



THE INFLUENCE OF TEACHER PERFORMANCE APPRAISAL ON LEARNING INNOVATION IN THE DIGITAL ERA

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Abstract. Teacher Performance Appraisal plays an important role in enhancing the quality of learning, especially in vocational high schools where innovation is crucial to meet the challenges of the digital era. However, empirical evidence on the relationship between Teacher Performance Appraisal and teachers' learning innovation is still limited. This study employed a quantitative approach with a survey method. Data were collected from 75 Private Vocational High Schools that are members of the Head Teacher's Working Group Banyuwangi Region 3 (Genteng, Glenmore, and Sempu) using an online Likert-scale questionnaire. Data were analyzed using descriptive statistics and simple linear regression with SPSS 25.0. The results indicate that both Teacher Performance Appraisal and learning innovation levels are in the "Good" category. Regression analysis shows a positive and significant relationship between Teacher Performance Appraisal and learning innovation, with a significance value of 0.000 (<0.05) and a coefficient of determination (R^2) of 0.521. This implies that 52.1% of the variance in learning innovation is explained by Teacher Performance Appraisal. The findings suggest that Teacher Performance Appraisal contributes significantly to motivating teachers to adopt innovative teaching practices. This highlights the importance of optimizing Teacher Performance Appraisal implementation not only as an evaluative tool but also as a strategic instrument for continuous professional development in vocational education.

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INTRODUCTION

Advances information technology in the last two decades have disrupted various fields of life, including education. This change requires a paradigm shift in the learning system from conventional methods to digital and adaptive approaches that place learners at the center of the learning process belajar (Qamaruzzaman et al., 2024; Sagala et al., 2024; Tefbana & Kia, 2020). The digital era requires teachers not only to act as conveyors of information, but also as facilitators, innovators, and learning coaches who are able to utilize various digital platforms and Artificial Intelligence (AI) technology effectively (Diana et al., 2021; Kinan & Nilawati, 2024).

The national "Merdeka Belajar" policy further emphasizes these demands by placing teachers as key actors in creating a learning environment that is autonomous, creative, and aligned with 21st-century demands. Educators are expected to possess strong critical thinking skills, be able to utilize learning data effectively, and design instructional strategies that are contextual and touch the reality of students (Akhyar et al., 2024; Najah & Febriyanti, 2023). To maintain the continuous quality of teacher professionalism, one of the policy tools implemented is teacher performance appraisal, as stipulated in the Regulation of the Minister of Administrative and Bureaucratic Reform No. 16 of 2009 regarding the functional roles of teachers and the credit point system.

Teacher performance appraisal is a systematic evaluation process that covers four main aspects of teacher competence: pedagogic, personality, social and professional. The primary goal of conducting teacher performance evaluations is to enhance the quality of educational services by developing and reinforcing teachers' professional competencies. In practical terms, teacher performance appraisal also plays a role in providing constructive feedback on teacher performance, as well as the basis for career development and the provision of professional

allowances (Sa'duh et al., 2024). Nevertheless, the success of implementing teacher performance appraisals in practice relies heavily on how well the process is executed and the active involvement of all educational stakeholders (Maharani & Rindaningsih, 2023).

However, the reality of teacher performance appraisal implementation in many education units shows that this process is often administrative and formalistic. Many teachers interpret teacher performance appraisal as a bureaucratic obligation without understanding it as a reflective process that can encourage professional self-development. This causes teacher performance appraisal to lose its transformational potential in improving the quality of real learning (Permana, 2022; Shakilla, 2024). In fact, if strategically designed with a reflective and collaborative approach, teacher performance appraisal can be an important vehicle in encouraging teachers to consistently innovate and respond to the evolving nature of modern learning (Nissa et al., 2025; Permana, 2022).

In a broader context, learning innovation is an urgent need in the digital era. Innovation does not only mean the use of new tools, but also a change in the learning paradigm towards a model that is collaborative, contextual, data-driven, and able to adapt to the characteristics of the digital-native generation. Educators are expected to design and enhance instructional methods, media, and strategies, including the use of learning management systems (LMS), gamification, project-based learning, and the use of AI for learning personalization (Lase, 2022; Qamaruzzaman et al., 2024; Tefbana & Kia, 2020).

