



## Synergizing Professional Competence and Islamic Ethics in Human Resource Performance Appraisal

Rahmawati\*, Hamdi Usman, Ahyar

Universitas Islam Negeri Mataram, Indonesia

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### \*Correspondence Address:

[rahmaorissujar@gmail.com](mailto:rahmaorissujar@gmail.com)

### Abstract :

This research aims to explore the technique of human resource performance assessment in Islamic educational institutions, with an emphasis on the integration between professionalism and Islamic values, such as *trust*, *itqan*, and *justice*. Using a descriptive qualitative approach in the design of multi-case studies. Data were collected through in-depth interviews, participatory observation, and document analysis. The results show that Islamic educational institutions have developed various assessment techniques, including classroom observation, self-assessment, portfolios, 360-degree evaluations, and digital KPIs, which are not only administratively oriented but also focus on the learning process and the work character of teachers. The findings also reveal macro-level (non-standard regulations, budget, and technology limitations) and micro-level (low evaluative literacy, individual resistance) factors that hinder the effectiveness of assessments. Participatory communication has proven crucial in building a fair, transparent, and ethical evaluative culture. This research contributes to the literature on Islamic human resource management by offering contextual and multidimensional assessment models, as well as confirming the importance of synergy between professional evaluation and spiritual coaching in Islamic education governance.

## INTRODUCTION

Islamic educational institutions in Indonesia play a crucial role in shaping a generation that is not only intellectually intelligent but also excels in spirituality and morality (Jubba et al., 2021; Mujahid, 2021; Warwer, 2024). In the modern education management system, HR performance assessment is a vital tool for improving quality, transparency, and accountability (Cosa & Torelli, 2024; Kooli & Abadli, 2022; Sheikh et al., 2022). However, there are still many challenges in adopting an assessment system that aligns with Islamic values, especially in areas such as West Lombok, Central Lombok, and Mataram City, which have diverse cultural backgrounds and managerial approaches. Assessments that only emphasize grades and final results often fail to represent the teacher's commitment to Islamic values. Meanwhile, a qualitative approach to performance assessment has the opportunity to capture the dynamics of the learning process and teachers' work ethics more fully (Al Maktoum & Al Kaabi, 2024; Chan, 2023; Göçen & Bulut, 2024). Therefore, it is necessary to conduct an in-depth study of performance appraisal practices in Islamic educational institutions to understand the context, challenges, and values underlying their implementation.

Previous research has shown the importance of integrating Islamic principles in HR performance appraisal systems. Some studies criticize modern approaches that overemphasize quantitative aspects and propose an assessment model based on Islamic governance, which emphasizes the value of trust and spirituality (Amin, 2024; Güney, 2024; Yousaf & Dogar, 2025). Meanwhile, teacher assessment in madrasas is more effective when combining professional competency indicators with Islamic values, which have been proven to have a positive impact on improving the quality of learning (Syamsiah et al., 2024; Tambak et al., 2022; Zaqiah et al., 2024). Moreover, Haniffah et al. (2023) emphasize the importance of Islamic universal principles, such as *ihsan* and justice, in designing a performance appraisal system that aligns with the culture of Islamic organizations. Some of these studies enrich the conceptual discourse of Islamic performance assessment, but most remain normative. Empirical studies of actual practice in the field, particularly in local Islamic educational institutions, are still limited and require further development through a contextual, qualitative approach.

Although considerable literature has emphasized the importance of Islamic values in performance appraisals, a gap remains between theory and practice that has not been empirically explained. Most research still focuses on normative aspects or conceptual models, without diving deeply into how assessment techniques are applied in the specific contexts of different Islamic educational institutions. The lack of studies that examine the variety of assessment techniques, implementation barriers, and the influence of values such as trust, justice, and *itqan* on the performance assessment process raises the need for field-based research. In addition, few studies have examined how Islamic educational institutions balance administrative demands with the development of teachers' character. This gap serves as a barrier to building an effective, reflective, and aligned HR management system that incorporates Islamic values. Therefore, research is needed that comprehensively and contextually explores the real-world practice of assessment techniques.

