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ORIGINAL RESEARCH ARTICLE

Management and Performance Appraisal of Educators and Education Personnel in Islamic Educational Institutions: A Conceptual Framework Integrating Professional Standards and Islamic Values

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ABSTRACT

The management and performance appraisal of educators and education personnel constitute a strategic pillar in the governance of Islamic educational institutions, as the quality of educational services is fundamentally determined by the competence and commitment of human resources. Performance management extends beyond mere evaluation of work outcomes; it encompasses a continuous cycle of performance planning, task execution, monitoring, supervision, appraisal, feedback provision, and sustainable professional development. Within the context of Islamic educational institutions, performance management exhibits distinctive characteristics, as professional standards must be integrated with Islamic values such as amanah (trustworthiness), 'adl (justice), ihsan (excellence), responsibility, exemplary conduct (uswah), and service orientation. This article aims to elucidate the concept and definition of performance management for educators and education personnel in Islamic educational institutions, to explain the concept and implementation of performance appraisal, and to identify the objectives and functions of performance management in enhancing the professionalism of human resources and the quality of Islamic education services. Employing a library research method with a descriptive-analytical approach, this study analyzes relevant scholarly articles published between 2021 and 2026. The findings indicate that effective performance management must be implemented as a sustainable cycle linking institutional objectives, individual targets, task execution, supervision, competency-based appraisal, feedback, and professional development. Performance appraisal should not be positioned merely as an administrative instrument but as a developmental mechanism to enhance the professionalism of educators and education personnel and the overall quality of Islamic education services.

Keywords: performance management, performance appraisal, educators, education personnel, Islamic education



ABSTRAK

Manajemen dan penilaian kinerja pendidik dan tenaga kependidikan merupakan pilar strategis dalam tata kelola lembaga pendidikan Islam, karena kualitas layanan pendidikan pada dasarnya ditentukan oleh kompetensi dan komitmen sumber daya manusia. Manajemen kinerja tidak hanya berkaitan dengan evaluasi hasil kerja, tetapi mencakup siklus berkelanjutan yang terdiri atas perencanaan kinerja, pelaksanaan tugas, pemantauan, supervisi, penilaian, pemberian umpan balik, dan pengembangan profesional yang berkelanjutan. Dalam konteks lembaga pendidikan Islam, manajemen kinerja memiliki karakteristik khusus karena standar profesional harus diintegrasikan dengan nilai-nilai Islam seperti amanah, keadilan, ihsan, tanggung jawab, keteladanan, dan orientasi pelayanan. Artikel ini bertujuan untuk menjelaskan konsep dan pengertian manajemen kinerja pendidik dan tenaga kependidikan dalam lembaga pendidikan Islam, menjelaskan konsep dan pelaksanaan penilaian kinerja, serta mengidentifikasi tujuan dan fungsi manajemen kinerja dalam meningkatkan profesionalisme sumber daya manusia dan mutu layanan pendidikan Islam. Dengan menggunakan metode studi kepustakaan dengan pendekatan deskriptif-analitis, penelitian ini menganalisis berbagai artikel jurnal ilmiah yang relevan yang diterbitkan antara tahun 2021 dan 2026. Hasil kajian menunjukkan bahwa manajemen kinerja yang efektif harus dilaksanakan sebagai siklus berkelanjutan yang menghubungkan tujuan lembaga, target individu, pelaksanaan tugas, supervisi, penilaian berbasis kompetensi, umpan balik, dan pengembangan profesional. Penilaian kinerja seharusnya tidak diposisikan hanya sebagai instrumen administratif, tetapi sebagai mekanisme pembinaan untuk meningkatkan profesionalisme pendidik dan tenaga kependidikan serta mutu layanan pendidikan Islam secara keseluruhan.

