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The Challenge of Model A School Principal's Performance Evaluation Using Comprehensive E-Penjelas Software

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Abstract:

The focus of this research is on the process of understanding comprehensive e-penjelas software as an application for evaluating the performance of school principals. This study analyzes lawsuits comprehensively using e-penjelas characteristics, namely the assessment team's characteristics, the assessment's scope, the stages of assessment, and the characteristics of the principal's performance appraisal application. This study used a quantitative approach using a Likert scale questionnaire which was distributed to the performance appraisal team for school principals in Padang City Middle School, West Sumatra Province, Indonesia, including school supervisors, school committees, MKKS (Principal Work Meeting), school principals, teachers, staffing and elements of students totaling 66 respondents. Data analysis was carried out through a descriptive statistical approach. The results of the characteristic study stated that the assessment team, the scope of the assessment, the stages of the assessment, and the characteristics of the school principal's performance assessment application in the comprehensive e-penjelas software were by user expectations in the excellent category with an ability score of 77.98%. The comprehensive use of e-penjelas software as an assessment platform for school principal performance requires infrastructure support through policy support and adequate internet access.

Keywords: *Principal, Assessment, Software*

Abstrak:

Fokus penelitian ini pada proses memahami software e-penjelas komprehensif sebagai suatu aplikasi penilaian kinerja kepala sekolah. Penelitian ini bertujuan untuk menganalisis tantangan menggunakan karakteristik e-penjelas komprehensif yakni karakteristik tim penilai, ruang lingkup penilaian, tahapan penilaian dan karakterisktik aplikasi penilaian kinerja kepala sekolah. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan kuesioner skala Likert yang disebarkan ke tim penilai kinerja kepala sekolah SMP Kota Padang Provinsi Sumatera Barat-Indonesia meliputi, unsur pengawas sekolah, komite sekolah, MKKS (Musyawarah Kerja Kepala Sekolah), kepala sekolah, guru, kepegawaian dan unsur siswa yang berjumlah 66 orang responden. Analisis data dilakukan melalui pendekatan statistk deskriptif. Hasil penelitian

menyatakan karakteristik tim penilai, ruang lingkup penilaian, tahapan penilaian dan karakterisktik aplikasi penilaian kinerja kepala sekolah pada software e-penjelas komprehensif telah sesuai dengan harapan pengguna pada kategori baik dengan capaian skor 77,98%. Penggunaan software e-penjelas komprehensif sebagai platform penilaian kinerja kepala sekolah perlu dukungan infrastruktur berupa dukungan kebijakan dan ketersediaan akses internet yang memadai.
Kata Kunci: *Kinerja, Penilaian, Software*

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INTRODUCTION

Education is the central pillar in improving the quality of human resources in the era of Society 5.0 (Setyaningsih & Suchyadi, 2021; Nofriansyah et al., 2022; Marlina et al., 2021; Sabariah, 2021). Managerial development, implementation of supervision, and entrepreneurship development are integral parts that must be carried out in the management of education carried out by school principals to develop learning, create a conducive learning environment, build a culture of reflection, and improve school quality (Kemendikbudristek, 2021; Jaenam and Zulkifli, 2022; Haruna et al., 2022; Hasibuan, 2022). The principal's success in leading the school organization depends on his ability to carry out his roles and responsibilities (González-Falcón et al., 2020). The barometer of the implementation of the principal's duties, both the main tasks and supporting tasks, can be seen from the quality of inputs, processes, outputs, and outcomes (Rahmat, 2022; Wijaya et al., 2022).

The urgent need to assess the performance of school principals in the 21st century is to assess the performance of school principals based on information technology so that objective and transparent assessment results can be carried out by optimizing the use of digital media (Rusydiyah et al., 2020; Sailer et al., 2021; Tejasvee et al., 2021). There is some literature on assessing the performance of school principals. However, the problem is that several literature reviews have found that assessing the performance of school principals has yet to become a top priority for principals and supervisors. Apart from that, in several school principal performance assessment models that experts have developed, there are still limitations, especially limitations in aspects of the assessment team, scope of assessment, stages of assessment, and aspects of assessment applications in accommodating objective and transparent assessment results (Tobón et al., 2020; Jaenam and Zulkifli, 2022; Bryant & Walker, 2024).

