



Evaluation of the Performance Assessment System for Islamic School Principals: Challenges and Opportunities in Achieving Quality-Based Education

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ABSTRACT

Objective: This study evaluated the implementation of the Performance Assessment for Islamic School Principals using the CIPP approach (Context, Input, Process, Product) to assess the relevance of its objectives, the adequacy of inputs, the effectiveness of processes, and its impact on the quality of education in Islamic schools. **Method:** Data were collected through in-depth interviews with principals and supervisors and direct observations in several Islamic schools. **Results:** The results indicated that the objectives of the Performance Assessment for Islamic School Principals aligned with the needs of Islamic schools in improving educational quality. However, challenges existed in the form of supervisor competencies and limited technological infrastructure, affecting the effectiveness of implementing the Performance Assessment for Islamic School Principals. The implementation process followed established procedures but still faced technical and administrative obstacles. The impact of Performance Assessment for Islamic School Principals on improving education quality was significant, particularly in strengthening management and enhancing teacher competencies. **Novelty:** The study recommended aligning Performance Assessment for Islamic School Principals indicators with local needs, improving training for supervisors, developing technological infrastructure, digitizing Performance Assessment for Islamic School Principals processes, and strengthening follow-up measures post Performance Assessment for Islamic School Principals through training and mentoring programs for principals. These findings highlighted the importance of a holistic and adaptive approach in implementing Performance Assessments for Islamic School Principals to achieve sustainable improvements in the quality of education in Islamic schools.

INTRODUCTION

Education served as the primary foundation for building an advanced and character-driven society. In the Islamic education system, Islamic Schools held a strategic position as they focused on general knowledge and acted as centers for character formation based on Islamic values (Rosyadi et al., 2023). As educational institutions integrated with religious values, the success of Islamic Schools largely depended on the quality of their leadership (Alazmi & Bush, 2024; Ezzani et al., 2023; Ibrahim et al., 2024; Rahtikawatie et al., 2021). The principal of an Islamic School played a crucial role as a managerial leader, a developer of human resources, and an implementer of educational policies aligned with the Islamic School's vision and mission (Ibrahim et al., 2024).

However, achieving the desired standards of educational quality required a structured and objective performance evaluation mechanism. The Islamic School Principals' Performance Assessment System was designed as an evaluation tool to ensure that Islamic School principals effectively fulfilled their duties and responsibilities.

Recent research highlights the increasing focus on improving the effectiveness of the Performance Assessment for the Islamic School Principals system, particularly in light of the evolving needs of education in Indonesia. For example, a study examined the impact of the Merdeka Belajar curriculum on the performance of Islamic school principals. This study suggests that the Performance Assessment for the Islamic School Principals system needs to be adapted to evaluate the effectiveness of principals in implementing the new curriculum. In recent years, the need for an effective performance assessment system for Islamic school principals has become increasingly critical, particularly in the digital era. Recent studies have highlighted various strategies that school leaders can employ to enhance academic professionalism among educators, emphasizing the importance of effective leadership in improving educational outcomes (Noer, 2024).

Furthermore, recent studies have underscored the importance of effective leadership in shaping academic professionalism among educators (Nurqadriani & Syafaruddin, 2021), and government directives regarding performance evaluation in vocational schools offer valuable insights for the Islamic education sector (Purwanto et al., 2024). The exploration of effective leadership strategies has also underscored the significant impact of principal management on the quality of education, reinforcing the necessity for a robust assessment framework (Mentang et al., 2024). Additionally, innovations in performance assessment tailored to the digital landscape present new opportunities for enhancing the evaluation processes of school leaders. By integrating these recent findings, this research aims to contribute to developing a more effective performance assessment system for Islamic school principals, ultimately serving as a reference for policymakers in their efforts to improve the quality of education in Islamic schools.

