

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

EVALUATING THE PERFORMANCE APPRAISAL SYSTEM OF PRINCIPALS IN STATE ISLAMIC SENIOR HIGH SCHOOLS IN BANDAR LAMPUNG

Sabina Kirani¹, Amirudin², Yetri³, Alamsyah⁴

Universitas Islam Negeri Raden Intan Lampung¹²³, Kementerian Agama Provinsi Lampung⁴,
Indonesia¹²³⁴

Email: sabinakirani1303@gmail.com¹, amiruddin@radenintan.ac.id², yeti.hasan@gmail.com³,
alam.subli@gmail.com⁴

Received: 17-06-2026

Revised: 19-06-2026

Accepted: 12-10-2026

Abstract

Madrasah principals play a strategic role in improving the effectiveness of management and the quality of education. The Madrasah Principal Performance Evaluation (PKKM) is necessary to systematically assess leadership performance. This study aims to analyze the PKKM system at the State Madrasah Aliyah in Bandar Lampung City based on the General System Theory (GST) perspective through the components of input, process, output, and feedback. The research employs a descriptive qualitative approach with data collection techniques including interviews, observations, and documentation. Data were analyzed through reduction, presentation, and the derivation and verification of conclusions. The results of the study indicate that PKKM inputs include human resources, assessment instruments, administrative documents, regulations, and information technology. The process encompasses verification, observation, interviews, validation, assessment, and reporting. Outputs consist of performance scores, reports, and recommendations, while feedback is realized through guidance, mentoring, and follow-up on improvements. This study concludes that the PKKM is an integrated system that supports the continuous improvement of madrasah principals' performance and the quality of education.

Keywords: Performance appraisal system, Madrasa principal, General Systems Theory.

(*) Corresponding Author:

Sabina Kirani, sabinakirani1303@gmail.com, 081285674780

INTRODUCTION

Madrasah principals play a strategic role in determining the effectiveness of educational administration, improving the quality of learning, and achieving the goals of educational institutions. The leadership of a madrasah principal is one of the important factors influencing institutional effectiveness and student learning outcomes. Therefore, the performance appraisal system for madrasah principals needs to be designed objectively, comprehensively, and continuously to provide accurate information for the development and improvement of educational leadership. In this context, the Ministry of Religious Affairs of the Republic of Indonesia established the Madrasah Principal Performance Evaluation (Penilaian Kinerja Kepala Madrasah / PKKM) through the Decree of the Director General of Islamic Education No. 1111 of 2019. PKKM serves as an instrument for assessing the achievement of madrasah principals' competencies as well as a basis for professional guidance and development. From the perspective of General System Theory, Ludwig von Bertalanffy emphasizes that an effective system consists of interconnected components, including input, process, output, and feedback, which interact to achieve predetermined goals (Bertalanffy, 1968). Accordingly, PKKM should ideally function not merely as an administrative assessment instrument but also as a quality assurance

mechanism capable of supporting continuous improvement in madrasah leadership and governance (Brauckmann et al., 2023).

However, empirical evidence indicates that the implementation of PKKM has not yet fully realized this ideal function. Hasan et al. (2023) found that the effectiveness of PKKM implementation is influenced by several factors, including the readiness of administrative documents, the quality of assessment evidence, and madrasah principals' understanding of the assessment instruments. The study also indicates that coordination among various components of the madrasah plays an important role in supporting the effectiveness of the assessment process. At the same time, the increasing digitalization of education requires more systematic approaches to data management, documentation, and information storage. Nevertheless, some madrasahs continue to face limitations in digital archiving and the utilization of information technology (Tamadoni et al., 2024). A preliminary study conducted at a State Madrasah Aliyah (MAN) in Bandar Lampung indicates that PKKM has been implemented routinely in accordance with applicable regulations. However, several challenges remain, particularly in managing assessment evidence, synchronizing administrative data, and optimizing follow-up actions based on assessment results. These conditions indicate a potential gap between the ideal function of PKKM as an instrument for continuous quality improvement and its implementation in practice.

Previous research has also evaluated the implementation of PKKM using the CIPP model and found that the process and follow-up components still require strengthening. Meanwhile, international studies on school leadership evaluation have generally focused on the effectiveness of evaluation systems and their contribution to the professional development of school leaders (Bush, 2021; Gurr et al., 2022; Brauckmann et al., 2023). Although these studies provide important insights into leadership evaluation, previous research on PKKM has tended to examine particular aspects of the assessment process rather than analyzing PKKM as an integrated system. In particular, limited attention has been given to the interrelationships among input, process, output, and feedback within the framework of General System Theory. Furthermore, research specifically examining the PKKM system in State Madrasah Aliyah (MAN) in Bandar Lampung City remains limited. This research gap highlights the need for a comprehensive analysis of PKKM as an interconnected system, including the adequacy of inputs, the implementation of assessment processes, the outputs generated, and the utilization of feedback for subsequent improvement. Such an approach is expected to provide a more comprehensive understanding of the implementation of PKKM and its role in supporting the continuous improvement of madrasah leadership and governance.