To find out the implementation of the school principal's duties, a process of assessing the performance of the school principal is carried out (Saggaf et al., 2021; Wahyuni, 2020; Bunyamin, 2022; Bafadal et al., 2020; Kwan, 2020). Assessment of the performance of school principals is a process of ranking the implementation of tasks with specific criteria (Hartiwi et al., 2020; Ministry, 2021; Bafadal et al., 2020; Jaenam and Zulkifli, 2022). The government annually assesses the performance of school principals through a designated assessment team (Mundir, 2021; Ministry, 2021).

However, we rarely find research literature discussing the development of school principal performance assessment models using a software approach to realize information technology system-based assessment models. This research will likely add to existing research on how principal performance can be assessed online. This article aims to fill the existing literature gap in exploring the challenges of using software to assess school principal performance.

RESEARCH METHODS

Based on the objectives above, this research is descriptive. The data is analyzed using quantitative descriptive data analysis. Moreover, it is processed with percentage descriptive statistics. Descriptive research is intended to describe existing phenomena, both natural and engineered. This descriptive method systematically describes specific facts and characteristics and describes facts and phenomena in detail (Rokhani & Purnami, 2021).

Moreover, objectively describing past or present situations (Dikmenli, 2022). The study used a proportional random sampling technique (Puspitasari, 2021). Respondents were determined from Padang City Public Middle School, West Sumatra Province, including school supervisors, school committees, MKKS (Principal Work Meeting), school principals, teachers, staff, and student elements. A sample of 66 respondents was obtained.

To collect data, researchers used a closed questionnaire. The instrument to explore and measure respondents' perceptions about the challenges of assessing school principal performance using e-penjelas comprehensive uses a 1-4 Likert scale with categories: SS strongly agree, S agree, TS disagree, and STS strongly disagree. This research uses the SPSS application. The validity test was conducted with a significance level of 0.05, and the reliability test used Cronbach's alpha formula. At the same time, the criteria for measuring perception use two types. The perception is positive if the total score obtained by respondents from the questionnaire is > the total mean. Negative perception if the total score obtained by respondents from the questionnaire is < the total mean.

Meanwhile, the perception interval scale uses the following method:

1. Determine the lowest score and highest score from all alternative answers.
   Score max = maximum value X and number of questions X number of respondents
   Min score = minimum value X number of questions X number of respondents
2. Determining the interval of respondents' perceptions of the challenges of assessing school principal performance using comprehensive e-explanation.

$$\text{Interval} = \frac{\text{highest score-lowest score}}{\text{Category}}$$

RESULTS AND DISCUSSIONS

The empirical data described in this study relates to identifying the challenges faced in using comprehensive e-penjelas software for school principal performance appraisal. Identification was carried out related to the challenges of the assessment team's characteristics, the assessment's scope, the assessment's stages, and the assessment application's challenges based on the workflow of the comprehensive e-penjelas application system.

1. Characteristics of the Assessment Team

The school principal's performance assessor is an assessment team formed by the education office, including an external assessment team and an internal assessment team. The external assessment team consisted of direct supervisors in the form of school supervisors, colleagues consisting of representatives from the Principal Working Meeting (MKKS) and school partners in the form of school committees. While the internal assessment team includes the principal concerned and subordinates, such as educators, educational staff and students. The research findings on the characteristics of the assessment team can be presented in Table 1 and Diagram 1 below.

Table 1. Characteristics of the Assessment Team

Indicator	Average	Achievement(%)	Category
School superintendent	3,15	63,03	Less good
MKKS	3,79	75,76	Good
School committee	3,55	70,91	Good
Principal	3,29	65,76	Less good
Teacher	3,23	64,55	Less good
Personnel	3,83	76,67	Good
Student	4,18	83,64	Very good
	3,57	71,47	Good