The assessment involved various aspects, including managerial skills, academic supervision, and entrepreneurial development in Islamic Schools. The system was also expected to provide constructive feedback to encourage the improvement of Islamic School principals in managing educational institutions. Various studies have highlighted the importance of the Performance Assessment for Islamic School Principals system in enhancing education quality. Asyari (2020) found that performance assessments based on quality standards could improve the professionalism of Islamic School principals. With regular evaluations, principals were encouraged to develop their leadership and resource management competencies continuously. However, the study also revealed challenges in implementing the Performance Assessment for Islamic School Principals system, such as a lack of assessor competency, limited supporting resources, and inadequate validity of the assessment instruments.

On the other hand, the digital era provided significant opportunities to enhance the effectiveness of the Performance Assessment for Islamic School Principals system. Digitalization in performance assessments enabled faster, more transparent, and more

accurate processes (Dutta et al., 2021; Ezzani et al., 2023; Javaid, 2024). Technology could help improve assessment processes by providing better data analysis tools and simplifying information collection. However, successfully integrating technology into Performance Assessments for Islamic School Principals requires addressing challenges like limited infrastructure and a lack of digital literacy among educators. This is further emphasized by a recent study examining the use of digital media in teaching (Kusyana et al., 2024).

Although many studies have discussed the benefits and challenges of Performance Assessment for Islamic School Principals, there was a research gap in evaluating this system comprehensively. Most studies focused only on the assessment outcomes without examining the processes, inputs, or context underlying the implementation of Performance Assessment for Islamic School Principals. However, a more comprehensive evaluation approach was necessary to ensure the system's effectiveness. The CIPP evaluation model (Context, Input, Process, Product) became a relevant approach, covering all aspects required to evaluate a program thoroughly.

The context in CIPP helped to understand the relevance of performance assessment for the objectives of the Islamic School Principals system to the needs of quality-based education. For instance, did the indicators used in the assessment align with the current challenges and needs of Islamic Schools? **Input** evaluated the resources available, including the competencies of the assessment team, infrastructure, and assessment tools. **Process** analyzed how Performance Assessment for Islamic School Principals was implemented, whether it adhered to procedures, and the obstacles encountered. Finally, **the product** evaluated the outcomes of the Performance Assessment for Islamic School Principals, such as its impact on the performance of Islamic School principals and the quality of education in Islamic Schools.

The implementation of Performance Assessment for Islamic School Principals also needed to be examined from a policy perspective. The Regulation of the Minister of Religious Affairs (RMRA) Number 58 of 2017 aimed to ensure that Islamic School principals could perform their roles professionally to improve the quality of education in Islamic Schools. This regulation was later revised through RMRA Number 24 of 2018 to strengthen the role of Islamic School principals with standards more aligned to contemporary developments, including an emphasis on innovation and technology in educational management.

Additionally, the Director General of Islamic Education Decree Number 11 of 2019 provided technical guidelines for implementing Performance Assessments for Islamic School Principals. These policies served as important legal foundations, but their implementation in the field often faced unforeseen challenges. Evaluating the implementation of these policies became crucial to ensure that Performance Assessment for Islamic School Principals could truly enhance the quality of education in Islamic Schools. Another challenge that needed attention was the involvement of stakeholders in implementing the Performance Assessment for the Islamic School Principals system. Islamic school principals, supervisors, and staff needed to share a common

understanding of the assessment's objectives and procedures (Hanim et al., 2022; Kultsum et al., 2022; Lubis et al., 2022; Mariani et al., 2024; Rosyadi et al., 2023). A study by Handoko and Munjin (2023) showed that a lack of communication between supervisors and principals could lead to ambiguity in implementing Performance Assessment for Islamic School Principals. This highlighted that, beyond technical factors, communication and coordination also played a crucial role in the success of Performance Assessment for Islamic School Principals.

This research differed from previous studies in that it focused on outcomes and evaluated the Performance Assessment for Islamic School Principals system comprehensively. The approach used was the CIPP model, which allowed for analysis across various aspects, including context, input, process, and product. Through this approach, the study aimed to provide a more comprehensive picture of the challenges and opportunities within the Performance Assessment for Islamic School Principals system and recommendations for future improvements.

