja is designed for transparent and accountable monitoring, it does not yet fully reflect contextual performance achievements in supervision, instructional leadership, and teacher mentoring. The synchronization between Rumah Pendidikan features and the e-Kinerja system is incomplete, so the platform's use has not directly impacted supervision and quality-oriented performance assessment.

1. Teachers are divided into two groups: those enthusiastic and able to adapt to technology, and those reluctant or struggling with digital platforms due to limited skills and support.
2. Rumah Pendidikan is not yet fully integrated into teachers' work culture, and is often used only as a supplemental or administrative requirement. Consequently, there is low integration between training materials and everyday teaching practice.
3. ICT facilities—such as laptops and Wi-Fi—are still very limited for some teachers, compelling them to use personal devices or access the platform from home—a process often hindered by poor connectivity.
4. Teacher–student interaction has not fully transformed, despite access to differentiated learning modules. Teachers still tend to use conventional methods, as they remain unsure about the effectiveness of new approaches introduced via the platform.

These conditions raise critical questions: To what extent does Rumah Pendidikan usage actually enhance teachers' ability to manage classrooms, design learning strategies, and build meaningful interactions with students? What challenges do teachers face in implementing these features at primary schools—especially in areas with limited infrastructure?

RESEARCH METHOD

This type of research uses a descriptive qualitative approach with a case study method. This research was conducted at SD Negeri 5 Lhoksukon and SD Negeri 11 Lhoksukon, located in Lhoksukon Subdistrict, North Aceh Regency. These schools are part of Cluster II, representing several schools in the area. The research was carried out over a period of three months (February–March). The research subjects were SDN 5 Lhoksukon and SDN 11 Lhoksukon. Data collection techniques included observation, interviews, and documentation. Meanwhile, data analysis techniques involved data collection, data reduction, data presentation, and drawing conclusions.

RESEARCH RESULTS AND DISCUSSION

The Implementation of the Rumah Pendidikan Platform Integrated with Ruang GTK and the e-Kinerja System

The implementation of the Rumah Pendidikan platform, integrated with Ruang GTK and the e-Kinerja system, represents a concrete step in promoting the digital transformation of education governance at the primary education level. Through two case studies at SDN 5 Lhoksukon and SDN 11 Lhoksukon, it is evident that this technology is used not merely as an administrative tool but as a strategic medium to enhance accountability, transparency, and the effectiveness of performance management for school principals and education personnel.

1. The Role of Leadership in Implementation

School principals play a crucial role as agents of change. Effective communication and a participatory approach have proven successful in increasing acceptance of the e-Kinerja system. This aligns with Robbins & Judge's theory on the importance of transformational leadership in organizational change.

School principals not only function as users of the system but also as facilitators, trainers, and supervisors. Their active role in mentoring teachers, building learning communities, and utilizing data for planning reflects a strong data-driven management approach and a commitment to continuous learning.

2. Supporting Factors for Implementation

The successful implementation of e-Kinerja is supported by several internal factors, including:

a. The digital competence of principals and teachers,
b. An open and collaborative organizational culture,
c. Adequate ICT infrastructure, and
d. Individual motivation and commitment to support digital transformation.

External factors, such as policy support from the Ministry of Education, technical assistance, and system integration across platforms (Dapodik, SIMPKB, Ruang GTK), also play a significant role in the success of this initiative.

3. Challenges and Obstacles

Despite the clear benefits of e-Kinerja, its implementation faces several challenges:

a. Uneven digital literacy, especially among senior teachers,
b. Limited infrastructure and internet access in certain schools,
c. Lack of direct technical support or in-house IT staff, and
d. Heavy workloads, which often result in e-Kinerja being completed outside of regular hours.

Technical system issues are also a concern, including platform bugs, lack of automatic data synchronization, and redundant data entry, which can lower user motivation and trust in the system. Nevertheless, success can still be achieved through adaptive leadership, the formation of internal learning communities, and a culture of collaboration within schools.

CONCLUSION

The following are the conclusions of the implementation of the Rumah Pendidikan platform using the GTK portal based on principals' e-Performance:

1. The implementation steps of the Rumah Pendidikan platform based on e-Performance have been applied at SDN 5 and SDN 11 Lhoksukon through several stages, including socialization, data updating, data-based program planning, and system-based monitoring and evaluation.
2. The main supporting factors include visionary school leadership, digital competence of educators, a collaborative work culture, system integration (Dapodik, SIMPKB), as well as infrastructure support and technical assistance. Positive impacts of the implementation include increased transparency, accountability, managerial

effectiveness, and the emergence of a reflective and collaborative culture within the school environment.

3. The inhibiting factors include low digital literacy among some teachers, a lack of IT personnel, technical issues within the system, and a high teacher workload. Despite these challenges, adaptive leadership and a spirit of mutual cooperation have been key to overcoming obstacles and ensuring the sustainability of digital transformation.

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