

Performance Evaluation Models for School Principals: Insights from Supervisory Practices in Yogyakarta, Indonesia

Ernani Astuti¹, Lia Yuliana² Muh. Saidil Ikhwan³

¹ Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; ernakrisna@gmail.com

² Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; liayuliana@gmail.com

³ Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; Ikhwansaidil@gmail.com

ARTICLE INFO

Keywords:

principal performance
assessment;
school leadership;
verification process;
educational supervision

Article history:

Received 2025-02-06

Revised 2025-02-17

Accepted 2025-09-22

ABSTRACT

Effective principal performance assessment plays a vital role in enhancing school leadership, teacher effectiveness, and student outcomes. However, the implementation of such evaluations often faces various practical challenges. This study investigates the principal assessment process at SMA Pangudi Luhur Yogyakarta, aiming to identify key obstacles and propose actionable improvements. A qualitative research design was employed, incorporating in-depth interviews with principals, vice principals, and school supervisors, as well as document analysis. The data were thematically analyzed to uncover recurring issues and patterns in the assessment process. The findings reveal three primary challenges: (1) limited understanding of assessment criteria and components among vice principals, (2) insufficient technical support provided by school supervisors, and (3) lack of structured mentoring during the verification stage. These issues hinder the reliability and effectiveness of the principal evaluation process. To improve the assessment system, the study recommends targeted technical training for school staff, integration of digital tools for efficient data management, and strengthened collaboration among stakeholders involved in the evaluation process. These strategies are expected to enhance the transparency, accuracy, and impact of principal performance assessments. This study contributes to the discourse on educational leadership by identifying critical gaps in current assessment practices and offering practical solutions. Although limited to a single institution, the findings provide a foundation for broader investigations into principal evaluations across different school contexts and their long-term effects on school improvement.

This is an open access article under the [CC BY-NC-SA](#) license.



Corresponding Author:

Ernani Astuti

Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; ernakrisna@gmail.com

1. INTRODUCTION

The implementation of principal performance assessment is a critical mechanism for ensuring educational quality across institutions. This process extends beyond measuring student outcomes; it also evaluates a principal's capacity to cultivate an inclusive learning environment, promote professional development among staff, and drive educational innovation. Well-structured assessments help schools identify leadership strengths and areas for growth, providing a foundation for strategic improvements in school governance and instructional leadership (Hallinger, 2011; Sari & Ikhwan, 2024).

In secondary schools, principals are tasked with both academic and managerial responsibilities, requiring them to effectively allocate and manage resources to meet institutional goals. To fulfill these demands, school leaders must adopt contemporary management strategies that align with the evolving landscape of education (Deng et al., 2020). Prior research underscores the pivotal role of school leadership in shaping teacher development, instructional quality, and overall school effectiveness (Day et al., 2016; Leithwood et al., 2020).

Despite its importance, principal performance assessment remains inconsistently implemented, particularly in private schools. Variations in supervisory support, assessment criteria, and evaluation practices are frequently underexamined, leading to gaps in leadership development and accountability (Botha & Aleme, 2023).

Principal performance evaluation involves assessing leadership effectiveness, school management, and collaboration skills. As part of a Total Quality Management (TQM) framework, these evaluations aim to enhance service quality by reducing inefficiencies and improving leadership accountability (Creemers et al., 2022). Studies show that regular leadership assessments significantly impact school performance (Dutta & Sahney, 2016). Despite this, challenges persist in the practical implementation of assessment models, particularly regarding the role of school supervisors in ensuring fair and effective evaluations.

In Indonesia, school principals must meet leadership, managerial, and instructional competencies outlined in Regulation of the Minister of National Education No. 28 of 2010. While these regulations mandate structured performance assessments, many schools experience inconsistencies in their application. Particularly in private schools, a lack of structured assessment methods and minimal oversight from school supervisors often leads to an administrative rather than developmental approach to evaluation (Rafid & Tinus, 2019).