This study is important because it can provide a more comprehensive understanding of how the PKKM system functions as a mechanism for evaluating educational leadership in the context of madrasahs. This study contributes to the development of General System Theory research in the field of Islamic education management and evaluation by examining the interrelationships between inputs, processes, outputs, and feedback within the PKKM system. The research findings can serve as a basis for consideration by the Ministry of Religious Affairs of the Republic of Indonesia, madrasah supervisors, and madrasah principals in strengthening the quality of PKKM implementation so that the assessment results function not only as an evaluation tool but also as a basis for decision-making, professional development, and the continuous improvement of educational quality. Therefore, this study aims to analyze the Madrasah Principal Performance Evaluation system at State Senior High Schools in Bandar Lampung City from the perspective of *General System Theory* to provide a more comprehensive picture of the effectiveness of the madrasah principal performance evaluation system.

RESEARCH METHOD

This study employed a qualitative approach with a descriptive design to obtain an in-depth understanding of the performance appraisal system for principals of State Madrasah Aliyah (MAN) in Bandar Lampung City. A qualitative approach was selected because the study aimed to understand the phenomenon holistically by examining the experiences, perceptions, and practices of actors involved in the performance appraisal system for madrasah principals (Sidiq et al., 2019). The research was conducted at the Regional Office of the Ministry of Religious Affairs of Lampung Province, particularly within the Madrasah Education Division, which has responsibilities related to the supervision and implementation of madrasah principal performance evaluation. The research was conducted over a period of three months, consisting of the preparation stage, data collection, data analysis, and research report preparation.

The data sources consisted of primary and secondary data (Chatra et al., 2023). Primary data were obtained directly from informants involved in the implementation of the madrasah principal performance evaluation system, including madrasah supervisors, madrasah principals, and other relevant parties involved in the evaluation process. Secondary data were obtained from relevant documents, including guidelines and instruments for evaluating madrasah principals' performance, standard operating procedures, regulations issued by the Ministry of Religious Affairs, as well as relevant literature and previous research findings concerning performance evaluation systems and educational management. The use of both primary and secondary data enabled the researcher to obtain a comprehensive understanding of the implementation of the madrasah principal performance evaluation system.

Data were collected through interviews, observations, and documentation. Semi-structured interviews were employed because this technique provides flexibility for the researcher to explore information in greater depth while maintaining a focus on predetermined research themes (Moleong, 2019). Through the interviews, the researcher explored information concerning the planning, implementation, results, and follow-up of the madrasah principal performance evaluation. Observations were conducted using a non-participant approach by directly observing the evaluation process, interactions between madrasah supervisors and principals, and the use of performance evaluation instruments without becoming directly involved in the activities being observed. Meanwhile, documentation was used to examine relevant policy documents, implementation guidelines, assessment instruments, assessment reports, and other supporting documents related to the performance evaluation of madrasah principals (Jailani, 2023). The combination of interviews, observations, and documentation was intended to provide complementary information and strengthen the completeness of the data obtained during the research process.

Data analysis was conducted using a descriptive qualitative approach based on an interactive analysis model that includes data reduction, data presentation, and drawing conclusions (Qomaruddin & Sa'diyah, 2024). During the data reduction stage, the researcher selected, focused, and grouped data relevant to the research focus namely, the input, process, output, and feedback components within the madrasah principal performance evaluation system. The reduced data was then presented in the form of a narrative description to facilitate the researchers' understanding of the patterns of relationships among the system components under study. The next stage involved drawing conclusions and conducting verification on

an ongoing basis throughout the research *process* to ensure findings were valid and consistent with field conditions.

Data validity is ensured through source triangulation. Triangulation is performed by comparing information obtained from various informants, such as madrasah supervisors, madrasah principals, and supporting documents so that the data obtained can mutually confirm and reinforce the research findings (Fikri et al., 2025) . Interview results were verified through observation and documentation to ensure consistency between the information provided by informants and the actual conditions in the field. Through this procedure, the study is expected to produce credible data capable of providing a comprehensive picture of the performance evaluation system for principals of State Madrasah Aliyah in Bandar Lampung City from the perspective of General Systems Theory.

RESEARCH RESULTS

Inputs to the Performance Appraisal System for Principals of State Madrasah Aliyah in Bandar Lampung City

The research findings indicate that the *input* components in the Principal Performance Evaluation System (PKKM) at State Madrasah Aliyah in Bandar Lampung City include human resources, evaluation instruments, data and administrative documents, regulations, and information technology support. Based on interviews with madrasah supervisors, prior to the implementation of the PKKM, the madrasah first received assessment instruments and guidelines from assessors as a reference for preparing the necessary documents and evidence. Subsequently, the madrasah principal coordinated the formation of an internal team responsible for inventorying, verifying, and compiling supporting documents to be used in the assessment process.

