

Teacher Performance Assessment Through Self-Evaluation (EVADIR) at The Kalipuro-Banyuwangi Sub-District KKGPAI

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Abstract

This research aims to analyze the Teacher Performance Assessment (PKG) program in the form of teacher competency assessment through self-evaluation. The research was conducted using a qualitative descriptive research method, namely data collected in the form of words and pictures. The procedure was carried out through interviews with Islamic Education (PAI) teachers as informants who provided basic data. The first stage is carried out; the teacher fills in the identity of self and school data on the instruments that have been provided, the teacher fills in the core competency items and finally reports for evaluation. The supporting factor in the running of the PKG is the existence of good coordination between stakeholders. But it also has obstacles such as the saturation of respondents (teachers) in slicing too many core competency indicators. Solutions are provided to minimize the above obstacles by providing assistance, approach and motivation to teachers when filling out instruments. PKG through Self-Evaluation (EVADIR) can make it easier to identify the weaknesses and strengths of a teacher, improve teacher performance and other benefits that can be felt by all school members.

Keywords: Teacher Performance Assessment, Self Evaluation, Teacher Competency

1. Introduction

The implementation of the Teacher Performance Assessment or *Penilaian Kinerja Guru* (hereinafter refers to PKG) is intended to produce professional teachers. According to the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform Number 16 of 2009, PKG is an assessment conducted on each item of the teacher's main task activities in the context of career development, rank, and position. Teachers as professional educators have the main tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education (Febriansyah & Syamsiyah, 2024). The implementation of the teacher's main task cannot be separated from the ability of a teacher to master and apply his competence.

Discussing teacher competence, Ismail (2017) explains that competence comes from the English language, namely competence which means the same as being competent, while competent means having ability, power, authority, skill, knowledge, attitude and so on. Thus competence is all the abilities, skills, proficiency, and knowledge of a person in mastering a particular field. Mulyasa (2004) states that "*Teacher competence is a quantitative description of the nature of meaningful behaviour*". Jihad (2013) argue that competence is basically a description of what a person can do at work, as well as what form that work can take. As such, competence can be understood as adequate ability to perform a task or a required skill.



Because as a profession, a teacher also has certain competency standard criteria that every professional teacher must have. Teacher competency standards as a benchmark set or as a requirement in the form of mastery of knowledge and behavioural actions for a teacher to be eligible to hold a functional position according to the field of duty, qualifications and level in education. The government has formulated four types of teacher competencies, as stated in the explanation of Government Regulation No. 19 of 2005 concerning National Education Standards, namely: pedagogical, personality, social and professional competencies.

Teachers receive evaluations following their assessments and the review of semester reports, which invariably leads to feedback regarding their teaching effectiveness. Occasionally, students may express criticism, suggesting that certain educators lack competence or fail to serve as adequate role models. It is important to recognize that the teaching profession is inherently challenging; managing a diverse group of students within a limited timeframe presents significant difficulties. Given the varied needs of students, it is often a complex task for educators to address each individual's requirements. Consequently, self-evaluation emerges as a crucial strategy for teachers aiming to enhance their professional skills and competencies.

Self-Evaluation (refers to EVADIR) is a teacher strategy in Continuous Professional Development that must be filled in accordance with a predetermined format. In addition, Self Evaluation is an assessment of the performance of Islamic religious education teachers (PPKB) in the continuous professional development program which concerns several competencies of teacher professionalism and learning development. The Self Evaluation GPAI instrument consists of 37 core competency questions that must be filled in.

This research aims to analyze the Teacher Performance Assessment (PKG) program in the form of teacher competency assessment through self-evaluation. The findings of this study will contribute to the broader understanding of teacher assessment mechanisms and provide practical recommendations for enhancing the effectiveness of self-evaluation processes in teacher professional development programs. This research is particularly relevant given the increasing emphasis on teacher quality and professional development in Indonesia's education system.

2. Methods

This research was conducted at the Islamic Religious Education Teacher Working Group (KKGPAI) Kalipuro District, Banyuwangi Regency, East Java using descriptive qualitative research methods, namely data collected in the form of words, images (not numbers). The type of research used is descriptive qualitative with analysis method. The researcher as an observer who makes observations on the object.

The descriptive method was chosen because the research conducted was related to ongoing events and related to current conditions. The research was conducted by interviewing one of the PAI Teachers as an informant who served in schools in the Kalipuro District area and other data in the form of archival documentation and photographs that support the main data.

