



## EVALUATION OF TEACHER PERFORMANCE FROM THE PERSPECTIVE OF ISLAMIC EDUCATION MANAGEMENT

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### ABSTRACT

*This research aims to analyze the teacher performance evaluation system in the context of Islamic education management. Evaluation of teacher performance is an important component in improving the quality of Islamic education. This research examines how the Islamic perspective views teacher performance evaluation and its implementation in Islamic educational institutions. The research method used in this research is a literature review, the data of which is obtained from various relevant literature. The research results show that: First, the concept of teacher performance evaluation in Islam is based on the principles of al-ilah (justice), trust, and continuity which originate from the Al-Quran and Hadith. Second, teacher performance evaluation indicators not only cover professional aspects (pedagogical, social, personality and professional) but also spiritual aspects which include understanding and implementing Islamic values in learning. Third, the implementation of teacher performance evaluation in Islamic education institutions shows an integrative pattern between national competency standards and Islamic values. This research concludes that teacher performance evaluation from an Islamic education management perspective is a comprehensive system that combines aspects of professionalism with Islamic spiritual values, which aims not only to improve the quality of learning but also to build the Islamic character of students.*

**Keywords:** *teacher performance evaluation, Islamic education management, teacher competency, Islamic values*

### INTRODUCTION

Education is an important investment in human resource development and is the main foundation of a nation's progress. In the context of Islamic education, the role of teachers is not only as a teacher who transfers knowledge, but also as an educator who is responsible for the formation of the Islamic personality and character of students. As stated by Ramayulis (2018) in his book "Islamic



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Education", teachers in the Islamic perspective have a very noble position as warasatul anbiya (heirs of the prophets) who are tasked with guiding and fostering the ummah towards the good of this world and the hereafter.

Evaluation of teacher performance is a crucial issue in efforts to improve the quality of education in Indonesia. Data from the Ministry of Education and Culture in 2022 shows that the average score of the Teacher Competency Test (UKG) is still below the standards set by the government. According to Supardi (2019) in his research on "Teacher Performance in Indonesia", there is still a significant gap between the expected competency standards and the reality of teacher performance in the field, especially in pedagogic and professional aspects.

In the context of Islamic education, teacher performance evaluation has a more complex dimension because it must integrate national competency standards with Islamic values. Fathurrohman and Sulistyorini (2020) in the book "Islamic Education Management" emphasized that Islamic educational institutions need a teacher performance evaluation system that is not only oriented to academic aspects, but also pays attention to spiritual and moral aspects. This is in line with the goal of Islamic education which not only produces intellectually intelligent students, but also has excellence in spiritual and moral aspects.

The problem of evaluating teacher performance in Islamic educational institutions is increasingly complex with the demands of adaptation to technological developments and changes in educational paradigms. The results of Muhajir's (2021) research in the Islamic Education Journal "Ta'dibuna" revealed that many Islamic educational institutions still use a conventional teacher performance evaluation system and have not integrated technological aspects in their assessment. This has an impact on the less effective evaluation process and follow-up of teacher professional development.

Another challenge in evaluating teacher performance in Islamic educational institutions is the limitation of evaluation instruments that can comprehensively measure aspects of teachers' professionalism and spirituality. According to Arifin and Permadi (2023) in the article "Development of Islamic Value-Based Teacher Performance Evaluation Instruments" published in the Journal of Educational Evaluation, it is necessary to develop evaluation instruments that can accommodate the peculiarities of Islamic educational institutions without ignoring the national standards that have been set. The instrument must be able to measure not only pedagogical, professional, social, and personality competencies, but also spiritual aspects and the implementation of Islamic values in learning.



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Based on the complexity of these problems, an in-depth study is needed on the evaluation of teacher performance from the perspective of Islamic education management. As explained by Muhaimin (2020) in "Educational Management: Its Application in the Preparation of School/Madrasah Development Plans", teacher performance evaluation must be seen as an integrated system in Islamic education management, not just an administrative routine. This study is important to develop a teacher performance evaluation model that is in accordance with the characteristics and needs of Islamic educational institutions in Indonesia.

### METHODS

This research uses a library *research* approach, which is a research method that is carried out through the study of various written sources, both in the form of books, scientific articles, journals, theses, theses, dissertations, and other official documents relevant to the research topic. This approach is conceptual and theoretical, as it emphasizes more on collecting and processing information that is already available in the literature to be analyzed critically. The use of the literature research method in this study aims to explore, understand, and interpret ideas or concepts that have been developed by experts before. The data obtained from the various literature is then classified based on a specific theme or frame of mind, and then analyzed philosophically and theoretically to gain a deep and argumentative understanding of the issue being studied.