This research offers novelty by empirically exploring HR performance assessment techniques in Islamic educational institutions through a multi-case approach in the Lombok region. Unlike previous research that was conceptual or limited to a single assessment model, this study mapped out various techniques, including self-assessment, portfolio, classroom observation, digital KPIs, and 360-degree assessments, within the context of Islamic values. In addition, this study enriches the study of Islamic-based human resource management by introducing the dimension of communication and reflection (*muhasabah*) as a key factor in assessing effectiveness. By highlighting macro and micro barriers, as well as examining communication as a strategic element in building a participatory and dignified evaluative culture, this study fills the empirical literature gap. Its contribution lies in the integrated assessment model between professionalism and spirituality, as well as its relevance in building a fair, effective, and contextual system of Islamic education governance.

This research aims to explore and analyze the technique of human resource performance assessment in Islamic educational institutions in depth, focusing on the context, practice, challenges, and Islamic values that underlie its implementation. Through a descriptive qualitative approach with a multi-case study in three regions of Lombok, this study evaluates various assessment techniques, including self-assessment, classroom observation, portfolio, digital-based KPIs, and 360-degree evaluation. The research also analyzes implementation barriers at the macro and micro levels, and explores the role of communication in supporting the effectiveness of assessment. With the constructivist paradigm, this study emphasizes the importance of understanding

judgment not only from the administrative side, but also from the point of view of Islamic spirituality and work ethics. The results of the research are expected to make a theoretical and practical contribution to developing an integrity-based, reflective, and Islamic values-aligned performance appraisal system in educational institutions.

## RESEARCH METHOD

This study employs a descriptive qualitative design to explore in-depth the practice of HR performance assessment techniques in Islamic educational institutions (Cirgin Ellett & Beausang, 2002; Isoaho et al., 2021; Monaro et al., 2022). This design was chosen because it enables the revelation of the meaning, process, and context of implementing assessments that cannot be quantitatively measured. The research setting is in several Islamic educational institutions in West Lombok, Central Lombok, and Mataram City, which represent a variety of HR management systems based on Islamic values. The type of research used is a multi-case study, because the researcher examines more than one institution to compare and identify the general patterns and peculiarities of the assessment techniques used (Alkaabi, 2025; Käss et al., 2024; Turnbull et al., 2021). This qualitative approach is grounded in the constructivist paradigm, which views reality as a social construction shaped by values, culture, and the interaction between actors. Therefore, this approach enables researchers to understand performance appraisal techniques not only from an administrative perspective, but also from the perspective of spirituality and Islamic work ethics, such as amanah, itqan, and justice.

Data collection was conducted through in-depth interviews, participatory observations, and document analysis, including assessment formats, portfolios, and e-performance reports (Borgstede & Scholz, 2021; Chai et al., 2021; Wilhelmy & Köhler, 2022). In-depth interviews are used to explore the experiences, perceptions, and performance appraisal strategies of leaders, teachers, and administrative staff. Participatory observation is conducted during evaluation activities, such as class assessments and discussions of evaluation results. The document analysis aims to assess the suitability of the assessment format for the applied practices. The researcher plays the role of the Human Instrument, who is directly involved in the process of data collection and interpretation. The research was conducted over three months (May-July 2025) in three Islamic educational institutions that employed a variety of performance assessment techniques. The credibility of the data is maintained through source triangulation, member checking, and peer debriefing.