Along with the development, learning innovation becomes increasingly important to create an authentic and meaningful learning process. Project-based learning models, LMS utilization, gamification integration, data literacy, and the use of edtech-based adaptive technologies are now an integral part of designing learning that is relevant to the needs of generation Z and alpha learners (Najah & Febriyanti, 2023; Septiana & Hidayati, 2022). However, teachers still face great challenges in integrating various forms of innovation into daily practice. The main barriers often encountered include teachers' low digital literacy, limited infrastructure, lack of ongoing training, and lack of support from school leaders (Febriani et al., 2023; Rahayu et al., 2022).

Furthermore, the current teacher performance appraisal system does not explicitly include indicators of learning innovation as part of the evaluation. As a result, there is no clear incentive for teachers to update their methods or integrate technology in the teaching-learning process. Therefore, there is a need for a teacher performance appraisal design that is formative and participatory, so that it can provide space for reflection for teachers to develop more innovative and contextualized learning approaches kontekstual (Lyesmaya et al., 2024; Nissa & Jamalulail, 2023). Research by Sagala et al. (2024) even suggests that teacher performance appraisal be developed towards a coaching-based evaluation that utilizes learning data and formative assessments as indicators of success.

Furthermore, the success of teacher performance appraisal as a driver of innovation is significantly influenced by the leadership of school principals and the prevailing organizational culture within educational institutions. This is supported by the findings of Sa'duh et al. (2024) emphasizes the importance of technology-based academic supervision as a more effective approach to teacher coaching. Research by Qamaruzzaman et al. (2024) shows that schools with digital supervision platforms and professional learning communities are more successful in fostering a culture of innovation.

Although numerous studies have explored the enactment of performance appraisal mechanisms for teachers in the context of overall teacher performance improvement, only a limited number have focused specifically on the connection between the quality of appraisal implementation and the extent of learning innovation. Most studies only position teacher performance appraisal as an administrative evaluation variable or the basis for determining allowances, rather than a pedagogical transformation measurement tool (Salamah et al., 2024; Tefbana & Kia, 2020). This reflects a gap in the literature that requires further empirical work.

Some studies and literature suggest that the link between the quality of teacher performance appraisal implementation and learning innovation has not been widely explored

empirically. Some studies show that teacher performance appraisal correlates with improvements in teachers' administrative performance and pedagogical competence (Putri et al., 2023; Saputra & Yanti, 2023), but does not directly measure innovative aspects or courage in applying new learning models. In fact, a teacher performance appraisal approach that is strategically designed and supports innovative learning can function as an instrument to improve teacher quality as well as learning quality. This indicates a research gap in the context of teacher professional evaluation in Indonesia, especially in responding to the challenges of 21st century learning.

Research conducted by Permana (2022) at SMAN 1 Karangnunggal Tasikmalaya showed that the implementation of teacher performance appraisal integrated with academic supervision was able to improve the quality of teacher quality at school. Similar findings were presented by Suryani et al. (2021), who stated that teacher performance appraisal contributes not only to improving performance, but also to strengthening their competence and work performance at school. Meanwhile, a study by Putri et al. (2024) showed similar evidence that the assessment of teachers' competencies and achievements had a significant effect on their performance. Burnalis et al. (2019) also emphasized that teacher performance appraisal plays a major role in shaping the profile of teachers who are highly motivated, dedicated, and skilled in fostering students' interest in learning.