3. Results and Discussion

Self-Evaluation (EVADIR) is an assessment process procedure carried out by teachers independently under the guidance of teacher supervisors in making assessments related to their teaching qualifications. This process is intended to improve the effectiveness and quality of learning which will have a positive impact on students and the school environment.

In order to improve the performance of teachers who are competent in their fields, supervision and evaluation are inseparable and very important in maintaining the stability of the quality of education. Effective supervision ensures that every aspect of learning runs according to the set standards, while evaluation aims to measure the extent to which an educator's competence is achieved (Fatimah1, 2018). This evaluation is not only a measuring tool, but also a means to provide constructive feedback for teacher self-development (Rahayu, 2019b). Through systematic evaluation, we can find out the strengths and weaknesses in the teaching process and design appropriate corrective measures to improve the overall quality of education.

Improving teacher competence depends not only on the knowledge possessed, but also on the ability to adapt to the times, learning methods, and student needs (Faradhiba & Inayati, 2023). Therefore, evaluation becomes a very important tool in providing a clear picture of the extent to which teachers can innovate and implement teaching strategies in accordance with these developments. In this process, the involvement of all parties, including principals, supervisors and of course teachers themselves, is essential to create an evolving learning culture. Thus, continuous evaluation based on objective results will create a better, sustainable education ecosystem that has a positive impact on students.

Within the Islamic Religious Education Teachers Working Group (KKGPAI) of Kalipuro Sub-district, Banyuwangi Regency, teacher performance assessment through Self-Evaluation (EVADIR) is carried out by the GPAI Supervisor every semester. All PAI teachers in the Kalipuro sub-district task force are instructed to fill out the Self-Evaluation (EVADIR) instrument which contains the content of Teacher Competencies which include; pedagogical, personality, social, and professional competencies. However, in the Self-Evaluation (EVADIR) instrument for PAI teachers, it is added with Spiritual and Leadership competencies (Kusumadewi & Wening, 2024).

Self-Evaluation (EVADIR) is a continuous professional development program designed specifically for Islamic Education Teachers (PAI). This program is implemented every semester with the aim of improving the quality and competence of PAI teachers in carrying out their duties (Rahayu, 2019a). The evaluation process is conducted through assessment instruments provided by the Supervisor of Islamic Education Teachers (GPAI), which are designed to measure various aspects of relevant competencies. Each PAI teacher then fills out this instrument in accordance with the core competencies that have been achieved in that period. With the Self-Evaluation (EVADIR) program, each teacher is given the opportunity to reflect and evaluate the achievement of his/her competencies, as well as determine self-development steps for the next semester (Ja'far, 2018). This is part of the effort to ensure that every PAI teacher continues to develop, not only in terms of knowledge, but also in teaching skills, classroom management, and understanding of student needs.

The program also provides clear guidance for teachers in planning more effective and developmentally appropriate teaching strategies. By involving GPAI supervisors in the assessment process, the Self-Evaluation (EVADIR) program ensures objective and quality supervision of teacher performance. Through regular evaluations, it is expected that PAI teachers can continue to improve their competence, so that they can provide better learning and have a positive impact on students (Adha et al., 2024). In addition, the program also supports the creation of a sustainable and adaptive learning culture in the educational environment.

3.1. Assessment Procedures and Core Competency Details

Self-Evaluation (EVADIR) steps were carried out first; teachers filled in their personal and school identity data on the instrument provided by the supervisor. Second; teachers fill in 37 Core Competency Items based on 6 teacher competencies pedagogical, personality, social, professional, spiritual and leadership competencies (Sanjaya et al., 2024). The 37 core competency items include:

