

The Importance of Islamic Education Teachers' Performance Assessment in Realising High Quality Of Madrasah

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ABSTRACT

Purpose – Teacher performance assessment is a very important element for madrasah to improve quality. This research aims to explore the planning, implementation, evaluation, and impact of performance assessment for Islamic education teachers at State Islamic Senior High School Surabaya in realizing high madrasah.

Design/methods/approach –This research is a case study. It used both primary and secondary data. The primary data were obtained through observations and interviews with the headmaster and teachers at MAN Surabaya.

Findings –The important findings of this article show that there are two flagship programs academic and non-academic innovation implemented to realize State Islamic Senior High School Surabaya as an advanced, high-quality, and globally competitive madrasah. The performance assessment of teachers at State Islamic Senior High School Surabaya is carried out through the stages of planning, implementation, and evaluation. All processes are conducted in accordance with the regulations of the Ministry of Religious Affairs of the Republic of Indonesia. The teacher performance assessment has a significant impact, including increasing work motivation, strengthening professional relationships, and improving the overall quality of teaching and education.

Research implications/limitations – The implication of this study lies in enriching the body of knowledge on the performance assessment of Islamic Education teachers in realizing high-quality madrasahs. However, this research has a limitation in that it was conducted only at the State Islamic Senior High School Surabaya and only covered a single performance period in 2024.

Originality/value – This study provides empirical evidence on the performance assessment of Islamic education teachers. Future research could extend this framework to other performance assessment contexts.

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Introduction

Teachers play a pivotal role in advancing the intellectual development of the nation. A professional teacher will produce optimal performance in preparing students for their future. To maintain the professionalism of educators, it is essential to monitor and evaluate their performance through a Teacher Performance Assessment (TPA) program. TPA is also required for madrasah teachers who have obtained their educator certification. This requirement ensures that certified teachers perform their duties effectively and remain aligned with established regulatory standards (Haidar, Hasanah, & Ma`arif, 2023). Furthermore, failure to present documentation of their performance assessment may result in the withholding of certification-related allowances. The TPA serves to provide essential data on teacher performance, aiming to cultivate professional and dignified educators in accordance with regulatory mandates, while simultaneously supporting career development for teachers as professional practitioners. The results of the Teacher Performance Assessment can be utilized to develop teacher profiles, which serve as critical inputs for designing Continuous Professional Development programs (Ma`arif, Mumtahana, Sunarno, Mansyuri, & Nasith, 2023). The core significance of the performance assessment lies in its ability to determine the level of individual contribution and effectiveness in fulfilling the responsibilities as teachers.

Looking at the importance of this TPA, it is unsurprising that there are many studies that have explored this topic. For instance, several studies have examined the role of madrasah leadership in the teacher assessment process (Afrizal, 2022), the importance of performance assessment on teacher professional development, and the various factors influencing teacher motivation and performance. Other research has focused on the implementation of teacher performance assessment within instructional supervision activities. This includes the assessment of instructional practices by subject teachers or classroom teachers, covering lesson planning, learning process, and evaluation. Furthermore, teacher performance assessment processes often emphasize pedagogical competence, professional competence, personal integrity, and social skills.

The performance assessment of madrasah teachers is conducted based on four core competency indicators: pedagogical competence, personal competence, social competence, and professional competence (Widiastuti, 2022). The implementation of the TPA has proven to be highly beneficial in enhancing the achievements of madrasah teachers. The assessment process directly influences teachers' effectiveness in the teaching and learning process. Furthermore, TPA has been shown to have a substantial impact on various educational aspects, including student learning outcomes, teacher motivation in developing innovative teaching methods, and the overall quality of education (Maulana, Fikri, & Mahanani, 2024).

From those numerous previous studies, there has been no research that discusses the performance assessment of Islamic Education teachers in State Islamic Senior High School by extending the focus toward advancing madrasahs as progressive, high-quality, and globally competitive institutions. This study complements previous research on the performance assessment of Islamic Education teachers in State Islamic Senior High School

by extending the focus toward advancing madrasahs as progressive, high-quality, and globally competitive institutions. This study seeks to build upon and extend existing research, which has predominantly focused on the four core teaching competencies: pedagogical, personal, social, and professional. In addition to these, the present study also considers performance indicators related to teachers with additional responsibilities, such as vice headmasters, guidance and counseling teachers, and extracurricular advisors, highlighting a broader perspective on teacher performance assessment in madrasah settings. This study aims to fill this gap by complementing and extending earlier research in the field.

This study is crucial, as it addresses the urgent need to enrich the references on innovative approaches to the performance assessment of Islamic Education teachers in madrasahs. The novelty of this study lies in its focus on assessing Islamic education teacher performance in the context of realising the vision of a “progressive, high-quality, and globally competitive madrasah”. This is a newly introduced slogan by the Ministry of Religious Affairs of the Republic of Indonesia in 2024. Given its recent emergence, there is a noticeable lack of literature addressing this theme. In fact, none of the previously published articles have explored the concept of a “progressive, high-quality, and globally competitive madrasah”.

This study aims to: First, describe the planning process of the Islamic education teacher performance assessment. Second, explore the implementation of the Islamic education teachers’ performance assessment. Third, examine the impact or benefits of Islamic education teacher performance evaluation in contributing to the creation of a “progressive, high-quality, and globally competitive” madrasah.

