



An Evaluation of Performance in Educational Management at Dayah Darul Falah, North Aceh

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ABSTRACT

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This study aims to analyze the implementation of performance evaluation in educational management at Dayah Darul Falah, Dewantara Subdistrict, North Aceh Regency. Performance evaluation is an essential tool in improving the quality of education, particularly in assessing the performance of teachers and educational staff. This research employs a descriptive qualitative approach, utilizing data collection techniques through in-depth interviews, participatory observation, and document analysis. The research participants include the headmaster, teachers, and educational staff involved in the performance evaluation process at Dayah Darul Falah. The collected data were analyzed using thematic analysis to identify patterns, themes, and meanings within the performance evaluation processes implemented. The findings indicate that Dayah Darul Falah applies various types of performance evaluation, including traditional evaluation, 360-degree evaluation, and competency-based evaluation. These evaluation processes aim to enhance the quality of teaching, motivation, and the professional development of teachers and staff. The performance evaluation conducted in a systematic and objective manner has proven to contribute to improving individual and institutional performance. This study contributes to the development of educational management in Islamic educational institutions, with recommendations for improving and optimizing the existing performance evaluation system to enhance the effectiveness of teaching in the future.

1. Introduction

Performance evaluation is a critical component of human resource management, particularly in the education sector. In educational institutions, the performance evaluation process assesses the extent to which educators and support staff meet established performance standards while identifying areas for improvement. Within the educational context, evaluations extend beyond student learning outcomes to encompass teaching quality, classroom management, and the professional development of educators and staff (Cahyadi et al., 2023).

In Indonesia, however, the implementation of performance evaluation in Islamic educational institutions, such as Dayah Darul Falah, faces significant challenges. The quality of education remains

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a pressing issue, necessitating focused efforts in human resource management within the sector. Many educational institutions, particularly faith-based schools, have not fully leveraged performance evaluations to enhance teaching quality and overall educational management. Consequently, there is a need for a deeper examination of performance evaluation practices in Islamic educational institutions, with a specific focus on Dayah Darul Falah.

As educational demands evolve, institutions must adopt more modern and systematic approaches to performance evaluation. Methods such as competency-based evaluations, 360-degree feedback, and goal-oriented assessments offer viable frameworks for measuring and improving educational quality. At Dayah Darul Falah, various performance evaluation models have been implemented, but their effectiveness remains limited, requiring further refinement. This study aims to analyze the application of performance evaluation within the educational management framework at Dayah Darul Falah and evaluate its impact on enhancing educational quality.

This research seeks to contribute to the advancement of educational management by providing insights into performance evaluation practices that can inform improvements in evaluation systems across other Islamic educational institutions. The findings are expected to enhance the effectiveness of performance evaluations, thereby strengthening the quality of teaching and learning in the future.

2. Methodology

This study employs a descriptive qualitative approach to examine and analyze the implementation of performance evaluation within the educational management framework at Dayah Darul Falah, located in Dewantara Subdistrict, North Aceh Regency. This approach was selected to gain an in-depth understanding of the phenomena observed in the field and to provide a clear depiction of the performance evaluation process within the educational institution. Purposive sampling was used to select research participants, comprising the school principal, teachers, and educational support staff (Tendik) directly involved in performance evaluation at Dayah Darul Falah. Participants were chosen based on their engagement in the evaluation process and their relevant experience with the research topic. The study was conducted at Dayah Darul Falah over two months, from January to February 2024.

Data collection was carried out using three primary methods: in-depth interviews, participatory observation, and documentation. Interviews were conducted with the school principal, selected teachers, and educational support staff to obtain detailed insights into the performance evaluation process at the institution. These interviews followed a pre-prepared interview guide containing open-ended questions about the types of evaluations, their implementation, and the challenges encountered. Additionally, participatory observation was employed to directly observe interactions among educators, support staff, and students, as well as the application of performance evaluation in daily classroom activities and educational management. Documentation, including performance evaluation reports, administrative records, and other relevant documents, was also collected to provide empirical evidence of the evaluation's implementation.

The collected data were analyzed using thematic analysis, which involved several stages: data reduction, data coding, theme development, and data interpretation. Data reduction entailed filtering information relevant to the research focus, followed by categorizing and coding the data based on emerging themes. Subsequently, relevant themes were identified and organized to facilitate an understanding of patterns in the application of performance evaluation. Finally, the thematically analyzed data were interpreted to provide deeper insights into the impact of performance evaluation on the quality of education at Dayah Darul Falah.