This study aimed to evaluate the relevance of Performance Assessment for Islamic School Principals system's objectives and context to Islamic schools' needs in improving education quality, identify the adequacy of inputs such as assessor competencies and the availability of technological infrastructure, analyze the implementation process of Performance Assessment for Islamic School Principals, including the challenges faced during its execution, and assess the impact of Performance Assessment for Islamic School Principals outcomes on education quality. It also sought to provide recommendations for system development.

This research examines the effectiveness of the Performance Assessment System for Islamic School Principals Performance Assessment for Islamic School Principals in Indonesia, utilizing the CIPP evaluation model to assess its strengths and weaknesses in supporting the improvement of educational quality. The study investigates the following aspects of Performance Assessment for Islamic School Principals implementation: **Context:** The alignment of Performance Assessment for Islamic School Principals system's objectives with the needs of Islamic schools, considering factors such as the congruence of indicators with local challenges and the integration of digital technology into the assessment framework. **Input:** The adequacy of resources and infrastructure, particularly regarding assessor competencies, technological infrastructure, and the availability of relevant assessment instruments. **Process:** The effectiveness of the implementation process, including adherence to procedures, Transparency, stakeholder involvement, and the identification of technical and administrative obstacles. **Product:** The impact of Performance Assessment for Islamic School Principals on principal performance and the overall quality of education in Islamic schools, examining its contribution to strengthening school management, enhancing teacher competence, and optimizing resources.

The overarching research question guiding this study is: How can the Performance Assessment for Islamic School Principals system be optimized to effectively address the challenges and opportunities of the digital era, particularly in terms of resource

allocation, infrastructure development, stakeholder engagement, and the enhancement of principal leadership in Indonesian Islamic schools? By analyzing these crucial aspects of Performance Assessment for Islamic School Principals, this research offers practical recommendations for improving its effectiveness in supporting the growth and quality of Islamic education in Indonesia.

RESEARCH METHOD

This study focused on evaluating the Islamic School Principals' Performance Assessment System, which aimed to improve the quality of education in Islamic schools using the CIPP evaluation model (Context, Input, Process, Product) (Anisa & Moh. Muslih, 2023; Indrianto & Nurdin, 2024; Khalil et al., 2024; Suharman & Rohman, 2022). This study employed a descriptive qualitative approach to evaluate the effectiveness of the Performance Assessment for Islamic School Principals system within the context of quality-based education. This approach was chosen because it allowed the researcher to explore and understand the experiences, challenges, and opportunities faced in implementing Performance Assessment for Islamic School Principals. The CIPP evaluation model was used as a framework to analyze the data collected, covering the aspects of context, input, process, and product.

The research involved two main groups of respondents: Islamic school principals, as the primary subject of the Performance Assessment for Islamic School Principals assessment, and Islamic school supervisors, as the assessors. Five Islamic school principals from various Islamic schools in the Takalar District and three experienced Islamic school supervisors involved in implementing the Performance Assessment for Islamic School Principals system within the Ministry of Religious Affairs in Takalar District were selected as participants. Data was collected through in-depth interviews, field observations, and document analysis (Deterding & Waters, 2018; Khoa et al., 2023). Interview guides were used to explore the respondents' views regarding implementing Performance Assessments for Islamic School Principals' system depth. Observation notes were used to document the performance assessment process for implementing the Islamic School Principals system in the field. Performance Assessment for Islamic School Principals system documents included policies, reports, and assessment instruments. The data were analyzed using thematic analysis, which involved several steps, including data grouping, identification of themes, triangulation of data, and interpretation of findings.