In light of these issues and findings, this research seeks to fill the existing gaps in both educational theory and practice. This research seeks to empirically investigate the extent to which the quality of teacher performance appraisal implementation can serve as a predictor of teachers' learning innovation levels. This study primarily focuses on determining how effectively a properly implemented teacher performance appraisal can motivate teachers to innovate in instructional methods, media, and approaches-particularly those utilizing digital technology. By employing a structured quantitative approach, this study is anticipated to contribute meaningfully to the formulation of teacher performance evaluation policies that are more attuned to the needs of 21st-century education and the traits of digital-native students

RESEARCH METHODS

The research applies a quantitative correlational method to determine the extent to which teacher performance appraisal influences learning innovation. This approach was chosen because it allows researchers to test the strength of the relationship between variables objectively through statistical analysis, allowing the findings to be applied to a broader population (Rachman et al., 2024). In addition to testing the relationship between variables, this research is also descriptive-analytic which means that it does not only analyze statistical relationships, but also provides empirical insight into how the implementation of teacher performance appraisal influences teachers' innovative behavior in classroom learning activities.

Data were collected through a survey using as the main instrument a closed-ended questionnaire organized on a five-point Likert scale. The instrument was constructed using relevant indicators derived from theoretical frameworks and prior studies, reflecting teachers' views on the effectiveness of performance appraisal implementation and the degree of innovation applied in their teaching practices. The measured aspects include pedagogical competence, personality, social and professional, ability to integrate media technology, variety of learning methods, and professional motivation. To verify the instrument's validity and reliability, a trial was conducted involving 25 teachers from the Subject Teachers' Working Group who were not part of the primary research sample. The results, analyzed using the Pearson Product-Moment for validity and Cronbach's Alpha for reliability, indicated that the instrument was appropriate for use in the main data collection process.

The study's population encompasses every teacher from private schools who are affiliated with Head Teacher's Working Group Banyuwangi region 3, which covers the areas of Genteng, Glenmore, and Sempu. The overall population consisted of 286 teachers. A probability sampling method was applied using the Slovin formula with a 10% margin of error, yielding a sample of 75 teachers. The sample was proportionally distributed according to the number of



teachers at each school, with the requirement that each participant possess a belajar.id account, indicating active participation in the national digital learning ecosystem.

Data collection for this study occurred during the second semester of the 2024/2025 academic session, specifically between February and April 2025. The implementation process was divided into two stages. The first stage was instrument testing in February 2025, which was used to assess the feasibility of the research measuring instrument. The second stage was the main data collection through the online distribution of questionnaires to the main respondents during March to April 2025. In addition to using questionnaires, researchers also collected documentation data such as learning.id account ownership and school profile data to complement the contextual information needed. The questionnaire used was designed by adapting previously tested instruments. Each statement item was designed to measure indicators such as aspects of pedagogical competence, personality, social and professional competence then variations in methods, use of media, and integration of technology in learning.

Data analysis was performed using SPSS version 25. The process commenced with tests of validity and reliability to confirm the instrument's accuracy and consistency. Next, classical assumption tests, namely normality, linearity and heteroscedasticity, were conducted as prerequisites for regression analysis. After the regression model was declared feasible, a simple linear regression analysis was carried out to assess the extent to which teacher performance appraisal affects learning innovation. The t-test was utilized to assess whether the relationship between the variables was statistically significant, whereas the coefficient of determination (R^2) served to measure the extent to which the independent variable accounted for changes in the dependent variable.

With a systematic method design based on the principles of scientific validity, this research is expected to produce empirical findings that are credible and relevant as a basis for educational policy development. In particular, this study's results are expected to enrich the academic discourse on how teacher performance appraisal functions as a strategic means to cultivate a culture of innovation among teaching professionals, as well as encouraging the birth of learning practices that are more adaptive, creative and in accordance with the challenges of the digital era

RESULTS AND DISCUSSION

This This research engaged a total of 75 teachers who were chosen through a probability sampling method, ensuring that each individual had an equal chance of being selected. A key criterion for participation was that all respondents possessed a belajar.id account, which served as an indicator of their active engagement in digital learning platforms and initiatives. To collect the necessary data, researchers utilized a structured questionnaire designed around a 5-point Likert scale to measure various perceptions and behaviors. The questionnaire was administered online using the Google Forms platform, which enabled efficient distribution and data collection while allowing respondents to complete the survey at their convenience. This approach supported both accessibility and reliability in gathering accurate responses for analysis. The demographic distribution of respondents is presented in [Table 1](#), which highlights their gender, age, and teaching experience.

