



**The Effectiveness of Digital Performance Management in Implementing
Employee Performance Accountability
(Case Study at SDN 1 Ciwareng and SDN 1 Pasanggrahan, Purwakarta
Regency)**

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Received: 2025-11-18; Accepted: 2025-12-29; Published: 2025-12-31

ABSTRACT

Digital transformation in Human Resource Management (HRM) has shifted the paradigm of performance appraisal from conventional methods toward digital-based systems to enhance transparency and accountability. This study aims to analyze the effectiveness of utilizing digital performance management in achieving employee performance accountability management at SDN 1 Ciwareng and SDN 1 Pasanggrahan, Purwakarta Regency. The research employs a qualitative descriptive method with a case study approach. Data were collected through observations of digital performance platform usage (such as Ruang GTK /e-Kinerja), in-depth interviews with school principals and teachers, and documentation of performance reports. Based on the literature review, the integration of digital appraisal systems, digital training, and systematic evaluation has proven to have a positive impact on employee performance and organizational effectiveness. The findings indicate that the utilization of digital performance management in both schools has enhanced accountability through more real-time and objective activity recording. However, its effectiveness is highly dependent on supporting variables such as teachers' digital literacy, work motivation, and the digital leadership of the school principals. The results suggest that while digital systems reduce appraisal subjectivity, technical constraints and user adaptation remain primary challenges. This study concludes that digital performance management is a crucial instrument in creating accountable performance governance, yet it requires continuous training support to optimize its transformative impact within basic education units.

Keywords: *Digital Performance Management, Performance Accountability, Civil Servants, Elementary School, Digital Transformation*

INTRODUCTION

The era of technological disruption has forced public sector organizations, including educational institutions, to undertake fundamental transformations in human resource management. Human Resource Management (HRM) in the digital era is no longer merely an option but a necessity to ensure organizational efficiency and adaptability in serving the public (Darmawan et al., 2023). Government policies through the digitization of performance appraisal systems for State Civil Apparatus (ASN), such as e-Kinerja or Ruang GTK, are designed to achieve more transparent and measurable governance. Theoretically, the implementation of digital government through electronic performance appraisal systems aims to improve data accuracy and employee discipline through integrated reporting mechanisms (Nugroho et al., 2024). This transformation is expected to shift the performance management paradigm from a manual administrative approach to a more strategic and data-driven approach (Wahyudi et al., 2023).

However, in reality, there is a significant gap between digitalization policies and the empirical reality on the ground, particularly at the elementary school level in Purwakarta Regency, such as SDN 1 Ciwareng and SDN 1 Pasanggrahan. Theoretically, digital performance management should facilitate academic supervision and ensure objective accountability. However, the effectiveness of these systems is often hampered by low digital literacy and infrastructure readiness. A previous study by Madhani et al. (2024) showed that even though electronic systems such as e-Kinerja have been implemented, their effectiveness in assessing actual performance still depends heavily on the validity of data input and system stability. At SDN 1 Ciwareng and SDN 1 Pasanggrahan, academic supervision, which should have improved through digital monitoring, was often hampered by technical barriers and teacher adaptation to the new platform, resulting in the goal of improving performance not being fully achieved.

The urgency of this research is further clarified by the fact that the success of digital systems is determined not only by application sophistication but also by human factors and leadership. Djunaedi et al. (2025) emphasized that digital assessment systems must be accompanied by adequate digital training to positively impact employee performance. Without ongoing training, teachers tend to view digital performance management as an additional administrative burden rather than a tool for professional development. Furthermore, employee internal motivation plays a key role in achieving organizational goals amidst system change (Sajidah & Kuswinarno, 2024). If digital motivation and competency are low, the resulting performance accountability will remain merely a formality on digital paper, not reflecting the actual quality of teaching in the classroom.

Furthermore, the role of school leadership is crucial in bridging this transition. Research by Syah et al. (2024) confirms that digital leadership and

competency significantly influence employee performance in the digital ecosystem. At the study site, the effectiveness of digital performance management is highly dependent on how the principal conducts digital data-based academic supervision to encourage positive teacher behavior, or Organizational Citizenship Behavior (OCB). Herlambang (2025) also added that digital performance assessment requires intensive training support to maintain employee motivation. Therefore, this research is crucial to analyze the extent to which the use of digital performance management at SDN 1 Ciwareng and SDN 1 Pasanggrahan is truly capable of realizing credible performance accountability management or is facing structural challenges that require further policy intervention.

METHODOLOGY

This research uses a qualitative approach with a descriptive case study method. The qualitative approach was chosen because the researcher wanted to explore the phenomenon in depth and context regarding the effectiveness of digital systems in accountability management (Wahyudi et al., 2023). The case study allowed the researcher to compare technology implementation between two sites: SDN 1 Ciwareng and SDN 1 Pasanggrahan.

The research was conducted at two elementary schools in Purwakarta Regency: SDN 1 Ciwareng and SDN 1 Pasanggrahan. This location was chosen based on the consideration that both schools are actively implementing digital transformation through the e-Kinerja platform and Ruang GTK (Gert Teacher Room) in accordance with the policies of the Purwakarta Regency Education Office.