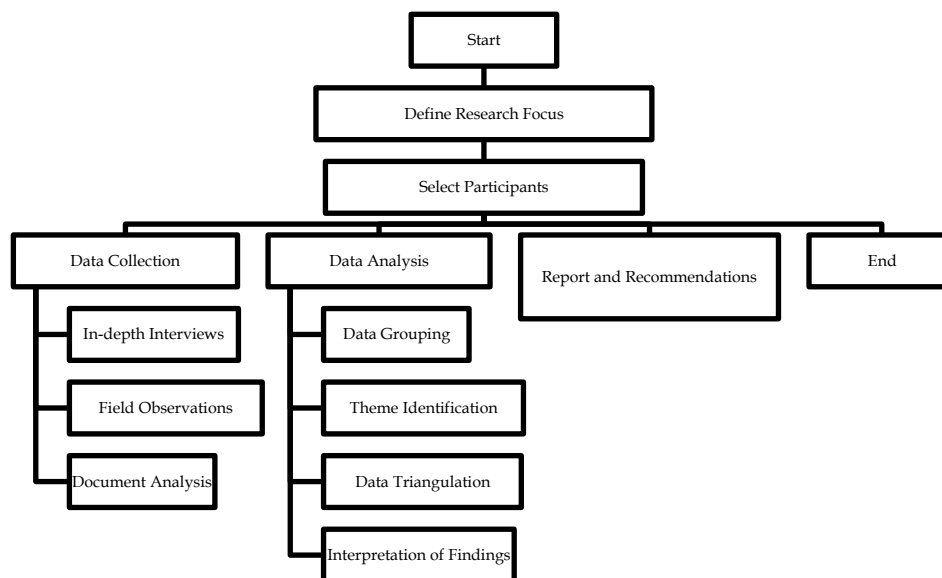


Figure 1. Research procedure.

RESULTS AND DISCUSSION

Results

Aspect of Context

Based on interviews with Islamic school principals and supervisors and direct observations, it was found that the objectives of the Islamic school Principals' Performance Assessment system were considered relevant to the need to improve the quality of education. Islamic school principals stated that the Performance Assessment for Islamic School Principals system was a clear guide in improving the quality of management, supervision, and administration of Islamic schools. One Islamic school principal expressed, "Performance Assessment for Islamic School Principals system provides a clear guide to improve the quality of management and teaching in the Islamic school. Its goals are very relevant because they focus on enhancing the competencies of Islamic school principals while ensuring that all programs run effectively."

The observation results supported this view, noting that the goals of the Performance Assessment for the Islamic School Principals system were reflected in official documents and were practically applied in Islamic school operations. The observations also emphasized that these goals were relevant to local needs but required adjustments to address specific challenges, such as social-cultural diversity and technological constraints. The observation notes stated that technological and local cultural challenges required more flexible indicator adjustments. Thus, the interviews and observations highlighted the relevance of the Performance Assessment for the Islamic School Principals system's objectives. However, the observations added the context of the need for adjustments to address local challenges that had not yet been fully accommodated in the policy.

In the policy underlying the Performance Assessment for Islamic School Principals system, interviews showed that Islamic school principals felt the policy provided clear

guidance for evaluating their performance. One Islamic school principal stated, "The Performance Assessment for Islamic School Principals system policy provides clear direction, but the time for implementation often became a challenge, especially in preparing the documents." This statement aligned with the observation results, which noted that the technical policy supported the implementation of the Performance Assessment for the Islamic School Principals system, but document preparation often took longer than planned. The observations confirmed that the documents were available but often required more time for preparation. The relationship between the interviews and observations showed that, while the policy had been well-designed, its implementation faced technical obstacles, primarily related to time allocation and resources.

Regarding the performance assessment for Islamic school principals' system indicators, Islamic school principals felt the existing indicators were relevant, particularly in learning supervision and infrastructure management. However, they also emphasized that challenges such as technology management had not been fully addressed. One Islamic school principal stated, "The Performance Assessment for Islamic School Principals system indicators cover many important aspects, but challenges like technology management and the development of teachers' competencies in digital-based learning have not been fully included." Observations supported this view by noting that the Performance Assessment for Islamic School Principals system indicators were relevant to general needs. However, local challenges, such as limited technological infrastructure, must be better accommodated. Observations noted that technological and local cultural challenges required more flexible indicator adjustments.

