Effects of Age, Employment, and Work-Location on Teacher Compliance and SPKG Perceptions, Melawi 2025

Risdianto Parahat, Universitas Tanjungpura, Pontianak, Indonesia
risdiantoparahat@gmail.com*

Muhammad Firman, Universitas Tanjungpura, Pontianak, Indonesia
Muhammadfirman53@gmail.com

Siti Rahmah, Universitas Tanjungpura, Pontianak, Indonesia
siti.rahma080708@gmail.com

Whatsapp Number: +62 81297313575

Abstract: This study investigates teacher compliance and perceptions regarding the 2025 Teacher Performance Management System (SPKG) in Melawi Regency. It examines the influence of age, employment status, and work location on teachers' adherence to completing the Teacher Performance Assessment (PKG) and evaluates their perceptions of the system's ease of use and usefulness in the Ruang GTK application. A descriptive quantitative design was applied, using secondary data from 1,809 teachers and survey responses from 536 teachers across kindergarten, primary, and junior high schools. Ordinal logistic regression analyzed compliance determinants, while perception data were summarized using mean scores and standard deviations. Findings show that 54.9% of teachers exhibited high compliance; they were mostly aged 31–40 years, held civil servant status, and worked in non-3T areas. Age, employment status, and work location significantly influenced compliance, with younger teachers being more compliant than older teachers, civil servants being more compliant than PPPK, and 3T-area teachers showing lower compliance than non-3T peers. Teachers' perceptions of SPKG were positive, with average scores of 4 for both ease of use and usefulness, indicating strong acceptance of the system. These results highlight the importance of professional commitment, administrative support, and user-friendly digital systems in promoting teacher compliance. The study offers practical suggestions for education policymakers to enhance teacher professionalism, performance accountability, and targeted support across diverse work contexts.

Keywords: Descriptive Quantitative Research; Ordinal Logistic Regression; SPKG Perception Teacher Compliance; Teachers of Melawi Regency

INTRODUCTION

Teacher Performance Assessment (PKG) is a critical instrument within the teacher professional development system, as mandated by the Ministry of Education, Culture, Research, and Technology Regulation No. 1 of 2021 on Civil Servant Performance Assessment. Through PKG, the government aims to ensure that every teacher carries out teaching, mentoring, and additional duties according to established competency standards. However, in practice, teachers' compliance in completing the PKG process often varies, both in terms of timeliness and the completeness of required stages.

The Ruang GTK application is accessible to all teachers and education personnel with a belajar.id account, regardless of employment status, whether ASN or non-ASN. However, integration of performance scores with the BKN e-performance system applies only to ASN employees, namely PNS, PPPK, or CPNS registered in the BKN personnel system (Kemendikbudristek, 2024).

In Melawi Regency, monitoring of SPKG in 2025 showed that not all teachers completed all PKG stages, from supervisor approval, agreement, performance observation, and follow-up discussions to reflection. This phenomenon raises questions regarding the factors influencing teacher compliance. In organizational contexts, compliance is defined as the degree to which individuals follow rules, procedures, and policies (Tyler, 2006). Compliant teachers consistently complete all stages of performance management, from planning to implementation to reflective follow-up (Kemendikbudristek, 2024). According to the Theory of Planned Behavior by Ajzen (2020), compliance is influenced by behavioral intention, which is shaped by three main factors: attitudes toward behavior, subjective norms, and perceived control. For teachers, these factors manifest through professional awareness, principal support, and ease of use of the PKG application. Thus, teacher compliance reflects not only administrative control but also professional commitment.

Teacher performance and compliance in implementing performance management policies are highly influenced by digital platform-based performance assessment systems, such as PMM or Ruang GTK. Supriati & Yuni Astuti (2025) reported that using these systems improves assessment accuracy and encourages teachers to be more disciplined, as all teaching activities are documented and can be directly monitored by principals. Similarly, Putra (2025) emphasized that effective teacher performance management significantly enhances school education quality. Measurable performance evaluation not only strengthens individual accountability but also improves teacher professional development systems. Mardiyah & Abu Bakar (2024) highlighted the importance of optimizing teacher performance assessments in the era of Industry 4.0 and Society 5.0, where digital technology enables real-time performance data integration and accelerates feedback processes, fostering a culture of compliance with transparent, quality-oriented performance systems.