The data was analyzed using the Miles, Huberman, & Saldaña interactive model that included three main steps (Aguzzoli et al., 2024; Bryda & Costa, 2023; Maxwell, 2020): (1) Data reduction, namely the process of selecting, simplifying, and coding data from interviews, observations, and documents to identify themes such as "assessment techniques," "Islamic values," and "implementation challenges"; (2) Data presentation is carried out in the form of a comparative matrix of inter-institutional techniques and a chart of inter-thematic relationships to facilitate interpretation; (3) Concluding/verifications, namely formulating general patterns, significant differences, and implications of assessment practices on the effectiveness of Islamic value-based human resource management. The credibility of the analysis is maintained through member checking with informants and discussion of findings with Islamic education management experts. This approach was chosen because it is flexible, systematic, and allows researchers to relate empirical data to a conceptual framework, resulting in an in-depth, contextual, and relevant interpretation of the research objectives.

## RESULT AND DISCUSSION

### Result

#### Human Resource Performance Assessment Techniques

Human resource (HR) performance assessment techniques in Islamic educational institutions refer to various evaluation methods used to measure the effectiveness, efficiency, and quality of work of educators and education personnel. This assessment not only includes the quantitative results of the work, but also reflects the way of working, dedication, and commitment to Islamic values, such as amanah and itqan. In the context of Islamic education management, performance appraisal techniques should reflect the integration between professionalism and spirituality. Therefore, techniques such as direct supervisor assessment, 360-degree self-assessment, class observation, portfolio, and key performance indicators (KPIs) must be designed with the principles of fairness and objectivity in mind, based on Islamic values. This assessment serves as the basis for designing career development policies, providing benefits, and cultivating the overall character of human resources in Islamic educational institutions.

As one of the madrasah heads said, "We use portfolio-based assessments and direct observations, so that we can see not only the results, but the processes carried out by the teacher for one semester." (W1) This is reinforced by the statement of teachers in other institutions, "Self-assessment makes us more aware of our responsibility, because we are asked to evaluate our strengths and weaknesses honestly." This indicates that performance appraisal techniques in Islamic educational institutions have been focused on strengthening process-based evaluation and personal awareness, rather than merely adhering to administrative formalities.

Through the results of the interviews conducted with the informants above, it is evident that performance assessment techniques in Islamic educational institutions vary according to the institution's context and needs. Assessment by direct supervisors is more commonly used for administrative purposes and the provision of benefits, whereas self-assessment reflects a reflective approach that builds the intrinsic motivation of educators. Both approaches indicate an effort to balance administrative demands and personal development needs. Thus, the implementation of this assessment technique can serve as an indicator of the progress of the HR management system in the Islamic education environment, provided that it is carried out in a fair, objective, and professional manner, based on standards that align with Islamic values.

Findings on the ground show that several Islamic educational institutions in Lombok have developed a structured performance appraisal system. For example, in West Lombok, a KPI-based e-Performance application is used to measure the work achievements of educators. On the other hand, portfolio-based evaluation and classroom observation are also applied in institutions such as LPM Lombok Institute of Technology and Al-Ma'arif Pandan Indah Islamic High School. The 360-degree technique has been tried in the evaluation of school principals in Central Lombok involving teachers, staff, and parents. All of these techniques emphasize the importance of transparency, participation, and accountability in the assessment process. This practice demonstrates that the assessment approach not only adheres to national regulations but is also tailored to accommodate local values and the culture of Islamic organizations. Consequently, the assessment techniques employed are presented in Table 1.

**Table 1. Human Resource Performance Assessment Techniques**

Assessment Techniques	Main Objectives and Characteristics
Assessment by a direct supervisor	Administrative evaluation and verification of benefits
Self-assessment	Personal reflection and increased work motivation
360-degree rating	Transparency and participation from various parties
Classroom observation	Direct evaluation of the learning process and teacher-student interaction
Portfolio	Documentation and accountability for processes and work outcomes
KPI (e-Performance)	Target-based assessments and measurable work outcomes