The research subjects/informants in this study were selected using a purposive sampling technique, consisting of:

1. Principal: As the manager and digital leader who verifies performance.
2. Teachers (ASN & Non-ASN): As the primary users of the digital performance management system.
3. School Operator: As a technical assistant in the data synchronization process.

To obtain comprehensive data, researchers used data triangulation techniques:

1. In-depth Interviews: Conducted with school principals and teachers regarding adaptation challenges, motivation (Sajidah & Kuswinarno, 2024), and assessment transparency.
2. Observation: Direct observation of the performance data input process, uploading supporting evidence, and the verification process in the digital system.
3. Documentation Study: Analyzing performance report documents, performance achievement score summaries, and relevant digital training certificates (Herlambang, 2025).

The primary instrument was the researcher herself (human instrument), supported by interview guidelines, observation sheets, and recording devices. The

instrument focused on indicators of digital system effectiveness, including ease of use, data accuracy, and evaluation quality (Djunaedi et al., 2025; Madhani et al., 2024).

Data were analyzed using the interactive model of Miles, Huberman, and Saldana, which includes:

1. Data Reduction: Sorting raw data from interviews and observations relevant to effectiveness and accountability.
2. Data Display: Organizing data in narrative paragraphs and comparative tables between the two schools.
3. Conclusion Drawing: Formulating final results regarding the extent to which digital performance management embodies accountability.
4. Data validity was tested through Source Triangulation (comparing responses from teachers, principals, and operators) and Technical Triangulation (comparing interview results with documentary evidence in the digital system).

RESULT AND DISCUSSION

1. Effectiveness of Digital Performance Management Implementation

The results of this study indicate that the implementation of digital performance management at SDN 1 Ciwareng and SDN 1 Pasanggrahan has been carried out in accordance with the principles of digital governance. The use of platforms such as Ruang GTK and e-Kinerja allows for a more structured assessment process. This aligns with the findings of Nugroho et al. (2024), who stated that the electronic performance assessment system (e-Kinerja) significantly improved the accuracy of employee data collection. In both schools, effectiveness was seen in the system's ability to automatically integrate teacher work plans with competency standards. However, this effectiveness is highly dependent on the quality of the school's digital infrastructure. As explained by Wahyudi et al. (2023), digital transformation in HR requires stable technology readiness so that data input and output processes do not encounter technical obstacles that could undermine employee trust in the system.

2. The Role of Digital Training in Improving Performance

Field findings indicate that teachers' levels of adaptation to digital systems vary. Teachers with high digital literacy tend to be quicker at synchronizing performance data. This confirms the research of Djunaedi et al. (2025) emphasized that digital assessment systems must be supported by intensive digital training to positively impact performance. At SDN 1 Ciwareng and SDN 1 Pasanggrahan, independent and collective training at the school level proved to be key factors. Without adequate training, digital systems will be seen as little more than an administrative burden. Herlambang (2025) also emphasized that digital training not only improves technical skills but also motivates teachers to use the system optimally to reflect their true performance.

3. Implementing Employee Performance Accountability Management

Digital performance management has successfully shifted accountability

patterns from manual to transparent. By requiring the uploading of supporting evidence (such as teaching materials and activity reports), principals' subjectivity in assessing teachers can be minimized. Madhani et al. (2024) stated that data transparency in e-Kinerja forces civil servants to be more disciplined and accountable for their duties. In both study locations, this system creates a "digital footprint" that is difficult to manipulate, thus achieving more credible accountability management. This accountability is also strengthened by the role of the Principal's Digital Leadership. According to Syah et al. (2024), effective digital leadership can encourage teachers to demonstrate Organizational Citizenship Behavior (OCB), or work behavior that exceeds minimum standards, because teachers perceive the assessment system to be fair and transparent.

4. Work Motivation in Achieving Organizational Goals

Although digital systems provide a rigid framework, the human factor remains the primary determinant. The results of this discussion indicate that teacher work motivation at SDN 1 Ciwareng and SDN 1 Pasanggrahan is an intermediary variable that determines whether the digital system is effective or not. Sajidah & Kuswinarno (2024) explain that performance management in the digital era is highly dependent on how individual motivation aligns with organizational goals. When teachers understand that the data they upload contributes to improving the overall quality of the school (Deming Management), performance accountability will grow organically, rather than simply due to system coercion. The integration of sophisticated digital systems with high motivation has been proven to be able to create a more professional work culture in the educational environment of Purwakarta Regency (Darmawan et al., 2023).

CONCLUSION

Based on the research results and discussions regarding the effectiveness of digital performance management at SDN 1 Ciwareng and SDN 1 Pasanggrahan, the following conclusions can be drawn: 1) System Effectiveness: The use of a digital performance platform has proven effective in simplifying the bureaucracy of teacher performance assessments. This system successfully integrates planning and evaluation systematically, aligning with digital government principles to improve the accuracy of personnel data. 2) Achieving Accountability: Employee performance accountability management has been successfully improved through the transparency of digital supporting evidence. The use of technology has reduced the subjectivity of superiors' assessments and created an evidence-based work culture. 3) Determining Factors: The success of this digital transformation does not occur in isolation but is heavily influenced by supporting factors such as intensive digital training, internal teacher motivation, and the principal's digital leadership, which is able to direct the use of technology toward achieving organizational goals with quality (in accordance with Deming's principles of management).

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