

The Quality of Performance Management of Education Personnel and Educational Affairs

Lidya Puji Astuti¹, Elis Sumarti², Nurhayati³, Huggannah⁴, Neta Dian Lestari^{5*}, Ahmad Zulinto⁶

^{1,2,3,4,5,6}Universitas PGRI Palembang

*Corresponding author: netadianlestari@univpgri-palembang.ac.id

Abstrak

Manajemen kinerja tenaga pendidik dan kependidikan merupakan aspek penting dalam peningkatan kualitas pendidikan di Indonesia. Penelitian ini bertujuan untuk menganalisis konsep, implementasi, dan tantangan dalam manajemen kinerja tenaga pendidik dan kependidikan, serta memberikan rekomendasi untuk perbaikan sistem. Metode penelitian yang digunakan adalah penelitian pustaka dengan pendekatan kualitatif melalui analisis literatur dari berbagai sumber relevan yang mencakup periode 2021-2024. Hasil penelitian menunjukkan bahwa manajemen kinerja yang efektif memerlukan sistem penilaian yang komprehensif, pengembangan profesional berkelanjutan, dan dukungan infrastruktur yang memadai. Temuan utama menunjukkan bahwa implementasi manajemen kinerja masih menghadapi tantangan seperti keterbatasan sumber daya, kurangnya standarisasi sistem penilaian, dan minimnya program pengembangan kapasitas. Penelitian ini merekomendasikan perlunya reformasi sistem manajemen kinerja yang lebih holistik, penerapan teknologi dalam pemantauan dan evaluasi, serta penguatan kolaborasi antar pemangku kepentingan pendidikan untuk mencapai peningkatan kinerja yang berkelanjutan.

Kata kunci: Manajemen kinerja, tenaga pendidikan, tenaga kependidikan, kualitas pendidikan, pengembangan profesional

Abstract

Performance management of education personnel and educational affairs is a fundamental aspect of improving the quality of education in Indonesia. This study aims to analyze the concepts, implementation, and challenges of performance management for education personnel and educational affairs, as well as to provide recommendations for system improvement. The research method used is library research with a qualitative approach through literature analysis from various relevant sources covering the period 2021-2024. The results indicate that effective performance management requires a comprehensive evaluation system, continuous professional development, and adequate infrastructure support. Key findings highlight that the implementation of performance management still faces challenges such as limited resources, lack of standardization in evaluation systems, and insufficient capacity development programs. This study recommends the need for a more holistic performance management system reform, the integration of technology in monitoring and evaluation, and strengthening collaboration among education stakeholders to achieve sustainable performance improvement.

Keywords: Performance management, education personnel, education personnel, quality of education, professional development

1. INTRODUCTION

Education constitutes a cornerstone in national development, as the advancement of a country is closely linked to the quality of its human resources, which is largely shaped through education. The quality of education itself is strongly influenced by the effectiveness and performance of education personnel and educational staff who operate within the educational system (Wulogening & Timan, 2020; Safitri et al., 2022; Fadliyana & Nugraheni, 2024). Consequently, performance management in the education sector emerges as a strategic instrument for enhancing educational quality and ensuring sustainable national development (Fauz et al., 2020; Malik et al., 2020; Batubara & Arifin, 2022). In the Indonesian context,

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the establishment of an effective performance management system has become increasingly complex due to rapid technological advancements, escalating global competency standards, and the pressing need for educational institutions to adapt to the demands of the digital era (Rajâa & Mekkaoui, 2025; Sinambela & Darmawan, 2021; Choi et al., 2023).

Education personnel including teachers, lecturers, and instructors occupy a pivotal role in facilitating learning processes and fostering students' academic, social, and moral development. Their professional performance directly affects learning outcomes and the formation of students' character and competencies. At the same time, educational staff such as school principals, supervisors, laboratory technicians, librarians, and administrative personnel provide essential structural and managerial support that sustains a productive and conducive educational environment. As emphasized by Kumala (2022), both education personnel and educational staff must be supported by a well-designed performance management system that enables them to function optimally and contribute effectively to the achievement of institutional and national educational objectives.

Recent developments in educational performance management indicate a paradigm shift from conventional, administratively oriented evaluation systems toward more integrative and outcome-based management frameworks. These contemporary approaches emphasize measurable performance indicators, continuous professional development, and accountability for results rather than mere compliance with procedural requirements. Such a shift aligns with growing public demands for transparency and accountability in the use of educational resources, as well as the necessity to assess the impact of educational investments in a more systematic and evidence-based manner (Ramdani & Anjar, 2023).