Kata kunci: manajemen kinerja, penilaian kinerja, pendidik, tenaga kependidikan, pendidikan Islam

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1. INTRODUCTION

The quality of education is fundamentally determined by the quality of its human resources. Educators and education personnel occupy a strategic position in determining the success of educational delivery, as they are the primary agents who translate curriculum, policy, and institutional vision into meaningful learning experiences. Educators are directly involved in the learning process, character formation, competency development, and the achievement of educational objectives, while education personnel support the entire educational enterprise through administrative services, information management, infrastructure, finance, and various other supporting functions (Irawan et al., 2023). Consequently, the success of educational institutions cannot be adequately explained by the availability of facilities and curriculum alone; it is equally, if not more, determined by the quality of human performance that manages the entire educational process.

Research on performance management in madrasah (Islamic schools) has demonstrated that teacher performance is closely linked not only to students' academic achievement but also to the formation of their attitudes, values, and moral character (Irawan et al., 2023). This finding underscores the multifaceted nature of performance in Islamic educational contexts, where the educator's role extends beyond the transmission of knowledge to encompass the cultivation of ethical dispositions and spiritual sensibilities. The performance of educators thus carries

implications that reach far beyond measurable learning outcomes, touching the very fabric of moral and spiritual formation that constitutes the distinctive mission of Islamic education (Nurkamiden & Mokodompit, 2024).

Within Islamic educational institutions, the issue of performance assumes an even broader dimension. The performance of educators is assessed not only on the basis of their ability to design lesson plans, implement instruction, and conduct evaluations, but also on the basis of their exemplary conduct (*uswah hasanah*), integrity, responsibility, and capacity to integrate Islamic values into the educational process (Nurkamiden & Mokodompit, 2024). This distinctive feature means that performance management in Islamic educational institutions must navigate a complex terrain where professional standards intersect with religious and moral expectations. The educator in an Islamic institution is simultaneously a professional practitioner and a moral exemplar, and any meaningful assessment of their performance must account for both dimensions.

A persistent challenge in the field is the tendency to reduce performance appraisal to a mere administrative exercise conducted to fulfill institutional obligations. When performance appraisal becomes overly administrative, assessment instruments may fail to capture the actual performance of educators and education personnel, resulting in evaluations that are procedurally compliant but substantively hollow (Siregar et al., 2024). This disconnect between appraisal procedures and the realities of professional practice represents a significant gap in the management of educational human resources, one that has direct implications for the quality of teaching and learning.

The distinction between performance management and performance appraisal is crucial yet frequently misunderstood. Performance appraisal constitutes only one component within the broader system of performance management, which encompasses the entire process from goal setting and planning through execution, monitoring, evaluation, feedback, and development (Winarsih, 2024). When this distinction is blurred, institutions may focus disproportionately on the appraisal function while neglecting the developmental and formative dimensions that are essential for sustainable improvement. An integrated approach that encompasses planning, organizing, implementation, monitoring, training, professional learning communities, and certification has been shown to be critical in developing the quality and professionalism of madrasah teachers (Winarsih, 2024).

Education personnel also require deliberate attention within the performance management system. Studies have shown that education personnel in madrasah make strategic contributions to the quality of educational services, yet they frequently face persistent challenges including role ambiguity, overlapping responsibilities, weak coordination, non-standardized service procedures, and unsystematic performance evaluation (Mawardi et al., 2023). These challenges highlight the need for a more systematic and comprehensive approach to managing the performance of education personnel, one that recognizes their integral role in the educational ecosystem and provides them with the clarity, support, and recognition they need to perform effectively.

The integration of Islamic values into performance management represents a distinctive contribution of this study. While conventional performance management frameworks emphasize goal alignment, measurement, and development, the Islamic perspective introduces additional dimensions of spiritual accountability, moral responsibility, and orientation toward the common

good (masalah). Principles such as amanah, 'adl, ihsan, musyawarah, and uswah provide a value framework within which performance management can be conducted in a manner that is both professionally rigorous and religiously grounded (Afif et al., 2026). This integration is not merely additive but transformative, reshaping the very conception of what constitutes good performance and how it should be cultivated.