Table 1. Distribution of Respondents

Respondents	Number/Percentage		
Gender	Male = 43 (57.3%)	Female = 32 (42.7%)	-
Age	< 30 = 12 (16%)	30-40 = 37 (49,3%)	> 40 = 26 (34,7%)
Teaching	< 5 = 15 (20%)	5-10 = 29 (38,7%)	> 10 = 31 (41,3%)

The data collection results revealed that the majority of respondents were male teachers (57.3%), aged between 30 and 40 years (49.3%), and had more than 10 years of teaching experience (41.3%). These findings suggest that most of the participants are in a stable and productive stage of their professional careers. With over a decade of experience, they are likely to possess a deep understanding of pedagogical practices and educational dynamics. Being in the age range generally associated with peak professional performance, these teachers are also



expected to have the maturity and capacity to adapt to professional evaluations and integrate innovative practices in their teaching. This demographic profile is essential in supporting the effective implementation of teacher performance assessments and the enhancement of learning innovations. To further illustrate the central tendency and spread of data, Table 2 provides descriptive statistical information regarding the research variables, namely teacher performance appraisal (X) and learning innovation (Y).

Table 2. Descriptive Statistical Data of Research Variables

Statistics	Teacher Performance Appraisal (X)	Learning Innovation (Y)
Respondents	75	75
Question Items	60	25
Total	19.030	7.907
Min	213	84
Max	300	125
Average	254	105
Standard Deviation	23	11

The statistical description shows that the average score for the teacher performance appraisal variable is 254 (standard deviation 23), while for the learning innovation variable it is 105 (standard deviation 11). To provide a clearer categorization of these variables, Table 3 presents the frequency distribution of respondents across three categories: Less Good, Good, and Very Good.

Table 3. Frequency Distribution of Research Variables

Category	Teacher Performance Appraisal (X)			Learning Innovation (Y)		
	Interval	Frequency	%	Interval	Frequency	%
Less Good	≤241	23	30,7%	≤97	16	21,3%
Good	242-270	34	45,3%	98-111	37	49,3%
Very Good	≥271	18	24,0%	≥112	22	29,3%
Total		75	100%		75	100%

The categorization results indicate that most respondents were classified in the “Good” category for both variables. Specifically, for the teacher performance appraisal variable, 45.3% of respondents were in the good category, while 24% were in the very good category. Meanwhile, for the learning innovation variable, 49.3% were in the good category and 29.3% in the very good category. This finding demonstrates that, in general, teachers exhibit adequate performance and a positive tendency to innovate, although there are still around 30% of respondents in the “Less Good” category.

Classical Assumption Test

The Classical Assumption Test is conducted to ensure that the regression model meets the fundamental requirements of linear regression. This is essential to guarantee that the analysis results are trustworthy. By fulfilling these assumptions, the model will produce more accurate estimates. In addition, the validity and reliability of the analysis results can be maintained. Therefore, this test is a crucial step in the regression analysis process.

Table 4. Instrument Reliability Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		75
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.37412085
Most Extreme Differences	Absolute	.068
	Positive	.068
	Negative	-.054
Test Statistic		.068
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.



To examine the normality of the residuals, the Kolmogorov-Smirnov test was employed, and the results are presented in Table 4.

The Kolmogorov-Smirnov normality test yielded a significance value of 0.200, which exceeds the 0.05 threshold, indicating that the residuals are normally distributed. Therefore, one of the classical assumptions for simple linear regression is satisfied, allowing the model to proceed to further analysis. Next, a linearity test was conducted to determine whether the relationship between teacher performance appraisal and learning innovation is linear. The results are displayed in Table 5.

Table 5. Linierty Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning Innovation * Teacher Performance Appraisal	Between Groups	(Combined)	6756.263	42	160.863	3.146	.001
		Linearity	4368.400	1	4368.400	85.441	.000
		Deviation from Linearity	2387.863	41	58.241	1.139	.355
	Within Groups		1636.083	32	51.128		
Total			8392.347	74			

The linearity test produced a significance value of 0.355 in the deviation from linearity, which is greater than 0.05. This confirms that the relationship between teacher performance appraisal and learning innovation is linear, making it appropriate for further analysis of the relationship between the two variables. To detect the presence of heteroscedasticity, the Glejser test was applied. The results are shown in Table 6.