Age is a critical factor reflecting professional development and individual maturity in task execution. According to Santrock (2023), as individuals age, they experience increased emotional maturity, job stability, and decision-making ability, which affects performance and administrative compliance. Positive psychology suggests that middle-aged and older adults face not only biological changes but also gain wisdom, self-reflection, and social responsibility, supporting professional maturity (Crăciun, 2023). Professional development is also influenced by biological, psychological, and social factors. In professional contexts, accumulated work experience and resilience contribute to stable work orientation and adherence to administrative procedures (Patrick et al., 2025). Hence, age reflects not only chronological differences but also experience, responsibility, and readiness to perform professional tasks consistently.

According to Bappenas (2020), 3T (frontier, remote, and underdeveloped) areas are characterized by geographic isolation, low socio-economic development, and limited access to public services. Teachers in these areas often face technical and administrative challenges in using digital systems. Consequently, work location has been shown to affect the implementation of performance management policies; in 3T areas, infrastructure and technical barriers increase the risk of non-compliance (Callistadea Valmay et al., 2024). Nevertheless, despite challenges, teachers' moral commitment can drive substantive compliance, not always reflected in administrative reporting (Raspatiningrum et al., 2025). Employment status (ASN vs non-ASN) also affects regulations, control, and available incentives, influencing compliance with instruments like PKG (Dally et al., 2024).

Research indicates that digital literacy and motivation significantly affect teacher performance (Nugraha & Ahyani, 2024). Integrating information technology has been shown to enhance efficiency and transparency in teacher performance management (Priawasana & Wijaya, 2024). Moreover, age and work experience relate to teacher well-being and professional maturity (Syahril et al., 2025), while career orientation in Indonesia is influenced by age, employment status, and educational background (Khaeriah et al., 2021). Effective teacher performance management systems depend on organizational support and digital infrastructure readiness (Siregar et al., 2024). Davis (1989) introduced the Technology Acceptance Model (TAM), proposing that behavioral intention to use technology is influenced by perceived usefulness and perceived ease of use. This model, rooted in the Theory of Reasoned Action, serves as a theoretical foundation for subsequent technology adoption studies.

This study presents a novel contribution to the field of teacher performance management by combining a large-scale empirical analysis of teacher compliance in completing the Performance Assessment process (PKG) with an investigation of teachers' perceptions of the SPKG digital system. Unlike previous studies, which

typically focus on evaluating teacher performance at the school level and are predominantly qualitative or small-sample in scope, this research utilizes census-based administrative data from 1,809 teachers and survey responses from 536 teachers across educational levels in Melawi Regency. It uniquely examines demographic predictors—age, employment status, and work location, including 3T areas—using ordinal logistic regression to measure their influence on compliance. This integrative perspective provides evidence-based insights for policy improvements in digital performance accountability.

METHODS

The research on teacher compliance in completing the Teacher Performance Assessment (PKG) within the SPKG used a descriptive quantitative approach. Data were collected using secondary sources obtained from the SPKG dashboard and the Basic Education Data (Dapodik) of the Melawi Regency Education Office in 2025. The population consisted of all 1,809 teachers in Melawi Regency, including PNS and PPPK teachers across kindergarten, primary, and junior high school levels, who were also used as the research sample (census). According to Sugiono (2022), when all members of a population are included as research subjects, the study is referred to as a census. Data analysis was conducted using an ordinal logistic regression model. Ordinal logistic regression is used to examine the relationship between predictor variables and an ordinal dependent variable, where the order of categories is considered, but the distances between categories are not assumed equal (Rezapour & Ksaibati, 2022). The dependent variable in this study was teacher compliance (ordinal), categorized as low, medium, or high. Independent variables included age (ratio), teacher status (nominal: PNS or PPPK), and work location (nominal: 3T or non-3T).