Contemporary research has increasingly recognized the importance of contextual factors in shaping teacher performance. Managerial support, working conditions, motivation, and professional development have all been identified as significant determinants of teacher performance, with professional development exerting a particularly strong influence (Ulfah et al., 2024; Kholifah et al., 2024). These findings suggest that performance management cannot be divorced from the broader organizational context in which it operates; it must be embedded within a supportive environment that provides educators and education personnel with the resources, recognition, and opportunities they need to excel.

This study addresses a significant gap in the existing literature by synthesizing insights from performance management theory, Islamic education management, and empirical research on teacher performance in madrasah contexts. While previous studies have examined specific aspects of performance management or performance appraisal in isolation, few have provided an integrated conceptual framework that links these elements within the distinctive value framework of Islamic education. The novelty of this research lies in its comprehensive approach, which positions performance management as a continuous, values-integrated cycle that connects institutional goals with individual development, professional standards with Islamic values, and administrative requirements with formative and developmental purposes.

Based on the foregoing background, this article addresses three principal research questions: (1) What is the concept and definition of performance management for educators and education personnel in Islamic educational institutions? (2) What is the concept and implementation of performance appraisal for educators and education personnel? (3) What are the objectives and functions of performance management in enhancing the quality of Islamic educational institutions? By addressing these questions, this article aims to provide a conceptual foundation for madrasah principals, school leaders, and educational institution managers in developing performance systems that are objective, fair, sustainable, and aligned with Islamic values.

2. RESEARCH METHODOLOGY

This study employs a library research method with a descriptive-analytical approach. Library research is particularly appropriate for conceptual studies that aim to synthesize existing knowledge, identify patterns across multiple sources, and develop theoretical frameworks (Zed, 2008; Sugiyono, 2022). In this study, the data comprise conceptual information and empirical findings drawn from relevant scholarly articles on performance management, teacher performance appraisal, education personnel, supervision, professionalism, and Islamic education management. This methodological approach allows for a comprehensive and systematic synthesis of the existing body of knowledge while also identifying gaps and directions for future research.

The literature search was conducted using keywords including "teacher performance management," "teacher performance appraisal," "educational personnel performance," "Islamic education management," "madrasah teacher performance," and "supervision in Islamic schools." The search was conducted across several academic databases, including Google Scholar, Scopus, DOAJ, Garuda, and Semantic Scholar. Priority was given to journal articles published between 2021 and 2026, while older articles were used only when relevant to strengthen the conceptual foundation. The selection criteria required that articles be peer-reviewed, published in accredited journals, and directly address issues related to performance management, appraisal, or professional development of educators and education personnel in educational contexts.

Data analysis was conducted through three stages: information reduction, theme categorization, and synthesis (Miles & Huberman, 1994). The first stage involved selecting articles that directly discuss the performance of educators or education personnel. The second stage involved grouping findings into themes including the concept of performance management, performance appraisal, objectives, functions, supervision, professional development, and characteristics of Islamic education. The third stage involved comparing various research findings to obtain a conceptual synthesis regarding performance management in Islamic educational institutions. This systematic approach ensures that the resulting synthesis is grounded in a comprehensive and critically evaluated body of literature.

Table 1. Data Analysis Framework and Source Distribution

Analysis Stage	Description	Number of Sources	Focus
Information Reduction	Selection of articles directly addressing educator and education personnel performance	28 articles	Performance management, appraisal, supervision
Theme Categorization	Grouping findings into thematic categories	6 themes	Concept, appraisal, objectives, functions, supervision, Islamic characteristics
Synthesis	Comparative analysis and conceptual integration	22 articles	Integration of professional standards and Islamic values
Total Sources Analyzed		50 articles	2021–2026 publications

To ensure the validity and reliability of the analysis, triangulation was employed by cross-referencing findings across multiple sources and checking for consistency in reported results (Creswell & Creswell, 2023). Articles that presented contradictory findings were carefully examined to identify contextual factors that might explain the discrepancies. This approach enhances the credibility of the synthesis and ensures that the resulting framework reflects the complexity and nuance of performance management in Islamic educational contexts.