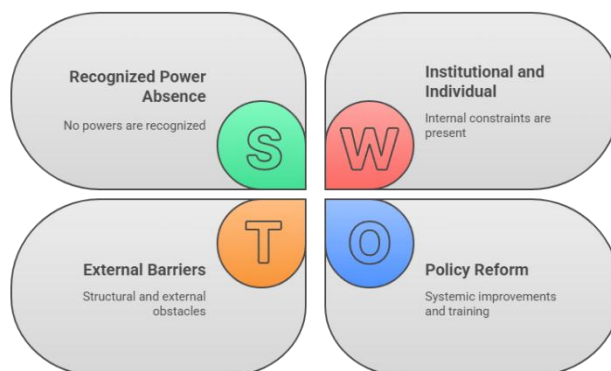
The study's findings indicate that the human resource performance assessment technique in Islamic educational institutions is becoming increasingly structured and holistic. Assessment is no longer limited to administrative aspects, but accommodates Islamic values that reflect moral and professional accountability. In some institutions, a combinative approach has been applied between direct observation, portfolio use, and performance indicator-based evaluation (KPI). This approach demonstrates that educational institutions are beginning to focus on the process, rather than just the results, and encourage teachers to take an active role through self-assessment. The 360-degree assessment technique is also employed in the evaluation of school principals, involving various parties. These approaches affirm that the human resource performance appraisal system is now oriented towards justice, participation, and character building, thereby contributing to the creation of effective and integrity Islamic education governance.

### Macro and Micro Challenges in the Implementation of HR Performance Assessment

The macro and micro challenges in implementing human resource (HR) performance assessment in Islamic educational institutions reflect the complexity faced at various levels. Macro challenges include structural barriers, such as the absence of a standard national policy, budget constraints, and the low adoption of information technology in the assessment system. Meanwhile, micro challenges are more closely related to individual and internal institutional limitations, such as low evaluative literacy, a lack of evaluator training, and resistance to the evaluation process. This theme is relevant because understanding these two levels of barriers is crucial for building an effective, professional, and aligned assessment system that incorporates Islamic values. Addressing these challenges systematically can foster the development of a fair and accountable evaluative work culture in Islamic educational institutions.

One of the madrasah heads revealed: "It is difficult for us to carry out a thorough evaluation because there are no clear national standards, and the funds available are minimal." Another teacher said, "Assessments can sometimes be scary. Many teachers are afraid of being assessed because the results can have an impact on benefits." This indicates that the challenges of implementing assessments stem from the regulatory side and individual perceptions of the evaluation's meaning. Additionally, the results of the above interview suggest that macro-level challenges, including policy and funding limitations, have a direct impact on the effectiveness of implementing the assessment system. The absence of standard regulations means that the implementation of evaluations depends on the initiative of each institution, resulting in a lack of uniformity and direction.

On the other hand, micro-challenges such as negative perceptions of assessment indicate the need to build a positive and constructive evaluative culture. Fears about the administrative impact of evaluation results suggest that assessment has not been fully understood as part of professional coaching. Therefore, efforts to improve understanding, training, and humanistic approaches in evaluation are crucial to strengthening the effectiveness of human resource assessment in Islamic educational institutions. Departing from this, the form of challenges found is presented in Figure 1.



**Figure 1. Challenges in HR Performance Assessment**

The study's findings indicate that the implementation of human resource performance assessment in Islamic educational institutions still faces obstacles at two levels: macro and micro. Macro barriers include the absence of a uniform national policy, budget constraints, and inadequate support for information technology systems. Meanwhile, at the micro level, challenges arise in the form of low evaluative literacy among teachers, a lack of understanding of assessment objectives, and inadequate training for evaluators. Fear of evaluation outcomes associated with benefits adds resistance to this process. These findings suggest the need for structural reforms, as well as strengthening the institution's internal capacity. Handling the two levels of challenges in an integrated manner will create an assessment system that is not only professional and effective, but also reflects justice and Islamic values in educational human resource management.