Supervisors play a crucial role in monitoring and evaluating principal performance. Annual assessments and comprehensive evaluations every four years involve various stakeholders, including school committees and education officials (Grissom & Loeb, 2017). However, an imbalance in supervisory distribution exists, with some supervisors overseeing more than ten schools, resulting in reduced assessment intensity and inadequate professional guidance. This challenge is exacerbated by limited interest in becoming a school supervisor, as the position is often perceived as less attractive than teaching roles (Kibtiyah & Masitoh, 2024).

Previous research has primarily focused on leadership effectiveness, assessment models, and policy regulations (Leithwood et al., 2020) (Ikhwan & Rabbani, 2024). However, few studies have examined the actual challenges faced by school supervisors in conducting principal performance assessments, particularly in private schools. This study aims to analyze the implementation of principal performance assessments at SMA Pangudi Luhur Yogyakarta, identify key obstacles, and propose strategic recommendations to enhance leadership evaluation frameworks. The findings will contribute to refining assessment models and improving leadership quality in schools.

2. METHODS

Here are the research steps taken. It will be illustrated in Figure 1 below:

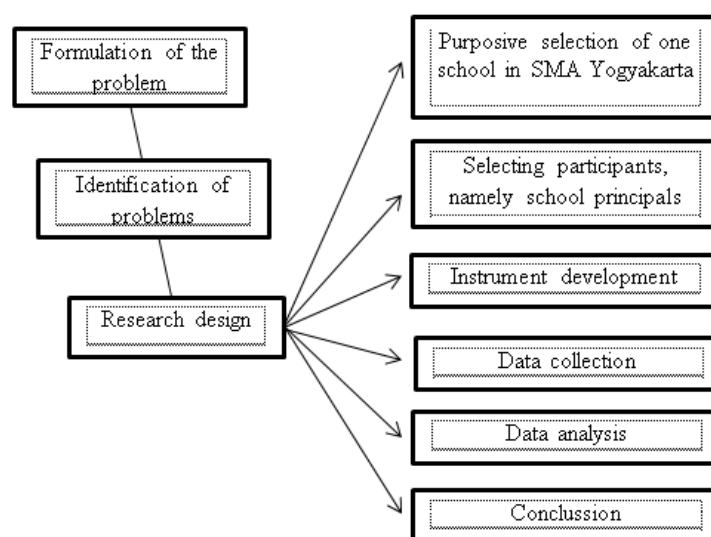


Figure 1. Research Steps

This study employs a qualitative approach with a phenomenological research design to explore the implementation of principal performance assessments. A phenomenological approach was chosen to capture the lived experiences of principals, vice principals, and school supervisors in the evaluation process (Creswell & Poth, 2016). The study was conducted at SMA Pangudi Luhur Yogyakarta, a private high school known for its structured leadership assessment system. This school was selected because it represents a private institution facing supervisory challenges similar to those found in many other private schools in Indonesia. The selection allows for a focused analysis of assessment practices in a non-governmental educational setting.

A purposive sampling technique (Merriam & Tisdell, 2015), was employed to ensure that participants had substantial knowledge of principal performance evaluations. The sample consisted of school principals, vice principals, school supervisors, and heads of educational foundations, all of whom had direct involvement in the evaluation process. The inclusion criteria required principals and vice principals to have a minimum of two years of leadership experience, school supervisors to possess expertise in educational supervision and performance assessment, and heads of educational foundations to be responsible for school leadership oversight. This selection ensured a comprehensive representation of perspectives on the assessment process, including those responsible for policy implementation and evaluation at different levels.

Data were collected through in-depth interviews and document analysis. The interview questions were developed based on a review of relevant literature on school leadership and performance assessments (Campbell et al., 2020). Before formal data collection, the interview guide was pilot-tested with a small group of educators to ensure clarity and relevance. Each interview lasted between 11 and 13 minutes and was conducted in a semi-structured format, allowing participants to elaborate on their experiences while ensuring consistency across responses. All interviews were recorded, transcribed, and manually coded to facilitate accurate data interpretation.