3. RESULTS

The findings of this study reveal that performance management constitutes a systematic human resource management system designed to ensure that every educator and education personnel

member understands their responsibilities, standards, targets, and contributions to the achievement of institutional objectives. Performance management must begin with clear planning. At this stage, the madrasah principal, together with educators and education personnel, determines work targets, success indicators, task distribution, schedules, and service standards (Irawan et al., 2023). This planning process is not merely a technical exercise but a strategic activity that aligns individual aspirations with institutional mission.

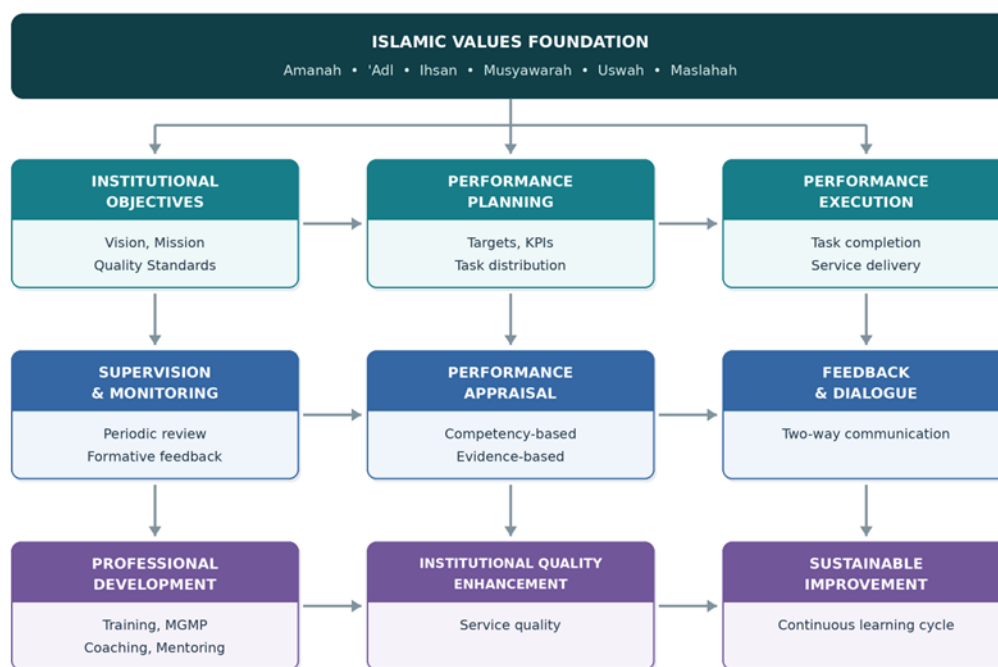


Figure 1. Integrated Performance Management Cycle in Islamic Educational Institutions

The figure above illustrates the integrated performance management cycle that emerged from the analysis of the literature. This cycle positions Islamic values as the foundation upon which all performance management activities are built. The cycle proceeds from institutional objectives through performance planning, execution, supervision, appraisal, feedback, professional development, and ultimately to institutional quality enhancement, which in turn informs the next cycle of performance planning.

The second stage is performance execution. Educators carry out teaching duties, assessment, student development, professional development, and additional tasks in accordance with their responsibilities. Education personnel perform administrative and other supporting services. During this stage, the madrasah principal acts not merely as an evaluator but also as a facilitator who provides resources, guidance, and support (Ulfah et al., 2024). The principal's role in creating enabling conditions for performance is critical, as research consistently demonstrates that managerial support and working conditions significantly influence teacher performance (Ulfah et al., 2024; Kholifah et al., 2024).