Table 6. Heteroscedasticity Test Results with the Glejser method

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	9.681	6.175		1.568	.121
	Teacher Performance Appraisal	-.016	.024	-.078	-.670	.505

a. Dependent Variable: Abs_Res

The heteroscedasticity test conducted using the Glejser approach produced a significance value of 0.505, indicating that the regression model is free from heteroscedasticity symptoms and fulfills the assumption of homoscedasticity, meaning the residuals are consistently distributed across all values of the independent variable.

Hypothesis Test

This study's hypothesis testing aims to determine whether there is a meaningful impact of teacher performance appraisal on learning innovation. The analysis was performed using simple linear regression, assisted by SPSS version 25 for Windows. Several statistical procedures were employed, including the formulation of the regression equation, t-test, and calculation of the coefficient of determination (R^2). To begin, the regression equation was formulated based on the results of the simple linear regression analysis, as presented in Table 7.

Table 7. Simple Linear Regression Analysis Results

Coefficients ^a							
		Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics		
	Model	B	Std. Err	Beta	t	Sig.	
1	(Constant)	21.098	9.511		2.218	.030	
	Teacher Performance Appraisal	.332	.037	.721	8.902	.000	1.000 1.000

a. Dependent Var: Learning Innovation

Based on the findings shown in the simple linear regression analysis table, the formulated regression equation is as follows:

$$Y = 21.098 + 0.332X$$



This indicates that when the teacher performance appraisal variable (X) is zero, the predicted value of the learning innovation variable (Y) is 21.098. Furthermore, for every 1-unit increase in the teacher performance appraisal score, the learning innovation score is expected to rise by 0.332 units. The significance of this relationship was further examined through the t-test, which compares the calculated t-value with the critical value. The results show that the calculated t-value is 8.902, which is greater than the t-table value of 1.993 at the 5% significance level ($\alpha = 0.05$) with 73 degrees of freedom. In addition, the significance value of 0.000 is lower than 0.05. These findings indicate that H_0 is rejected and H_1 is accepted, meaning that teacher performance appraisal has a statistically significant effect on learning innovation. Finally, to assess how much teacher performance appraisal contributes to variations in learning innovation, the coefficient of determination (R^2) was calculated. The results are presented in Table 8.

Table 8. Determination Test

Model Summary^b									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.721 ^a	.521	.514	7.424	.521	79.249	1	73	.000

a. Predictors: (Constant), Teacher Performance Appraisal

b. Dependent Variable: Learning Innovation

The regression analysis results show an R^2 value of 0.521 or 52.1%, indicating that the independent variable, teacher performance appraisal, contributes 52.1% to the variation in learning innovation. The remaining 47.9% is influenced by other factors not examined in this study.

The results of this study confirm that teacher performance appraisal has a significant positive effect on learning innovation, as indicated by the regression coefficient of 0.332 and a t-value of 8.902 (sig. = 0.000 < 0.05). This finding supports the working hypothesis, suggesting that effective performance appraisal can serve as a driver for teachers to adopt innovative, relevant, and contextually appropriate instructional strategies. In other words, when teacher evaluation is conducted constructively, it does not merely serve administrative purposes but functions as a catalyst for professional growth and pedagogical renewal.

These findings are consistent with the study of [Suryani et al. \(2021\)](#), which emphasizes that teacher performance appraisal should be understood as a tool to enhance professional competence rather than a mere administrative procedure. Similarly, [Burnalis et al. \(2019\)](#) demonstrated that objective and constructive evaluations encourage teachers' creativity and foster pedagogical independence. The present research strengthens these arguments by showing empirical evidence that performance appraisal directly contributes to teachers' readiness to innovate, especially within the context of the digital learning era.