The collected data were analyzed using thematic analysis following the model of Miles et al. (2014), which consists of three interconnected stages. The first stage, data reduction, involved reviewing transcriptions and identifying relevant themes, focusing on key aspects of the assessment process such as evaluation instruments, supervisor roles, and verification challenges. The second stage, data display, structured the categorized data into tables and diagrams to highlight recurring patterns and relationships between identified themes, making it easier to compare different perspectives on principal assessments. The final stage, verification and conclusion drawing, ensured that the themes were validated by cross-referencing with existing literature and conducting additional expert reviews to confirm the reliability of findings. By systematically applying thematic analysis, this study ensures a

rigorous and structured approach to data interpretation, providing valuable insights into the practical challenges of principal performance assessments.

3. FINDINGS AND DISCUSSION

Based on the results of interviews conducted by researchers. The following is a diagram that can explain the results of the interview on the pattern of implementation of the principal's performance assessment by the Yogyakarta City supervisor. It is explained below:

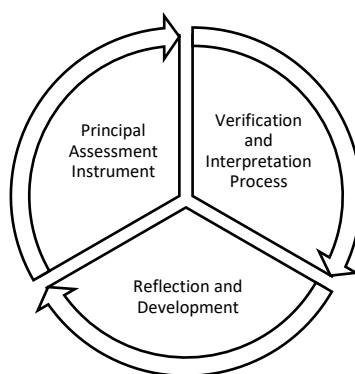


Figure 2. Diagram of Performance Evaluation Models

To gain a deeper understanding of the challenges and insights regarding the performance evaluation of school principals, this study conducted in-depth interviews with various stakeholders involved in the evaluation process. The respondents included school principals, vice principals, and supervisors, whose perspectives provided valuable information on the practical aspects of implementing principal performance assessments. The interviews revealed significant issues related to the understanding of evaluation instruments, the role of supervisors, and the overall effectiveness of the evaluation process. Table 1 below summarizes the key findings from these interviews, illustrating the main challenges and the recommendations provided by the participants.

Table 1. Questioners results

Question	Result
What challenges were faced in understanding the performance evaluation instruments for school principals?	The principal revealed in the interview that, "Generally, to improve the performance of school principals through managerial monitoring, supervision, and entrepreneurship, there are detailed components involved." (KS/22/04/2024)
How involved are the supervisors in supporting the principal performance evaluation process?	The supervisor stated, "The lack of technical training for school staff results in an ineffective evaluation process." (PGW/22/04/2024)
What difficulties were encountered in the implementation of the performance evaluation for school principals at SMA Pangudi Luhur Yogyakarta?	The vice principal explained, "I feel that I do not fully understand all components of the evaluation, and this hinders us in gathering accurate data." (WKS/22/04/2024)
How important is the understanding of administrative documents in the performance evaluation process?	The principal stated, "Understanding administrative documents is crucial because they serve as the primary basis for the evaluation verification process." (KS/22/04/2024)

3.1 Principal Assessment Instrument

The principal performance assessment instrument is an evaluation tool designed to measure the effectiveness of leadership in educational institutions. At SMA Pangudi Luhur Yogyakarta, the instrument used is similar to the instrument applied in public schools. The main focus of this instrument includes evaluating leadership, performance, entrepreneurship, development strategies, and the principal's ability to manage educational institutions. This uniformity shows an effort to establish consistent assessment standards across all types of schools, both public and private (Abbas, 2019). However, the implementation of this instrument in private schools requires adaptation to ensure its relevance to the specific needs of the institution concerned.

Although this instrument provides a strong framework for evaluating principal performance, there are significant challenges in its implementation. One major obstacle is the vice principals for student affairs' lack of an in-depth understanding of the details of the assessment components. Although they actively assist in providing supporting documents, this limited understanding often results in a lack of relevance and accuracy of the data presented. In this context, technical training for school staff is essential to improve their capacity to support the assessment process. This is in line with the findings of Ikhwan & Rabbani (2024), which showed that training can help staff understand professional and manage assessment instruments effectively.