Methods

This study on the assessment of Islamic education teachers’ performance in realizing advanced, high-quality, and globally competitive madrasahs employs a case study qualitative research approach. According to John W. Creswell in his book *Research Design*, qualitative research is one of the methodologies used to describe, explore, and understand the meaning behind social or human problems. The qualitative research process involves several key stages, including formulating research questions and procedures, collecting specific data from participants, analyzing the data inductively, and interpreting the meaning of the findings. The final report of this research follows an inductive style and adopts a flexible structure or framework (Creswell, 2023). This research was conducted from November 2024 to April 2025 at State Islamic Senior High School Surabaya. State Islamic Senior High School Surabaya is the only state-funded Islamic senior high school in the city of Surabaya, there are no other public madrasahs of this level in the area. Since 2015, State Islamic Senior High School Surabaya has been located at Wonorejo Timur No. 14, Surabaya.

The participants of this study consisted of 40 individuals, including the headmaster of State Islamic Senior High School Surabaya, the vice headmaster, homeroom teachers, subject teachers, guidance and counseling teachers, extracurricular advisors, and students

of State Islamic Senior High School Surabaya. The headmaster participated by explaining policies related to teacher performance assessment at State Islamic Senior High School Surabaya. The vice headmasters contributed by elaborating on the technical aspects of Islamic Education teacher performance assessment. The teachers described the processes and impacts of teacher performance assessment in State Islamic Senior High School Surabaya, while the students provided insights regarding the performance of Islamic Education teachers.

The instruments employed in this study were interview guidelines which were used to obtain in-depth information from participants, and documentation that was utilized to support and validate the interview data. The researcher collected all data related to the assessment of Islamic education teachers' performance to realize an advanced, high-quality, and globally competitive madrasah through interviews, observations, and documentation. In particular, the researcher employed in-depth interview techniques to explore data on various aspects of Islamic education teacher performance assessment at State Islamic Senior High School Surabaya. These aspects include the planning of performance assessment, the implementation process, the evaluation of the assessments, the impacts or benefits derived from the assessments, and the initiatives undertaken by State Islamic Senior High School Surabaya to achieve the vision of becoming an advanced, high-quality, and internationally recognized madrasah. The observation technique was employed to gather data on the methods and implementation of Islamic education teachers' performance assessments at State Islamic Senior High School Surabaya.

At least there were 2 questions for observed data. Furthermore, the documentation technique was utilized to collect data 6 aspect, namely on the institutional profile of State Islamic Senior High School Surabaya. The results of Islamic education teachers' performance assessments, the school's achievements, its programs and activities, subject teacher data, information on teachers assigned to additional roles such as vice headmasters and homeroom teachers. As well as various initiatives that support the realization of an advanced, high-quality, and globally competitive madrasah. Meanwhile the interview technique is to explore 3 aspects, namely the results of Islamic education teachers' performance assessments. The school's achievements, the performance assessment system in State Islamic Senior High School Surabaya and supporting and obstacle factors in the implementation of teacher performance assessments.

In this study, qualitative data were analyzed using the techniques of data condensation, data display, and conclusion drawing/verification (Miles & Huberman, 2014). In the data condensation process, the researcher selected, simplified, abstracted, and/or transformed data that encompassed nearly all components of field notes, interview transcripts, documents, and empirical materials related to the assessment of teacher performance at State Islamic Senior High School Surabaya. Following this, the researcher performed data display, which involved organizing and consolidating information in ways that allowed for conclusions to be drawn and actions to be taken. Data display aids in understanding the context and events under study. Finally, the researcher conducted conclusion drawing and data verification regarding the teacher performance assessments

at State Islamic Senior High School Surabaya in the context of realizing an advanced, high-quality, and globally competitive madrasah.

Result and Discussion

State Islamic Senior High School Surabaya is the only state-run *Madrasah Aliyah* in Surabaya, no other institution of its kind operates within the area. Originally established as *Sekolah Persiapan Institut Agama Islam Negeri* (SPIAIN) on September 1, 1963, the institution was officially granted state status on November 26, 1963, based on the Decree of the Minister of Religious Affairs No. 83 of 1963, dated September 5, 1963. Subsequently, SPIAIN Surabaya was converted into State Islamic Senior High School Surabaya through the Decree of the Minister of Religious Affairs No. 17 of 1978, dated March 16, 1978. Initially, State Islamic Senior High School Surabaya was located on a 1,597.5 m² plot of land at Bendul Merisi Selatan Street IX/20, Bendul Merisi Subdistrict, Wonocolo District, Surabaya. In early 2015, the institution was relocated to its current address at Wonorejo Timur No.14, Surabaya.

Based on the interview results with the headmaster of State Islamic Senior High School Surabaya, it was stated that MAN Surabaya upholds the vision of “Fostering Individuals of Faith, Integrity, and Achievement,” with the slogan “Religious and Competent.” The institution’s mission comprises the following objectives: (1) To strengthen the commitment to practicing Islamic teachings comprehensively and holistically, (2) To cultivate noble character and promote mutual respect for diversity based on Islamic values, (3) To implement creative and innovative learning processes, (4) To facilitate activities that develop students’ talents and interests, and (5) To produce graduates who excel in both academic and non-academic fields. State Islamic Senior High School Surabaya has been accredited with an ‘A’ rating.

Furthermore, from the results of an interview with the vice headmaster of State Islamic Senior High School Surabaya, she stated that the teaching staff at State Islamic Senior High School Surabaya comprises a total of 80 teachers, consisting of subject teachers as well as those assigned additional responsibilities. Among them, four teachers serve as Vice Headmasters, 37 teachers act as homeroom teachers, two serve as guidance and counseling counselors, and four are assigned as extracurricular activity advisors. In total, 47 teachers hold additional responsibilities beyond their teaching duties, while 33 teachers are solely assigned as subject teachers.