Overall, the interview results provided in-depth insights into how Islamic school principals perceived the direct impact of the Performance Assessment for Islamic School Principals system on their performance. In contrast, the observations provided an objective view of how the policies and indicators were applied. The interviews highlighted personal experiences and operational challenges, while the observations added an administrative dimension and the need for more flexible policies. These findings indicated that the objectives of the Performance Assessment for the Islamic School Principals system were relevant and contributed to improving the quality of education. However, there was a need to improve its implementation on the ground to address local challenges better.

Aspect of Input

The interview results showed that the competencies of the supervisors implementing the Performance Assessment for Islamic School Principals system were considered adequate by the Islamic school principals. The supervisors were deemed to understand the indicators and evaluation instruments that needed to be used. One Islamic school principal stated, "The competencies of the supervisors are good because it is part of their duties in implementing Performance Assessment for Islamic School Principals system. They also understand well as they routinely visit the Islamic school they supervise for

monitoring." However, there was also feedback that supervisors required additional training to better handle specific conditions in certain Islamic schools, especially in areas with limited facilities and infrastructure.

The observation results supported this finding by noting that the supervisors' competencies were rated good. However, additional training would be very helpful in enhancing the supervisors' ability to deal with various local challenges. The observations indicated that the supervisors' competencies were quite good, although additional training was needed to address local conditions. This showed consistency between the interviews and observations, although the interviews emphasized the routine visits made by the supervisors.

Regarding technology, the interview results showed that not all Islamic schools had adequate facilities to support the implementation of the Performance Assessment for Islamic School Principals system, such as computer devices and internet connectivity. The principal of MA Bulukunyi mentioned, "The technology at the Islamic school has not been maximally supportive. The challenge we face is the lack of information and communication technology (ICT) in the learning process, and many students do not have Android phones." This challenge impacted inputting data and documentation, which should have been done digitally.

The observation results were consistent with these interviews. Some Islamic schools faced significant technological limitations, particularly in remote areas. The observations indicated that some Islamic schools had limitations in technological facilities and internet connectivity. This comparison reinforced the conclusion that, although technology in some Islamic schools was somewhat supportive, significant challenges still needed to be addressed to ensure the smooth implementation of the Performance Assessment for Islamic School Principals system in all locations.

The interview results regarding the Performance Assessment for Islamic School Principals system instruments revealed that the Islamic school principals considered the instruments valid and relevant. One Islamic school principal mentioned, "The Performance Assessment for Islamic School Principals system assessment instruments are fairly just and objective because they cover various relevant aspects, such as the performance of educators, the learning process, and the management of facilities." However, there was a suggestion to update these instruments to reflect the specific needs of certain Islamic schools.

The observations supported this assessment, noting that the Performance Assessment for Islamic School Principals system instruments were indeed valid but needed to be adjusted to the needs of each Islamic school. The observations added that while the instruments were valid, they required adjustments based on the specific needs of each Islamic school. These findings indicated that the interviews and observations agreed on the reliability of the Performance Assessment for Islamic School Principals system instruments. However, both noted the need to adjust the instruments to be more relevant to local challenges.

Overall, the interviews provided insights into the Islamic school principals' direct experiences regarding the supervisors' competencies, technology facilities, and the validity of the Performance Assessment for Islamic School Principals system instruments. Meanwhile, the observations reinforced these findings with more objective administrative notes, such as technology shortages and the need for supervisor training. The combination of interview and observation results showed that, while the input aspects of Performance Assessment for Islamic School Principals system had been functioning reasonably well, improvements were still needed in providing equal access to technology, training supervisors, and adjusting the instruments to enhance the effectiveness of Performance Assessment for Islamic School Principals system implementation.

Aspect of Process

The interview results showed that the implementation process of the Performance Assessment for the Islamic School Principals system generally followed the established procedures. The Islamic school principals stated that all stages, from preparation to evaluation, had been carried out according to schedule and technical guidelines. One of the Islamic school principals mentioned, "The implementation of Performance Assessment for Islamic School Principals system at our Islamic school has followed the procedures and schedule set. All stages were carried out systematically, from preparation, implementation, to evaluation." However, the interviews also revealed time constraints that often became an issue, particularly in preparing the required documents.