Human resources are the primary input in the implementation of the PKKM. Madrasah supervisors serve as assessors who conduct the evaluation, while the madrasah principal functions as both the party being evaluated and the coordinator in providing various supporting pieces of evidence. Teachers, educational staff, the vice principal, and the administrative head are also involved in providing the data and information needed throughout the evaluation process. The involvement of these various elements demonstrates that the implementation of the PKKM is an activity that requires the cooperation of all components of the madrasah organization.

In addition to human resources, data, information, and administrative documents are essential input components that determine the quality and effectiveness of the PKKM implementation. The documents prepared include the madrasah work plan, the annual work plan, program implementation reports, academic supervision reports, financial reports, student achievement data, and various other supporting documents. The completeness and accuracy of these documents are critical factors, as all this data serves as the basis for verification during the evaluation process. Therefore, every department within the madrasah is required to manage its archives and documentation systematically so that they can be easily accessed when the evaluation process takes place.

The next input is the evaluation instrument used as a guideline for measuring the performance of the madrasah principal. These instruments are developed in accordance with Ministry of Religious Affairs regulations and cover various dimensions of madrasah principal competencies, namely managerial competence, academic supervision, entrepreneurship, madrasah development, and instructional leadership. In addition to using national instruments, the Lampung Provincial Office of the Ministry of Religious Affairs has also developed additional indicators focused on the achievements of the madrasah, teachers, and students as a means of adapting to local needs.

The implementation of the PKKMM is also supported by regulations and policies that serve as the operational foundation of the system. These regulations govern the assessment procedures, the standards used, the implementation schedule, and the utilization of assessment results as a basis for decision-making. PKKMM results are used as material for evaluation, guidance, and consideration in determining the continuation of a madrasah principal's term of office. Thus, the regulations serve as guidelines that ensure all stages of the assessment proceed in a focused manner and in accordance with the established objectives.

Advances in information technology also serve as a key input in the PKKMM system. Research findings indicate that madrasahs have utilized various digital platforms, such as google drive and the madrasah administration information system, to store and manage assessment documents. The use of this technology helps improve the efficiency of data management, facilitates access to documents, and supports the verification process conducted by the assessment team.

Overall, the research findings indicate that the PKKMM system at the State Madrasah Aliyah in Bandar Lampung is supported by various interrelated input components, including human resources, assessment instruments, administrative data and documents, regulations, and information technology. All of these components form the essential foundation required for the assessment system to function effectively and generate accurate information regarding the performance of madrasah principals.

Process of the Madrasah Aliyah Negeri Principal Performance Evaluation System in Bandar Lampung City

The research findings indicate that the implementation of the Madrasah Principal Performance Evaluation (PKKMM) at State Madrasah Aliyah in Bandar Lampung City is carried out through systematic stages, including socialization or notification of the evaluation, document preparation, administrative verification, field observations, interviews, data validation, scoring, and the preparation of evaluation reports. Based on interviews with madrasah supervisors, all of these stages were carried out in accordance with the guidelines established by the Ministry of Religious Affairs, ensuring that the evaluation process at each madrasah followed relatively uniform procedures.

The initial stage of PKKMM implementation begins with the dissemination of information regarding the schedule and assessment instruments to the madrasah. Based on interviews with madrasah principals, notification of the PKKMM is typically provided several weeks before the assessment activities take place. At this stage, the madrasah principal forms an internal team consisting of the vice principal, the administrative director, teachers, and educational support staff to assist in preparing the necessary documents as evidence for the assessment. The documents prepared include work program reports, academic supervision documents, financial reports, curriculum documents, student achievement data, and various other supporting records.

Following the preparation phase, the PKKMM process continues with an administrative verification conducted by the assessors. Based on an interview with the Head of Administration at MAN 1 Bandar Lampung, the verification involves cross-checking the prepared documents against the indicators listed in the PKKMM assessment instrument. The documents reviewed include program plans, activity implementation reports, financial reports, supervision documents, and various other pieces of evidence demonstrating the madrasah principal's performance achievements. In this process, assessors not only check the existence of documents but also examine the relationship between planning, implementation, and the results achieved.

The PKKMM process also involves field observations. Based on the results of interviews with the madrasah supervisor, observations were conducted to ensure

consistency between the data listed in the documents and the actual conditions at the madrasah. Assessors observe the facilities and infrastructure, the implementation of instruction, the management of the madrasah environment, the work culture, and various flagship programs developed by the madrasah principal. Through these observations, assessors gain a more comprehensive picture of the implementation of leadership and management at the madrasah.

The next step was interviews with the madrasah principal and relevant parties. Based on the results of the interview with the principal of MAN 2 Bandar Lampung, the interview was conducted to gather information regarding leadership strategies, the decision making process, the implementation of academic supervision, resource management, and various innovations undertaken to improve the quality of education. The information obtained through the interview was used to supplement the data derived from documents and field observations, thereby producing a more comprehensive picture of the principal's performance.