The uniformity of instruments between public and private schools provides advantages in ensuring consistent assessment standards. However, the unique characteristics of private schools, such as foundation policies and resource constraints, often require adaptation to the instruments used. In the view of Leithwood et al. (2020), policies that are tailored to the local context can increase the effectiveness of instrument implementation, making them relevant to the needs of each educational institution.

The findings reveal three key challenges in the implementation of principal performance assessments at SMA Pangudi Luhur Yogyakarta. First, vice principals demonstrated a limited understanding of assessment components, making it difficult for them to provide accurate supporting data. This issue arises due to the complexity of the evaluation instruments and a lack of structured training. The role of supervisors in guiding school administrators through the assessment process remains minimal, leading to inconsistent reporting and documentation. Second, technical support from supervisors is inadequate, as they often focus on administrative aspects rather than leadership development. This results in an assessment process that prioritizes compliance over improvement. Third, mentoring for verification is insufficient, as supervisors are responsible for multiple schools, limiting their ability to conduct in-depth evaluations. The lack of direct engagement between supervisors and principals restricts opportunities for meaningful feedback and leadership enhancement. Tumanggor et al. (2021) emphasized the importance of ongoing training for school staff in improving their understanding of the instruments used, thus supporting a more objective assessment process.

In addition, the use of standardized assessment instruments can provide valid data to evaluate the performance of the principal. However, for this instrument to function optimally, intensive support from the school supervisor is needed. Data verification and mentoring carried out by the supervisor can ensure that the assessment process runs according to the established standards. Hvidston et al.'s (2018) research revealed that consistent mentoring from supervisors can improve the quality of evaluations and provide clearer guidance for principals in developing their leadership strategies.

These challenges stem from multiple factors, including the high workload of supervisors, limited professional development opportunities for vice principals, and the bureaucratic nature of the evaluation system. The national regulations governing principal assessments provide a standardized framework, but in practice, their implementation lacks adaptability to the unique challenges faced by private schools. Additionally, the hierarchical structure of educational institutions often results in a top-down approach, where assessments become procedural rather than developmental.

To improve the effectiveness of the use of assessment instruments at SMA Pangudi Luhur Yogyakarta, strategic steps can be taken. First, conducting technical training for staff involved in the assessment process to improve their understanding of the instrument components. Second, digital technology should be utilized to support efficient data collection. Third, communication between supervisors, principals, and staff should be improved to ensure a uniform understanding of the instruments used. With these steps, the assessment process is expected to provide more accurate and relevant results.

Overall, the principal performance assessment instrument at SMA Pangudi Luhur Yogyakarta reflects an effort to set consistent standards in the evaluation of educational leadership. However, challenges in understanding the instrument and technical support require further attention. Through training, mentoring, and use of technology, the assessment process can be optimized to support continuous improvement in the quality of education.

3.2 Verification and Interpretation Process

The verification and interpretation process in the Principal Performance Assessment (PKKS) is crucial for ensuring that the data collected during the evaluation is valid, accurate, and reliable for decision-making. At SMA Pangudi Luhur Yogyakarta, however, the verification process faces several challenges. A significant issue is the lack of intensive assistance from school supervisors. This support is vital in assessing the principal's leadership, management, and educational innovations comprehensively. However, in practice, the verification process at the school primarily focuses on fulfilling administrative requirements, often neglecting the more strategic and innovative aspects of leadership. This situation mirrors findings by Ahn et al., (2018), who noted that focusing solely on administrative documentation limits the ability to identify innovations that could improve educational quality.

Moreover, the verification process is often more about monitoring documentary evidence than actually evaluating the implementation of the program in real-time. This gap creates a disconnection between the reported data and the actual conditions at the school. As Tobón et al., (2020) point out, effective verification must go beyond documentation to include direct observation of program implementation and interviews with stakeholders. At SMA Pangudi Luhur Yogyakarta, the verification tends to focus on administrative documents like student activity reports and curricula, without sufficient emphasis on evaluating the results achieved through these programs, such as improvements in student achievement or the success of educational innovations. Huber & Helm (2020) argue that verification should assess the actual outcomes of the school's leadership efforts rather than just administrative conformity.