### **The Role of Communication in Supporting the Effectiveness of Performance Appraisal**

The role of communication in supporting the effectiveness of human resource (HR) performance assessment in Islamic educational institutions is an important aspect that determines the success of the evaluation process. Effective communication between superiors and subordinates, as well as among colleagues and between institutions and external parties, promotes openness, clarity, and active participation at all stages of assessment. In the context of Islamic education, communication serves not only as a tool for delivering information but also as a means of guidance, reinforcing values, and promoting character development. When communication is effective, the assessment process can function constructively and fairly, and encourage increased professionalism. Conversely, weak or non-two-way communication can lead to misunderstandings, resistance, and tension between staff. Therefore, effective communication is the primary prerequisite for creating a transparent and integrity-based assessment system in educational institutions that is grounded in Islamic values.

The results of the interviews showed that two-way communication between leaders and staff greatly influenced the acceptance and effectiveness of assessments. When the assessment process is openly discussed, staff feel valued and involved, which motivates them to strive for improvement. Communication also helps alleviate anxiety about the evaluation results, especially when the evaluation is tied to incentives or promotions. Within the framework of Islamic education, constructive and participatory communication aligns with the principles of deliberation and *ukhuwah*. This creates a more inclusive, transparent, and quality-oriented work atmosphere. Therefore, every institution needs to establish a strategic and ethical communication system to support HR performance assessment. As a concrete example of the role of communication, Table 3 below presents various communication patterns that have been proven to support the effectiveness of performance appraisals in Islamic educational institutions.

**Table 2. Variety of Communication Patterns**

Forms of Communication	Strategic Role in Performance Appraisal
Two-way dialogue between the top staff	Building trust, clarifying expectations, and increasing motivation
Open feedback	Provide direct direction for professional improvement and growth
Collective discussion of evaluation results	Encourage transparency, deliberation, and participation in evaluation
Regular informal communication	Maintain closeness, reduce anxiety, and strengthen team cohesion

Building on this, it becomes clear that communication plays a central role in the successful implementation of HR performance assessments. Forms of communication such as open dialogue, shared discussion, and personal feedback create a healthy and constructive evaluation atmosphere. Effective communication fosters mutual trust, reduces resistance, and motivates growth and development. In the context of Islamic educational institutions, communication based on the values of *ukhuwah* and justice is crucial to ensure that the assessment process is conducted in a transparent, participatory, and ethical manner. Therefore, a strong communication system is the foundation for sustainable and dignified performance appraisals.

## Discussion

This study highlights HR performance assessment techniques in Islamic educational institutions, including class observation, portfolio, self-assessment, assessment by direct superiors, 360-degree assessment, and the use of e-Performance based KPIs designed in harmony with Islamic values such as *amanah* and *itqan*, as well as the principles of justice and objectivity. The results show that the assessment combines the dimensions of professionalism and spirituality, emphasizing aspects of the process beyond the outcome. This combinatorial approach reflects efforts to integrate administrative demands with the development of educators' intrinsic motivations. Given that the study aimed to understand how assessment techniques shape effective HR management in Islamic educational institutions, these results confirm the relevance of the findings in enriching the holistic management of Islamic education, leading to a seamless transition to the following thematic analysis.

This study demonstrates that direct observation and self-assessment are the most widely used and effective methods in supporting the professional development of educators in Islamic educational institutions. In line with the study, Kusumaningrum et al. (2025) found that these two methods were positively correlated with teacher performance in the context of pesantren, while lesson planning did not have a significant correlation. This reinforces that techniques that highlight processes (observation, personal reflection) are more meaningful than mere formal judgments. The portfolio, as a technique for documenting processes and results, also has reflective power. Although there are not many studies in Islamic education that discuss portfolios, some of them compare the impact of portfolios, self-assessment, and peer assessment in the context of language and find that portfolios are effective in improving cognitive and metacognitive aspects of learning (Hammad Al-Rashidi et al., 2023; Pourdana & Tavassoli, 2022; Segaran & Hasim, 2021). Digital-based KPI techniques (e-Kinerja) and 360 degrees strengthen the dimensions of professionalism and accountability. Islamic valuation models that reflect work ethics (honesty, trust, justice) are also conceptually developed in Islamic-based HRM literature.