The study also analyzed teachers' perceptions of the ease of use and usefulness of the SPKG. A descriptive quantitative approach was employed. Data were collected through a questionnaire survey administered to all teachers in Melawi Regency, including civil servants and honorary staff with a belajar.id account, across kindergarten, primary, and junior high school levels. The perception data were obtained from 536 teacher respondents. The research instrument was a TAM (Technology Acceptance Model) questionnaire (Davis, 1989) using a 5-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The questionnaire measured perceived ease of use (PEU) through five statements: PEU1 – SPKG is easy to learn; PEU2 – SPKG is easy to understand; PEU3 – SPKG can be used without much assistance; PEU4 – SPKG is easy to access and operate; PEU5 – Overall, SPKG is easy to use. Perceived usefulness (PU) was measured through five statements: PU1 – SPKG helps manage teacher performance; PU2 – SPKG makes administrative tasks more efficient; PU3 – SPKG facilitates

performance monitoring; PU4 – SPKG helps improve reporting quality; PU5 – Overall, SPKG is useful for work.

Teacher perception data, for both ease of use and usefulness, were analyzed by calculating mean agreement scores from the questionnaire responses. The questionnaire was first tested for validity and reliability. A questionnaire is considered valid if r table > r observed with significance <0.05. For reliability, according to Zakariya (2022), a Cronbach's Alpha of 0.70 or higher indicates good reliability, while values below 0.70 are considered "questionable" and require reevaluation of item consistency.

RESULTS AND DISCUSSION

This section presents the results and discussion regarding teacher compliance and perceptions of the SPKG, as follows:

COMPLIANCE ANALYSIS

A total of 1,809 teachers were included as the research sample and analyzed for their compliance in completing the PKG. Data were grouped by compliance level (low, medium, high), teacher age, teacher status (PNS or PPPK), and work location (3T or non-3T). The number and percentage of data for each variable are presented as follows:

Table 1. Frequency and Percentage Distribution of Variables

Variable	Category	N	Percentage (%)
Compliance	Low	285	15.8
	Medium	450	24.8
	High	1074	59.4
Age	≤31 years	94	5.2
	31-40 years	700	38.7
	41-50 years	620	34.3
	> 50 years	391	21.6
Status	PNS	1230	68.0
	PPPK	579	32.0
Location	3T	667	36.9
	Non-3T	1142	63.1

Based on Table 1, the teacher compliance variable according to compliance levels is as follows: low level with 285 teachers (15.8%); moderate level with 450 teachers (24.8%); and high level with 1,074 teachers (54.9%). Next, the age variable based on age scale is as follows: under 30 years old with 94 teachers (5.2%); 31–40 years old with 700 teachers (38.7%); 41–50 years old with 620 teachers (34.3%); and over 50 years old with 391 teachers (21.6%). Furthermore, the teacher status variable

based on employment type is as follows: civil servants (PNS) with 1,230 teachers (68.0%); and government contract teachers (PPPK) with 579 teachers (32.0%). The next variable is the teacher's work location: teachers in 3T (frontier, remote, and underdeveloped) areas with 667 teachers (36.9%), and teachers in non-3T areas with 1,142 teachers (63.1%).

After categorizing and calculating the percentages, a statistical test was conducted using SPSS version 25 on the teacher performance management system data from the Melawi District Education Office in 2025. An ordinal logistic regression test was performed to examine the influence of age, employment status, and school location on teacher compliance in completing the Teacher Performance Assessment (PKG), yielding the following results:

Table 2. Results of the Ordinal Logistic Regression Test

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	896.675			
Final	819.516	77.160	3	.000

Based on Table 2, the results of the ordinal logistic regression test with the dependent variable Compliance Score and the independent variables Age, Status, and Location show a Chi-Square value of 77.160 with a significance of 0.000 < 0.05. This indicates that, simultaneously, the three independent variables have a significant effect on teachers' compliance levels.

