Analysis of E-Kinerja Platform Merdeka Mengajar Results in Improving the Work Ethic of Senior High School Teachers in East Kalimantan

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ARTICLE INFO	ABSTRACT
	Technology-based teacher performance evaluation, such as the e-Kinerja Platform Merdeka Mengajar (PMM), serves as a modern solution for measuring and improving educators' performance. This study aims to describe the e-Kinerja PMM process, the supporting and inhibiting factors in its implementation, and the solutions applied by schools. A qualitative approach is used to analyze the results of e-Kinerja PMM in enhancing teachers' work ethic. The research was conducted at SMA Negeri 1 and SMA Negeri 7 Berau, with data collection techniques including observation, interviews, and documentation. Data analysis follows Miles and Huberman's interactive model, seeking relationships between e-Kinerja PMM and the improvement of teachers' work ethic. The study results show that the e-Kinerja PMM process enhances teachers' work ethic in six aspects: commitment to the profession, discipline and responsibility, creativity and innovation in teaching, enthusiasm and motivation in teaching, professionalism at work, and continuous self-development. Similarly, the supporting and inhibiting factors in implementing e-Kinerja are related to improvements in these six aspects. The solutions implemented by schools in carrying out e-Kinerja also contribute to enhancing teachers' work ethic in these areas. This study affirms that e-Kinerja PMM has the potential to improve teachers' work ethic. Theoretical implications of this research provide academic insights into digital-based performance evaluation.

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INTRODUCTION

Teacher performance is the ability a teacher in carry out task learning in school and responsible on participant educate in lower his guidance with increase learning achievement participant education, a teacher is said to have high performance if they understand what true performance means and can prove it by doing what they do when carrying out their duties. Data on the quality of teachers in Indonesia was once presented by *the United* Nations Educational, Scientific and Cultural Organization (UNESCO) in *the Global Education Monitoring* (GEM) Report. in 2016, the quality of teachers in Indonesia ranked 14th out of 14 developing countries in the world . While the results of the Teacher Competency Test (UKG) from 2015 - 2017 showed that the UKG score was difficult to reach 70. [1]

The national recapitulation of the results of the 2015 Teacher Competency Test (UKG) which tested pedagogical competence and professional competence showed an average score of 53.02. This score still does not meet the Minimum Competency Standards (SKM) which have been set, namely 5.5.0 . Then , out of 34 provinces in Indonesia, only seven provinces have an average UKG score of 53.02. which exceed the SKM value, namely DI Yogyakarta (62.58), Central Java (59.10), DKI Jakarta (58.44), East Java (56.73), Bali (56.13), Bangka Belitung (55.13), and West Java (55.06) [2]. Meanwhile, the average UKG score for teachers in East Kalimantan Province was 54.74 and Berau Regency was 54.50, below the target of the 2015 National Medium-Term Development Plan (RPJMN) of 55.0, while the average PKB score in 2016 was 57, below the target of the 2016 RPJMN of 65. [3].

Teacher competency in East Kalimantan Province , especially in Berau Regency, based on these data still needs improvement in order to achieve national development goals in the field of education through the participation of the East Kalimantan Provincial Government and the Berau Regency Government, so that a teacher has these competencies. To achieve these competencies, schools must implement coaching for teachers through workshops, Teacher Performance Assessments (PKG) , discussions and educational supervision. This must be done periodically so that teacher performance and insight increase because based on discussions held at SMA Country 6 Berau Province of Kalimantan East, low

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[1] Duhwi Indartiningsih, "Kualitas Guru Di Indonesia Dan Korea Selatan," *Edukatif : Jurnal Ilmu Pendidikan* 5, no. 5 (2023): 2019–30, https://doi.org/10.31004/edukatif.v5i5.5409.

[2] Rahmat Rizal, "Evaluasi Kinerja Guru Ipa," *MADROSATUNA : Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 2, no. 2 (2019): 1–12, https://doi.org/10.47971/mjpgmi.v2i2.124.