To ensure data validity, this study utilized source and method triangulation. Source triangulation involved cross-referencing information from the principal, teachers, and support staff,

while method triangulation combined findings from interviews, observations, and documentation to ensure data consistency and objectivity. The study adhered to research ethics by obtaining informed consent from all participants and maintaining the confidentiality of the collected data. The findings of this research are expected to contribute to the development of educational management, particularly by informing the implementation of more effective and optimized performance evaluation systems in Islamic educational institutions.

3. Results

3.1 Assessment Results

a. Traditional Evaluation

Traditional evaluation is a performance appraisal method conducted by a direct supervisor to evaluate subordinates. This approach relies on observation and measurement of work outcomes and employee behavior based on predefined organizational criteria. According to Robert L. Mathis and John H. Jackson in *Human Resource Management*, this method is often subjective, depending heavily on the supervisor's perception of the quality of work performed (Supriyadi & Zaharuddin, 2023). Despite its limitations, traditional evaluation remains widely used across various organizations, including in education. It focuses on individual performance aspects such as productivity, attendance, and task completion. The primary advantage of traditional evaluation lies in its simplicity and clarity in assessment.

In the context of Islamic education, traditional evaluation has significant implications, as spiritual values, moral development, and character building are integral to the learning process. Islamic education emphasizes not only knowledge transfer but also the cultivation of noble character, an Islamic work ethic, and a deep understanding of religious teachings (Dalimunthe, 2023). However, traditional evaluation, which often prioritizes quantitative outcomes—such as the number of Qur'anic verses memorized or written exam results—tends to overlook qualitative dimensions, such as the depth of understanding, sincerity in learning, and the application of Islamic values in daily life.

At MTs Darul Falah, this method is applied, for instance, in evaluating religious teachers based solely on the number of students who successfully memorize specific Qur'anic chapters in a semester. However, this approach may neglect the teacher's efforts in fostering student character traits, such as humility (*tawadhu*), honesty, or responsibility. In another case, a student who excels in memorizing Qur'anic verses but shows no positive behavioral changes in daily life highlights the limitation of this method. This indicates that evaluations focusing solely on memorization outcomes do not fully reflect the holistic success of Islamic education.

Similarly, in Fiqh lessons, assessments often rely on students' ability to answer theoretical questions in exams. Yet, teachers who successfully teach the correct practice of prayer and guide students to consistently perform congregational prayers at the mosque often receive less recognition, as these aspects are difficult to measure using traditional evaluation methods. Therefore, a more holistic evaluation approach that encompasses spiritual, social, and moral dimensions is essential in Islamic education to provide a fairer and more comprehensive assessment of the learning process.

b. 360-Degree Evaluation

The 360-degree evaluation is a performance appraisal method that incorporates feedback from multiple stakeholders interacting with the evaluated individual, including supervisors, peers, subordinates, and even clients or customers. This concept was formally developed by Tornow and London (1995), who emphasized the importance of gathering diverse perspectives to provide a holistic view of an individual's performance (Rahadi et al., 2024). In this method, all involved parties provide input on various performance aspects, such as leadership skills, communication abilities, and contributions to team or organizational goals. The primary advantage of the 360-degree evaluation is its ability to reduce bias that may arise from relying on a single source of feedback, such as a supervisor's assessment. It offers a comprehensive perspective, covering not only measurable work outcomes but also behavioral traits, interpersonal skills, and social impact that may not be evident in traditional evaluations (Qurtubi et al., 2023). This method also encourages employees to prioritize their relationships with colleagues, subordinates, and other stakeholders.