One of the primary factors contributing to these challenges is the limited number of supervisors available to provide in-depth assistance. The ideal supervisor-to-school ratio is often not met, which means that supervisors are spread too thinly across multiple schools and cannot focus adequately on any single institution. Research by Flores & Derrington (2017) supports this, showing that when supervisors have too many schools to oversee, the quality of evaluations suffers because there is not enough time for thorough analysis or constructive feedback. The lack of frequent visits from supervisors at SMA Pangudi Luhur Yogyakarta highlights this issue as a major obstacle to conducting meaningful evaluations.

Furthermore, the reliance on standardized evaluation forms fails to capture the unique leadership styles and challenges faced by different schools. These forms prioritize administrative conformity over leadership effectiveness and innovative practices. The absence of more contextualized evaluations means that schools' specific needs and goals are often overlooked. A contributing factor is the insufficient training available for school administrators on how to effectively compile and present performance data. When training is lacking, it is harder for school leaders to align their actions with the evaluation criteria in a meaningful way. This gap points to the importance of integrating direct observation and structured mentoring as part of the assessment process (Hvidston et al., 2018).

The lack of direct observation and the exclusion of vice principals and school committees from the interpretation process further diminish the effectiveness of the principal performance assessments. By excluding these groups, the evaluation process loses valuable input that could improve decision-making in leadership development. When these stakeholders are not involved, the assessment becomes narrower, potentially overlooking the broader impact of a principal's leadership on the entire school community.

To improve the verification and interpretation processes, the integration of digital platforms is highly recommended. Technology solutions, such as real-time feedback mechanisms and interactive dashboards, can provide supervisors with more accurate, timely data on leadership progress. This would not only enhance data accessibility but also allow supervisors to track and assess leadership development more effectively. Furthermore, using technology could reduce the reliance on paper-based documents and ensure that data is continuously updated, reflecting real-time developments in school leadership.

In addition, there should be greater engagement with teachers and school committees in the assessment process. Their involvement can provide a more comprehensive view of the principal's leadership and the effectiveness of educational strategies. This broader participation will help to balance the top-down nature of the assessments and ensure that the evaluation process is more reflective of the actual leadership dynamics at the school. As research suggests, involving all stakeholders, including teachers and school committees, can lead to more holistic and accurate assessments (Leithwood et al., 2020).

Finally, the communication of verification results needs to be more transparent. At SMA Pangudi Luhur Yogyakarta, the lack of communication about the verification results with the school community, including teachers and vice principals, is a significant weakness. Transparent communication ensures that all parties understand the areas needing improvement and can contribute to collaborative efforts to enhance leadership quality. Supervisors must take a more proactive role in sharing assessment findings and encouraging dialogue across the school community. By improving communication, the process of principal evaluation can shift from a bureaucratic task to a developmental opportunity for all stakeholders involved.

3.3 Reflection and Development

Reflection and development are key components of the Principal Performance Assessment (PKKS), ensuring that evaluation results serve as tools for continuous improvement, not just formal reports. At SMA Pangudi Luhur Yogyakarta, the principal uses the PKKS as an opportunity to reflect on leadership strengths and weaknesses and identify strategies for educational improvement. This process aligns with the perspective of Hartati (2022), who emphasized that reflection allows educational leaders to adjust their strategies based on the specific needs of their schools and communities. However, the effectiveness of this reflection is often hindered by the lack of communication of the PKKS results to the broader school community, including vice principals and teachers. As a result, critical input from these stakeholders is missed, reducing the overall effectiveness of the improvement efforts. Research by Edamo & Netshitangani, (2018) highlights that collaboration between school members in the reflection process can significantly enhance development outcomes.