The research findings indicate that the PKKM process at State Senior High Schools in Bandar Lampung City was carried out through the integration of various data collection techniques, namely document analysis, field observations, and interviews. These three approaches were used simultaneously to obtain accurate and comprehensive information regarding the principal's performance as the basis for evaluation.

Outputs of the Madrasah Aliyah Negeri Principal Performance Evaluation System in Bandar Lampung City

The research findings indicate that the primary outputs of the Madrasah Principal Performance Evaluation (PKKM) system at the State Madrasah Aliyah in Bandar Lampung consist of the principal's performance score, evaluation reports, development recommendations, and information used as a basis for decision-making by the Regional Office of the Ministry of Religious Affairs. Based on interviews with madrasah supervisors, the PKKM results not only illustrate the individual achievements of the madrasah principal but also reflect the effectiveness of the management of the madrasah under their leadership. Thus, the outputs provide an overview of the principal's level of success in carrying out leadership functions and managing the educational institution.

The madrasah principal's performance score is the most tangible and measurable output of the PKKM implementation. Based on an interview with the principal of MAN 1 Bandar Lampung, this score is derived from the accumulation of scores across various assessment indicators, including managerial competence, academic supervision, entrepreneurship, madrasah development, and social competence. The scores obtained are then used to measure the madrasah principal's success in carrying out their leadership duties and responsibilities during a specific evaluation period.

In addition to generating an evaluation score, the PKKM also produces an evaluation report detailing strengths, weaknesses, and areas requiring further development. Based on an interview with the principal of MAN 2 Bandar Lampung, the report contains an analysis of the achievements for each evaluation indicator along with recommendations that need to be followed up on to improve the quality of leadership and madrasah management. Therefore, the PKKM's output is not only in the form of quantitative data but also provides qualitative information that can be used as a basis for reflection and performance improvement.

The research findings also indicate that PKKM results are used as one of the bases for determining the continuation of a madrasah principal's tenure. Madrasah supervisors explained that the results of the quadrennial assessment serve as an important consideration for the Regional Office of the Ministry of Religious Affairs in determining a madrasah principal's eligibility to continue their term, receive a promotion, be transferred to another

madrasah, or undergo further professional development. Thus, the PKKM's output has direct implications for human resource management within the madrasah system.

The research findings indicate that PKKM outcomes contribute to an overall improvement in the quality of madrasahs. Based on interviews with the principal of MAN 2 Bandar Lampung, madrasah principals who received high evaluation scores were generally able to improve student achievement, strengthen organizational governance, develop learning innovations, and expand cooperation networks with various stakeholders. These findings indicate that PKKM outputs not only represent the individual performance of madrasah principals but also reflect the level of success of the organizations they lead.

Based on the research results, it can be concluded that the outputs of the PKKM system at State Senior High Madrasahs in Bandar Lampung City include madrasah principal performance ratings, evaluation reports, development recommendations, and strategic information used in institutional decision making. These outputs have a significant impact on the professional development of madrasah principals as well as on improving the quality of the madrasah organization.

Feedback in the Madrasah Aliyah Principal Performance Evaluation System in Bandar Lampung City

The research findings indicate that feedback within the Madrasah Principal Performance Evaluation System (PKKM) at the State Madrasah Aliyah in Bandar Lampung City is implemented through evaluation recommendations, guidance from supervisors, follow-up supervision, training, the development of the principal's competencies, and the refinement of the madrasah's work program. Based on interviews with madrasah supervisors, these various follow-up measures are designed so that assessment results do not end with the mere assignment of scores but serve as the foundation for continuous performance improvement and madrasah development.

The research findings also indicate that following the implementation of the PKKM, madrasah principals received assessment reports containing various recommendations for improvement. Based on an interview with the principal of MAN 2 Bandar Lampung, these recommendations were formulated based on findings obtained through document verification, field observations, and interviews conducted during the assessment process. If weaknesses were identified in certain areas, madrasah principals were guided to develop corrective measures to be implemented in the subsequent period.

The most common form of feedback identified in this study was the need to strengthen the madrasah's administrative management and documentation systems. Based on an interview with the Administrative Head of MAN 1 Bandar Lampung, PKKM results often provide input regarding the completeness of archives, the organization of documents, and the consistency of activity records as evidence of the implementation of madrasah programs. As a follow-up, the madrasah overhauled its documentation system and developed a digital archive storage system so that data management would be more systematic and easily accessible when needed during the next evaluation process.

Feedback is also provided in the form of guidance and competency development for madrasah principals. Based on interviews with the Madrasah Supervisor, madrasah principals who received specific notes in the PKKM results received guidance, consultation, and mentoring focused on aspects that still required improvement. In addition, several madrasah principals participated in leadership training, educational management workshops, and various professional development activities as a follow-up to the recommendations provided in the assessment results.