At MTsS Darul Falah, a teacher evaluated based on the number of students who memorized the Qur'an in a semester may receive additional insights through a 360-degree evaluation. For instance, students might report that the teacher motivates them with compassion and values their efforts beyond mere outcomes. Peers may note the teacher's willingness to assist colleagues with issues outside the classroom. Parents might highlight the teacher's active role in fostering relationships with students' families, contributing to a more Islamic and supportive learning environment. Conversely, this method can reveal weaknesses not apparent in traditional evaluations. For example, a teacher highly skilled in academics but perceived as impatient or authoritarian by students and parents can benefit from feedback to improve their approach. The 360-degree evaluation addresses the shortcomings of traditional methods in Islamic education by offering a broader and deeper perspective, reflecting not only academic achievements but also contributions to character development and Islamic values central to Islamic education.

c. Self-Assessment

Self-assessment is a performance evaluation method in which individuals evaluate their own strengths, weaknesses, and achievements in their work. According to Gary Dessler in *Human Resource Management*, this approach encourages employees to reflect on their performance and identify areas for improvement (Rismayadi et al., 2024). Self-assessment allows individuals to actively participate in the evaluation process rather than being mere subjects of external observation. By comparing self-assessments with evaluations from supervisors or peers, employees gain deeper insights into organizational expectations and their alignment with them.

In Islamic education, self-assessment promotes introspection (*muhasabah*), encouraging teachers and students to evaluate their responsibilities in accordance with Islamic values. At MTsS Darul Falah, students are asked to self-assess their progress in Qur'anic memorization, attendance at congregational prayers, and application of Islamic values such as honesty and discipline in daily life. Through this process, a student might recognize that while their memorization is strong, they need to improve consistency in attending congregational prayers. This awareness can motivate students to be more disciplined without feeling criticized by others.

At the teacher level, an ustaz might self-evaluate their understanding of subject matter, communication skills, and relationships with students. For example, a teacher may realize they have delivered content effectively but have not provided sufficient attention to students needing extra guidance. Through this reflection, the teacher can plan improvements, such as allocating time for counseling students facing learning difficulties.

d. Goal-Based Evaluation (Management by Objectives - MBO)

Goal-based evaluation, or Management by Objectives (MBO), is a performance appraisal approach introduced by Peter Drucker in *The Practice of Management* (1954). This method emphasizes setting clear, specific, and measurable goals as the basis for evaluation. In MBO, goals are collaboratively formulated between managers and employees to ensure alignment between individual and organizational objectives (Aditama, 2020). By establishing measurable targets, employees have concrete guidance for their efforts, while managers have an objective basis for assessing performance. The primary advantage of MBO is its transparency and focus on achieving desired outcomes.

In Islamic education, MBO is applied to enhance teaching and learning effectiveness by aligning goals with Islamic values. At MTsS Darul Falah, a teacher and the principal might set a goal for 80% of students to memorize at least two juz of the Qur'an in a semester. The teacher then designs focused strategies, such as dedicating specific times for memorization, providing Islamic motivation, and involving parents to support the process at home. At the end of the semester, the teacher's performance is evaluated based on the students' achievement of this goal.

e. Competency-Based Evaluation

Competency-based evaluation is a performance appraisal method that focuses on an individual's skills and abilities as key determinants of work success. This concept, introduced by David McClelland in 1973, posits

that competencies are more reliable predictors of performance than traditional factors like education level or work experience. McClelland defined competencies as fundamental characteristics directly linked to success in specific roles (Hidayah & Atmoko, 2014). This approach ensures individuals possess relevant skills to meet job demands. Its primary advantage is its emphasis on practical expertise and role-specific abilities.

At MTsS Darul Falah, competency-based evaluation assesses teachers based on teaching and managerial skills. Evaluated competencies include lesson planning, effective communication of material, and the use of technology in teaching. If a teacher shows gaps in a competency, such as limited ability to use technology for online learning, the evaluation can inform targeted training programs, such as workshops on educational software. This approach not only assesses performance but also supports continuous professional development.

f. Project-Based Evaluation

Project-based evaluation is a performance appraisal method that focuses on an individual's or team's contributions to a project's success. Widely discussed in project management literature, particularly in the Project Management Institute's A Guide to the Project Management Body of Knowledge (PMBOK Guide), this method evaluates performance based on parameters such as work quality, adherence to deadlines, resource management, and collaboration in overcoming challenges (Sitanggang et al., 2019). Its measurable nature, based on tangible project outcomes, is a key strength.