Based on the researchers’ direct observation during the study, the performance of all teachers at State Islamic Senior High School Surabaya is evaluated using the Teacher Performance Assessment (TPA) application developed by the Ministry of Religious Affairs of the Republic of Indonesia. The TPA process at State Islamic Senior High School Surabaya is conducted through three main stages: TPA planning, TPA implementation, and PKG evaluation. In the planning stage of the Teacher Performance Assessment, the Head of the Madrasah undertakes the following actions: (1) preparing the PKG schedule, (2) issuing the Head of State Islamic Senior High School Surabaya Decree No. 0089 of 2024 concerning the Establishment of the Academic Supervision Team for the 2024–2025 Academic Year,

and (3) ensuring the readiness and availability of the Teacher Performance Assessment instruments.

According to the institutional documentation from State Islamic Senior High School Surabaya, the TPA at State Islamic Senior High School Surabaya is conducted in accordance with the Decree of the Director General of Islamic Education No. 1843 of 2021 concerning the Technical Guidelines for Madrasah Teacher Assessment. The assessment process is guided by the official regulations issued by the Ministry of Religious Affairs of the Republic of Indonesia. The objectives of the Madrasah Teacher Performance Assessment are as follows: (1) to evaluate the performance of teachers, (2) to assess the effectiveness and quality of teaching, (3) to serve as a basis for calculating credit points, (4) to facilitate the disbursement of professional certification allowances, and (5) formerly, it was used as a requirement for promotion, but this is no longer the case.

According to insights obtained from interviews with Islamic Education teachers at State Islamic Senior High School Surabaya, the TPA at State Islamic Senior High School Surabaya is guided by the principles of objectivity, fairness, accountability, transparency, participation, measurability, commitment, and sustainability. Based on the official documentation provided by State Islamic Senior High School Surabaya, there are 54 teachers at State Islamic Senior High School Surabaya who hold the status of ASN (Aparatur Sipil Negara or Civil Servants), and approximately 40 of them have obtained professional educator certification. For certified teachers, completing the Teacher Performance Assessment is a mandatory requirement for the disbursement of the professional certification allowance.

The TPA instrument at State Islamic Senior High School Surabaya refers to the standardized tools developed by the Ministry of Religious Affairs through the official TPA application. There are two types of instruments used: one for assessing teachers in their role as subject teachers, and another for evaluating teachers who hold additional responsibilities such as principal, vice of principal.

The TPA instrument for subject teachers encompasses four core teacher competencies: pedagogical, personal, social, and professional competencies. Pedagogical competence consists of understanding characteristic, learning theories, curriculum, potentials, Instructional practices, communication, and assessment. Personality competence consists of action, role modeling, and work ethic. Social competence consists of inclusiveness and communication. Meanwhile, professional competence consists of mastery of subject matter, reflective practices.

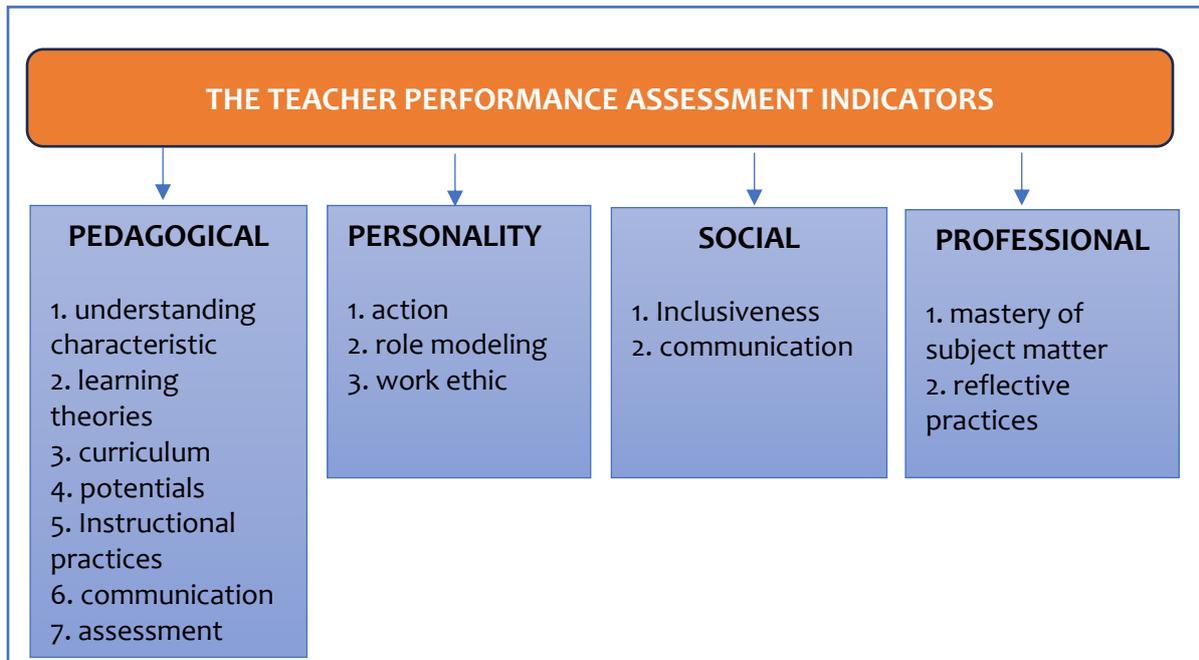


Figure 1. The Teacher Performance Assessment Instrument of State Islamic Senior High School Surabaya