The research findings indicate that the feedback provided through the PKKM contributes to improving the quality of madrasahs. The principal of MAN 2 Bandar Lampung explained that the recommendations from the PKKM results prompted

adjustments to the work programs, leadership strategies, and academic supervision mechanisms implemented at the madrasah. These changes led to improvements in the quality of educational services, the effectiveness of resource management, and student achievement.

The research findings also indicate that some informants hope for a more detailed and systematic feedback mechanism. Based on interviews with several madrasah principals, the assessment results would be more useful if accompanied by recommendations that are more operational and easily translated into madrasah development programs. The informants also hoped for more intensive monitoring by supervisors to ensure that the recommendations are actually implemented and produce the expected changes.

DISCUSSION

Input on the Madrasah Principal Performance Evaluation System from the Perspective of General System Theory

Inputs are all the resources that enter a system and serve as the foundation for the transformation process aimed at achieving the objectives set forth at (Bertalanffy, 1968). The availability of adequate inputs is a key prerequisite for a system's effectiveness, as the quality of the process and outputs is greatly influenced by the quality of the resources available at the initial stage. Research findings indicate that the PKKM system at the State Senior High School in Bandar Lampung has relatively comprehensive and mutually integrated input components, thereby enabling the systematic evaluation of the school principal's performance. This suggests that the effectiveness of the evaluation system is determined not only by the individual capacity of the school principal but also by the organization's readiness to provide and manage the resources necessary to support the evaluation process. These findings align with the study (Hasan et al., 2023), which emphasizes that the success of the PKKM is significantly influenced by resource readiness and comprehensive organizational support.

The involvement of supervisors, madrasah principals, teachers, educational staff, vice principals, and administrative heads demonstrates that the PKKM is a collaborative system. An organization is viewed as a collection of subsystems that are interdependent and interact to achieve common goals. Therefore, the effectiveness of the system is determined not only by the quality of each individual but also by the quality of coordination, communication, and cooperation among the involved actors. The better the relationships between subsystems, the greater the likelihood that the system will produce high-quality processes and outputs. The success of a system is greatly influenced by the effectiveness of interactions among its components (Bertalanffy, 1968 ; Brauckmann et al., 2023) .

The assessment instruments used in the PKKM can be understood as a guiding mechanism that determines the focus and direction of the evaluation process. Within the framework of General System Theory, these instruments serve to guide the transformation process so that it produces outputs aligned with the system's objectives. The existence of a national instrument supplemented with additional indicators from the Lampung Provincial Office of the Ministry of Religious Affairs indicates a balance between standardization and adaptation to local environmental needs. Thus, the assessment instrument serves not only as a measuring tool but also as a means to ensure that the evaluation process proceeds objectively, in a structured manner, and is relevant to the development needs of madrasahs. These findings support the views presented in (Hasan et al., 2023) and (Bush, 2021) , which emphasize that standardized instruments are a key requirement for creating an accountable and credible assessment system.

The data and administrative documents used as evidence for assessment demonstrate the importance of information as a strategic resource within a system. Data serves as raw input that is processed through various stages to generate meaningful information. Therefore, the quality of the available data significantly determines the validity of the resulting output. Research findings indicate that complete, accurate, and well-documented records facilitate evaluation and enhance the objectivity of the assessment. Research on (Anand et al., 2023) states that effective educational leadership evaluation must be based on credible data that can be empirically verified.

Regulations serve as a boundary and control system that governs the relationships among components so that the system can operate consistently and in a focused manner. Regulations function not only as administrative tools but also as instruments of integration that unite all system components toward the goal of improving educational quality. Research on (Donaldson et al., 2021) indicates that the effectiveness of principal evaluation policies is significantly influenced by how those policies are understood and implemented by practitioners in the field. Thus, the existence of regulations within the PKKMM can be interpreted as a mechanism that ensures the sustainability of the system while also ensuring that evaluation results hold legitimacy in organizational decision making.

The use of information technology in document and archive management also demonstrates the PKKMM system's ability to adapt to changes in the external environment. From the perspective of General System Theory, adaptability is a key characteristic of an open system that enables an organization to maintain its effectiveness amid ongoing change (Bertalanffy, 1968). The use of Google Drive and the Madrasah Administration Information System indicates a transformation toward more efficient, systematic, and sustainable governance. The digitization of administration contributes to enhancing the effectiveness of the educational evaluation system through easier access to information, more efficient data management, and improved quality of organizational services (Tamadoni et al., 2024).

The input components in the PKKMM system at the State Senior High School in Bandar Lampung have fulfilled the key elements described in General System Theory, namely human resources, assessment instruments, administrative data and documents, regulations, and information technology. All of these components function in an integrated manner to support the implementation of the madrasah principal's performance evaluation. This finding reinforces the fundamental assumption of General System Theory that the quality of a system's output is significantly influenced by the quality of its inputs. It can be concluded that strengthening the quality of human resources, assessment instruments, information, and technology must be a strategic priority in efforts to continuously improve the effectiveness of the PKKMM system and the quality of madrasah education.