At MTsS Darul Falah, project-based evaluation assesses teachers or students through specific learning projects. For example, a teacher leading a literacy program might be evaluated based on achieving a 20% increase in students' reading interest within a semester. The evaluation considers project planning, implementation, strategy effectiveness, and final outcomes. Success in meeting targets reflects effective performance, while failure prompts identification of issues, such as lack of peer support or inappropriate strategies, for future improvement.

g. Psychological Evaluation

Psychological evaluation focuses on an individual's psychological attributes, such as personality, motivation, and development potential. Rooted in concepts developed by Kurt Lewin (1935) and industrial psychologists, this method highlights the role of psychological dynamics in performance. Lewin argued that behavior results from the interaction of personal and environmental factors (Sutianah et al., 2022). In the workplace, psychological evaluation seeks to understand how personality, values, and motivation support or hinder success. Its strength lies in uncovering hidden factors significantly impacting performance.

Although not yet implemented at MTsS Darul Falah, psychological evaluation could assess teachers' performance, particularly in roles requiring intensive student and colleague interaction. For instance, evaluating a teacher's empathy, stress management, and motivation could reveal their ability to foster positive learning environments. A highly empathetic teacher is likely to build strong student relationships, while one showing high stress may need support, such as stress management training or counseling, to enhance well-being and performance.

3.2 Performance Evaluation Mechanisms

Performance evaluation mechanisms are systematic processes for assessing, monitoring, and improving individual performance within an organization. These mechanisms aim to align individual and organizational goals, identify employee strengths and weaknesses, and support professional development. A structured mechanism enables organizations to determine appropriate training, promotions, or rewards. The process involves setting goals, clear communication, data collection, result analysis, and providing constructive feedback.

In Islamic education, performance evaluation aligns with the principles of muhasabah (introspection) and ihsan (striving for excellence). In Islamic educational institutions, evaluation not only assesses professional task success but also ensures that employee behavior, ethics, and contributions reflect Islamic values, fostering an environment of integrity, fairness, and harmony in line with Islamic teachings. By integrating

Islamic value-based performance evaluations, educational institutions can enhance the quality of human resources who are not only competent but also possess noble character and a commitment to community welfare.

The following are the key components of the performance evaluation mechanisms implemented at MTsS Darul Falah:

a. Setting Goals and Performance Standards

Setting goals and performance standards is a critical initial step in the performance evaluation process. According to Nawawi (2003), performance standards are criteria used as benchmarks for assessing work execution. These standards guide individuals in understanding organizational expectations and provide evaluators with a basis for measuring outcomes (Fauzi, 2020). Standards must be specific, relevant, and measurable to ensure objective and transparent evaluations. In dynamic contexts, organizations must regularly update standards to remain relevant to technological advancements, work methods, or changing operational needs.

At MTsS Darul Falah, goal and standard setting reflects Islamic values, balancing worldly and spiritual achievements. When job analyses indicate that tasks or methods are outdated, performance standards are updated. This is crucial in education, where curriculum developments, learning technologies, and student needs demand changes in teaching methods. For example, if teachers were previously evaluated based on attendance and administrative completion, such standards may no longer suffice. Teachers must now be assessed on their ability to use educational technology, create inclusive learning environments, and deliver relevant instruction. Failure to update standards may result in evaluations that do not reflect true teaching quality. For instance, with the introduction of online learning, teachers relying solely on face-to-face methods may lack standards for digital platforms. By updating standards to include proficiency in tools like Learning Management Systems (LMS), schools ensure teachers meet digital education challenges, optimizing student learning experiences.

b. Communication with Employees in Performance Evaluation

Effective communication is a cornerstone of the performance evaluation process. Siagian (1992) emphasizes that evaluations should not focus solely on work outcomes but recognize that individuals have abilities, weaknesses, and potential for growth. Open communication between managers and employees is essential for creating a fair and constructive evaluation environment (Meithiana Indrasari et al., 2018). Clear communication helps employees understand organizational expectations, performance standards, and how their contributions are assessed. It fosters trust, engagement, and allows managers to provide constructive feedback, enabling employees to recognize strengths and areas for improvement.

At MTsS Darul Falah, effective communication between the principal and teachers is key to successful performance evaluations. When a teacher struggles with new teaching methods, the principal can hold discussions to understand challenges. For example, a teacher facing difficulties with online learning platforms can receive solutions like additional training or technological resources through effective communication. This transforms evaluations into a tool for supporting professional development, enabling teachers to meet school expectations and deliver better instruction.

c. Performance Data Collection in Evaluation

Performance data collection is a vital step to provide accurate and objective information about employee work quality. Hall (1986), cited in Ilyas (2001), states that performance evaluation is an ongoing process that assesses personnel quality and supports efforts to enhance organizational performance (Fauzi, 2020). Collected data must be relevant, measurable, and reflective of individual contributions to organizational goals. Various data collection methods are tailored to job types and organizational needs.