Findings on macro (national policies have not yet been standardized, budget constraints, and limited IT infrastructure) and micro (low evaluation literacy, resistance, and negative perception) are highly relevant. This finding aligns with the evaluation of the Islamic school principal assessment system, which underscores the need for training, digitalization, and adjustment of indicators to local needs (Alkaabi & Abdallah, 2024; Rasdiana et al., 2024; Said & Sharif, 2023). In addition, the low evaluation perception is closely related to staff resistance, which requires a communicative and humanistic approach, corroborating the findings about the importance of communication (Manhas et al., 2022; Mouazen et al., 2024; Rodríguez-Jiménez et al., 2021). Göçen & Bulut (2024) found that two-way communication, including open feedback, dialogue, and collective discussion, is crucial for maintaining transparency and enhancing teacher motivation. This reflects the principles of deliberation and *ukhuwah* in the context of Islam. While Islamic literature has not extensively examined communication in performance appraisals, studies of Islamic HRM have emphasized the importance of honesty and worker well-being as key ethical aspects. This confirms that effective communication facilitates the internalization of value and fosters a positive evaluation culture, thereby filling research gaps that require further exploration.

This research contributes to an integrated assessment technique model that combines professionalism and Islamic spirituality, utilizing a combination of observation, portfolio, self-assessment, digital KPIs, and 360-degree feedback, which can serve as a reference for policies in Islamic educational institutions. These findings encourage the development of a fair, objective, and process-oriented assessment system, as well as the strengthening of evaluator training and the digitalization of systems that need to be adopted by the management of Islamic madrassas and schools in Indonesia. Theoretically, this study enriches the literature on Islamic-based HRM with empirical evidence of the use of multidimensional assessment techniques in Islamic education. Additionally, it fills gaps related to the roles of evaluative communication, reflection (*muhasabah*), and digitalization in Islamic value-based assessments. This emphasizes the importance of a holistic approach that considers not only quantitative outcomes but also the process and intrinsic motivation of expanding the theoretical framework of performance appraisal in Islamic contexts.

Overall, the results of this study indicate that performance appraisal techniques in Islamic educational institutions have evolved into a structured and reflective system, combining classroom observation, portfolio, self-assessment, digital KPIs, and 360-degree evaluation, which aligns with the values of *amanah* and *itqan*. Structural barriers and individual perceptions need to be addressed through policy, training, and infrastructure reforms. Participatory communication is a crucial foundation for the success of performance appraisal. As a further direction of research, it is recommended to investigate the long-term effectiveness of KPI-based e-Performance systems, the role of communication in shaping an evaluative culture, as well as the influence of digital portfolios in professional development in broader contexts in various regions in Indonesia and Islamic educational institutions.

## CONCLUSION

This research confirms that HR performance assessment techniques in Islamic educational institutions have developed holistically, combining the dimensions of professionalism and spirituality. Approaches such as classroom observation, self-assessment, portfolio, digital KPIs, and 360-degree evaluation reflect an orientation on process, justice, and Islamic values such as *amanah* and *itqan*. These techniques demonstrate that assessment is no longer purely administrative, but rather an instrument for character development and the intrinsic motivation of educators. On the other hand, macro challenges, such as the absence of standard policies and technological limitations, as well as micro challenges in the form of resistance and low evaluative literacy, remain obstacles that need to be overcome. Participatory and ethical communication has been demonstrated to play a crucial role in enhancing the acceptance and effectiveness of assessments. Thus, this study highlights the importance of a fair, reflective, and values-based assessment system as a pillar of dignified and sustainable education governance.

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