[3] BPK-RI, *Laporan Hasil Pemeriksaan Kinerja Pada Pemerintah Provinsi Kalimantan Timur* (BPK RI Perwakilan Provinsi Kalimantan Timur, 2017).

teacher performance and insight is caused by: (1) low teachers' awareness to learn, (2) lack of opportunities for teachers to participate training, both regionally and nationally, (3) the lack of effectiveness of PKG, (4) educational supervision aimed at improving the learning process tends to focus on the administrative aspect [4]

The development of this technology is also seen by the government to develop teacher performance assessments, and use information and communication technology (ICT) as a medium to assist in the implementation of routine activities and governance in government used by all Civil Servants (PNS). The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) together with the State Civil Service Agency (BKN) have also used technology in teacher development, by integrating the Merdeka Mengajar Platform (PMM) and BKN e-Kinerja. This policy is stated in the Joint Circular of the Head of the State Civil Service Agency and the Minister of Education, Culture, Research and Technology Number 17 of 2023 and Number 9 of 2023 concerning the State Civil Service Teacher Performance Management Information System. In supporting the implementation of teacher and principal performance management through PMM, on the same occasion the Director General of GTK conveyed technical regulations in the form of Regulation of the Director General of Teachers and Education Personnel Number 7607/B.B1/HK.03/2023 concerning Technical Instructions for Managing Teacher and Principal Performance.

E-Kinerja is an electronic application that helps teachers evaluate and develop their performance. This application brings significant changes to the traditional performance evaluation process, providing more objective, measurable and efficient criteria. With E-Kinerja, the teacher performance evaluation process is no longer merely administrative, but becomes a strategic basis for identifying strengths and areas that need to be developed [5].

The E-performance system allows direct monitoring of teacher performance in real-time, collects accurate data, provides feedback, manages performance data more easily, and is able to help plan teacher needs and improve efficiency, accuracy and effectiveness in managing and developing human resources in the field of education. The advantages of E-performance in PMM

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[4] Hermansyah, "Peningkatan Kinerja Guru Dalam Pembelajaran Di Kelas Melalui Supervisi Edukatif Kolaboratif Secara Periodik Di SMA Negeri 6 Berau Kalimantan Timur," *Julak, Jurnal Pembelajaran & Pendidik* 2, no. 3 (2023): 114–22.

[5] Hardison and Waskito, "Penggunaan Sistem Informasi Karir Dan Kenaikan Pangkat Guru Cabang Dinas Wilayah II Kota Pariaman," *Jurnal Pendidikan Tambusai* 8, no. 1 (2024): 4657–64.

allow principals to equalize the rights and obligations of teachers according to their capacity so that the teacher's work ethic increases [6].

The study on the analysis of implementation E-kinerja PMM at senior high schools under the supervision of the Regional Education Branch VI of East Kalimantan Province aims to analyze the relationship between specific variables in the implementation of E-kinerja PMM. This process is carried out by teachers, then supervised and assessed by the principal, ultimately contributing to the improvement of teachers' work ethic in senior high schools in this region. This study is useful for explaining how the implementation of E-kinerja PMM relates to the enhancement of teachers' work ethic, as well as identifying the challenges faced in the process. Thus, the findings of this research can serve as a reference for evaluating the sustainability of E-kinerja PMM in the future and identifying aspects that need improvement in its implementation.

Methods

This research uses a qualitative approach While the method used is a descriptive method. The research will be conducted at the State Senior High School in the Education Office Branch Office of Region VI of East Kalimantan Province. This office branch oversees 15 State Senior High Schools, namely from State Senior High School 1 Berau to State Senior High School 15 Berau. However, only 2 were selected as research locations, namely SMA Negeri 1 Berau and SMA Negeri 7 Berau.

The second school chosen as the research location is SMA Negeri 7 Berau, East Kalimantan, which is located on Jalan Kedaung, Sungai Bedungun, Tanjung Redeb District, Berau. This school has A accreditation, and has implemented E-kinerja PMM. This school is also one of the favorite schools, and has outstanding teachers, and not only the teachers who excel, even the library as a learning support is also able to excel at the provincial level. The research time was conducted from September to December 2024.