The assessment instrument for teachers with additional responsibilities differs slightly from that of subject teachers. For instance, the Teacher Performance Assessment instrument for teachers serving as Vice Headmasters includes five key competencies: (1) personal and social competencies, (2) leadership, (3) school/madrasah development, (4) entrepreneurship, and (5) specific duties related to the vice headmaster ship, such as curriculum, academic affairs, public relations, facilities and infrastructure, and student affairs. At State Islamic Senior High School Surabaya, there are four vice headmasters, namely: The Vice Headmaster for Curriculum, the Vice Headmaster for Public Relations, the Vice Headmaster for Facilities and Infrastructure, and the Vice Headmaster for Student Affairs.

Table 1. Performance Assessment Results of Vice Headmasters at MAN Surabaya

No.	Position	Ind.1	Ind.2	Ind.3	Ind.4	Ind.5	Total	Conversion
1.	Vice Headmaster for Curriculum Affairs	3	3	4	3	4	17	85
2	Vice Headmaster for Public Relations	3	3	4	3	4	17	85
3	Vice Headmaster for Facilities and Infrastructure	3	3	3	4	4	17	85
4	Vice Headmaster for Student Affairs	3	3	4	3	4	17	85

Source: Documentation of Teacher Performance Assessment Results at State Islamic Senior High School Surabaya

In accordance with the Decree of the Director General of Islamic Education (Year 2021) concerning the Technical Guidelines for Madrasah Teacher Performance Assessment, one of the teacher classifications is the Guidance and Counseling (BK) Teacher. At State Islamic Senior High School Surabaya, the performance assessment indicators for Guidance and Counseling Teachers differ slightly from those of regular subject teachers. There are additional assessment items, namely: (1) designing guidance and counseling programs, (2) implementing a comprehensive counseling program, (3) evaluating the processes and outcomes of counseling activities, (4) demonstrating awareness of and commitment to professional ethics, and (5) mastering both the theoretical concepts and practical applications of research in the field of guidance and counseling.

Table 2. Results of the Performance Assessment for Guidance and Counseling Teachers at State Islamic Senior High School Surabaya

No.	M/F	Ind.1	Ind.2	Ind.3	Ind.4	Ind.5	Total	Conversion
T1.	F	3	3	3	4	3	16	84
T2	F	3	3	3	4	3	16	84

Table 3. Results of the Performance Assessment of Homeroom Teachers at State Islamic Senior High School Surabaya

No.	M/F	Competence 1	Competence 2	Competence 3	Competence 4	T	Conversion
T1	F	26	10	9	7	49	88
T2	M	27	10	7	6	50	89
T3	F	25	11	7	6	49	88
T4	F	27	10	6	6	50	89
T5	F	27	10	6	6	49	88
T6	F	25	10	7	8	50	89
T7	F	25	10	6	7	48	86
T8	F	25	10	7	7	49	88
T9	F	24	10	6	7	47	84
T10	F	24	10	6	7	47	84
T11	M	24	9	6	7	47	84
T12	F	24	10	6	7	47	84
T13	M	25	11	7	7	50	89
T14	F	24	10	6	6	46	82
T15	F	25	10	6	6	47	84
T16	F	25	11	6	6	48	86

Description:

T = Teacher

F = Female

M = Male

Competence 1 = Pedagogical

Competence 2 = Personality

Competence 3 = Social

Table 4. Results of the Islamic Education Teacher Performance Assessment at State Islamic Senior High School Surabaya

No.	M/F	Pedagogical	Personality	Social	Professional	Total	Conversion
T1	F	26	10	9	7	49	88
T2	M	27	10	7	6	50	89
T3	F	25	11	7	6	49	88
T4	F	27	10	6	6	50	89
T5	F	27	10	6	6	49	88
T6	F	25	10	7	8	50	89
T7	F	25	10	6	7	48	86
T8	F	25	10	7	7	49	88
T9	F	24	10	6	7	47	84
T10	F	24	10	6	7	47	84
T11	M	24	9	6	7	47	84
T12	F	24	10	6	7	47	84
T13	M	25	11	7	7	50	89
T14	F	24	10	6	6	46	82
T15	F	25	10	6	6	47	84
AV							86,4

Description:

T = Teacher

F = Female

M = Male

AV = Average

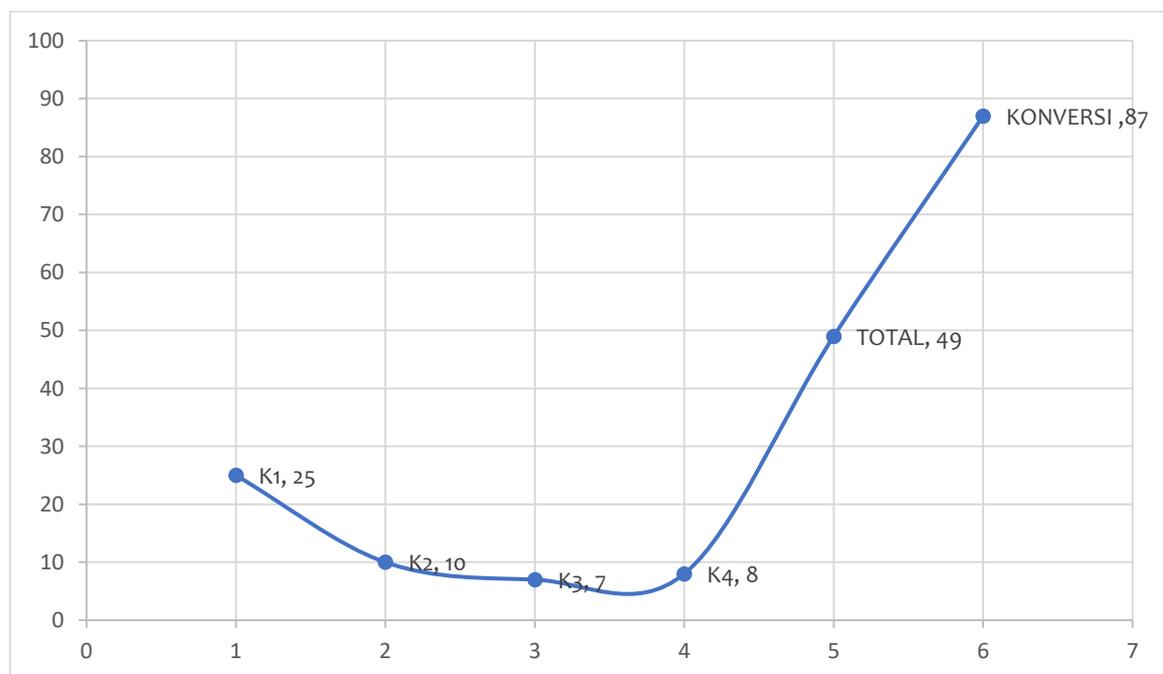


Figure 3. Average of the Teacher Performance Assessment Results at State Islamic Senior High School Surabaya

State Islamic Senior High School Surabaya has undertaken several initiatives to realize its vision of becoming a progressive, high-quality, and internationally recognized madrasah. The school offers both academic and non-academic innovative flagship programs. The academic flagship programs consist of four key initiatives: (1) the two-year Semester Credit System (SKS) program, with 100% of its graduates gaining admission to public universities, (2) the Outstanding Madrasah Academic Program, (3) the Local Content Research Program, and (4) the UTBK (Computer-Based Written Examination) Preparation Program, designed to assist students in gaining admission to higher education institutions. In addition, State Islamic Senior High School Surabaya's non-academic innovative flagship programs include three key initiatives: (1) guidance for extracurricular activities, (2) the Tahfidz program (for female students in the dormitory), and (3) the MOOL (Multipurpose Outstanding Online Learning) program, which supports students with special talents and achievements.

In realizing its vision of becoming a progressive and high-quality madrasah, State Islamic Senior High School Surabaya provides the best learning services. This is evidenced by the success of its alumni, who have gained admission to public universities for further studies. In 2022, there were 262 alumni accepted into the state University, in 2023, there were 355 alumni, and in 2024, there were 361 alumni accepted into the state university. The following is data on the students from State Islamic Senior High School Surabaya who were accepted into public universities:

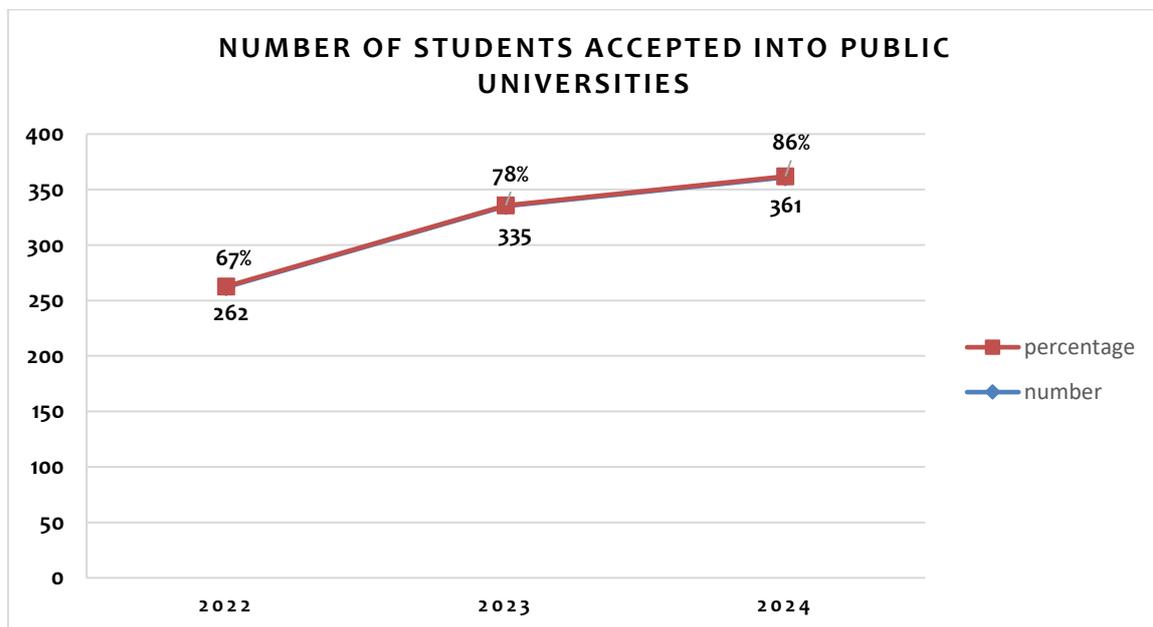


Figure 4. Number of students accepted into public universities

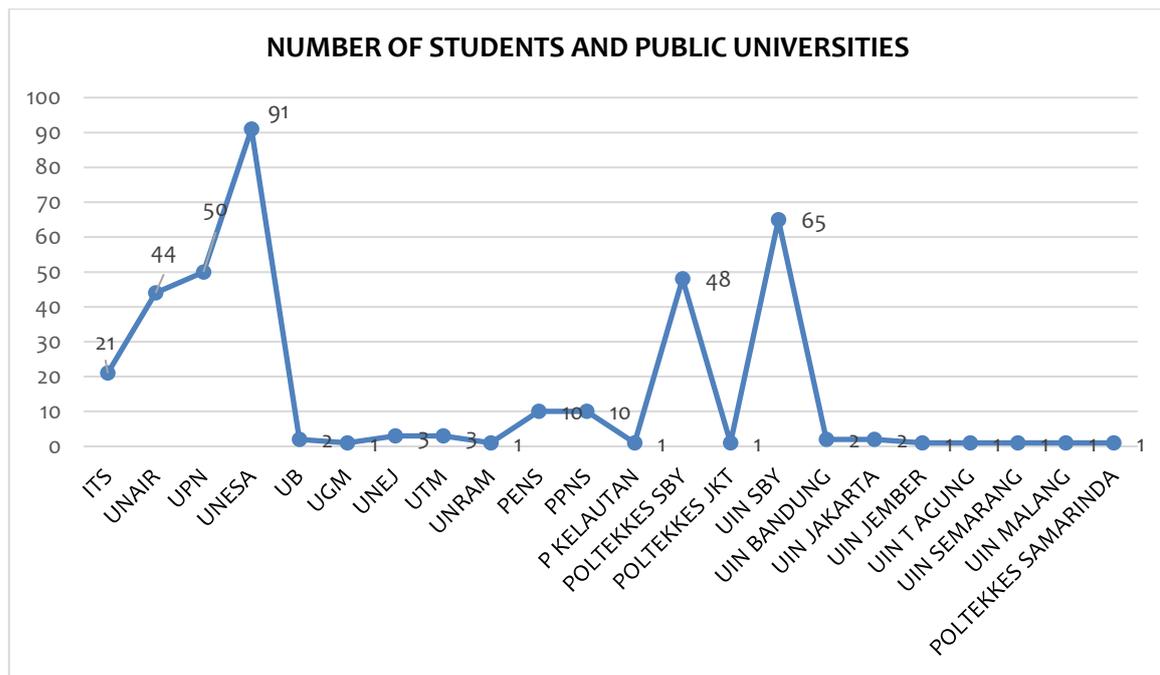


Figure 5. Number of students accepted into public universities in 2024

In its pursuit of becoming a progressive, high-quality, and internationally recognized madrasah, State Islamic Senior High School Surabaya encourages its students to gain experience and achievements on the international stage. Several notable accomplishments by State Islamic Senior High School Surabaya students include: (1) a student who was accepted into seven prestigious universities in the United States and Australia, (2) a student who was accepted into the Kennedy-Lugar Youth Exchange and Study (KLYES) program, a student exchange program in Indiana, USA, sponsored by the U.S. Department of State, and (3) a student who achieved success in painting, winning recognition at the Picasso Art Contest and Exhibition in India as a Gold Artist in the Ultimate Expression category.

In addition to its international achievements, State Islamic Senior High School Surabaya, as a progressive and high-quality madrasah, has also demonstrated remarkable success at the national level. Some of the national achievements include: first and third place in the English Debate Competition, Overall Champion in the Kemenekumham Cup for Best Oralist, Duta Mahameru of the East Java Police (Polda Jawa Timur), Taekwondo Champion at the East Java Provincial Championship, first place in M Kyorugi East Java, and many other national accolades.

State Islamic Senior High School Surabaya, as a progressive, high-quality, and internationally recognized madrasah, has undoubtedly established itself as a model of excellence. Its remarkable achievements have made it a reference point for other madrasahs at both the provincial and national levels. This is evidenced by the large number of madrasahs that visit State Islamic Senior High School Surabaya for benchmarking and best practice studies.

Before discussing the performance assessment of teachers at State Islamic Senior High School Surabaya, it is essential to first address the efforts undertaken by the

institution in realizing its vision of becoming a progressive, high-quality, and internationally recognized madrasah. This slogan, introduced by the Ministry of Religious Affairs of the Republic of Indonesia, was officially launched in 2024. State Islamic Senior High School Surabaya's initiatives to strengthen its status as a progressive and high-quality madrasah are reflected in various programs aimed at improving the capacities of students, subject teachers, extracurricular mentors, class advisors, deputy heads, and even the head of the madrasah. The head of the madrasah has also implemented a number of groundbreaking academic and non-academic flagship programs designed to foster innovation among students (Nellitawati et al., 2024; Gerbeshi, 2025; Angrist et al., 2025; Sukadari, Huda, Perianto, Haryanto, & Subarkah, 2021)