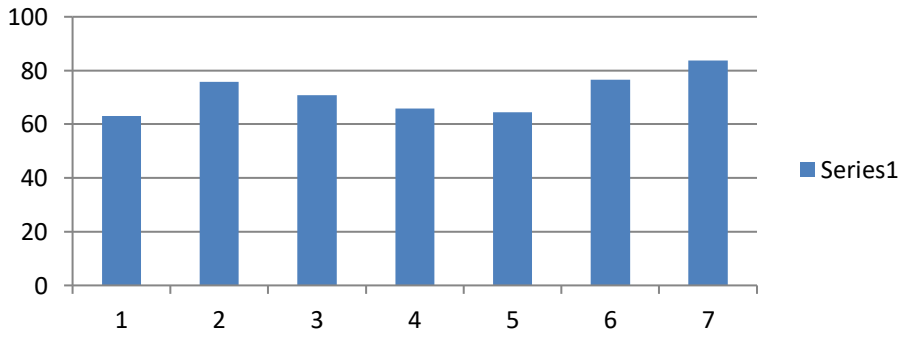

Diagram 1. Characteristics of the Assessment Team

Table 1 and Diagram 1 present that the characteristics of the assessment team with reasonable interpretation are in the range of an average value of 3.57 and an achievement level of 71.47%. Thus, the characteristics of the assessment team are stated to be good.

The school principal's performance assessment must be carried out by internal and external parties who are trusted to carry out the assessment. The internal appraiser is the officer or member being assessed, and the external appraiser is the appraiser not directly related to the assessed aspect. The proportionality of the assessment team affects the objectivity and transparency of the assessment results; for this reason, the assessment must be carried out by the direct superior, the employee concerned, colleagues, subordinates, and external parties/customers (Todolí-signes, 2021). The representation of the assessment team in the comprehensive e-penjelas software already represents the parties that

must be appropriately considered as to the origin (from which) the assessor is, namely the assessor from the internal assessment team element and the external assessment team element. The internal assessment team is an assessment team that is directly related to the school principal structurally and directly experiences the impact of the school principal's performance. Meanwhile, the external assessment team is a party not directly related to the school principal structurally but in terms of capability, which influences the school principal's performance. The composition and weight of each assessment team is shown in Table 2.

Table 2. Composition and Assessment Weight of Each Assessment Team

No	Assessment Team		Total	Weight Scor (%)	
	External Assessment Team				
1	Direct supervisor	Supervision coordinator	1	10	40
		School superintendent	1	30	
2	Colleagues	MKKS	2	10	10
3	Partners	Parents of students	1	5	5
		School committee	2	5	5
	Internal Assessment Team				
1	Principal self-assessment concerned	the principal of the school concerned	1	5	5
2	subordinates	Teacher's	3	15	15
		Employee: - Administration - References - Laboratory	 1 1 1	 5 5 5	15
		Student	3	5	5
Total			17	100	

In the comprehensive e-penjelas software, the classification of the assessment team is grouped into two groups of assessment teams, namely the internal assessment team group (the employee concerned is the principal of the school to be assessed, subordinates include teacher representatives, staffing includes administration employees, librarian employees, laboratory staff and student representatives), and external assessment team (direct superiors consist of supervisor coordinators and school supervisors, peers are representatives of administrators and representatives of MKKS members, external assessors/customers (partners) include representatives of parents and school committee representatives).

2. Characteristics of Scope of Assessment

Respondents' answers regarding the characteristics of the scope include the scope of the main tasks, namely, managerial development, entrepreneurial development, and development of supervision of educators and education staff. The scope of additional tasks, namely continuous professional development and work behavior, is shown in Table 3 and Diagram 2.

Table 3. Characteristics of Scope of Assessment

Indicator	Average	Achievement(%)	Category
Managerial development	3,97	79,09	Good
Entrepreneurial Development	3,95	81,21	Very good
Implementation of supervision	4,06	82,73	Very good
Continuous professional development	4,14	79,09	Good
Work behavior	3,95	80,61	Very good
	4,03	80,61	Very good

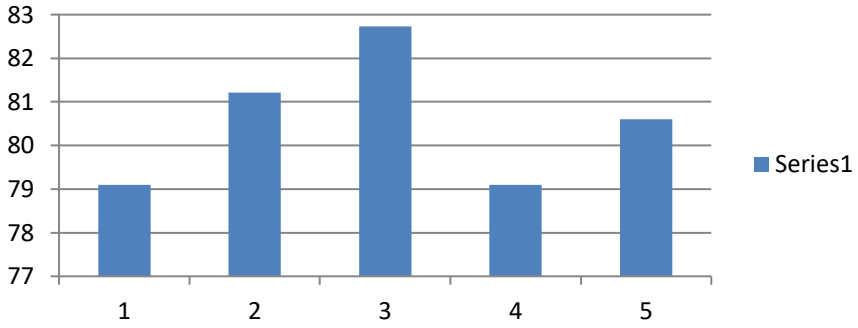

Diagram 2. Characteristics of Scope of Assessment

Table 3 and Diagram 2 present the characteristics of the scope of the assessment with perfect interpretation in the average value of 4.03 and an achievement level of 80.61%. Thus, the characteristics of the scope of the assessment are stated to be very good.