At MTsS Darul Falah, teacher performance data are gathered through principal supervision and direct classroom observations, assessing abilities in explaining material, managing classrooms, and engaging students. Documentation, such as lesson plans (RPP), student exam results, and administrative records, also informs evaluations. Feedback from students and parents provides valuable insights into teaching

effectiveness and interpersonal relationships. Combining these data sources ensures evaluations are measurable and highlight areas for improvement to enhance educational quality.

d. Assessment and Analysis in Performance Evaluation

Assessment and analysis are central to performance evaluation, aiming to evaluate an individual's effectiveness in fulfilling responsibilities. Certo (1984) defines performance appraisal as a process of tracking employee activities over a period and assessing their outcomes against management system goals (Panjaitan, 2018). This involves comparing actual performance to predefined standards, evaluating both outcomes and work processes. Analysis identifies employee strengths and weaknesses, highlighting areas needing attention, such as technical skills, communication, or time management.

At MTs Darul Falah, assessment and analysis evaluate teacher effectiveness in achieving learning objectives. The principal assesses a teacher based on student exam results, classroom observations, and feedback from students or parents. Analysis may reveal that while students achieve high exam scores, the teacher's methods lack active student engagement. Based on this, the principal may recommend training in interactive teaching methods, providing concrete guidance for professional development.

e. Discussion of Evaluation Results

Discussing evaluation results is a critical stage, serving as a communication bridge between the organization and employees. Rumawas (2021) emphasizes that performance management facilitates open dialogue about individual performance, continuous improvement, and future planning (Desy Mardianty, 2024). This discussion allows employees to understand feedback, including identified strengths and weaknesses, and to ask questions or provide clarifications.

At MTs Darul Falah, evaluation result discussions involve the principal, educational support staff (Tendik), and the school committee post-evaluation. Meetings address findings, such as the need to improve teaching methods for active student engagement. The principal provides specific feedback and offers training or mentoring, while teachers can voice challenges, like resource or time constraints, enabling collaborative improvement planning. The committee also provides suggestions, fostering shared success.

f. Follow-Up in the Performance Evaluation Process

Follow-up ensures evaluation results drive future improvement and development. Effective evaluations require concrete actions to address identified needs and optimize contributions to organizational goals (Yuningsih, 2018). Follow-up includes strategic actions like training, coaching, or role adjustments. Training is a common follow-up to address skill gaps identified in evaluations.

At MTs Darul Falah, follow-up involves teacher training or professional capacity-building programs. If evaluations highlight the need for improved educational technology use, schools may offer training on online learning platforms. For classroom management challenges, mentoring by experienced teachers can be arranged. Well-planned follow-up transforms evaluations into strategic tools for professional development and institutional success.

g. Continuous Monitoring and Evaluation

Continuous monitoring and evaluation ensure consistent performance improvement. Evaluations are not complete after initial assessments but require ongoing cycles of monitoring progress (Bairizki, 2020). Continuous monitoring detects changes or challenges affecting productivity, allowing organizations to adapt strategies to evolving needs. This fosters a culture of learning and innovation.

At MTs Darul Falah, continuous monitoring involves regular classroom observations, periodic student learning outcome analyses, and reflective discussions between the principal and teachers. For example, after technology training, the principal monitors a teacher's implementation of online learning through direct observation, student feedback, and teaching effectiveness assessments. Additional support is provided if challenges arise, ensuring follow-up success and enhancing overall educational quality.

3.3. Impact of Performance Evaluation

Performance evaluation significantly impacts both individuals and organizations. Beyond assessing achievements and effectiveness, it influences individual development, workplace culture, and overall organizational success. The following details the impacts of performance evaluation:

a. Impact on Employees (Educators and Support Staff)

- Increased Motivation and Performance

Transparent and objective performance evaluations catalyze improved motivation and performance. Fair evaluations provide constructive feedback, helping employees understand strengths and areas for improvement. Recognition of achievements boosts morale, confidence, and job satisfaction (Nuriyah et al., 2024). Valued employees are motivated to work harder and deliver better results.

