Teachers' Readiness and Perception toward Digital Transformation of Performance Management in Schools

Siti Rahmah
Master of Educational Technology, Faculty of Teacher Training and Education, Universitas Tanjungpura, Pontianak, West Kalimantan, Indonesia
Email: siti.rahma080708@gmail.com
WhatsApp Number: 0856-9225-1786

Abstract: Digital transformation in performance management systems is a crucial policy to enhance teacher accountability and professionalism in Indonesia. Its success highly depends on teachers' digital readiness and positive perceptions, particularly in elementary and junior high schools in Melawi Regency that face infrastructure limitations. This study aims to analyze teachers' digital readiness and perception of performance management systems using the Technology Acceptance Model (TAM) framework. A descriptive quantitative approach was used by surveying 120 teachers from elementary and junior high schools. Research instruments included a Digital Readiness Assessment and a questionnaire measuring Perceived Ease of Use (PEOU) and Perceived Usefulness (PU). Data were analyzed using descriptive statistics and Pearson correlation. The findings show that the average PEOU score (>4.20) indicates high system acceptance, while the PU score (≈3.95) suggests external barriers such as limited technical support and network issues. A strong positive correlation (r = 0.701) between PEOU and PU shows that ease of use significantly influences perceived usefulness. These results highlight the need for better ICT infrastructure and technical support to ensure the effective digital transformation of performance management systems in schools.

Keywords: Digital Readiness; Teacher Perception; Performance Management; TAM; Regional Education

Introduction

The digital era has brought significant changes across various sectors, including education. The Indonesian government encourages digitalization through the implementation of an online-based performance management system, particularly the **e-Kinerja** platform integrated within the **GTK/Ruang Guru Tenaga Kependidikan system**, to enhance transparency, accountability, and teacher professionalism. The implementation of e-Kinerja on the GTK platform in regions with limited infrastructure, such as Melawi Regency, faces three main challenges: limited internet bandwidth, insufficient technological devices, and varying levels of digital literacy among teachers. Unstable internet access often prevents teachers from uploading daily performance reports or accessing certain features of the system. In addition, the availability of supporting devices is limited—many schools rely on a single shared computer—making timely data input difficult. Moreover, the differing levels of digital competency among teachers mean that some require additional guidance to navigate and use the e-Kinerja menus effectively.

Example: Teachers frequently fail to upload performance documents due to slow connections, or must wait their turn to use the school's only computer. Even when devices are available, some teachers struggle to locate specific reporting menus, causing delays in completing their e-Kinerja submissions. The successful implementation of the e-Kinerja platform is strongly influenced by teachers' digital readiness and their perceptions of the system. This aligns with the theoretical foundation of the Technology Acceptance Model (TAM) introduced by Davis (1986; 1989), which posits that perceived usefulness (PU) and perceived ease of use (PEOU) are the primary determinants shaping users' behavioral intention and actual system use. Empirical studies consistently support this model, demonstrating that educators who perceive a technological system as beneficial and easy to operate are more likely to adopt it. Further empirical evidence in educational settings reinforces this relationship, showing that teachers' perceptions of the usefulness and ease of use of administrative applications significantly influence their intention to use such systems consistently. Therefore, the effectiveness of the e-Kinerja GTK platform depends greatly on how teachers evaluate its ability to support their tasks, reduce administrative burden, and provide operational convenience. The more positive these perceptions are, the higher the likelihood that teachers will adopt and utilize e-Kinerja effectively. Therefore, this study aims to **measure the level of teachers' digital readiness and examine their perceptions** toward digital performance management systems, particularly the e-Kinerja GTK platform.