Table 3. Results of Goodness Fit Test and Pseudo R-Square

Type of statistical test	Chi-Square	df	Sig.
Goodness of Fit			
Pearson	277.407	241	.054
Deviance	303.020	241	.004
Pseudo R-Square			
Cox and Snell	.042	–	–
Nagelkerke	.049	–	–

Based on Table 3, the results of the Goodness Fit Test show Pearson (Sig. = 0.054) and Deviance (Sig. = 0.004) values. Since the Pearson value is greater than 0.05, this indicates that the Pearson model fits the data. The Pseudo R-Square (Nagelkerke) value of 0.049 indicates that the combination of the three independent variables can only explain 4.9% of the variation in teachers' compliance levels.

Table 4. Regression Coefficient Estimates

Variable		Estimate	Sig.
Age		-.015	.022
Status	PNS	.322	.004
	PPPK	0[a]	-
Location	3T	-.795	.000
	Non-3T	0[a]	.-

Based on Table 4, for the age variable, the data show an Estimate = -0.015 and Sig. = 0.022. The negative coefficient for age indicates that each 1-year increase in age decreases the likelihood of moving to a higher compliance category by 1.5%. Meanwhile, the Sig. value of 0.022 < 0.05 indicates that the age variable has a significant effect on teachers' compliance levels.

For the status variable, the data shows an Estimate = 0.322 and Sig. = 0.004. The coefficient value of 0.322 means that civil servant (PNS) status increases the likelihood of demonstrating high compliance by 32.3% compared to non-PNS. The Sig. value of 0.004 < 0.05 indicates that the status variable has a significant effect on teachers' compliance levels.

For the location variable, the data show an Estimate = -0.795 and Sig. = 0.000. Since Sig. < 0.05, the school location variable has a significant effect on teachers' compliance levels. The negative coefficient indicates an inverse relationship between school location and compliance level.

TEACHERS' PERCEPTIONS

Before conducting the survey on teachers' perceptions of the ease of use and usefulness of the teacher performance management system in the Ruang GTK Application, a validity and reliability test was conducted on the questionnaire to be used to measure the aspects of Perceived Ease of Use (PEU) and Perceived Usefulness (PU). The validity test was carried out using the Pearson Product-Moment correlation method, which correlates the score of each item with the total score (excluding that item). The results of the validity and reliability test for the questionnaire are as follows:

Table 5. Validity Test

Items	r value	r table	Sig.	Ket.
PEU1	1	.085	.000	Valid

PEU2	.825	.085	.000	Valid
PEU3	.643	.085	.000	Valid
PEU4	.705	.085	.000	Valid
PEU5	.730	.085	.000	Valid
PU1	.700	.085	.000	Valid
PU2	.641	.085	.000	Valid
PU3	.612	.085	.000	Valid
PU4	.654	.085	.000	Valid
PU5	.654	.085	.000	Valid

Based on Table 5, all items from PEU1 to PEU5 and PU1 to PU5 show an r-value greater than the r-table value (0.085 for N = 536, α = 0.05), and all correlation values are significant at < 0.05. Therefore, all questionnaire items are considered valid.

The results of the questionnaire reliability test can be seen in the following table.

Table 6. Reliability Test

Items	Cronbach's Alpha	Standard Value	Ket.
PEU1	.947	.7	Reliable
PEU2	.946	.7	Reliable
PEU3	.953	.7	Reliable
PEU4	.948	.7	Reliable
PEU5	.947	.7	Reliable
PU1	.947	.7	Reliable
PU2	.947	.7	Reliable
PU3	.947	.7	Reliable
PU4	.948	.7	Reliable
PU5	.947	.7	Reliable

Based on Table 6, the reliability test using Cronbach's Alpha formula shows that the average Cronbach's Alpha value exceeds the reliability standard (>0.7). The Cronbach's Alpha value falls into the very high category (≥ 0.90). This indicates that the questionnaire has excellent internal consistency and is therefore reliable for use in the study.

