



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).

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