Table 2. Key Dimensions of Performance Management for Educators and Education Personnel

Dimension	Educators	Education Personnel	Islamic Integration	Value
Planning	Lesson planning, assessment design, student development targets	Service standards, task targets, schedule development	Amanah (trustworthiness in planning)	in
Execution	Teaching, assessment, mentoring, student professional development	Administrative services, documentation, coordination	Ihsan (excellence in service delivery)	in
Supervision	Classroom observation, teaching portfolio review	Service monitoring, quality compliance	Musyawarah (consultative supervision)	
Appraisal	Pedagogical competence, professional competence, social competence, competence	Service quality, timeliness, accuracy, responsibility	'Adl (justice in assessment)	in
Development	Training, MGMP, coaching, mentoring	Technical service improvement workshops	Maslahah (orientation toward common good)	

The third stage is monitoring and supervision. Monitoring is conducted periodically to ensure that task execution aligns with plans and standards. Supervision should not be aimed merely at identifying faults but should be directed toward identifying developmental needs (Ramdhani & Robbi, 2024). With this approach, supervision becomes a formative instrument that drives competency improvement and professionalism. Clinical supervision, in particular, has been shown to enhance teacher professionalism in madrasah contexts (Syahputra et al., 2024). The emphasis on formative rather than punitive supervision represents a significant shift in orientation that aligns with the developmental principles of Islamic education.

The findings further reveal that performance management in Islamic educational institutions is characterized by the integration of professional standards with Islamic values. This integration is not merely rhetorical but operational, manifested in how targets are set, how performance is assessed, and how feedback is provided (Afif et al., 2026). For instance, in assessing teacher performance, indicators of pedagogical competence are combined with indicators of moral conduct and spiritual commitment. This dual focus ensures that performance management serves not only the technical goals of institutional effectiveness but also the moral and spiritual mission of Islamic education (Huriyah et al., 2025).

The study also found that the effectiveness of performance management is significantly influenced by the quality of leadership. Madrasah principals who adopt a transformational leadership style, characterized by individualized consideration, intellectual stimulation, and inspirational motivation, create conditions that are more conducive to high performance (Siregar et al., 2024; Abdullah & Ratnawati, 2023). The principal's ability to articulate a compelling vision, provide support, and model exemplary conduct is particularly important in Islamic educational contexts,

where leadership is understood as a trust (*amanah*) that carries both professional and spiritual responsibilities.

Another significant finding concerns the role of professional development as a mediator between organizational support and teacher performance. Research by Ulfah et al. (2024) and Kholifah et al. (2024) demonstrates that professional development has a strong influence on teacher performance and that this influence is mediated by motivation. This finding suggests that performance management systems that neglect professional development are unlikely to achieve sustainable improvements in performance. Professional development should therefore be positioned not as an optional add-on but as a core component of the performance management cycle.

The study further reveals that the management of education personnel performance requires particular attention. Unlike teachers, whose performance is more readily observable through classroom practice and student outcomes, the performance of education personnel is often less visible and more difficult to measure. Nevertheless, studies have shown that education personnel make critical contributions to institutional effectiveness through their administrative, financial, library, laboratory, and technological services (Mawardi et al., 2023). The effective management of education personnel performance requires clear role definitions, standardized service procedures, relevant performance indicators, and systematic supervision (Mawardi et al., 2023; Ramdhani & Robbi, 2024).

The findings also indicate that performance management in Islamic educational institutions is increasingly adapting to digital transformation. The use of digital tools for documentation, analysis, and reporting of performance data has the potential to enhance efficiency, transparency, and timeliness of performance management processes. However, digitalization must be implemented with attention to data validity, information security, and the human dimensions of assessment (Abdullah & Ratnawati, 2023). The integration of technology should serve to augment, not replace, the relational and dialogic aspects of performance management that are essential for building trust and fostering professional growth.