The Madrasah Principal Performance Evaluation System Process from the Perspective of General System Theory

A process is a transformative mechanism that converts various inputs into outputs that hold value and benefit for the system (Bertalanffy, 1968). The process is the core of a system because it is at this stage that available resources are processed through specific procedures to achieve predetermined objectives. Based on the research findings, the implementation of the PKKMM at the State Senior High School (Madrasah Aliyah Negeri) in Bandar Lampung City demonstrates a structured transformation mechanism through the stages of socialization, document preparation, administrative verification, observation, interviews, data validation, and the preparation of assessment reports. The existence of these systematic stages indicates that the PKKMM is carried out through procedures designed to produce evaluations that are objective, measurable, and accountable. Clear procedures and operational standards are critical factors in ensuring the quality of PKKMM

implementation and the consistency of assessment results across madrasahs (Hasan et al., 2023).

The preparation phase, which involves forming an internal team and collecting various supporting documents, demonstrates coordination among subsystems within the madrasah organization. From the perspective of General System Theory, each subsystem has interrelated functions that support the achievement of the system's overall goals. The involvement of the madrasah's vice principal, administrative director, teachers, and educational staff in preparing assessment documents indicates that the implementation of PKKM is not solely the responsibility of the madrasah principal but is the result of the collective effort of all organizational components. The effectiveness of educational evaluation is greatly influenced by the organization's readiness to provide the necessary information during the evaluation process (Brauckmann et al., 2023).

Administrative verification conducted by assessors is a crucial mechanism in the information transformation process. Through document review and comparison with assessment indicators, the system seeks to ensure that the data used in the evaluation process possesses adequate validity and reliability. The use of valid administrative evidence is a key prerequisite for producing objective and accountable school leadership evaluations (Gurr et al., 2022). Administrative verification in General System Theory functions as an information filtering process that enables the system to generate accurate data as a basis for decision-making.

Field observations and interviews conducted during the PKKM indicated that the evaluation process relies not only on administrative data but also takes into account real world conditions on the ground and the experiences of the actors involved in madrasah management. Observations allow assessors to verify the alignment between documents and program implementation, while interviews provide deeper insights into the leadership practices of madrasah principals. The use of these various data collection techniques reflects the application of the principle of triangulation, which aims to enhance the validity of evaluation results. An effective educational leadership evaluation must integrate quantitative and qualitative data to yield a more comprehensive understanding of the leadership practices being assessed.

The use of the digital PKKM application demonstrates efforts to adapt the system to advancements in information technology. The ability to adapt to changes in the environment is a key characteristic of an effective open system. The use of digital applications for data entry, score processing, and report generation indicates that the PKKM system has begun to leverage technology to improve the efficiency of the evaluation process. Digital transformation in education strengthens the system's ability to manage data, accelerate decision making, and enhance the effectiveness of the evaluation process through the integration of digital technology. The PKKM process at the State Senior High School in Bandar Lampung exhibits the characteristics of a system as described in General System Theory. The integration of various stages and the use of diverse information sources indicate that the transformation mechanisms within the PKKM system have been operating systematically to produce valid, objective outputs that can serve as a basis for decision-making and for the continuous improvement of the school's quality. Thus, the PKKM process functions not only as an administrative evaluation activity but also as an organizational mechanism for managing information and generating knowledge that supports the development of educational quality.

Outputs of the Madrasah Principal Performance Evaluation System from the Perspective of General System Theory

Output is the final result produced by a system after undergoing a series of transformation processes on various inputs entering the system (Bertalanffy, 1968). Based

on the research findings, the outputs generated by the PKKM system at the State Senior High School (Madrasah Aliyah Negeri) in Bandar Lampung consist of performance scores, evaluation reports, development recommendations, and strategic information for decision-making. These findings indicate that the PKKM system has produced outputs consistent with the system's objectives, namely providing information that can be used to assess the effectiveness of the madrasah principal's leadership while supporting the improvement of educational institution quality.

The madrasah principal's performance scores, as the primary output of the PKKM, represent information generated through the processing of various data and evidence collected during the evaluation process. In General System Theory, output is understood as the result of a transformation that holds meaning and benefits for both the system and its surrounding environment. Research on (Grissom, 2018) explains that principal evaluations based on performance indicators yield more objective information regarding leadership effectiveness and can be used to support the professional development of principals. Thus, the performance scores generated through the PKKM serve not only as a measure of work achievement but also as a foundation for improving the quality of madrasah principals' leadership.

The PKKM system also generates evaluation reports containing information on the strengths, weaknesses, and areas for development of madrasah principals. From a systems theory perspective, high-quality output consists not only of quantitative data but also of information that can serve as a basis for system improvement and development. An effective leadership evaluation system must be capable of generating diagnostic information that can be used to drive continuous improvement (Bush, 2021). Thus, the PKKM results report functions as an organizational learning tool that provides direction for improving the quality of leadership and madrasah governance.