In addition to reflection, development is a vital follow-up to PKKS results. At SMA Pangudi Luhur Yogyakarta, the principal has implemented initiatives to improve the quality of learning, such as encouraging teachers to produce professional work like Classroom Action Research (CAR) and innovative learning modules. These efforts reflect an innovation-based leadership approach that responds to the evolving needs of students and schools. Dirani et al., (2020) emphasized that human resource development, particularly for teachers, is crucial for effective leadership. However, challenges in development persist due to time and resource constraints, especially with the limited frequency of school supervisor visits. This lack of frequent and intensive mentoring limits opportunities for principals to receive constructive feedback. To overcome this barrier, the integration of digital

technology in education management is recommended, as it enables more efficient remote monitoring and mentoring. Christopoulos & Sprangers (2021) argue that the use of technology can significantly enhance sustainable development in educational leadership.

One of the core components of development at SMA Pangudi Luhur Yogyakarta is ongoing training for teachers and school staff. Monthly training programs focus on various themes, such as learning innovation and strengthening student character. These programs not only improve the competence of teachers but also enhance the overall quality of learning. Utiahman (2020) highlights the importance of continuous training in improving teacher performance and supporting the successful implementation of school development strategies. However, the involvement of students and parents in the evaluation and development processes is equally important. At SMA Pangudi Luhur, the principal has established strong relationships with the school community, including the parents of students. This relationship lays the foundation for more inclusive programs, where all stakeholders contribute to enhancing the quality of education. Leithwood et al. (2020) emphasize that the participation of the entire school community in the development process increases accountability and ensures the sustainability of initiatives.

To optimize the reflection and development process, several strategic steps are needed. First, the transparent communication of PKKS results to the entire school community is essential to ensure that all parties can contribute to the improvement process. Second, increasing the frequency and quality of training for teachers and staff, with a focus on developing both technical and strategic competencies, will strengthen the leadership development framework. Third, leveraging digital technology to support ongoing monitoring and evaluation can enhance efficiency and effectiveness. Lastly, fostering closer collaboration between principals, supervisors, and the school community is necessary to design and implement more impactful development strategies.

The findings also underscore the need for policy reforms to strengthen principal performance assessments. Current supervisory structures are strained due to insufficient personnel and high workloads, requiring a reassessment of the supervisor-to-school ratio to ensure more effective evaluations. Policymakers should prioritize expanding professional development programs for vice principals and school supervisors to enhance their ability to interpret and apply assessment criteria effectively. These programs should focus on building competencies that support the application of leadership development strategies within the school setting.

Another critical policy implication is the need to shift from a compliance-based assessment model to a more developmental approach. Currently, assessments tend to focus solely on administrative compliance, neglecting the leadership growth, problem-solving skills, and strategic planning abilities that are essential for educational leaders. Policymakers could introduce coaching and mentoring programs where experienced school leaders support developing principals in their leadership journey. Such programs would help create a more supportive environment for leadership growth, benefiting both the principals and their schools.

Furthermore, greater autonomy in assessment methods should be granted to private schools, allowing them to tailor evaluation processes to their unique institutional needs while still aligning with national educational standards. Collaboration between government agencies and private educational institutions could facilitate the development of context-specific evaluation tools that address both compliance and leadership quality. This approach would allow for more flexible and accurate assessments, reflecting the diverse challenges and goals of schools across the country.

3.4 Challenges in Principal Performance Evaluation and the Need for Policy Alignment

The findings of this study highlight several challenges in the principal performance evaluation process, such as the lack of understanding of the evaluation instruments, insufficient technical support for school staff, and the need for more intense supervisory involvement. These issues are not isolated but are closely aligned with broader educational policies and reforms in Indonesia. The Indonesian

Ministry of Education and Culture has emphasized the importance of improving educational quality through the professional development of school leaders, particularly principals.

Despite the formal requirements for performance evaluations, practical implementation often falls short, particularly in private schools where supervision and support are limited. This study illustrates how the lack of understanding of evaluation instruments and insufficient technical training for school staff significantly hinders the effectiveness of assessments. These gaps are compounded by the limited number of supervisors and the lack of training, which undermines the goal of improving leadership quality through assessments.