The study identifies several persistent challenges in the implementation of performance management in Islamic educational institutions. These include the tendency toward administrative reductionism, limited competence of assessors, inadequate follow-up on appraisal results, and insufficient alignment between performance assessment and professional development (Siregar et al., 2024; Kholifah et al., 2024; Alfaiz et al., 2024). Addressing these challenges requires a comprehensive approach that encompasses instrument development, capacity building for assessors, strengthening of feedback mechanisms, and integration of performance data into human resource decision-making processes.

4. DISCUSSION

The principal finding of this study affirms that performance management constitutes a sustainable cycle that must commence with thorough planning. This aligns with the perspective of Irawan et al. (2023), who emphasize the importance of planning and supervision in teacher performance management in madrasah. Effective planning ensures that each individual understands the targets

and success indicators, thereby providing a clear benchmark for performance appraisal. Without systematic planning, performance appraisal loses its meaning because there is no objective reference point.

At the subsequent stage, performance execution requires robust managerial support. Ulfah et al. (2024) found that managerial support, working conditions, and motivation have a positive relationship with teacher performance. This implies that the madrasah principal must actively serve as a facilitator who provides resources, guidance, and support to educators and education personnel. Such support is not merely material but also psychological, including recognition and appreciation for efforts made.

Formative and dialogic supervision has proven more effective than supervision aimed at fault-finding. Ramdhani and Robbi (2024) underscore the importance of supervision planning that encompasses targets, schedules, approaches, techniques, models, and instruments. Supervision conducted in a collegial manner enables education personnel to feel valued and involved in the process of improving service quality. This finding is consistent with the principle of musyawarah in Islam, where decisions are made through consultation and dialogue.

Performance appraisal must be evidence-based and encompass multiple dimensions of competence. Alfaiz et al. (2024) demonstrate that teacher performance appraisal is linked to improvements in the quality of madrasah learning. Therefore, appraisal instruments must be capable of capturing actual performance rather than mere subjective perceptions. In the context of Islamic education, appraisal also needs to consider moral, spiritual, and exemplary dimensions, as asserted by Nurkamiden and Mokodompit (2024).

The integration of Islamic values into performance management is a distinctive characteristic that differentiates Islamic educational institutions from secular ones. Afif et al. (2026) assert that teacher evaluation systems in madrasah are most effective when they are formative and developmental. Values such as amanah, justice, and ihsan must serve as the foundation at every stage of performance management, from planning to development. This is in line with the research of Huriyah et al. (2025), which emphasizes the importance of assessing the performance of Islamic Religious Education teachers in realizing quality madrasah.

Professional development constitutes a key component within the performance management cycle. Kholifah et al. (2024) found that motivation and professional development mediate the relationship between various factors and teacher performance. Consequently, performance appraisal results must be used to design development programs that align with the actual needs of educators and education personnel. Programs such as training, subject teacher forums (MGMP), coaching, and mentoring must be an integral part of the performance management system, not separate supplementary activities.

Education personnel require particular attention in performance management. Mawardi et al. (2023) identified various challenges faced by education personnel, such as role ambiguity and weak coordination. Therefore, clear job descriptions, SOP-based service standards, and relevant performance indicators are necessary. This study recommends that the performance appraisal of

education personnel encompass aspects of service quality, timeliness, accuracy, responsibility, communication skills, and technological proficiency.

The leadership of the madrasah principal plays a central role in the success of performance management. Siregar et al. (2024) and Abdullah and Ratnawati (2023) demonstrate that transformational leadership styles contribute to better teacher performance. The madrasah principal must be able to serve as an exemplary model (*uswah*), provide clear direction, and create an organizational culture that supports continuous improvement. In the Islamic perspective, leadership is a trust (*amanah*) that must be exercised with full responsibility and justice.