The type of data in this study is data included in qualitative research. The data obtained is expressed in the form of words that have a richer meaning than just numbers or frequencies. Primary data sources are in the form of authentic, objective, and reliable data which be form interview data sources results , and so secondary data is in the form of supporting documents in E-Performance activities. And techniques collection data in study This use observation, interview and documentation techniques . Technique Analysis carried out using an

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[6] Habibah Siregar and Zul Azmi, "Analisis Etos Kerja Guru Dalam Melaksanakan Tugas Di Sekolah Dasar," *JIKAP PGSD : Jurnal Ilmiah Ilmu Kependidikan* 6, no. 1 (2022): 77–83.

interactive model by Miles and Huberman[7] consisting of reduction, presentation, and conclusion steps.

Technique Which used For test validity data researcher namely perseverance Observation is a data collection technique that is widely used in study. In social research qualitative, observational become the main technique And own role Which very significant. Through observation, a researcher Can understand the state of the object, study the situation, explain and interpret it into A research data. The persistence of observation can be interpreted as effort look for in a way consistent interpretation with various method in the relation with process analysis Which constant. Data validity is also done by triangulation as follows: Technical Triangulation, and sources to test the credibility of the data.

RESULT
RHK Selection

The initial step in filling out the e-kinerja PMM, teachers are asked to open the performance management menu, when first opening the menu in the PMM e-performance, the teacher must re-match it with his/her data so far, namely Employee Registration Number (NIP), personnel, rank, job level. And this data must be appropriate, so if it is appropriate then it can be continued, while if it is not appropriate then it must be edited, please remember this editing is only 1 time. The Vice Principal of Curriculum of SMA Negeri 7 Berau stated the following:

> " For example, in the E-kinerja PMM menu, the teacher chooses the implementation of positive discipline like that, then the teacher will click on the regularity of the classroom atmosphere, after the teacher clicks understand, the work planning menu will appear, then the teacher clicks on competency, in this case the teacher can fill in the RHK. By filling in this RHK, it will be related to the action plan that will be carried out ".

The Work Result Plan has many items and each item has predetermined point values. Teachers are targeted to fill their RHK at least 32 points per semester so from January to June teachers must have 32 points . This was stated by a teacher at SMA Negeri 1 Berau as follows:

> " Well, teachers can choose what items to take. Of course, the items chosen are items that can be implemented by teachers, for example, attending a seminar will be given 4 points, if in 1 semester we attend it 4 times, then the total points for this item are 16 points ."

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[7] Miles and Huberman, *Qualitative Data Analysis* (Sage Publications Sage CA: Los Angeles, CA, 1994).

Competency items selected by teachers Teachers also choose competency development that is considered to have a positive impact on the teacher . Furthermore, starting performance practice by choosing one indicator that you want to focus on improving, then continue to submit and discuss with your superiors . This was stated by a teacher at SMA Negeri 1 Berau as follows:

> " Performance practice includes the implementation of observation and follow-up , competency development includes work result plans, targets, and realizations , additional tasks include work result plans and report documents . If we are sure that we will be able to complete it in 1 semester, then we submit it. All of this is very much up to our own abilities, we choose and we must also dare to do it."

The principal as the teacher's superior will conduct an inspection of the teacher's performance planning and will later make an approval, namely through the management of the principal's performance, so that the management of teacher performance and the management of the principal's performance are interrelated. According to the vice principal of the curriculum of SMA Negeri 1 Berau, when it has been filled in, it will be difficult to edit again, he stated this as follows:

> "When waiting for approval from superiors, teachers will not be able to re-edit what they have submitted, so here teachers can only be given the opportunity to just look at what the teacher has filled in . Therefore, before filling in what they want to do in e-performance, teachers should be careful and be able to weigh their own abilities to carry out what they plan, therefore teachers should choose items that can be implemented, even though the point value is small".

Filling out Documents in E-Performance PMM

Collecting supporting evidence for teachers using their respective e-performance menus in PMM, by entering the competency development menu. From this menu, the RHK items that we have selected will appear. Look at the items first, then the points and status that have not been collected. Here there is a collect menu , and at the bottom there are points. So if these 40 points are collected, the status exceeds expectations. Because the minimum standard collected is 32 points. What are the steps to collect it? The Vice Principal of Curriculum of SMA Negeri 1 Berau stated as follows:

> " To collect it, teachers just click collect. It depends on how many we choose. Supporting evidence uploaded includes competency development report certificates. Supporting documents such as reports from homeroom

teachers, on-duty officers, and extracurricular supervisors accompanied by supporting photos of activities ."