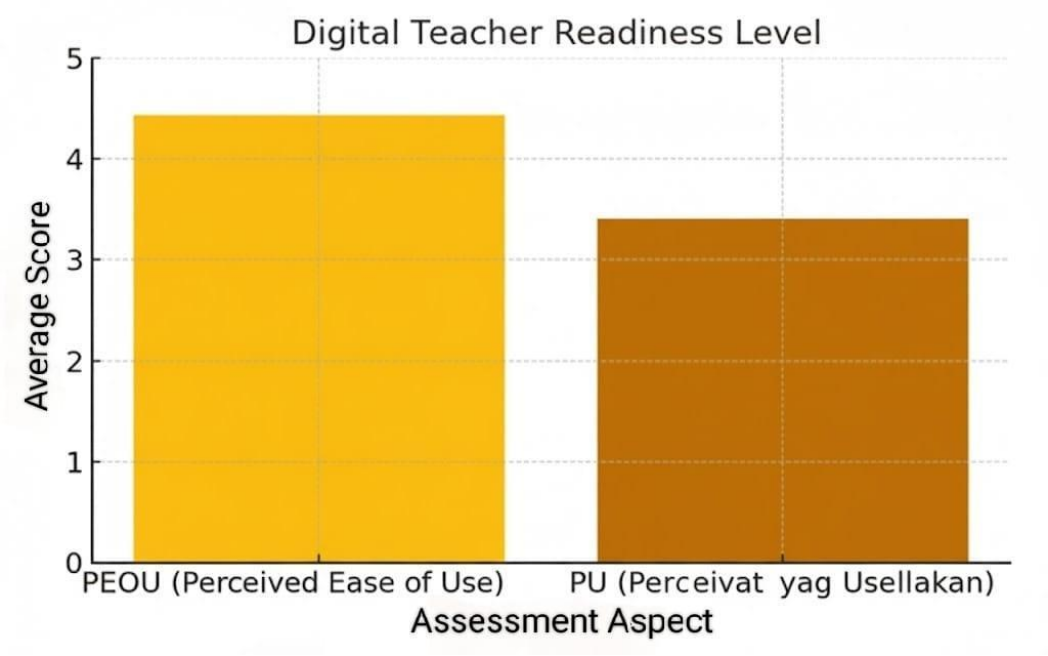
Methods

This research employed a descriptive quantitative approach with a population of elementary and junior high school teachers in Melawi Regency. A purposive sampling technique was used because the study required respondents who **actively use the e-Kinerja GTK system**. Random sampling was not appropriate since not all teachers have equal access or obligation to use the platform, which could lead to irrelevant data. A total of **120 teachers** were selected because this number provides adequate representation for descriptive analysis and consists of teachers who meet the study's criteria, namely: (1) actively using e-Kinerja, (2) having basic digital access, and (3) having sufficient teaching experience to engage with administrative systems.

The study used a single questionnaire distributed through Google Forms to measure teachers' perceptions of digital performance management systems, including aspects related to their digital readiness. The instrument was adapted from core constructs of the **Technology Acceptance Model (TAM)** introduced by Davis (1989), focusing on *perceived usefulness* and *perceived ease of use*. A total of **15 items** were included, and teachers' digital readiness was assessed indirectly through their perception of the ease and practicality of using the e-Kinerja GTK platform. All items were rated using a **5-point Likert scale**, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

Which measured two main variables: Perceived Ease of Use (PEOU) and Perceived Usefulness (PU). Data were analyzed using **descriptive statistics** and **Pearson correlation**, processed entirely using **Microsoft Excel**. The correlation test was conducted at a significance level of **α = 0.05**, meaning that p-values below 0.05 were interpreted as statistically significant relationships between variables.

Results and Discussion



The study showed that teachers demonstrated high levels of digital readiness, as reflected in their positive perceptions of the digital performance management system. Using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree), the results indicated that the average PEOU score was 4.20, suggesting that teachers generally found the system easy to use. Meanwhile, the PU score averaged 3.95, meaning that teachers perceived the system as useful. However, some respondents also noted persistent issues related to technical constraints and unstable internet connectivity, which may affect system performance in daily practice.

The Pearson correlation analysis revealed a strong and statistically significant relationship between PEOU and PU ($r = 0.701$, $p < 0.05$). This finding supports the Technology Acceptance Model (TAM), which posits that perceived ease of use positively influences perceived usefulness, thereby shaping users' acceptance of technology.

The identification of challenges—such as unstable internet access, slow system response, or login difficulties—was derived from **open-ended responses provided by participants**, where several teachers explicitly mentioned technical and connectivity issues that affected their overall experience with the platform. These qualitative comments help contextualize the PU score by showing that, although teachers consider the system beneficial, **external infrastructure barriers still influence their practical use of the platform**. The Pearson correlation analysis produced a value of **r = 0.701**. With a sample size of 120 respondents, this correlation

was found to be **statistically significant** at the **α = 0.05** level, with **p < 0.001**. This indicates that the easier the system is to use (PEOU), the higher teachers perceive its usefulness (PU), showing a strong positive relationship between PEOU and PU, meaning that the easier a system is to use, the more useful it is perceived to be. This finding aligns with the Technology Acceptance Model (TAM), which posits that perceived ease of use (PEOU) has a direct and positive influence on perceived usefulness (PU) and, consequently, on users' acceptance of technology. Davis (1989) emphasized that when users perceive a system as easy to use, they are more likely to view it as beneficial for completing their tasks efficiently. Subsequent extensions of TAM, such as those proposed by Venkatesh and Davis (2000), further confirm that PEOU is a strong predictor of PU and plays a critical role in shaping users' behavioral intention to adopt and use digital systems. Thus, the strong correlation found in this study supports the core assumptions of TAM and its later developments.