After conducting the validity and reliability tests, the researcher processed the data from the questionnaire responses of 536 respondents. The mean and standard deviation for each item are as follows.

Table 7. Statistics of Perceived Ease of Use

Items	Mean	Standard Deviation	N
PEU1	4.05	.711	536
PEU2	4.02	.718	536
PEU3	3.85	.821	536
PEU4	3.98	.732	536
PEU5	4.00	.741	536

Table 8. Statistics of Perceived Usefulness

Items	Mean	Standard Deviation	N
PU1	4.12	.641	536
PU2	4.04	.656	536
PU3	4.11	.637	536
PU4	4.09	.649	536
PU5	4.14	.672	536

Based on Table 7, the descriptive statistics of teachers' perceptions of the ease of use of the Teacher Performance Management System (SPKG) show the mean and standard deviation for each item as follows: PEU1 mean = 4.04, SD = 0.711; PEU2 mean = 4.02, SD = 0.718; PEU3 mean = 3.85, SD = 0.821; PEU4 mean = 3.98, SD = 0.732; PEU5 mean = 4.00, SD = 0.741. These data indicate that respondents generally agreed with the five statements regarding the ease of using SPKG.

Furthermore, based on Table 8, the descriptive statistics of teachers' perceptions of the usefulness of SPKG show the mean and standard deviation for each item as follows: PU1 mean = 4.12, SD = 0.641; PU2 mean = 4.04, SD = 0.656; PU3 mean = 4.11, SD = 0.637; PU4 mean = 4.09, SD = 0.649; PU5 mean = 4.14, SD = 0.672. These data indicate that respondents generally agreed with the five statements regarding the usefulness of SPKG.

DISCUSSION

The results of the ordinal logistic regression show that age, employment status, and work location significantly influence teacher compliance in completing PKG procedures ($\chi^2 = 77.160$, $p < 0.001$). Although these variables contribute significantly to the model, the predictive power remains modest (Nagelkerke $R^2 = 0.049$), indicating that compliance behavior is influenced by additional factors outside the scope of this analysis. These findings demonstrate that demographic characteristics explain only a

small proportion of compliance variation, suggesting the need to explore broader psychological, contextual, and organizational determinants.

Age was found to have a negative effect on compliance (estimate = -0.015, p = 0.022), meaning younger teachers are more likely to complete PKG stages compared to older teachers. This finding aligns with research indicating that younger teachers tend to adopt digital systems more easily and demonstrate higher motivation to follow new administrative procedures due to career progression needs (Nugraha & Ahyani, 2024).

Employment status significantly differentiated compliance (estimate = 0.322, p = 0.004), with PNS teachers demonstrating higher adherence compared to PPPK teachers. This finding is consistent with Dally et al. (2024), who explain that contractual status affects job security, accountability systems, and administrative incentives, particularly because career promotion and performance evaluation in Indonesia's ASN system are directly linked to performance documentation. Similarly, Supriati & Astuti (2025) found that PNS teachers tend to follow digital performance management more consistently due to stronger structural and supervisory controls.

Work location strongly influenced compliance, where teachers in 3T areas demonstrated lower compliance (estimate = -0.795, $p < 0.001$). This supports the findings of Tomasouw (2024), who highlights infrastructural limitations, workload burden, and limited technical support as barriers to digital implementation in remote areas. Raspatiningrum et al. (2025) also noted that teachers in rural contexts often juggle multiple responsibilities beyond classroom requirements, reducing administrative capacity.

Meanwhile, descriptive analysis of teachers' perceptions of SPKG indicates generally positive views regarding perceived ease of use and usefulness (mean ≈ 4). Based on the Technology Acceptance Model (TAM), such perceptions should increase behavioral intention (Davis, 1989); however, the low explanatory power of demographic predictors suggests that acceptance alone does not guarantee compliance. Barriers such as internet instability, limited infrastructure, and weak institutional culture may reduce translation from intention into action, particularly in 3T contexts. The gap between positive perception and procedural compliance warrants attention from policymakers to strengthen system support and equitable resource distribution.