Moreover, the findings are consistent with the National Education System Law (Law No. 20 of 2003), which stresses the critical role of school supervision in improving education quality. However, as seen in this study, the shortage of qualified supervisors and inadequate support for school staff exacerbate the challenges in implementing effective performance evaluations. These obstacles highlight the need for significant policy adjustments to ensure that performance evaluation systems are more aligned with the diverse needs of both public and private educational institutions.

The Government Regulation No. 19 of 2005 further emphasizes accountability and quality assurance in education through effective supervision and performance evaluations. However, the results of this study suggest that these regulations need to be revisited to address the shortcomings in the current system. Specifically, there is a need for comprehensive training for supervisors, the development of standardized performance evaluation tools, and a stronger link between assessment results and professional development programs for school leaders.

To enhance the effectiveness of principal performance assessments, the role of supervisors must evolve from merely evaluators to leadership mentors. Research suggests that schools with active supervisory support exhibit stronger leadership performance and improved teacher collaboration (Leithwood et al., 2020). Therefore, it is crucial that supervisors receive specialized training in leadership coaching and instructional support. This will enable them to offer constructive feedback, focusing not only on procedural evaluations but also on fostering leadership growth within the school.

In addition to the evolving role of supervisors, stakeholder engagement must be significantly strengthened. School committees, vice principals, and educators should play an active role in shaping the leadership assessments. A more participatory approach could provide a more accurate and holistic evaluation of a principal's impact on school development. Encouraging peer reviews and inter-school collaboration is essential, as it may foster a culture of continuous improvement in educational leadership, contributing to the development of stronger, more effective school leadership practices.

Additionally, peer reviews and collaborative approaches among schools can enhance the evaluation process. Engaging more stakeholders, such as teachers, vice principals, and even students, provides a broader perspective on leadership effectiveness and helps in identifying areas that require improvement. This process not only enhances the objectivity of evaluations but also aligns leadership goals with the real-time needs of the school community.

Lastly, for principal performance assessments to be truly effective, a shift is required from a compliance-based assessment model to a developmental one. This would allow for a deeper focus on leadership growth, problem-solving capabilities, and strategic planning, rather than just meeting administrative requirements. Educational authorities should consider introducing coaching and mentoring programs, where experienced leaders guide developing principals, helping them grow in their leadership capacities and improve overall school performance.

4. CONCLUSION

This study provides valuable insights into the principal performance assessment process, identifying key challenges such as the lack of understanding of evaluation instruments, insufficient technical support, and limited supervisor involvement. These issues highlight the need for a more comprehensive and adaptive approach, especially in private schools where resources are constrained.

The findings underscore the importance of policy reforms that promote ongoing professional development for both school leaders and supervisors, ensuring that evaluations are not only compliance-based but also focused on leadership growth.

The study emphasizes the necessity of strengthening supervisory structures, improving training programs for school staff, and fostering greater stakeholder engagement in the assessment process. Supervisors should evolve from mere evaluators to mentors, with specialized training in leadership coaching and instructional support. Additionally, the integration of digital tools, such as real-time data collection and interactive dashboards, can enhance the accuracy and efficiency of evaluations, while enabling remote monitoring and reducing logistical barriers, particularly in under-resourced areas.

While this study focuses on a single institution, future research should explore a broader range of schools to understand the challenges faced by different educational settings. Further studies could examine the long-term impact of leadership assessments on school performance and the professional development of principals. Policymakers should incentivize the use of digital tools and integrate coaching and mentoring into the assessment framework, ensuring that leadership evaluations serve as a powerful tool for improving educational leadership and benefiting both educators and students.