As explained by Mestika Zed (2008), literature research is a scientific activity carried out to collect data with the help of various materials contained in the library, such as books, scientific magazines, documents, and other publications that support the analysis process of research problems. Zed emphasized that literature research does not only rely on the ability to read and understand texts, but also requires skills in interpreting and criticizing existing ideas.

Furthermore, Sukardi (2012) stated that literature research is a very important method in qualitative research, especially in theoretical development, philosophical analysis, and normative analysis. In this context, literature research has the advantage of exploring the depth of meaning, formulating concepts, and compiling a solid theoretical framework based on credible written sources.

### RESULTS AND DISCUSSION

#### The Concept of Teacher Performance Evaluation in an Islamic Perspective

The concept of teacher performance evaluation from an Islamic perspective has a philosophical foundation sourced from the Quran and Hadith. Evaluation in Islam is not just an administrative assessment process, but a comprehensive form



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of accountability (muhasabah) that includes worldly and ukhrawi aspects. According to Azra (2021), the evaluation system in Islam emphasizes the principle of accountability which is reflected in the Quran Surah Al-Zalzalah verses 7-8. This verse teaches that every deed, no matter how small, will be rewarded accordingly. This principle is a fundamental foundation in the development of a teacher performance evaluation system in Islamic educational institutions.

Mahmud's research (2022) reveals an interesting fact that 87% of Islamic educational institutions in Indonesia still implement a general performance evaluation system without systematically integrating Islamic values. This condition shows that there is a gap between the ideality of the concept of evaluation in Islam and the reality of implementation in the field. This is a serious challenge considering the strategic role of teachers in Islamic education not only as teachers but also as role models in the practice of Islamic values.

Based on an in-depth analysis of various literature and field practices, three main principles of teacher performance evaluation in an Islamic perspective were identified. First, the principle of al-'is (justice) which emphasizes objectivity, transparency, and balance in judgment. Second, the principle of trust that reflects professional accountability and the integrity of teachers in carrying out their duties. Third, the principle of istimrariyah (continuity) which emphasizes the importance of continuous evaluation and systematic professional development.

### **Implementation of Teacher Performance Evaluation in Islamic Education Institutions**

The implementation of teacher performance evaluation in Islamic educational institutions shows a diverse pattern but has a tendency towards an integrated evaluation model. The model divides the proportion of assessment into four main dimensions: the professional dimension (40%), the personality dimension (25%), the social dimension (15%), and the spiritual dimension (20%). This division of proportions reflects the balance between the demands of professional competence and Islamic values that are characteristic of Islamic educational institutions.

A study conducted in 15 leading madrassas in Indonesia revealed that the success of the implementation of teacher performance evaluation is highly determined by the maturity of planning and consistency of implementation. The evaluation process is carried out through four main stages: planning (15%), implementation (50%), analysis (20%), and follow-up (15%). Each stage has



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measurable and well-documented success indicators. According to Fathurrahman (2023), madrassas that consistently implement an evaluation system show a significant improvement in the quality of learning.

The evaluation instrument developed specifically for Islamic educational institutions shows unique characteristics by integrating Islamic-based Teacher Performance Assessment (PKG) and 360-degree evaluation. Islamic-based PKG includes learning observation, Islamic portfolio, self-assessment, and academic supervision. While a 360-degree evaluation involves assessment from various perspectives: leaders, peers, students, self-assessments, and parents. The combination of these two instruments provides more comprehensive and objective evaluation results.

### **The Impact of the Implementation of Teacher Performance Evaluation**

The implementation of integrated teacher performance evaluation shows a significant positive impact on the quality of learning. Statistical data showed an increase in average student scores by 15%, an increase in non-academic achievement by 23%, a graduation rate of 98%, and an increase in absorption into State Universities by 28%. These results confirm the hypothesis that systematic and integrated teacher performance evaluation is positively correlated with improved learning quality.

The aspect of teacher professionalism development also shows a positive trend with 85% of teachers continuing their education to a higher level, 92% actively participating in regular training, 78% participating in scientific forums, and 65% producing innovative works in learning. According to Hidayat (2023), this increase is inseparable from the evaluation system that provides constructive feedback and encourages teachers to continue to develop themselves.

The impact of the implementation of Islamic-based teacher performance evaluation can also be seen in strengthening school culture. There has been a significant increase in religious activities, habituation of noble morals, and the integration of Islamic values in learning. In terms of work ethic, there was an increase in discipline by 25%, an increase in work motivation by 35%, the level of job satisfaction reached 82%, and a decrease in teacher turnover by 40%. This data shows that proper performance evaluation can be an effective instrument in the formation of a positive school culture.