The innovative academic flagship programs at State Islamic Senior High School Surabaya comprise four key initiatives. The first is the two-year Semester Credit System Program (Wulandari et al., 2024). This accelerated curriculum exemplifies a progressive madrasah model, enabling students to complete upper secondary education in just two years (Hajian, Chang, Wang, & Lin, 2025), an impressive and strategic breakthrough. The program also maintains a high standard of quality, as evidenced by its 100 percent graduation rate (Maher, Quarmby, Hooper, Wells, & Slavin, 2025; Ndlovu, 2025; Schoots-Snijder, Tigelaar, & Admiraal, 2025). To ensure balanced development between worldly and spiritual life, State Islamic Senior High School Surabaya also offers a *tahfidz* (Qur'an memorization) program for students residing in the school dormitories (Rohman & Huriyah, 2022; Poulton & Colledge, 2024). This optimization of the learning process significantly contributes to improving the quality of the madrasah (Zhao et al., 2025). The Curriculum and technology developed by the madrasah are also capable of influencing the quality of the madrasah. The development of the existing curriculum will automatically enhance teacher's pedagogical and professional competencies in their fields (Susilowati, Suciati, Saputro, & Muzzazinah, 2025;). Furthermore, in pursuit of becoming a globally-oriented madrasah, State Islamic Senior High School Surabaya provides specialized mentoring for students planning to pursue higher education abroad (Huriyah, Alwi, et al., 2022; Ingram, Halford, & Jonah, 2025) This initiative aims to support State Islamic Senior High School Surabaya graduates in preparing for a promising future (Fahmi et al., 2025)

In planning the Islamic education TPA as part of its commitment to becoming a progressive, high-quality, and globally recognized madrasah, State Islamic Senior High School Surabaya has undertaken several preparatory activities. These include: (1) preparing the TPA schedule, (2) issuing the Decree of the Head of State Islamic Senior High School Surabaya No. 0089 of 2024 regarding the Establishment of the Academic Supervision Team for the 2024–2025 academic year, and (3) ensuring the readiness of the Teacher Performance Assessment instruments. These actions are in accordance with the Decree of the Director General of Islamic Education No. 1843 of 2021 concerning the Technical Guidelines for the Assessment of Madrasah Teachers. The primary objectives of the Islamic education teacher performance assessment at State Islamic Senior High School Surabaya are to evaluate teacher performance (Asaloei, Wolomasi, & Werang, 2020; Kanya, Fathoni, & Ramdani, 2021; Wolomasi, Asaloei, & Werang, 2019) , to support professional

development through performance appraisal, to contribute to the credit score system for teacher promotion, and to facilitate the disbursement of teacher certification funds (Segara et al., 2022; Yuntina, Sari, & Karnati, 2025) (Gander, Dann, & O'Neill, 2024; López-Martín, Gutiérrez-de-Rozas, González-Benito, & Expósito-Casas, 2023)

The principles of objectivity, fairness (Lukman et al., 2021), accountability, transparency, participation, measurability, commitment, and sustainability guide the implementation of teacher performance assessment at State Islamic Senior High School Surabaya (Jerrim, 2021; Yan, King, & Haw, 2021). These principles are in line with previous studies. When performance evaluations are conducted fairly by leadership figures such as the head of the madrasah, teachers are more motivated and engaged in their work (Millie, 2025; Durasas, 2024). Moreover, the assessment process adheres to the principle of measurability, utilizing fixed and consistent performance indicators to ensure reliable outcomes. At State Islamic Senior High School Surabaya, the teacher performance evaluation is also designed as a continuous process. A well-structured and ongoing evaluation system serves as a foundation for sustained professional development (Huriyah, Kusaeri, Yusuf, Asmiyah, & Rohman, 2022)

The instruments used for Islamic education teacher performance assessment at State Islamic Senior High School Surabaya are aligned with existing regulations. For subject teachers, the assessment tools are based on four core teacher competencies: pedagogical (Channa & Sahito, 2022; Wongmahesak, Kaur, Cardoso, & Abidin, 2025), personal, social, and professional competencies. This framework is consistent with previous research, which has shown that teacher performance is effectively reflected through these four dimensions pedagogical, professional, social, and personal (Chapman, Beauchamp, & Griffiths, 2025; Damanik & Widodo, 2024). Among these, professional and personal competencies have been found to contribute significantly to predicting improvements in the achievement of madrasah quality standards. Overall, the indicators associated with teacher performance variables have a substantial and statistically significant impact on the quality outcomes of madrasah education.

Personal competence is also a crucial indicator in teacher performance assessment, as various personal characteristics of teachers are strongly correlated with their overall performance in madrasah settings (Ilhamuddin, Saksono, Rifqi, & Hidayatullaah, 2024; Wahyu, Rizal, & Syah, 2021). Similarly, indicators related to professional competence are of great importance. These include mastery of subject matter, understanding of the structure, concepts, and scientific mindset relevant to the subjects taught. Equally significant is the teacher's ability to develop their professionalism through reflective practices. These dimensions serve as critical factors in evaluating teacher performance in madrasahs (Sholihah, Kusaeri, Kholis, Muntafi'ah, & Huriyah, 2024; Bumay, Hariri, & Rini, 2023)

In addition to the teacher performance indicators based on the four core competencies, State Islamic Senior High School Surabaya has also developed a performance assessment framework for vice headmasters. The assessment employs a comprehensive and well-structured set of five indicators: personal and social competence

(Guiron & Limbong, 2025), leadership (Sataroh & Hasanah, 2025), madrasah development, entrepreneurship (Irisdotter Aldenmyr, Gradén, & Håkansson, 2025), and role-specific responsibilities of the vice headmasters in the areas of curriculum/academics, public relations, student affairs, and facilities and infrastructure (Quaisley, Smith, Criswell, Funk, & Hutchinson, 2023). These additional indicators enable the head of State Islamic Senior High School Surabaya to effectively assess the performance of subordinate leaders and contribute to the overall improvement of educational quality at the institution. The leadership capacity of vice headmasters plays a critical role in determining the advancement and quality of the madrasah (Badrudin, Sofyan, Salikin, Muta'allim, & Wijaya, 2023), as they essentially serve as extensions of the head of the madrasah. The operational and educational activities at State Islamic Senior High School Surabaya are significantly influenced by the leadership of its four vice headmasters, who are responsible for curriculum, public relations, student affairs, and facilities management, respectively.