The observation results supported these interview findings. The observations indicated that the Performance Assessment for Islamic School Principals system implementation process followed the procedures, but technical and administrative challenges were found in some Islamic schools. The observation notes stated that the Performance Assessment for Islamic School Principals system process followed the procedures, although time and coordination challenges were still present. The relationship between the interviews and observations showed consistency, where the procedures outlined on paper had been followed. However, their implementation on the ground had been hindered by time and efficiency factors.

Transparency in implementing the Performance Assessment for the Islamic School Principals system was also highlighted. The interviews showed that the evaluation results of the Performance Assessment for Islamic School Principals system had been communicated openly to the principal and relevant parties. One of the Islamic school principals said, "Transparency was maintained because the Performance Assessment for Islamic School Principals system results were directly input into the application during implementation. All teachers presented physical evidence related to the Performance Assessment for Islamic School Principals system so that everyone could see the process directly and transparently." The observations confirmed that the results of the Performance Assessment for Islamic School Principals system were documented systematically. However, access to the digitalization of these results was still limited in

some Islamic schools, especially those with limited technological infrastructure. The observation notes stated, "Documentation was done systematically, but access to digitalization was still limited in some Islamic schools." This comparison showed that, although the process's Transparency was quite good, there was a need to expand technological access to make the Performance Assessment for Islamic School Principals system results more manageable and accessible to all relevant parties.

Regarding stakeholder involvement, the interviews revealed that Islamic school principals, supervisors, and staff had been actively involved in every stage of the Performance Assessment for the Islamic School Principals system. One Islamic school principal stated, "All stakeholders in the Islamic school were actively involved in the Performance Assessment for Islamic School Principals system process. We worked together to provide the required documents, present activity results, and ensure that the data submitted matched the actual conditions on the ground."

The observations reinforced this statement, noting that the active involvement of all parties had helped smooth the evaluation process. The observation notes mentioned, "The active involvement of all parties helped smooth the evaluation process." This alignment showed the importance of collaboration between the Islamic school principals, supervisors, and staff in ensuring the Performance Assessment for Islamic School Principals system process ran smoothly and accurately. However, the interviews also revealed technical issues in the implementation process of the Performance Assessment for the Islamic School Principals system. One Islamic school principal said, "Technical challenges, especially related to technology and document readiness, are frequently encountered." The observations recorded similar findings, highlighting that technological limitations and administrative readiness still disrupted the efficiency of the process. The observation notes, "Technical challenges, especially related to technology and document readiness, are frequently encountered." This similarity indicated that technical and administrative issues were significant challenges in implementing the implementation process of the Performance Assessment for the Islamic School Principals system.

Overall, the interviews provided direct insights from Islamic school principals regarding the procedures, Transparency, and involvement in the Performance Assessment for Islamic School Principals system process. In contrast, the observations objectively assessed the implementation on the ground. Both data sources agreed that, although the procedures had been followed and Transparency was adequate, technical and administrative challenges needed to be addressed promptly to improve the effectiveness of the Performance Assessment for Islamic School Principals system process. The combination of interviews and observations provided a rich picture of how the Performance Assessment for Islamic School Principals system process was conducted and what needed improvement.

Aspect of Product

The interview results showed that the Performance Assessment for Islamic School Principals system significantly impacted the performance of Islamic school principals. The principals expressed that the Performance Assessment for Islamic School Principals system results provided a clear picture of their strengths and weaknesses in carrying out their duties, serving as a basis for improving their performance. One of the Islamic school principals said, "Performance Assessment for Islamic School Principals system gave me great motivation to keep learning and improving the management of the Islamic school. This evaluation also helped me better understand how to manage resources effectively to achieve educational goals."

The observation results supported this statement. Observations noted that the results of the Performance Assessment for Islamic School Principals system provided concrete guidance for managerial and supervisory improvements, ultimately contributing to enhancing education quality. The observation notes stated that the Performance Assessment for Islamic School Principals system results in guided managerial and supervisory improvements. Thus, the interviews and observations highlighted the positive impact of the Performance Assessment for Islamic School Principals system on Islamic school management, focusing more on the personal experience of the Islamic school principals. In contrast, the observations recorded the systemic impact.