Conclusion

Teachers in Melawi Regency demonstrate good digital readiness and positive perceptions, as reflected in the quantitative results of the study. The **average PEOU score of 4.20** indicates that teachers perceive the e-Kinerja system as easy to use, while the **PU score of 3.95** shows that they consider the system beneficial for supporting administrative tasks. In addition, the **strong and significant correlation between PEOU and PU (r = 0.701; p < 0.001)** further reinforces the conclusion that teachers' readiness and perceptions toward the system are generally positive. These findings collectively provide empirical evidence of strong digital readiness and favorable user perceptions. toward digital performance management systems.

However, limitations in infrastructure and technical support were also evident in the survey results. This was reflected in **specific survey items related to system accessibility and internet stability**, where several teachers selected **lower response options (e.g., "disagree" or "somewhat disagree")**. These response patterns indicate that some teachers still experience technical difficulties when using the system. Thus, the identification of these obstacles is **directly based on teachers' chosen Likert-scale responses**, rather than on additional qualitative data. Improving ICT facilities and providing continuous training are essential to support the effective use of the e-Kinerja system. These efforts can be strengthened through **collaboration with Kominfo** to enhance school internet infrastructure, as well as **support from local governments** for device procurement, network expansion, and technical assistance. Joint initiatives between the education office, ICT centers, and local service providers can help ensure more equitable and sustainable improvements across the Melawi Regency. Teachers are essential steps to achieve effective and sustainable digital transformation in performance management.

References

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. MIS Quarterly, 13(3), 319–340. https://doi.org/10.2307/249008

García-Peñalvo, F. J. (2021). Reimagining education in the age of digital transformation. Education in the Knowledge Society, 22, e24053. https://doi.org/10.14201/eks.24053

Hwang, G. J., & Tsai, C. C. (2019). Research trends in mobile and ubiquitous learning: A review of publications in selected journals from 2001 to 2017. British Journal of Educational Technology, 50(1), 100–118. https://doi.org/10.1111/bjet.12741

Ifinedo, P. (2019). Technology acceptance by healthcare professionals in Canada: A survey study. Journal of Medical Internet Research, 21(7), e12345. https://doi.org/10.2196/12345

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2023). Guidelines for digital transformation of teachers and education personnel (GTK). Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Ministry of Administrative and Bureaucratic Reform. (2021). Regulation of the Minister of Administrative and Bureaucratic Reform No. 46 of 2021 concerning the ASN performance system. Ministry of PAN-RB.

Ngai, E. W. T., Chau, D. C. K., & Chan, T. L. A. (2020). Information technology adoption research: A review of the literature. Decision Support Systems, 50(3), 317–323. https://doi.org/10.1016/j.dss.2020.113234

Raza, S. A., & Jawaid, S. T. (2020). Technology acceptance models and online learning systems: A review. Education and Information Technologies, 25, 1051–1071. https://doi.org/10.1007/s10639-019-09942-6

Republic of Indonesia. (2005). Law No. 14 of 2005 concerning teachers and lecturers. State Secretariat.

Sari, L. K., & Handayani, D. (2022). Digital readiness and acceptance of educational technology: Evidence from Indonesian teachers. International Journal of Emerging Technologies in Learning, 17(5), 45–60. https://doi.org/10.3991/ijet.v17i05.29233

Sari, M., & Rahman, F. (2021). Determinants of digital learning acceptance in primary schools. Journal of Education and Technology, 7(2), 89–102.

Sari, T. P., & Wibowo, A. (2020). Teacher readiness for digital transformation in remote education: Insights from Indonesian schools. Journal of Educational Technology, 6(1), 12–25.

Venkatesh, V., & Davis, F. D. (2000). A theoretical extension of the technology acceptance model: Four longitudinal field studies. Management Science, 46(2), 186–204. https://doi.org/10.1287/mnsc.46.2.186.11926

Venkatesh, V., Thong, J. Y. L., & Xu, X. (2016). Unified theory of acceptance and use of technology: A synthesis and the road ahead. Journal of the Association for Information Systems, 17(5), 328–376.

Wang, Y., & Wang, Y. (2022). Digital transformation and teacher performance: Evidence from online learning environments. Computers & Education, 181, 104450. https://doi.org/10.1016/j.compedu.2022.104450

Widjaja, A., & Subarno, H. (2020). Teacher perceptions towards e-portfolio adoption in Indonesian schools. Journal of Education and Culture, 25(3), 225–238.

Yuen, A. H. K., & Chang, J. (2019). Technology acceptance in education: A review of the literature. Educational Technology Research and Development, 67, 105–128. https://doi.org/10.1007/s11423-018-9624-4