The teacher performance assessment at State Islamic Senior High School Surabaya is conducted once a year, in accordance with the regulations established by the Ministry of Religious Affairs of the Republic of Indonesia (Henríquez, Pérez-Morán, Del Cid García, & Zamora, 2023). The assessment team consists of seven evaluators, each responsible for assessing the performance of approximately 10 to 12 teachers. One of the key requirements for evaluators is that they must hold a rank or position equal to or higher than that of the teachers they are assessing. This criterion is essential for maintaining the quality and professionalism of the teaching staff.

The results of the performance assessment for madrasah teachers with additional duties as vice headmasters indicate an average score of 3 in the indicators of personal-social competence and leadership (Hien, Oanh, Huong, & Thien, 2025; Lomos et al., 2025; Jerrim, 2022). In contrast, the performance indicators related to their specific areas of responsibility such as curriculum, public relations, student affairs, and facilities management (Karimova, Alimbekova, Bulshekbayeva, & Zhakupova, 2025; Steinmann, Sánchez, Van Laar, & Braeken, 2022), achieved the highest average score of 4. Meanwhile, the performance assessment of subject teachers yielded the following average scores: 25 for pedagogical competence, 10 for personal competence, 7 for social competence, and 8 for professional competence (Franco, Bottiani, & Bradshaw, 2024; Sims et al., 2025; Visscher, Dmoshinskaia, Pellegrini, & Rey-Naizaque, 2025). The overall average total score was 49, which converts to a score of 87 on a scale of 100. This reflects a strong performance level among the teaching staff at State Islamic Senior High School Surabaya. The data suggests that madrasah teachers at State Islamic Senior High School Surabaya demonstrate proficiency in lesson planning, instructional delivery, learning assessment (Evans & Zhu, 2023), and the evaluation of student achievement (Pastore, 2023; Wang, Sun, Zhou, Li, & Zhou, 2022).

The teacher performance assessment at State Islamic Senior High School Surabaya has demonstrated significant impacts and benefits. Among its key outcomes are improvements in individual teacher performance, increased work motivation (Widmann & Mulder, 2025), the development of workplace chemistry, enhanced mutual respect among

colleagues (Junaidah, Nikita Putri Mahardika, & Ma`arif, 2025; Liu & Nesbit, 2024) improved quality of instruction, overall enhancement of educational quality at State Islamic Senior High School Surabaya, and the promotion of sustainable teacher professionalism. This assessment has also had a notable influence on various aspects, including student learning outcomes (Cortez Ochoa, Thomas, & Moreno Salto, 2023; Ulstad, Amdal, Mehus, & Skjesol, 2025), teacher motivation in developing instructional methods, and the overall quality of education (Kissi, Baidoo-Anu, Anane, & Annan-Brew, 2023; Mc Namara & Mc Cauley, 2025). One of the most tangible benefits experienced by teachers at State Islamic Senior High School Surabaya is the eligibility for receiving certified teacher allowances. This aligns with previous research indicating that one of the primary benefits of teacher performance assessments is the support and reinforcement of certified teacher professionalism (Bacus, Picardal, Perez, & Balo, 2024; Zhan et al., 2025)

Furthermore, the evaluation of the teacher performance assessment is carried out by the school principal and the school supervisors. This procedure is in accordance with the guidelines stated in the Teacher Performance Assessment regulations issued by the Ministry of Religious Affairs of the Republic of Indonesia in 2024.

This study has limitations, as it was conducted within a single period, focusing specifically on the implementation of the teacher performance assessment in 2024. It would be more beneficial to conduct a multi-year study to more clearly capture the dynamics of teacher performance. Procedure is in accordance with the guidelines outlined in the Teacher Performance Assessment regulations by the Ministry of Religious Affairs of the Republic of Indonesia for the year 2024. This study has limitations, as it was conducted within a single period, specifically focusing on the teacher performance assessment at State Islamic Senior High School Surabaya in 2024. It would be beneficial to conduct a multi-year study to more clearly capture the dynamics of teacher performance at State Islamic Senior High School Surabaya over time.

Conclusion

The key finding of this research shows that the performance assessment of Islamic Education teachers at State Islamic Senior High School Surabaya in realizing an advanced, high-quality, and globally competitive madrasah is carried out through three stages: planning, implementation, and evaluation. The planning stage includes preparing the assessment schedule, issuing a Decree on the appointment of the Academic Supervision Team, and ensuring the readiness of the assessment instruments.

During the implementation stage, the teacher performance assessment follows the principles, assessor requirements, and assessment period as regulated by the Ministry of Religious Affairs of the Republic of Indonesia. Overall, the assessment results fall into the good category and provide significant benefits, including increased work motivation, improved collegial relationships, and enhanced quality of teaching and education. The evaluation of the assessment process is conducted by the school principal and the supervisory board.

Theoretically, this study enriches the discourse on Islamic Education teacher performance assessment in building progressive and globally competitive madrasahs. Empirically, it provides State Islamic Senior High School Surabaya with an evaluation tool, a foundation for improvement, and a reference for future policy development.

This study is limited to one institution and one assessment period (2024). Therefore, future research is recommended to examine teacher performance assessments across various school types and over multiple years to capture broader dynamics and performance patterns.

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