The use of PKKM results as a basis for decision making regarding promotions, transfers, term extensions, and the professional development of madrasah principals demonstrates that the system's output does not stop at the evaluation stage alone but also serves as input for a larger system in determining institutional policies. School leadership evaluation results serve as the basis for strategic decision making related to career development, professional development, and the improvement of the quality of educational organizations (Gurr et al., 2022). General System Theory views these conditions as indicating a close relationship between a system's output and the decision-making process at a broader organizational level.

The contribution of PKKM outcomes to improving madrasah quality demonstrates that the quality of madrasah principals' leadership influences the effectiveness of educational organizations. Madrasah principals who receive high evaluation scores tend to be able to improve student achievement, strengthen organizational governance, and develop various educational innovations. The quality of school leadership has a significant relationship with improvements in school effectiveness, the quality of learning, and student achievement (Leithwood et al., 2019). These outputs reflect the successful interaction of various subsystems within the madrasah organization that work in an integrated manner to achieve educational goals.

The outputs of the PKKM system at the State Senior High School in Bandar Lampung have met the output characteristics as described in General System Theory. The outputs generated include not only the madrasah principal's performance scores but also evaluation reports, development recommendations, and strategic information utilized in institutional decision making. This demonstrates that the PKKM system functions not only as a performance evaluation tool but also as an instrument for quality control and sustainable organizational development.

Feedback in the Madrasah Principal Performance Evaluation System from the Perspective of General System Theory

Feedback is understood as a control mechanism that enables a system to evaluate the results achieved and make adjustments to improve the system's effectiveness in the next cycle. (Bertalanffy, 1968) explains that feedback plays a crucial role in maintaining system balance while enabling adaptation to environmental changes. Based on the research findings, the various follow-up actions taken after the PKKM indicate that the assessment system does not stop at the evaluation process but generates feedback that serves as the basis for continuous improvement. PKKM results followed up through improvement and development programs demonstrate that the evaluation of madrasah principals does not end at the assessment stage but serves as the foundation for the institution's continuous quality improvement (Fajri, 2025).

The recommendations provided to madrasah principals following the implementation of the PKKM can be understood as a form of corrective feedback within the framework of General System Theory. These recommendations serve to identify gaps between actual conditions and expected conditions, while also providing direction for improvements in the subsequent period. The effectiveness of school leadership evaluation is greatly influenced by the quality of the feedback provided, as feedback serves as the foundation for the process of reflection, learning, and the professional development of school leaders.

Findings regarding the strengthening of administration and documentation indicate that feedback within the PKKM is not only focused on individual madrasah principals but also addresses aspects of organizational governance. Strengthening administration and the management of madrasah resources is a crucial part of quality improvement efforts because it supports the effectiveness of organizational control and the accountability of educational institutions (Martani, 2023) . Efforts to reorganize archives, digitize documents, and strengthen administrative systems reflect the system's ability to make adjustments based on information obtained from previous evaluations.

The coaching, mentoring, and competency development for madrasah principals conducted following the PKKM also demonstrate the role of feedback as a tool for organizational learning. An effective leadership evaluation system not only generates information about performance but also provides mechanisms that enable school leaders to enhance their professional capacity (Kulophas & Hallinger, 2020) . The ability to learn from evaluation results and make adjustments to leadership practices is a key characteristic of an effective and adaptive system. Therefore, coaching and competency development can be viewed as a form of feedback oriented toward enhancing individual capacity while simultaneously strengthening the organization.

The contribution of feedback to improving madrasah quality demonstrates that feedback plays a strategic role in supporting the achievement of educational organizational goals. Various studies indicate that follow-up actions based on madrasah principals' evaluation results contribute to improved learning quality, strengthened academic supervision, and enhanced management effectiveness of educational institutions. Recommendations from the PKKM, when implemented through improvements to work programs, strengthened academic supervision, and refined leadership strategies, have yielded changes that have positively impacted the quality of educational services and student achievement. High-quality feedback can drive organizational change that leads to improved school effectiveness. From the perspective of General System Theory, this indicates that feedback functions as a regulatory mechanism that enables the system to make continuous adjustments to achieve predetermined goals.

The informants' expectation for more detailed and systematic feedback suggests that the effectiveness of feedback can still be improved. (Bush, 2021) emphasizes that the

success of an evaluation system is largely determined by the continuity between the assessment process, the provision of feedback, and the follow-up actions taken after the evaluation is completed. Therefore, the quality of feedback is determined not only by the content of the recommendations provided but also by the continuity of the mentoring, monitoring, and supervision processes that ensure these recommendations are properly implemented. These findings indicate that, within the framework of General System Theory, effective feedback must occur continuously so that the system can consistently learn, adapt, and improve its performance.

The research results confirm that feedback within the PKKMM system in Bandar Lampung City has fulfilled the functions described in General System Theory, namely as a mechanism for control and continuous improvement. Feedback is realized through assessment recommendations, guidance, supervision, training, and competency development, which serve as the basis for improving the leadership quality of madrasah principals and the effectiveness of educational institution management. Thus, feedback functions not only as a follow-up to evaluation results but also as a strategic instrument in the continuous development of madrasah educational quality.