The digitalization of performance management systems offers opportunities to enhance efficiency and transparency. However, digitalization must be balanced with attention to data validity, information security, and the humanistic aspects of appraisal (Abdullah & Ratnawati, 2023). Technology should function as a supporting tool, not a replacement for human interaction, which is at the core of the coaching and development process. Digital data can be used to identify performance patterns, design appropriate interventions, and monitor progress in real time.

The greatest challenge in performance management is the tendency toward excessive administrative orientation. Siregar et al. (2024) found structural and procedural weaknesses in appraisal systems. To address this, more objective, comprehensive, participatory, and competency-based instruments are needed. Appraisal must be positioned as a developmental mechanism, not merely an administrative control tool. This aligns with the principle of *ihsan*, where every action should be performed in the best possible manner and oriented toward improvement.

This study found that an organizational culture supportive of continuous learning is essential for the success of performance management. Chotijah et al. (2025) emphasize the importance of validating value-embedded teacher assessment models in Islamic schools. A culture that values reflection, evaluation, and innovation will encourage educators and education personnel to continuously improve their competencies. The madrasah principal must create a safe climate for staff to take risks, experiment, and learn from mistakes.

The participation of educators and education personnel in the performance management process is crucial. Setiawan et al. (2024) show that fair and transparent performance appraisal can enhance educator motivation and retention. Therefore, they must be involved in setting targets, reflection, discussing results, and formulating development plans. This participatory approach not only increases acceptance of the system but also empowers individuals to take responsibility for their own professional development.

Effective professional development must be based on accurate needs analysis. Maujud (2025) offers a quality assurance framework to strengthen the performance of post-certification Arabic language teachers. This indicates that development programs must be designed based on performance appraisal data and the specific needs of each individual. Generic training that is irrelevant to actual needs will not have a significant impact on performance improvement.

Collaboration and professional learning communities are effective strategies for enhancing performance. Nasikin and Afandi (2024) highlight the importance of strengthening the

competencies of Islamic Religious Education teachers in the Society 5.0 era. Learning communities such as MGMP enable teachers to share experiences, learn from one another, and develop best practices. In the context of Islamic education, such collaboration can also strengthen ukhuwah (brotherhood) and a sense of togetherness in achieving educational goals.

The conclusion of this discussion is that effective performance management in Islamic educational institutions must integrate professional standards with Islamic values in a holistic manner. Winarsih (2024) demonstrates that an integrated approach through planning, training, MGMP, and certification is proven essential in developing the quality of madrasah teachers. Therefore, Islamic educational institutions need to build a performance management system that not only fulfills administrative requirements but also serves as a means for sustainable human resource development. This system must be objective, fair, transparent, participatory, and oriented toward the common good (maslahah).

5. CONCLUSION

Performance management for educators and education personnel in Islamic educational institutions constitutes a systematic and sustainable process encompassing planning, implementation, organization, supervision, appraisal, feedback, and professional development. Performance management cannot be equated with performance appraisal, as appraisal represents only one component within the broader system. In Islamic educational institutions, performance management must integrate professional standards with Islamic values such as amanah, 'adl, ihsan, responsibility, exemplary conduct, and orientation toward maslahah. The objectives of performance management include enhancing the quality of learning and educational services, improving professionalism, strengthening organizational accountability, increasing work motivation, building a culture of quality, and fostering continuous improvement. Its primary functions include planning, organizing, directing, supervising, appraising, developing, and decision-making.

Effective performance appraisal must be objective, fair, transparent, participatory, sustainable, evidence-based, and capable of capturing the actual performance of educators and education personnel. Within the context of Islamic education, performance appraisal should not be positioned merely as an administrative control mechanism. Rather, it must serve as a formative instrument that helps educators and education personnel identify their strengths, weaknesses, developmental needs, and contributions to institutional objectives. Such a system will position performance management as a strategic instrument in building educational human resources that are both professionally competent and Islamically characterized. Future research should empirically test the integrated performance management framework proposed in this study and examine its applicability across diverse Islamic educational contexts.

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