REFERENCES

- Abbas, A. (2019). Penilaian kinerja kepala sekolah. *Didaktika: Jurnal Kependidikan*, 11(1), 12–19.
- Ahn, J., Lee, S., & Yun, S. (2018). Leaders' core self-evaluation, ethical leadership, and employees' job performance: The moderating role of employees' exchange ideology. *Journal of Business Ethics*, 148, 457–470.
- Botha, R. J. N., & Aleme, S. G. (2023). Integrative Principals' Leadership Behaviour Approach to Improve Student Academic Outcomes in Ethiopian Secondary Schools. *International Journal of Learning, Teaching and Educational Research*, 22(1), 72–93.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652–661.
- Christopoulos, A., & Sprangers, P. (2021). Integration of educational technology during the Covid-19 pandemic: An analysis of teacher and student receptions. *Cogent Education*, 8(1), 1964690.
- Creemers, B. P. M., Peters, T., & Reynolds, D. (2022). *School effectiveness and school improvement*. Routledge.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*, 52(2), 221–258.
- Deng, W., Li, X., Wu, H., & Xu, G. (2020). Student leadership and academic performance. *China Economic Review*, 60, 101389.
- Dirani, K. M., Abadi, M., Alizadeh, A., Barhate, B., Garza, R. C., Gunasekara, N., Ibrahim, G., & Majzun, Z. (2020). Leadership competencies and the essential role of human resource development in times of crisis: a response to Covid-19 pandemic. *Human Resource Development International*, 23(4), 380–394.
- Dutta, V., & Sahney, S. (2016). School leadership and its impact on student achievement: The mediating role of school climate and teacher job satisfaction. *International Journal of Educational Management*, 30(6), 941–958.
- Edamo, D. L., & Netshitangani, T. (2018). Leadership, School Improvement and Effectiveness: The Experiences of the Schools Community in Ethiopia. *Problems of Education in the 21st Century*, 76(5), 587–600.
- Flores, M. A., & Derrington, M. L. (2017). School principals' views of teacher evaluation policy: Lessons learned from two empirical studies. *International Journal of Leadership in Education*, 20(4),

416–431.

- Grissom, J. A., & Loeb, S. (2017). Assessing principals' assessments: Subjective evaluations of teacher effectiveness in low-and high-stakes environments. *Education Finance and Policy*, 12(3), 369–395.
- Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125–142.
- Huber, S. G., & Helm, C. (2020). COVID-19 and schooling: evaluation, assessment and accountability in times of crises – reacting quickly to explore key issues for policy, practice and research with the school barometer. *Educational Assessment, Evaluation and Accountability*, 32(2), 237–270.
- Hvidston, D. J., McKim, C. A., & Holmes, W. T. (2018). What are principals' perceptions? Recommendations for improving the supervision and evaluation of principals. *NASSP Bulletin*, 102(3), 214–227.
- Ikhwan, M. S., & Rabbani, S. A. (2024). Principal Supervision Strategies in Improving Teacher Professionalism. *Pedagogia: Jurnal Pendidikan*, 13(2), 211–215.
- Kibtiyah, M., & Masitoh, S. (2024). Implementation of Learning Leadership, School Principal Supervisor, and Teacher Performance on Students' Learning Outcomes. *Journal of Higher Education Theory & Practice*, 24(1).
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. 3rd. Thousand Oaks, CA: Sage.
- Rafid, R., & Tinus, A. (2019). Kinerja kepala sekolah dalam meningkatkan mutu tenaga pendidik di sekolah menengah atas negeri 1 latambaga, kolaka. *Jurnal Akuntabilitas Manajemen Pendidikan*, 7(2), 188–198.
- Sari, Y., & Ikhwan, M. S. (2024). SWOT analysis in preparing strategic plans for improving the quality of education. *Jurnal Tinta: Jurnal Ilmu Keguruan Dan Pendidikan*, 6(1), 157–164.
- Tobón, S., Juárez-Hernández, L. G., Herrera-Meza, S. R., & Núñez, C. (2020). Assessing school principal leadership practices. Validity and reliability of a rubric. *Educación XXI*, 23(2), 187–210.
- Tumanggor, A., Tambunan, J. R., SE, M. M., & Simatupang, P. (2021). *Manajemen Pendidikan*. Penerbit K-Media.
- Utiahman, T. B. (2020). Meningkatkan Kompetensi Pedagogik Guru Melalui Pelatihan Berjenjang. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 5(3), 215–222.