Overall, these findings contribute empirical evidence to the limited body of research addressing teacher compliance in completing PKG using a large-scale dataset. While demographic factors significantly affect compliance, the modest R^2 value indicates a need to examine other predictors such as school leadership support, digital literacy, workload, and organizational culture. Future studies may incorporate

mixed methods or longitudinal evaluations to examine behavioral mechanisms underlying compliance.

CONCLUSION

Based on the results of the study, it can be concluded that the majority of teachers are at a high level of compliance, accounting for 54.9%. When viewed by age group, the largest group falls within the 31–40 years age range, representing 38.7%. Regarding employment status, most teachers are civil servants (PNS) with a percentage of 68.0%, while based on work location, the majority are in non-3T areas, accounting for 63.1%.

Furthermore, based on the statistical tests, age, employment status, and school location have a significant effect on teachers' compliance in completing the Teacher Performance Assessment. The independent variables (age, status, and location) explain only 4.9% of the variation in teachers' compliance scores, while the remaining 95.1% is explained by other factors outside the model. Partially, age has a significant effect on teacher compliance. As teachers' age increases, the likelihood of higher compliance decreases. This means younger teachers tend to have higher motivation or enthusiasm in adhering to the performance management stages compared to older teachers.

Employment status also has a significant effect on teacher compliance. Civil servant (PNS) teachers tend to have higher compliance levels than PPPK teachers. This finding indicates that employment status affects the level of compliance with performance policies.

The work location also has a significant effect on teacher compliance. Teachers in the 3T areas tend to have lower compliance levels compared to teachers in non-3T regions in completing teacher performance assessments in SPKG. This is in line with the study by Ahiaku et al. (2025), which states that remote or isolated school locations can influence teachers' compliance with digital systems.

Additionally, the analysis of teachers' perceptions of the ease of use and usefulness of the Teacher Performance Management System (SPKG) using the Ruang GTK application shows that the average perception of ease of use is 4, indicating that nearly all 536 respondents agreed with the five statements presented: SPKG is easy to learn; SPKG is easy to understand; SPKG can be used without much assistance; it is easy to access and operate; and overall, SPKG is easy to use.

Meanwhile, the average perception of the usefulness aspect of SPKG is also 4, indicating that all respondents agreed with the five statements presented: SPKG helps manage teacher performance; SPKG makes administrative work more efficient; SPKG facilitates performance monitoring; SPKG helps improve the quality of performance reporting; and overall, SPKG is beneficial for work.

These findings are consistent with the Technology Acceptance Model (TAM) proposed by Davis (1989), which states that perceived ease of use increases both the intention and actual behavior of technology use.

ACKNOWLEDGMENTS

We would like to express our deepest gratitude to the Melawi Regency Education Office and Tanjungpura University for their moral and material support in facilitating this research and publication.

REFERENCES

Ahiaku, P. K. A., Uleanya, C., & Muyambi, G. C. (2025). Rural schools and tech use for sustainability: the challenge of disconnection. *Education and Information Technologies*, *30*(9), 12557–12571. https://doi.org/10.1007/s10639-024-13311-9

Ajzen, I. (2020). The theory of planned behavior: A review of its applications in organizational studies. *Organizational Behavior Review*, *15*(2), 45–63.

Bappenas. (2020, August 6). *Strategi kolaboratif untuk pembangunan daerah tertinggal, kawasan perbatasan, perdesaan, dan transmigrasi [Siaran pers]*. Kementerian PPN/Bappenas. Https://Www.Bappenas.Go.Id.

Callistadea Valmay, A., Supriyanto, A., & Sunandar, A. (n.d.). *Analysis of Strategies in Improving the Quality of Education in the 3T Region* (Vol. 5, Issue 2). https://ijble.com/index.php/journal/index

Chinmi Adin Nugraha, F., & Ahyani, N. (2024). The Effect of Digital Literacy and Motivation on Teachers' Performance. *Journal of Social Work and Science Education*, *5*(1), 1–11.