Regarding the Performance Assessment of the Islamic School Principals system's contribution to education quality, the interviews indicated that the results of the Performance Assessment for the Islamic School Principals system affected various aspects, such as improving teacher competence, managing facilities, and improving student learning. The Islamic school principals mentioned, "The results of Performance Assessment for Islamic School Principals system have greatly improved education quality, especially in teacher quality, the learning process, and facilities. The improvement in teacher quality has positively impacted students regarding competence and learning outcomes." The observation results confirmed that the Performance Assessment for the Islamic School Principals system contributed to education quality, particularly in enhancing learning facilities and teacher competence. Observations noted, "A significant contribution was seen in improving facilities and teacher competence." This comparison showed that the interviews provided details about the direct impact on students and teachers. At the same time, the observations emphasized infrastructure improvements and competence as outcomes of the Performance Assessment for the Islamic School Principals system.

In addition to its impact, the interview results also revealed that the results of the Performance Assessment for Islamic School Principals system were used to formulate concrete recommendations and follow-up actions. One of the Islamic school principals stated, "We held meetings with all stakeholders to determine follow-up actions to improve the quality of the Islamic school." Another interview highlighted the need for technological support and teacher training to optimize the Performance Assessment for Islamic School Principals system results. "I recommend improving teacher competence

through training and professional development to maximize student quality." The observations recorded that the recommendations from the Performance Assessment for Islamic School Principals system results included plans for follow-up actions to support Islamic school development, including teacher training and digital technology. The observation notes stated, "The recommendations included teacher training and digital technology." The relationship between the interviews and observations indicated that the results of the Performance Assessment for Islamic School Principals system were used for evaluation and strategic planning involving all stakeholders.

Overall, the interviews provided an in-depth perspective on how Islamic school principals perceived the impact of the Performance Assessment for Islamic School Principals system on their performance and the quality of education in Islamic schools. Meanwhile, the observations provided an objective picture of the systemic impact of Performance Assessment for the Islamic School Principals system and how its results were translated into tangible actions. Both data sources showed that the Performance Assessment for the Islamic School Principals system had significantly improved the quality of Islamic schools, although strengthening the implementation of recommendations was needed to address specific local challenges. Combining interviews and observations created a comprehensive picture of how Performance Assessment for Islamic School Principals system influenced outcomes and how those results could be used for further Islamic school development.

Discussion

This study revealed that the Performance Assessment for Islamic School Principals system can enhance educational quality in Islamic schools by strengthening the management skills of Islamic school principals, fostering teacher professionalism, and optimizing facilities and infrastructure. However, its implementation on the ground faces various challenges requiring further attention.

Context: The goals of the Performance Assessment for Islamic School Principals system were found to be relevant to the needs of Islamic schools, particularly in improving the competency of Islamic school principals in management and learning supervision. Islamic school principals indicated that the Performance Assessment for Islamic School Principals system provided clear guidance for identifying strengths and weaknesses in their performance, serving as a foundation for strategic improvement planning. Performance indicator-based evaluation offers clear direction for effective school management. However, this study highlights the need to adapt Performance Assessment for Islamic School Principals system indicators to local challenges, such as cultural diversity and technological limitations, which are not fully addressed in the current policy. This aligns with the findings of Abdullah (2019), which underscored the importance of context-specific indicators in performance assessment systems.

Input: The competency of the supervisors implementing the Performance Assessment for Islamic School Principals system was deemed adequate. They demonstrated an understanding of the Performance Assessment for Islamic School Principals system

instruments and were capable of providing relevant guidance. However, the interviews and observations indicated that additional training was needed to address specific conditions in Islamic schools with limited facilities. This finding reinforces the importance of continuous training for supervisors, as emphasized by Nurochmah and Mappincara (2022), to enhance the effectiveness of performance evaluations for Islamic school principals. Furthermore, technological limitations in some Islamic schools emerged as significant obstacles, such as a lack of ICT equipment and internet connectivity (Kusyana et al., 2024). While the Performance Assessment for Islamic School Principals system instruments were conceptually valid, their implementation requires more widespread technological support to ensure optimal evaluation processes, aligning with the findings of Arlinda (2024), which highlighted the critical role of technology in modern performance evaluation systems.