3. Characteristics of Assessment Stages

Respondents' answers regarding the characteristics of the assessment stages, including the stages of preparation, implementation, processing of results, and reporting stages, are shown in Table 4 and Diagram 3 below.

Table 4. Characteristics of Assessment Stages

Indicator	**Average**	**Achievement(%)**	**Category**
Preparation	4,1	82,12	Very good
Implementation	4	79,39	Good
Processing results	3,9	78,48	Good
Reporting	3,8	76,36	Good
	3,95	79,09	Good

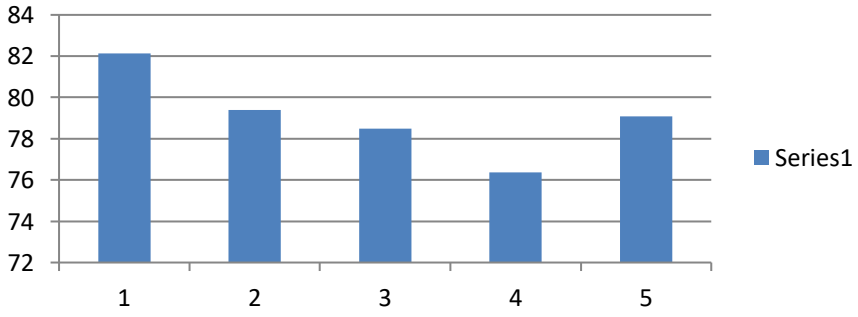

Diagram 3. Characteristics of Assessment Stages

Table 4 and Diagram 3 present that the characteristics of the stages of the assessment with reasonable interpretation are in the range of an average value of 3.95 and an achievement level of 79.09%. Thus, theoretically, the characteristics of the assessment stages are stated to be good.

4. Characteristics of the assessment application

Respondents' answers about the assessment application's characteristics, including workflow, page views of the assessor, user authority, and dashboard menus, are shown in Table 5 and Diagram 4 below.

Table 5. Characteristics of Assessment Applications

Indicator	Average	Achievement(%)	Category
Workflow	4,03	80,61	Very good
Appraiser page views	4,27	85,45	Very good
User authority	3,82	76,36	Good
Dashboard menu	4,03	80,61	Very good
	4,04	80,76	Very good

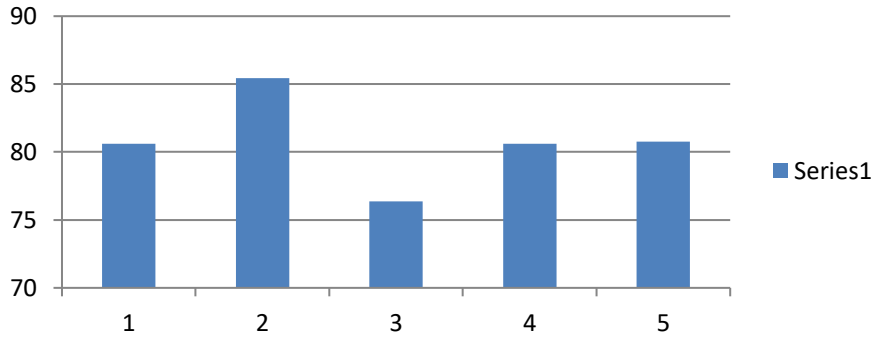

Diagram 4. Characteristics of Assessment Applications

Table 5 and Diagram 4 present that the characteristics of the assessment application with perfect interpretation are average at 4.04 and an achievement level of 80.76%. Thus, the characteristics of the assessment application are stated to be very good.