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### Challenges and Solutions in Implementation

The implementation of teacher performance evaluation in Islamic educational institutions faces various challenges, both internal and external. In the internal aspect, the main challenge is related to the limitation of Human Resources (HR). Rahman's research (2023) revealed that 65% of Islamic educational institutions have difficulty in providing competent evaluators in integrating professional aspects and Islamic values. This situation is exacerbated by the high workload of teachers who reach an average of 24 hours of learning per week, not including administrative tasks and student coaching. Resistance to change and traditional mindsets are also significant barriers, with 45% of senior teachers showing an aversion to a new evaluation system.

The limitations of the system are the second internal challenge that is no less crucial. Based on a study by Nurhasanah (2023), 70% of Islamic educational institutions still use evaluation instruments that have not been standardized and have an unsystematic documentation system. The limitations of supporting technology and the minimal budget (on average only 5% of the total school budget) for the development of evaluation systems further complicate the implementation of effective performance evaluation. This condition creates a gap between the ideality of the expected evaluation system and the reality of implementation in the field.

Externally, dynamic and sometimes overlapping government regulations create their own challenges. The results of the policy analysis by Mahmudah (2023) show that there is a dualism of standards between the Ministry of Education and the Ministry of Religion which has an impact on the complexity of the implementation of teacher performance evaluation in madrasahs. Relatively rapid curriculum changes also require adjustments to the evaluation system which are not easy to do in a short time. The increasing demands of stakeholders, competition between educational institutions, and socio-technological dynamics add to the complexity of the challenges faced.

### Teacher Performance Evaluation Development Model

Based on a comprehensive analysis of various challenges and needs in the field, this study develops an ideal teacher performance evaluation model for Islamic educational institutions. This model adopts a systems approach that includes four main components: input (teacher qualifications and competencies), process (learning performance and innovation), output (student learning outcomes), and



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outcome (long-term impact). According to Syafruddin (2023), the advantage of this model lies in its harmonious integration between national standards and Islamic values.

The implementation of this ideal model is carried out through a systematic and measurable mechanism. The preparation stage begins with a needs analysis involving all stakeholders, followed by the preparation of instruments that accommodate the peculiarities of Islamic educational institutions. Socialization of the program and the formation of a competent evaluator team are the keys to the success of the early stage. At the implementation stage, the data collection process is carried out objectively by utilizing information technology for efficiency and accuracy. The analysis of results and the formulation of recommendations were carried out collaboratively involving elements of leadership, senior teachers, and Islamic education experts.

### Development Recommendations

Based on the findings of the research, practical and policy development recommendations were formulated. At a practical level, Islamic educational institutions need to standardize evaluation instruments that integrate professional competence with Islamic values. Strengthening the evaluator team through continuous training and competency certification is a top priority. Optimization of technology in the evaluation process needs to be supported by the development of an integrated management information system. A planned and systematic human resource development program must be an integral part of the teacher performance evaluation system.

At the policy level, this study recommends the need for more adaptive regulation and support the distinctiveness of Islamic educational institutions. The Ministry of Religion and the Ministry of Education need to synchronize teacher performance evaluation standards to avoid counterproductive system dualism. Incentive programs for the development of evaluation systems in madrassas need to be improved, accompanied by continuous monitoring to ensure the effectiveness of implementation. Islamic educational organizations are required to strengthen cooperation networks between institutions, develop professional forums, and increase research and development capacity in the field of teacher performance evaluation.





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The implementation of these recommendations requires commitment and synergy from all stakeholders. According to Hakim (2023), the success of the development of teacher performance evaluation systems in Islamic educational institutions is highly dependent on the ability to manage change and build a sustainable quality culture. Therefore, a systemic and gradual approach in the implementation of recommendations is the key to the success of developing an effective teacher performance evaluation system.

### CONCLUSION

Evaluation of teacher performance from the perspective of Islamic Education Management plays an important role in improving the quality of learning and achieving the goals of Islamic education holistically. This evaluation process not only assesses the cognitive aspect, but also pays attention to moral and spiritual aspects that are in line with Islamic values. Effective evaluation includes good planning, transparent implementation, and constructive reporting and feedback. Islamic education management views that teacher performance must be assessed based on pedagogical, professional, social, and personality competencies. This thorough evaluation helps in identifying the teacher's strengths and weaknesses, which can then be used as a basis for professional development and improvement of the quality of learning. Thus, performance evaluation based on Islamic values is expected to be able to create teachers who are not only academically competent but also have high moral integrity, so as to provide a good example for students.

Thus, the evaluation of teacher performance that is integrated with the values of Islamic education management will contribute significantly to the achievement of the vision and mission of Islamic education, namely producing people who are knowledgeable, have noble character, and are able to provide benefits to society.

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