CONCLUSION

The results of this study indicate that the performance appraisal system for madrasah principals at the State Senior High School (Madrasah Aliyah Negeri) in Bandar Lampung has been implemented systematically through the stages of planning, implementation, evaluation, and follow-up, involving various elements of the madrasah. From the perspective of General System Theory, the PKKMM forms a system consisting of interrelated components input, process, output, and feedback, that collectively support the improvement of madrasah quality. The assessment results serve not only as an instrument for evaluating the performance of madrasah principals but also as a basis for guidance, decision making, and continuous improvement in madrasah management.

Analysis of the research results indicates that the effectiveness of the PKKMM is supported by administrative readiness, coordination among work units, and the utilization of information technology. However, challenges remain, such as document management that has not yet been fully digitized and the need to strengthen the feedback mechanism for assessment results. Therefore, the future development of the PKKMM should focus on strengthening an integrated digital system and making more optimal use of assessment results as tools for continuous quality improvement and the development of madrasah principals' leadership.

REFERENCES

- Anand, G., Atluri, A., Crawford, L., Pugatch, T., & Sheth, K. (2023). Economics of Education Review Improving school management in low and middle income countries : A systematic review. *Economics of Education Review*, 97(July), 102464. <https://doi.org/10.1016/j.econedurev.2023.102464>
- Bertalanffy, L. von. (1968). *General System Theory: Foundations, Development, Applications*. New York: George Braziller. Diambil dari https://archive.org/details/generalsystemthe0000bert_p1y5
- Brauckmann, S., Pashiardis, P., & Ärlestig, H. (2023). Professional Development in Education Bringing context and educational leadership together : fostering the professional development of school principals. *Professional Development in*

- Education*, 49(1), 4–15. <https://doi.org/10.1080/19415257.2020.1747105>
- Bush, T. (2021). Assessing successful school leadership : What do we know ? *Sage Journals*, 49(5), 687–689. <https://doi.org/10.1177/17411432211034675>
- Donaldson, M. L., Mavrogordato, M., Youngs, P., & Dougherty, S. (2021). “ Doing the ‘ Real ’ Work ”: How Superintendents ’ Sensemaking Shapes Principal Evaluation Policies and Practices in School Districts, 7(1). <https://doi.org/10.1177/2332858420986177>
- Fajri, L. (2025). Jurnal Manajemen Pendidikan Islam Vol . 5 No . 1 Maret 2025 E - ISSN : 2963 - 444X MANAJERIAL Jurnal Manajemen Pendidikan Islam Vol . 5 No . 1 Maret 2025. *Manajerial: Jurnal Manajemen Pendidikan Islam*, 5(1).
- Fikri, M. H., Murhayati, S., & Darmawan, R. (2025). Kebebasan Data dalam Penelitian Kualitatif. *Jurnal Pendidikan Tambusai*, 9, 13057–13065.
- Grissom, J. A. (2018). Evaluating School Principals : Supervisor Ratings of Principal Practice and Principal Job Performance, 40(3), 815–852. <https://doi.org/10.3102/0162373718783883>
- Gurr, D., Drysdale, L., & Goode, H. F. (2022). An open systems model of successful school leadership. *Journal of Educational Administration*, 60(1), 21–40. <https://doi.org/10.1108/JEA-04-2021-0091>
- Hasan, A. R., Firdaus, A. B., & Efendi, N. (2023). PERAN PENGAWAS MADRASAH DALAM PENILAIAN KINERJA KEPALA MADRASAHDI KABUPATEN BLITAR. *Research Journal of Islamic Education Management*, 6(2), 140–152.
- Kulophas, D., & Hallinger, P. (2020). Leadership that matters : creating cultures of academic optimism that support teacher learning in Thailand. <https://doi.org/10.1108/JEA-12-2019-0222>
- Leithwood, K., Harris, A., & Hopkins, D. (2019). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 0(0), 1–18. <https://doi.org/10.1080/13632434.2019.1596077>
- Martani, E. (2023). Improving the Quality of Madrasah Education through Madrasah Resource Management, 3(1), 25–38.
- Qomaruddin, Q., & Sa’diyah, H. (2024). Kajian Teoritis tentang Teknik Analisis Data dalam Penelitian Kualitatif: Perspektif Spradley, Miles dan Huberman, *Journal of Management, Accounting and Administration* Vol. 1, No.2 : 2024, hlm 81. *Journal of Management, Accounting, and Administration*, 1(2), 77–84. Diambil dari <https://pub.nuris.ac.id/journal/jomaa/article/view/93>
- Tamadoni, A., Hosseingholizadeh, R., & Bellibas, M. S. (2024). A Systematic Review of Key Contextual Challenges Facing School Principals: Research-Informed Coping Solutions. *Educational Management Administration & Leadership*, 52(1), 116–150. <https://doi.org/10.1177/17411432211061439>