Process: The procedures for implementing the Performance Assessment for the Islamic School Principals system were generally followed according to technical guidelines, from preparation to evaluation. However, technical obstacles, such as limited implementation time and document readiness, often hindered the smooth running of the process. These findings align with the observations of Purba (2022), who noted that time efficiency and document completeness are significant challenges in conducting evaluations in educational institutions. While Transparency in implementing Performance Assessment for Islamic School Principals system was considered good, with evaluation results being shared openly with relevant parties, the digitization of Performance Assessment for Islamic School Principals system results was still limited in some Islamic schools, hindering the archiving process and data accessibility. This aligns with the need for more effective digital systems, as Sa'idu (2021) suggested, to enhance the efficiency and accessibility of performance assessment data.

Product: The impact of the Performance Assessment for Islamic School Principals system on improving the performance of Islamic school principals and education quality was evident. Islamic school principals reported that the evaluation results helped them develop more targeted improvement strategies, such as enhancing teacher competence and improving facilities. This finding is consistent with Sa'idu's (2021) research, which revealed that performance-based evaluations encouraged continuous improvements in educational governance. However, this study highlights the importance of concrete follow-up based on Performance Assessment for Islamic School Principals system results, such as developing a digital system for efficient reporting and providing more intensive training for Islamic school principals in utilizing evaluation results.

Overall, the findings demonstrate that the Performance Assessment for Islamic School Principals system holds significant potential to improve the quality of education in Islamic schools. However, its implementation requires a more holistic and adaptive approach that considers the specific needs of each Islamic school, particularly in response to the digital era (Diana et al., 2024; Khoir et al., 2024; Lundeto et al., 2021; Shofiyah et al., 2023). This study contributes to the existing literature by providing a new perspective on aligning Performance Assessment for Islamic School Principals' system indicators and

policies with the local context. The study offers practical recommendations for improving performance assessment for Islamic school principals' system implementation in the future, such as strengthening supervisor training, developing digital systems, and formulating indicators more relevant to local challenges. These steps are crucial for the Performance Assessment of the Islamic School Principals' system to exert a broader and more profound impact in supporting the quality of education in Islamic schools.

CONCLUSION

Fundamental Finding: The goals of the Islamic school Principal Performance Assessment were relevant to the needs of Islamic schools for improving education quality. Performance Assessment for Islamic School Principals system helped school principals identify strengths and weaknesses, forming a basis for strategic improvement plans. However, adjustments to Performance Assessment for Islamic School Principals system indicators were needed to address local challenges such as cultural diversity and technological limitations. **Implication:** The evaluation demonstrated the importance of adapting the Performance Assessment for Islamic School Principals system to local contexts, improving supervisor competency through training, and addressing technological limitations. Investments in technological infrastructure and digital systems would enhance the efficiency and equity of the performance assessment for implementing the Islamic School Principals' system. The results of the Performance Assessment for Islamic School Principals system significantly contributed to improving educational quality, particularly in strengthening management, enhancing teacher competence, and optimizing resources. **Limitation:** Implementing Performance Assessment for Islamic School Principals system faced several challenges, including limited ICT infrastructure, inadequate training for supervisors to address diverse field conditions and technical and administrative obstacles. The digitization of the Performance Assessment for Islamic School Principals system was limited, hindering data management and accessibility, especially in remote areas. **Future Research:** Future studies should focus on refining the performance assessment for Islamic school principal system indicators to reflect better the specific needs of Islamic schools in different regions. Research should explore effective training methods for supervisors and strategies for overcoming technological barriers in rural settings. Developing and implementing comprehensive digital systems for Performance Assessment for Islamic School Principals' system processes could also be further studied to enhance efficiency and accessibility.

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