There is convenience in uploading this data, namely data can be directly uploaded, or just saved. This was stated by a teacher at SMA Negeri 1 Berau as follows:

" Teachers should pay attention to the supporting evidence requested in the RHK that we choose. Check with others, if it is just to save then continue the draft. So teachers can pay in installments for their supporting evidence during the period from January to June. For example, if in February you have participated in training or activities that require a certificate, you can immediately upload one first to secure it, and so on. ".

The documents inputted into the E-kinerja PMM are performance practices covering the implementation of observations and follow-up actions, Competency development covering work result plans, targets, and realizations, and Additional tasks covering work result plans and report documents. What are the additional tasks according to the teacher of SMA Negeri 7 Berau, the additional tasks are varied as expressed below:

" In addition to teaching device documents, additional tasks can be in the form of vice principal duty officers, extracurricular supervisors, and violence prevention and handling teams . Likewise, other activities can be inputted such as peer observations, learning practices, real actions, independent training, extracurricular activities, and additional tasks ."

Physical evidence submitted in e-performance is teaching modules, learning activities, learning evaluation activities, remedial and enrichment activities, training activities, extracurricular coaching activities, other additional task activities . If the teacher carries out two main activities, namely E-performance practice and uploading supporting evidence of competency development. In the implementation of e-performance practice, the principal who will observe the teacher, as a leader and observer will provide feedback. The next step is the implementation of follow-up based on the feedback given. The implementation of e-Performance filling carried out by teachers was monitored to be running according to plan and good physical evidence and documents .

The next step is to immediately contact the leader, principal or assessor who will assess the e-performance or teacher performance management. With the principal's account they will assess the teacher's performance management. The principal will assess the results of the follow-up reflection that the teacher has previously worked on, in this section the principal will answer or give a score for the questions. The principal can also provide reasons, for example, the teacher

has realized the challenges of himself and is able to find various things that are strengths to be better in the future. In this condition, there will be a dialogue through e-performance between the principal and the teacher being assessed. When this is complete, the e-performance will reach 100%, ready to be assessed to the teacher concerned .

E-Kinerja PMM Assessment

The principal through his e-performance menu will conduct a teacher performance assessment at the educational unit he leads with a focus on improving the performance of teachers at the educational unit he leads. In each aspect, the principal can give a score for the manifestation and impact . The principal should remember again how the teacher's performance process is carried out for one semester. Then the principal has finished giving the score, the principal will check the completeness of the documents. In the document completeness column by selecting the check menu on each competency development document or additional assignment . The assessment flow was put forward by the vice principal curriculum of the SMA Negeri 7 as follows:

> " The principal will send the assessment data to the Education Office, if he has ensured that he has assessed the performance of all teachers in his educational unit. The principal sends the performance assessment data to the Education Office by selecting send data so that the performance predicate of his educational unit organization can be processed immediately. The principal can see and check the summary of all teacher assessments before sending it to the Education Office. "

Based on this assessment data, the Head of the Education Office also gave an organizational performance predicate to the Education Unit. If the school has received an organizational value, then the teacher will receive a performance predicate. This was stated by the vice curriculum of SMA Negeri 1 Berau as follows:

> " On the performance assessment page, the principal selects the "make determination" column in the "make determination of performance predicate" column. After that, the principal can send the assessment to the teachers in their educational unit by selecting start. The principal checks whether the number of teachers who received the employee performance predicate is appropriate or not. After that, the teacher will receive a performance evaluation document through the performance management feature which can be printed according to needs. "

Supporting and Inhibiting Factors of E-kinerja PMM

The main supporting factor in the use of the E-kinerja PMM application is assistance from colleagues and leaders for teachers who are unable or less adept at using internet applications and laptop or computer work devices. This was stated by the vice principal of curriculum at SMA Negeri 1 Berau as follows:

> "E-kinerja PMM requires laptop and network equipment for filling, while in schools not all teachers are adept at using laptops or computers, especially older teachers, so that they are also able to carry out e-performance activities, a peer group was created to help them slowly to fill in e-performance and fill in supporting evidence requested by the system."