Despite these conceptual advancements, the practical implementation of effective performance management systems in education continues to face significant challenges. These challenges include inconsistencies in policy implementation, inadequate technological and institutional infrastructure, and varying levels of human resource readiness across educational institutions. In many cases, performance evaluation mechanisms have not yet been fully integrated with professional development programs, incentive systems, or organizational improvement strategies, resulting in limited impact on overall educational quality.

Therefore, this study is particularly significant, as comprehensive research that integrates multiple dimensions of performance management for education personnel and educational staff within the contemporary Indonesian education system remains limited. By systematically reviewing and analyzing existing literature, this research seeks to offer a holistic understanding of current practices, identify critical gaps, and propose strategic recommendations for strengthening performance management frameworks in the education sector. The findings of this study are expected to contribute not only to academic discourse but also to policy formulation and practical implementation aimed at improving educational performance and outcomes in Indonesia.

2. LITERATURE REVIEW

Performance Management Concept

Performance management in the context of education is defined as a systematic process for planning, implementing, monitoring, and evaluating the performance of education personnel and educational staff to effectively and efficiently achieve educational organizational goals (Tanjung et al., 2024; Miao et al., 2023; Bourne et al., 2018). This concept includes setting performance standards, measuring achievements, providing feedback, and continuous capacity development. Modern performance management theory

emphasizes the importance of a holistic approach that integrates individual, team, and organizational aspects. The Balanced Scorecard model, adapted for the education sector, shows that performance measurement should include perspectives on finances, stakeholders, internal processes, as well as learning and growth (Latif & Zahriani, 2020). In the educational context, these perspectives can be translated into resource efficiency, student and parent satisfaction, the quality of the learning process, and continuous professional development.

Characteristics of Education Personnel and Educational Staff

Education personnel have unique characteristics that distinguish them from other professions, including their dual role as educators, guides, and role models for students (Palah et al., 2022; Ji, 2022). The competencies required include pedagogical, personality, social, and professional competencies, as outlined in the National Education Standards (Setianingsih et al., 2021). This complex role demands a performance management system that can accommodate the multidimensional tasks and responsibilities. Educational staff, on the other hand, have various supporting functions according to their fields of responsibility. School principals serve as both managers and educational leaders, supervisors function as supervisors and mentors, while administrative staff ensure the smooth operation of educational institutions (Abinnashih & Nurfuadi, 2023). The diversity of these roles requires a flexible but standardized performance management approach.

Performance Assessment Dimensions

The performance assessment of education personnel and educational staff includes several key dimensions. First, the input dimension, which includes academic qualifications, competencies, and motivation. Second, the process dimension, which covers the quality of planning, task implementation, and interactions with stakeholders. Third, the output dimension, which refers to the work results that can be measured both quantitatively and qualitatively. Fourth, the outcome dimension, which shows the long-term impact on achieving educational goals (Siregar et al., 2024). A comprehensive performance assessment model must also consider contextual aspects such as the work environment, the availability of resources, and management support. The 360-degree feedback approach, which involves various parties such as superiors, colleagues, and external stakeholders, is increasingly being implemented to provide a more objective and comprehensive performance overview (Pebriyanti, 2025).

3. METHOD

This research uses a library research method with a qualitative approach to analyze literature related to the performance management of education personnel and educational staff (Neuman, 2019; Tisdell et al., 2025). This type of research was chosen to provide an in-depth understanding of the concepts, theories, and practices of performance management based on a comprehensive literature review. The data sources consist of primary and secondary literature, including academic journals, textbooks, research reports, and policy documents published between 2021 and 2024. The literature selection criteria include relevance to the research topic, source credibility, and the novelty of the information. The literature search was conducted through academic databases such as Google Scholar, DOAJ, and repositories of higher education institutions (Sugiyono, 2020).

The data analysis technique used is content analysis to identify key themes, patterns, and trends in the literature being reviewed (Susanto et al., 2023). The analysis process includes stages of data reduction, categorization, interpretation, and conclusion drawing. The validity of the analysis is ensured through source triangulation and peer review, involving experts in the field of educational management. The limitations of this research lie in the focus on literature in Indonesian and English and the relatively recent publication period. However, these limitations add value in terms of the currency and relevance of the findings to the current state of performance management in education.