Crăciun, I. C. (2023). *Fostering Development in Midlife and Older Age*. Springer International Publishing. https://doi.org/10.1007/978-3-031-24449-0

Dally, A. S. , Nubatonis, O. J. , & Jacob, Y. M. Y. (2024). Tinjauan Hukum Terhadap Kontrak Kerja Guru Honorer Ditinjau Dari Undang-Undang Nomor 14 Tahun 2005 Tentang Guru Dan Dosen Di SMAN 2 Kota Kupang . *Artemis Law Jurnal*, *2*(1).

Davis, F. D. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Quarterly*, *13*(3), 319. https://doi.org/10.2307/249008

Kemendikbudristek. (2024). *Panduan Pengelolaan Kinerja Guru Tahun 2024*. Direktorat Jenderal Guru dan Tenaga Kependidikan.

Khaeriah, K., Rahmat Hidayat, D., & Herdi, H. (2021). *Teacher Career Orientation: Indonesian Perspective*. https://doi.org/10.24127/gdn.v11i2.3853

Mardiyah, M., & Abu Bakar, M. Y. (2024). Optimizing The Implementation of Teacher Performance Assessment In Indonesia's Industrial Revolution 4.0 and Society Era 5.0. *At-Ta'dib*, *19*(2), 261–279. https://doi.org/10.21111/attadib.v19i2.10268

Patrick, J. H., Hayslip Jr., B., & Hollis-Sawyer, L. (2025). *Adult development and aging: Growth, longevity, and challenges* (2nd ed.). SAGE Publications.

Priawasana, E., & Wijaya, P. R. (2024). Transforming Teacher Performance: Optimizing Learning Through Information and Communication Technology. *Nidhomul Haq :*
Jurnal Manajemen Pendidikan Islam, *9*(3), 704–714. https://doi.org/10.31538/ndhq.v9i3.59

Putra, I. (2025). Developing Teacher Performance Through Evaluation of Leading Schools at State Junior High School 1 Seunagan, Nagan Raya Regency. *R2J*, *7*(6). https://doi.org/10.38035/rrj.v7i6

Raspatiningrum, L., Rubai'ah, S., Satria Nugraha, R., Shodikin, R., & Lionel Gorni, R. (2025). Teacher Retention in Rural Indonesian Schools: An Interpretative Phenomenological Analysis of Career Disorientation and Commitment. *Journal of Education and Teaching (JET)*, *6*(3), 626–650. https://doi.org/10.51454/jet.v6i3.641

Rezapour, M., & Ksaibati, K. (2022). Hybrid random utility-random regret model in the presence of preference heterogeneity, modeling drivers' actions. *Frontiers in Built Environment*, *8*. https://doi.org/10.3389/fbuil.2022.972253

Santrock, J. W. (2023). *Life-Span Development* (19th ed.). McGraw-Hill Education.

Siregar, N. S., Tantri, A., Lativah, H., Rizki Maulana, M., Tarbiyah, F. I., & Keguruan, D. (2024). *EVALUASI SISTEM MANAJEMEN KINERJA GURU DAN TENAGA KEPENDIDIKAN*.

Sugiono. (2022). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Supriati, A., & Yuni Astuti, Y. (2025). *The Implementation of Teacher Performance Assessment Using PMM/Ruang GTK at SMP Negeri 2 Pamotan*. https://doi.org/10.30595/dinamika.v17i1.26414

Syahril, M. F. (2025). Differential career well-being among Indonesian guidance and counseling teachers. *Professional Guidance and Counseling Journal*, *6*(1), 31–39. https://doi.org/10.21831/progcouns.v6i1.84351

Tomasouw, A. (2024). *The challenges of Kurikulum Merdeka in 3T areas*. Proceedings of the 5th KNE-Social Sciences.

Tyler, T. R. (2006). Psychological Perspectives on Legitimacy and Legitimation. *Annual Review of Psychology*, *57*(1), 375–400. https://doi.org/10.1146/annurev.psych.57.102904.190038