This is very useful because the emergence of these kombel (komunitas belajar) will have a positive impact, namely on the one hand, teachers get supporting evidence in the form of activity certificates, on the other hand, kombel-kombel is increasingly lively and there is sharing of experiences and knowledge between one teacher and another. This was stated by the following teacher at SMA Negeri 7 Berau:

> "Currently, kombel-kombel are starting to appear in schools according to their respective subject areas to obtain supporting evidence in the form of activity certificates. This triggers the sharing of experiences between one teacher and another, because a teacher this week can be a resource person in his kombel, and the following week he can be a seminar participant, while the resource person is another teacher."

The use of the E-kinerja PMM application also encountered several fundamental obstacles, namely unsupported network connections, as stated by a teacher at SMA Negeri 1 Berau as follows:

> "If we use the E-kinerja PMM application together, and it is possible that other teachers in other schools also use the application, then it can be seen when downloading or uploading the required files to the application will be slow, it is certain that the network is busy. Teachers have no choice but to be patient and wait for another time when the network is no longer busy. Of course this makes us uncomfortable."

Another obstacle encountered by teachers when carrying out the obligation to fill in the E-kinerja PMM is the network connection which fluctuates due to disturbances in the electricity supply, this was stated by a teacher at SMA Negeri 7 Berau as follows:

"In our area, sometimes the electricity can go out, and for quite a long time. This disrupts the internet connection network at school and sometimes even disrupts the personal network connection on cellphones. Like it or not, we have

to wait for the flow to come back on or recover before we can carry out activities in the e-kinerja PMM. Especially if the time we have is limited "

5. Solutions Implemented by Schools in Implementing e-PMM

The fundamental problem in E-kinerja PMM activities is the problem of inadequate network connection, to overcome this, there is a solution put forward by the Vice Principal of Infrastructure of SMA Negeri 7 as follows:

> "To overcome this so that all teachers can access it simultaneously by using alternative networks such as Wi-Fi, schools need to increase bandwidth or personal data packages as a backup. In addition, take advantage of time with a more stable connection, for example outside peak hours. In improving internet connections, schools improve the school's internet network by working with internet service providers to get a more stable connection. In addition, schools need to provide additional devices such as computers or tablets for teachers who do not have personal devices.".

The second problem that arises in the E-kinerja PMM activity is also a technical problem, namely frequent power outages. This can be solved as stated by the vice principal of curriculum at SMA Negeri 1 Berau as follows:

> "Schools can provide generators for temporary power backup, or use mobile devices with data packages that can still be used even if the power goes out, and save data periodically so that it is not lost when the power goes out suddenly. In addition, teachers are advised to fill out e-performance early so as not to rush towards the deadline."

The third problem that is often complained about by teachers in the e-performance PMM activity is that there are teachers who are less proficient in using their laptops, computers or gadgets to complete this e-performance PMM. The following is the solution provided by teachers of SMA Negeri 1 Berau as follows:

> "Schools can reactivate peer mentoring systems as they have done, schools can appoint several teachers or staff as "IT Teams" who specifically help other teachers overcome technical obstacles, hold regular training or workshops to improve teachers' digital skills.

DISCUSSION

Filling out e-performance in PMM is a tiered process from the initial step of checking personal data, then continuing to the selection of the Work Result Plan (RHK) with a minimum mandatory target of 32 points per semester , in the planning stage, accessing the performance management page and starting to

prepare performance planning . This is why the planning issue is very important to pay attention to, this is in accordance with the opinion of Nurlaili (2022) who stated that planning is very important as a process of preparing activities or programs that will be implemented. Planning activities must be prepared carefully so that activities can run in a directed and smooth manner, and be carried out more effectively [8].