Furthermore, the coefficient of determination (R^2) of 0.521 indicates that more than half of the variance in learning innovation can be explained by teacher performance appraisal, while the remaining 47.9% is influenced by other factors. This aligns with the findings of [Putri et al. \(2024\)](#), who argue that learning innovation is shaped not only by individual teacher capacity but also by broader ecosystemic factors such as school culture, leadership, and professional support systems. Hence, while teacher performance appraisal is important, it must be integrated within a holistic teacher development framework to produce sustainable innovation.

In comparing these results with other research, the findings reinforce the general trend that teacher performance appraisal is positively linked to innovative teaching practices. However, this study offers a distinct contribution by highlighting how private schools with limited resources are still capable of fostering an innovative environment when the appraisal process is participatory and reflective. This differs from much of the existing literature, which predominantly emphasizes public schools or institutions with more established infrastructures. This particular finding underlines that the quality of implementation and the participatory

process in teacher performance appraisal are more critical than the mere completeness of administrative procedures.

From a practical standpoint, the results imply that policymakers and education managers should reformulate teacher performance appraisal systems to serve not only as accountability mechanisms but also as platforms for professional reflection and innovation. Schools should adopt dialogic and feedback-oriented evaluation models and link appraisal outcomes to continuous professional development programs. Additionally, teachers should be equipped with the skills to translate evaluation results into actionable improvements in their classroom practices.

Finally, this study opens new directions for future research. The unexplained variance in learning innovation points to the need to explore additional variables, such as transformative school leadership, teacher collaboration in professional learning communities, and organizational culture. Longitudinal studies would also provide deeper insights into how sustained performance appraisal practices shape innovation trajectories over time.

Overall, this discussion suggests that teacher performance appraisal, when implemented professionally and transparently, has strategic potential to enhance learning innovation. The distinct contribution of this study lies in its focus on private schools with limited resources, showing that meaningful appraisal practices can drive innovation even in less privileged contexts. This finding enriches the broader discourse on education reform, emphasizing that the effectiveness of teacher performance appraisal depends not on context alone but on its implementation as a professional and developmental tool.

CONCLUSIONS AND SUGGESTIONS

Based on research conducted on 75 teachers of Private Vocational High Schools that are members of the Head Teacher's Working Group Banyuwangi Region 3 (Genteng, Glenmore, and Sempu), it can be concluded that teacher performance appraisal has a significant role in encouraging the birth of learning innovations in the school environment. The statistical analysis results indicate a positive relationship between the quality of teacher performance appraisal implementation and the level of innovation initiated by teachers. This supports the hypothesis that an effective evaluation system not only serves as an assessment tool but also encourages teachers' professional growth. These findings provide an understanding that teacher performance appraisal is not just an administrative procedure, However it can be viewed as a strategic approach to enhancing educational quality, particularly in response to 21st-century challenges that require adaptive, creative, and technology-driven learning.

The relationship between teacher performance appraisal and learning innovation demonstrated in this study not only reinforces prior research findings but also offers a fresh contribution within the context of private education, which often contends with limited resources. Teachers who receive meaningful feedback from the teacher performance appraisal process tend to have a higher propensity to explore contextualized, active and relevant teaching strategies. However, with a determination value of 52.1%, there are still almost half of other factors that play a role in influencing learning innovation. Therefore, a broader understanding of the influence of external factors such as school culture, principal leadership and continuous professional support is important to be explored in future studies.

These findings imply that a redefinition of the teacher performance appraisal system is necessary to more effectively drive improvements in teaching practices. School principals and education managers need to make teacher performance appraisal results the basis for making teacher development policies, not just fulfilling evaluative obligations. Training programs based on teacher performance appraisal results, collaboration between teachers in learning communities, and motivational support are strategic steps in creating an innovative education ecosystem. To explore the complexity of the relationship between teacher performance appraisal and learning innovation, future research should use qualitative or mixed-method approaches and consider additional variables such as motivation, leadership and school organizational climate. Thus, the results obtained will not only be able to explain the statistical relationship, but also



capture the meaning and dynamics behind the learning innovation process that occurs in real classrooms.

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