Based on the description of the data on the assessment team's characteristics, the assessment's scope, the assessment, the stages of the assessment, and the characteristics of the school principal's performance assessment application above, the recapitulation is in Table 6 below.

Table 6. Recapitulation of Comprehensive E-Penjelas Characteristics

Indicator	Average	Achievement(%)	Category
Assessment team	3,57	71,47	Good
Scope of assessment	4,03	80,61	Very good
Rating stages	3,95	79,09	Good
Assessment application	4,04	80,76	Very good
	3,89	77,98	Good

Education management is currently preoccupied with various adaptive patterns that must be taken to adapt to the development of information technology. Therefore, various designs, strategies, and approaches to education management by empowering information technology have become a discourse that has been widely studied by academics through various perspectives, starting from the point of view of improving the quality of human resources educators (Hadiyanto et al., 2019; Marlina et al., 2022; Sabariah, 2021), students (Aque et al., 2021; Nasution & Chastanti, 2022), and graduate users; (Epps et al., 2021; Mitra et al., 2021), as well as assessing the performance of school principals by utilizing information technology (Rusydiyah et al., 2020; Sailer et al., 2021; Tejasvee et al., 2021). The level of adaptation of the principal's performance assessment pattern as described in the description is translated through various strategic software to describe the performance of school principals. This condition has implications for new consequences, which are expected to provide a solution so that the performance assessment of school principals through information technology in the form of software can be achieved (Cahyono, 2022; Ulinuha et al., 2022; Marsidin, 2022; Jamalia et al., 2022).

It is no exaggeration if comprehensive e-penjelas software can be an alternative to evaluating the performance of school principals. The current school principal's performance appraisal system prioritizes assessing aspects of implementing managerial tasks, supervising educators and education staff, and implementing school entrepreneurship development tasks. This emphasizes the importance of developing principal performance appraisal software so that the objectivity and transparency of the principal performance appraisal process can obtain optimal results.

Technically, the comprehensive e-penjelas software provides an interactive communication platform that can be used to confirm the validity of the components being assessed. Comprehensive e-penjelas specifications are contained in assessment activities carried out online and components of the school principal's performance assessment stages. Before the process of implementing the assessment is carried out, the school principal prepares the principal's performance document file in softcopy form, which is stored on Google Drive to get the performance document file link. The link is embedded in the performance scope column section available in the software. The principal's performance assessment stages consist of preparation, implementation, processing of assessment results, and reporting. The preparatory stage consists of setting a schedule, forming an assessment team, training the assessment team, and notifying the school's principal to be assessed. The stages of the assessment include listening to performance presentations by the school principal, observing physical evidence, verifying performance document files, picking tests, confirming performance document files, and scoring.

The stages of processing the results of the assessment include grouping the results of the assessment based on the task field, grouping the results of the assessment based on the composition of the assessment team, and determining the final grade. At the same time, the reporting stages include reporting the assessment results to the principal of the school being assessed, complaining about

grades, finalizing the results of the assessment, and submitting the results to the Education Office. This comprehensive e-penjelas software is equipped with a user manual in the form of a book and a guide in video tutorials. Even though comprehensive e-penjelas software still requires support from various sectors, especially education and infrastructure policymakers, to support internet access.

The existence of comprehensive e-penjelas software as a solution to support the implementation of online school principal performance assessments. The primary purpose of the comprehensive e-penjelas software is to act as an accelerator for changes in the governance of school principal performance appraisal by developments in information technology that can be used to determine the required level of performance achievement, as feedback on strengths and weaknesses in achieving goals, monitoring and diagnosing obstacles in improvement efforts, and providing information.

The problem is that several literature reviews have found that evaluating the performance of school principals has yet to become a top priority for both the principal himself and the supervisors. Besides that, several school principal performance assessment models have been developed by experts, there are still limitations, especially limitations on the aspects of the assessment team, the scope of the assessment, the stages of the assessment, and the aspects of the application of the assessment in accommodating objective assessment results and transparent assessment results (Marsidin, 2022).