The principal is given the opportunity to replace and suggest certain items to be included in the teacher's RHK, or replace the teacher's RHK item with another RHK item, because he has knowledge or understands very well the abilities of the teachers in his environment. As a principal, he is obliged to supervise, direct his teachers to reflect on choosing the item. And as a leader he has the right to influence, direct and guide in his task force. This is in accordance with the opinion of Widyatmike G Mulawarman, et al. who stated that leadership is a behavior that aims to direct, influence and guide the activities of group members to achieve the goals of an organization or group. As a principal, it is expected to be able to influence, move and direct actions and encourage the spirit and confidence of teachers in implementing [9]. If the RHK has been approved, the teacher will collect supporting evidence for 1 semester according to the agreement made with the principal, and the results will be re-entered into the e-kinerja PMM.

The selection of RHK has a close relationship with improving the work ethic of teachers, which can be seen in the following aspects: 1) ommitment to the profession, the selection of RHK shows the importance of teachers in designing RHK that is in line with the school's education report card, which reflects their seriousness in improving the quality of learning; 2) Discipline and Responsibility, Teachers are required to complete at least 32 RHK points in one semester, demonstrating the importance of discipline in carrying out their duties; 3) Creativity and Innovation in Learning, the selection of RHK will encourage teachers to participate in competency development such as seminars, sharing good practices, or becoming reviewers of teaching materials, which encourage teachers to continue to innovate; 4) Enthusiasm and Motivation in Teaching,

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[8] Nurlaili, "Manajemen Bursa Kerja Khusus Di SMK Negeri 2 Samarinda Dalam Penyaluran Lulusan Ke Dunia Kerja," *Aksara, Jurnal Ilmu Pendidikan Nonformal* 08, no. May (2022): 1291–1300.

[9] Widyatmike Gede Mulawarman, Heriman Heriman, and Prima Adi Pratama, "Effectiveness of School Management through Strengthening the Managerial Ability of School Principals in the Field of Education Financing," *EduLine: Journal of Education and Learning Innovation* 2, no. 4 (2022): 465–71, https://doi.org/10.35877/454ri.eduline1285.

teachers are given the freedom to choose RHK items that suit their abilities and interests, so that they are more motivated to carry out their duties well; 5) Professionalism in Work, the principal plays a role in evaluating the proposed RHK, ensuring compliance with school standards and needs, emphasizing the importance of accountability in teacher work: and 6) Continuous Self-Development, the selection of RHK will require teachers to undertake self-development through various activities such as seminars, workshops, mentoring, and coaching, which demonstrate the need for continuous self-improvement.

In the implementation of e-performance practices, the principal who will observe the teacher, as a leader and observer will provide feedback. If the filling is complete and in accordance with existing provisions, then in the e-performance account of the teachers will provide information that there is a change in the teacher menu, namely an increase of 25%, 50% to 75% . With this step according to Deany Yasir Wirya (2024) there will be a dialogue through e-performance between the principal and the teacher he assesses , thus PMM is useful in building a collaborative space in the education space. This is supported by Ricky Yoseptry, et al. (2024) who stated that in e-performance there are 5 steps in filling out documents as a follow-up to academic supervision in PMM [10], are: 1) Observation preparation. In carrying out the observation preparation steps, the teacher selects the behavioral targets to be achieved; 2) Preparation discussion. In the preparation discussion, teachers can upload supporting documents for the day when the observation is conducted; 3) Performance observation, teachers listen to the details of the observation which contains the steps that the principal will take; 4) Follow-up discussion, teachers must find out the results of the observation assessment, tell the challenges and choose follow-up goals to improve learning; and 5) Follow-up reflection. Teachers must be able to write down what inspirations they get after making efforts, writing down changes in classroom practices that they want to make.

The steps for filling out documents in e-performance PMM are none other than the steps of academic supervision carried out by the principal or curriculum team at the school towards teachers, but the difference with the previous academic supervision is in the media used, if in the past academic supervision used paper, then in e-performance PMM academic supervision does not use paper at all, but has used digitalization of academic supervision, and this is in line with what was stated by Endry Setiawan (2024) that

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[10] Ricky Yoseptry et al., "Manajemen Pendampingan Sasaran Kinerja Pegawai Di Platform Merdeka Mengajar Pada Guru SMP Di Kabupaten Cianjur," *Jurnal Pendidikan Dan Kewirausahaan* 12, no. 2 (2024): 666–77.

digitalization of academic supervision will improve the quality of teacher performance, help the efficiency and effectiveness of the education process, while reducing school operational costs, improving the quality of learning, and supporting environmental sustainability by reducing paper use. The use of digitalization in this supervision can also improve data accuracy and security , more integrated, easily accessible, and flexible. Thus, the application of technology in the teacher assessment system brings significant benefits in improving the efficiency and effectiveness of the teacher assessment process. This will make teachers technology literate so that technology integration occurs in education and teachers can improve their skills and knowledge in managing learning [11].