4. RESULT AND DISCUSSION

Result

Implementation of Performance Management for Education Personnel

The literature review reveals that the implementation of performance management for education personnel in Indonesia has experienced significant developments in recent years. The Teacher Performance Assessment System (PKG), which has been implemented nationally, demonstrates a systematic effort to measure and improve teacher performance (Wulandari & Poerwanti, 2023). This system includes the assessment of lesson planning, teaching execution, and assessment of learning outcomes. However, evaluations of the PKG implementation reveal several challenges. First, there is a limitation in the capacity of assessors to conduct objective and consistent evaluations. Many school principals and supervisors lack adequate competencies in performing supervision and performance assessments. Second, the assessment instruments have not fully accommodated the diversity of school contexts and characteristics, especially in remote and disadvantaged areas (Budianti & Setiawan, 2023). The use of technology in performance management is beginning to show positive impacts. Digital platforms for monitoring and evaluating teacher performance allow for a more efficient and transparent assessment process. Integrated performance management information systems also facilitate performance data analysis for more accurate decision-making (Anggara & Enramika, 2024).

Performance Management for Educational Staff

Performance management for educational staff shows more complexity compared to education personnel due to the diversity of positions and functions. The school principal, as an educational leader, has performance indicators that include leadership in learning, resource management, and school culture development. Research shows that school principals with strong managerial and leadership competencies contribute significantly to overall school performance improvement (Harto & Madihah, 2025). Administrative and other supporting staff require a different performance assessment system, focusing on service efficiency, data accuracy, and support for the learning process. The implementation of service level agreements (SLA) for educational staff is being adopted in some institutions as an effort to standardize service quality (Irmawati et al., 2024). Career development for educational staff remains a major challenge in performance management. The limited promotion pathways and professional development programs lead to low motivation and performance. Research highlights the need for a talent management system that can identify, develop, and retain quality educational staff.

Factors Affecting Performance

The literature analysis identifies several key factors that affect the performance of education personnel and educational staff. Internal factors include motivation, competence, and job

satisfaction. Research shows that intrinsic motivation, such as passion for the teaching profession, has a strong positive correlation with performance, while extrinsic motivation, such as financial incentives, has a varied impact (Anggraeni, 2021). External factors include management support, availability of resources, organizational culture, and institutional policies. A conducive and supportive work environment has been proven to significantly improve performance. Conversely, complex bureaucracy and lack of autonomy in work are major barriers to optimal performance (Siregar et al., 2024). Technology also plays an increasingly important role (Nguyen & Habók, 2022; Thornbury, 2023; Prayudha, 2023). Digital literacy and the ability to adapt to educational technology are performance determinants in the digital era (Agaard et al., 2022; Demirdis, 2025; Ng, 2021). Education personnel and staff who can integrate technology into their tasks show better performance compared to those who still rely on conventional methods (Pebriyanti, 2025).

Challenges and Obstacles

The implementation of performance management faces various structural and operational challenges. Structural challenges include budget limitations for human resource development programs, regulations that are not synchronized across government levels, and resistance to changes in established systems. Many educational institutions still rely on traditional approaches in performance management without utilizing the latest innovations and technologies. Operational challenges include the limited time for comprehensive performance assessments, lack of standardization in assessment instruments, and the absence of follow-up programs after assessments. Supervision and coaching, which should be integral parts of performance management, are often not optimally carried out due to high workloads and the limited competence of supervisors (Latif & Zahriani, 2020).

5. CONCLUSION

Based on the literature analysis conducted, it can be concluded that performance management of education personnel and educational staff is a complex system that requires a holistic and sustainable approach. The implementation of performance management systems in Indonesia has shown significant progress, but it still faces various challenges in policy, infrastructure, and human resource readiness. Factors influencing performance include individual, organizational, and contextual dimensions that interact with each other. Motivation, competence, management support, and technology adaptation are key determinants of successful performance management. Meanwhile, the main challenges include the standardization of assessment systems, capacity building for assessors, and the sustainability of professional development programs.

Based on the research findings, several strategic recommendations can be made for improving the performance management system for education personnel and educational staff. First, a reformulation of the performance assessment system is needed to be more comprehensive by integrating multiple perspectives and local contexts. Second, investment in the development of supervisors and performance assessors' capacity through continuous training programs and competency certification. Third, the implementation of information and communication technology in the performance management system to improve the efficiency, transparency, and accuracy of processes. Fourth, the development of career pathway and talent management programs to enhance motivation and retention of quality personnel. Fifth, strengthening collaboration between educational institutions, the government, and other stakeholders to create a supportive and sustainable performance management ecosystem.

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