Tabel 7. Limitations of The Principal's Performance Appraisal Model
(Wahyuni, 2020; Bunyamin, 2022; Bafadal, 2020; Kwan, 2020; Ministry, 2021)

No	Model Components	Limitations
1	Assessment team	1. The assessment team is the supervisor who guides the principal of the school acting as an assessor of the performance of the principal he fosters. 2. Teachers, staff, students and school committees are only involved as respondents in the assessment of the principal's work behavior 3. The principal concerned is not given the opportunity to evaluate his own performance. 4. MKKS is not involved in evaluating the performance of school principals
2	Scope of assessment	1. Highlights more about the implementation of tasks that have been carried out and their administration. 2. The results of the assessment between the main tasks and supporting tasks are not distinguished by weight
3	Stages of assessment	Not yet supporting the implementation of the school principal's performance appraisal process properly. Some school principals think that the stages of the principal's performance appraisal activity are just a waste of time, and the results do not yet provide the information needed by their users
4	Assessment application	1. Not yet relevant to the needs in the field. 2. The unavailability of features that can accommodate the overall assessment stages 3. The results of the assessment cannot describe performance based on the scope of performance, and there is no feature of the results of the principal's performance score based on each assessment team. 4. The feature for school principals to see the results of the assessment directly from the assessment process is inadequate

Advances in information technology can facilitate educational development, including being used in the process of assessing the performance of school principals (Cahyono, 2022; Ulinuha et al., 2022; Marsidin, 2022; Jamalia et al., 2022). One of the technologies developed for assessing the performance of school principals is the comprehensive e-penjelas software. Comprehensive e-penjelas software is an accelerator for changes in the governance of school principal performance appraisal by mapping the required level of performance achievement, providing feedback on strengths and weaknesses in achieving goals, and monitoring and diagnosing obstacles in improving school principal performance. The comprehensive e-penjelas software is based on the limitations of the principal performance appraisal model that was developed previously. With comprehensive e-penjelas software, the performance of school principals can be described based on aspects of the principal's scope of work, aspects of the assessment team, and accumulated annual assessments, as well as recommendations for follow-up on the assessment results. The advantages of this software are found in the assessment team's characteristics, the assessment's scope, the assessment's stages, and the assessment application's characteristics.

Characteristics of the external and internal assessment team. The external assessment team includes direct superiors in the form of school supervisors, colleagues consisting of representatives from the Principal's Working Meeting (MKKS), and school partners in the form of school committees. At the same time, the internal assessment team includes the principal concerned and subordinates, such as educators, educational staff, and students.

Characteristics of the scope of the assessment. The assessment consists of the scope of leading tasks and supporting tasks. The scope of the main tasks consists of managerial development tasks, entrepreneurial development, and implementation of supervision of educators and education staff. At the same time, the scope of supporting tasks includes continuous professional development tasks and work behavior.

Characteristics of the stages of the assessment. This includes the stages of preparation, implementation, and processing of results, as well as the reporting stages. Characteristics of the assessment application. The characteristics of the assessment application describe the application's workflow, the assessment page's display of the application user's authority, and the availability of menus on the dashboard.

Based on this description, this study was designed to describe the challenges of using a comprehensive e-penjelas model to assess the performance of school principals in the 4.0 era. Specifically, this research explores whether there are challenges to using comprehensive e-penjelas software based on the assessment team's characteristics, the assessment's scope, the assessment's stages, and the assessment's application. It is important to note that research in this area can vary depending on the context and subject. Therefore, conducting further research and collaborating with experts in Islamic education management can increase the understanding and application of these findings in Islamic educational institutions.

CONCLUSION

The existence of this comprehensive e-penjelas software is very relevant to the demands of information technology to support online school principal performance appraisal activities in improving the quality of school services because information on the achievement of school principals' performance will provide input to schools regarding school services desired by the community, besides that, the principal will measure their activities to increase motivation to work. The principal will prioritize programs and activities that will improve their performance. Besides that, it can be used in connection with efforts to obtain information on a map of the strengths and weaknesses of school principals as a basis for coaching, transfers, promotions, and demotions for related parties, especially the education office.

Overall, the characteristics of the comprehensive e-penjelas software, namely the assessment team's characteristics, the assessment's scope, the assessment, the stages of the assessment, and the characteristics of the principal's performance assessment application, present minimal challenges in their use. The four characteristics of the comprehensive e-penjelas software already fulfill the elements of the school principal's performance appraisal process. However, there is a need for infrastructure support, especially policy support and internet access.

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