E-kinerja PMM Assessment in Improving Teacher Work Ethic

There are three focuses carried out in the PMM e-performance, namely performance practice assessment, work behavior assessment, and document completeness check , then the principal will conduct a teacher performance assessment , based on teacher behavior for the past semester, the principal selects a value in the work behavior column. In this step he needs to check the choice of indicators and teacher manifestations and provide values according to his monitoring and considerations. The principal will conduct a completeness check of the documents . After that, the principal will send the assessment data to the Education Office, if he has ensured that he has assessed the performance of all teachers in his educational unit .

This performance assessment activity is a dialogue between the principal and teachers about filling out e-performance as an assessment indicator for the E-kinerja PMM process. Teacher and principal performance management consists of performance planning, implementation, performance assessment and follow -up of performance evaluation results. This is in line with what Siagian stated that the method of evaluating and appreciating performance is a series of processes in the PNS performance management system that begins with the preparation of performance planning which is the process of preparing Employee Performance Targets (SKP) . The concept of this series of systems focuses on performance management that is centered on the role of teachers, with the aim of assessing the level of teacher performance individually. While the purpose of the performance assessment is to evaluate employee performance, provide

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[11] Endry Setiawan et al., "Implementasi Supervisi Akademik Berbasis Digital," *Literasi* XV, no. 2 (2024): 141–51.

appropriate compensation, develop HR through various methods such as transfer, rotation, promotion, and training, increase motivation and work ethic .[12]

Support from fellow teachers and leaders is a major factor that helps smooth the completion of E-Kinerja PMM. Teachers who are less accustomed to using digital devices get help from colleagues, so they can still fulfill their obligations in the system. This shows that teamwork and social concern in the work environment can increase teachers' commitment to completing their professional tasks. In addition, the existence of a learning community (kombel) that emerged as a result of the obligation to upload supporting evidence in the E-Kinerja PMM system also has a positive impact on continuous self-development.

Kombel not only provides a platform for teachers to obtain training certificates, but also becomes a place to share experiences and improve teaching skills. With this activity, teachers are encouraged to continue learning and developing their professional competence, which is one of the important aspects of work ethic.

The main inhibiting factor in the implementation of E-Kinerja PMM is the problem of network connection and technology infrastructure. When many teachers use the system simultaneously, the network speed can slow down, causing delays in the document upload process. In addition, power outages in some areas are also an obstacle, because they can disrupt internet connections and hinder teachers' access to the system. This obstacle can have an impact on discipline, because teachers have to adjust their time to wait for the network to return to normal in order to complete tasks in the system.

In addition to technical constraints, there are also obstacles that come from the E-kinerja PMM system itself. Some teachers have difficulty accessing their accounts because their superiors' data does not match the system. The process of correcting this data often takes a long time, which can cause delays in filling out E-Performance. This problem can reduce teachers' motivation to use the system, especially if they feel that the system is more of an administrative burden than a tool to improve work quality.

E-Kinerja PMM Implementation Solutions in improving teacher work ethic

The implementation of E-kinerja PMM in various schools, there are several obstacles that often arise and hinder the smooth running of the process. One of the main problems faced is an unstable internet connection. This makes it difficult

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[12] Masliana Siagian et al., "Analisis Kebijakan Pendidikan Program Merdeka Belajar : Studi Kasus Pada Implementasi Aplikasi Platform Merdeka Mengajar (PMM) Dalam Pengelolaan Kinerja Guru Dan Kepala Sekolah," *Jurnal Ekonomi Bisnis, Manajemen Dan Akuntansi (Jebma)* 4, no. 2 (2024): 601–11.

for teachers to access the system simultaneously. To overcome this problem, schools take strategic steps, such as increasing school Wi-Fi bandwidth and providing additional devices for teachers who do not have access to computers or tablets. In addition, teachers are also advised to use personal data packages as a backup and take advantage of times with more stable connections, such as outside peak hours. This is as stated by Haeri and Afriansyha, who stated that the existence of E-kinerja PMM makes teachers have to set aside time and money for network connection problems, such as setting aside time to wait for network traffic to be less congested, and allocating funds for internet packages when working from home. [13].