At MTsS Darul Falah, this impact is evident in teacher evaluations. Principal observations noting a teacher's success in creating interactive learning environments serve as recognition. Suggestions for addressing less effective methods, such as inclusive education training, provide clear guidance. Supported teachers are motivated to enhance teaching quality, positively impacting student outcomes.

- Opportunities for Career Development

Performance evaluations identify employees' potential for further development, informing training, mentoring, or promotion decisions. Objective evaluations ensure talent is maximized (Irawan, 2023). Employees gain opportunities to enhance skills, expand responsibilities, and achieve long-term career goals.

At MTsS Darul Falah, evaluations highlighting a teacher's success in improving student outcomes lead to advanced training, such as teaching certification programs. This motivates teachers, enriches their contributions, and enhances overall educational quality.

b. Impact on the Organization (School)

- Increased Productivity

Effective performance evaluations boost organizational productivity by identifying performance barriers (Moko et al., 2021). Evaluation data enable targeted solutions, such as resource allocation or training. Equipped employees work more effectively, enhancing goal achievement. At MTsS Darul Falah, evaluations revealing teachers' struggles with technology integration prompt online learning platform training. This improves teaching effectiveness, accelerates digital learning goals, and creates a results-oriented environment.

- More Effective Talent Management

Performance evaluations provide insights into employee potential and competencies, optimizing role assignments (Prahendratno et al., 2023). Evaluations inform succession planning, preparing high-potential employees for leadership roles. At MTsS Darul Falah, evaluations identifying a teacher's curriculum design skills lead to leadership roles in curriculum development or peer training. Potential leaders are mentored for future principal positions, ensuring organizational sustainability.

- Improved Work Processes

Evaluations highlight systemic weaknesses, enabling process improvements (Sugiarti et al., 2022). Organizations can refine procedures, enhance resources, or develop supportive policies. At MTsS Darul Falah, evaluations showing teachers' lack of technology access prompt provisions like laptops or digital materials. Revised assessment policies or balanced schedules improve teaching preparation, creating a conducive environment for success.

c. Potential Negative Impacts of Performance Evaluation

Despite its benefits, poorly managed performance evaluations can have negative consequences. Bias or lack of transparency may lead employees to feel undervalued, reducing motivation and increasing frustration (Chaerudin, 2018). This can erode trust in the evaluation system, raise turnover, or create a disharmonious workplace. Evaluations focusing solely on weaknesses without support can discourage participation.

At MTs Darul Falah, unfair evaluations, such as judging a teacher solely on student exam results without considering material difficulty or class characteristics, may demotivate teachers and prompt them to seek other opportunities. Highlighting deficiencies without offering solutions can create pressure and reduce teaching quality. To minimize negative impacts, MTs Darul Falah must ensure evaluations are transparent, objective, and supportive.

4. Conclusions

Performance evaluation plays a strategic role in the education sector, serving not only as a tool for assessing individual achievements but also as a mechanism for fostering the professional development of human resources. This process aims to ensure that educators perform their duties optimally in accordance with established standards while enhancing the overall quality of education. Through performance evaluation, individual strengths and weaknesses can be identified, providing a foundation for designing relevant training programs and cultivating a transparent and innovative work culture.

The various types of performance evaluations implemented include traditional evaluation, 360-degree evaluation, self-assessment, goal-based evaluation (Management by Objectives), competency-based evaluation, project-based evaluation, and psychological evaluation. Each method has distinct advantages and limitations, necessitating alignment with the organization's needs and characteristics. In Islamic educational institutions, a holistic evaluation approach grounded in Islamic values is essential, as it reflects comprehensive success, encompassing not only academic achievements but also spiritual and moral dimensions.

An effective performance evaluation mechanism involves a series of systematic steps, including the establishment of clear objectives, effective communication, performance data collection, result analysis, evaluation discussions, follow-up actions, and continuous monitoring. This process provides constructive feedback to help individuals identify areas for improvement, supports career development, and ensures optimal contributions to the organization.

The positive impacts of performance evaluation include increased motivation, more effective talent management, and improved work processes. However, performance evaluations may also yield negative consequences, such as perceptions of unfairness, bias in assessments, and insufficient support for improvement, which can adversely affect work motivation and create stress. Therefore, implementing performance evaluations that are fair, objective, and supportive of professional development is critical to enhancing individual quality, organizational productivity, and the sustained success of education.

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