In addition to network constraints, power outages are also another challenge that is often faced. To anticipate this, schools have started providing generators as a backup power source. For teachers who use mobile devices, they are advised to continue using data packages so that they can still access the system even if the power goes out. In addition, regular data storage is an important step that is implemented to prevent loss of information due to sudden power outages. Teachers are also encouraged to fill out e-performance early so that they do not experience obstacles approaching the deadline. This is almost the same as what was expressed by Anggraini and Winarti who stated that in order to access the PMM, electricity is needed to charge gadgets, laptops and computers. The facts on the ground, the availability of electricity is limited to village electricity which is on for 4.5 hours at night, electric generators that require large costs, and solar panels that depend on the weather. These electricity limitations directly and indirectly hinder teachers in accessing PMM optimally. [14].

Another challenge that arises is that there are still many teachers who are not very proficient in using digital devices such as laptops or computers. To overcome this, schools implement a mentoring system, where more proficient teachers help their colleagues. In addition, an "IT Team" was formed whose task is to help teachers overcome the technical obstacles they face. This was also stated by Maisaroh, et al. who stated that the IHT (in House Training) activity would be a solution for teachers who have not been able to understand this platform. So that teachers can utilize this platform and can apply it in the ongoing curriculum,

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[13] Iman Zanatul Haeri and Anggi Afriansyah, "Eksplorasi Beban Digital Guru : Survei Pemanfaatan Platform of Platform Merdeka Mengajar (PMM) Oleh Guru," *Aspirasi: Jurnal Masalah-Masalah Sosial* | 15, no. 2 (2024).

[14] Gita Anggraini and Winarti Winarti, "Problematika Penggunaan Platform Merdeka Mengajar (PMM) Pada Daerah Tanpa Jaringan Listrik (Studi Di SMPN Satu Atap 2 Mentaya Hulu)," *Bitnet: Jurnal Pendidikan Teknologi Informasi* 8, no. 2 (2023): 103–12, https://doi.org/10.33084/bitnet.v8i2.5534.

namely the independent curriculum, so that this will have an impact on improving the performance of teachers. IHT activities are very important to be carried out in every school because with these activities teachers will feel helped, especially in using the platform so that the independent teaching platform can be used as well as possible[15]

CONCLUSION

Based on the previous discussion, it can be concluded that the E-kinerja PMMprocess in improving teacher work ethic has made a positive contribution to improving teacher work ethic. Such as commitment to the profession, discipline and responsibility, creativity and innovation, enthusiasm and motivation to teach, professionalism in working, and continuous self-development . Supporting factors in the implementation of E-kinerja PMMcome from colleagues with their learning communities and principals who always provide guidance and features of PMM itself, becoming factors that help in the implementation of E-kinerja. While the inhibiting factors are the stability of the network connection and the electricity supply can sometimes go out. The solutions implemented by schools in implementing e-Kinerja PMM include conducting training and technical assistance for teachers, providing technical assistance in using e-Kinerja, and optimizing the school's internet network . In addition, the principal plays an active role in providing motivation and appreciation to teachers who show improvements in their performance.

The results of this study have various implications that can be applied in the world of education, both **theoretically this study** enriches academic studies on **digital-based performance evaluation** , especially in the context of education. These findings support the theory that the use of technology in teacher performance management can increase **transparency, accountability, and effectiveness of supervision** . In addition, this study strengthens the concept that **teacher work ethic is influenced by an objective evaluation system, institutional support, and technological infrastructure .**

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[15] Maisaroh et al., "Implementasi Platform Merdeka Mengajar Dalam Kurikulum Merdeka Melalui Kegiatan In House Training (IHT)," *Jurnal Pendidikan Tambusai* 8, no. 1 (2024): 109–16.

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