- 1) KI 1: Mastering the characteristics of learners from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects
- 2) KI 2: Mastering learning theories and educational learning principles
- 3) KI 3: Develop curriculum related to PAI development areas
- 4) KI 4: Organizing educational development activities
- 5) KI 5: Utilizing information and communication technology for the purpose of organizing PAI development activities
- 6) KI 6: Facilitate the development of students' potential to actualize their various potentials.
- 7) KI 7: Communicate effectively, empathetically, and politely with learners
- 8) KI 8: Organizing assessment and evaluation of learning processes and outcomes
- 9) KI 9: Utilize the results of PAI assessment and evaluation for learning purposes
- 10) KI 10: Perform reflective actions to improve learning quality
- 11) KI 11: Act in accordance with Islamic religious, legal, social, and Indonesian national cultural norms
- 12) KI 12: Have the ability to maintain personal integrity as a teacher
- 13) KI 13: Displaying oneself as a person with noble character, and a role model for students and the community
- 14) KI 14: Displaying oneself as a steady, stable, mature, wise, and authoritative person
- 15) KI 15: Demonstrate work ethic, high responsibility, pride in being a GPAI, and self-confidence.
- 16) KI 16: Uphold the code of ethics of the teaching profession
- 17) KI 17: Act objectively, and non-discriminatory
- 18) KI 18: Communicate effectively, empathically, and politely with fellow educators, education personnel, parents, and the community
- 19) KI 19: Adapt to the place of duty throughout the territory of the Republic of Indonesia which has socio-cultural diversity
- 20) KI 20: Communicate with one's own professional community and other professions orally and in writing or other forms
- 21) KI 21: Mastering the material, structure, concepts, and scientific mindset that support PAI subjects
- 22) KI 22: Mastering the core competencies and basic competencies of PAI subjects/fields of development
- 23) KI 23: Creatively develop learning materials that are taught
- 24) KI 24: Develop professionalism sustainably by taking reflective action
- 25) KI 25: Utilize information and communication technology to communicate and develop themselves
- 26) KI 26: Realizing that teaching is an act of worship and must be carried out with enthusiasm and earnestness.
- 27) KI 27: Believing that teaching is a blessing and a mandate
- 28) KI 28: Believing wholeheartedly that teaching is a calling and devotion.
- 29) KI 29: Realizing wholeheartedly that teaching is self-actualization and honor.
- 30) KI 30: Realizing wholeheartedly that teaching is a service

- 31) KI 31: Realizing wholeheartedly that teaching is an art and a profession
- 32) KI 32: Fully responsible for PAI learning in the education unit
- 33) KI 33: Organizing the education unit environment for the realization of an Islamic culture.
- 34) KI 34: Take the initiative in developing the potential of the teaching unit
- 35) KI 35: Collaborate with all elements in the teaching unit environment
- 36) KI 36: Actively participate in decision-making within the education unit.
- 37) KI 37: Serving religious and social consultations

Of the 37 Core Competency items above, the assessment is based on indicators that are already available in the Self-Evaluation (EVADIR) instrument. Finally, teachers as respondents provide a recapitulation of the assessment results on the Self-Evaluation (EVADIR) instrument and then submit it to the supervisor for evaluation. An important point in this reporting is the follow-up to see that the evaluation results are translated into appropriate plans and actions.

At the evaluation stage, the supervisor analyses the strengths and weaknesses of the teacher based on the recapitulation of the competency scores obtained and then discusses the teacher's weaknesses and shortcomings so that the teacher gets input and suggestions from the supervisor about techniques, ways of teaching and related to good personality.

3.2. Constraints and Challenges of Teacher Competency Assessment through Self-Evaluation (EVADIR)

In the research findings, the challenges and constraints in the implementation of Teacher Competency Assessment through Self-Evaluation (EVADIR) at KKGPAI Kalipuro District include supporting factors and inhibiting factors that affect the running of the process. The successful implementation of the Self-Evaluation (EVADIR) is facilitated by several supporting factors, including effective coordination among stakeholders, such as the Principal, Supervisor, and PAI Teacher. Additionally, fostering a collaborative relationship and a strong sense of community among these parties is crucial. This is in line with what is explained by George C. Edward III in Agustino (2008:149) that there are four variables that determine the success of the implementation of a program or policy, namely; 1) communication, 2) resources, 3) disposition, 4) bureaucratic structure.

The achievement of a successful implementation or implementation of a program such as the Self Evaluation program can be measured from several factors. According to Agustino (2008), it can be measured or seen from the process and the achievement of the final results (output). This is not much different from what is expressed by Merrile Grindle in Agustino (2008) as follows; Measuring the success of implementation can be seen from the process, by asking whether the implementation of the program is in accordance with what has been determined, namely looking at the action program of individual projects and secondly whether the program objectives are achieved.

3.3. Benefits of Teacher Performance Assessment through Self Evaluation

The positive impact of the implementation of the Teacher Performance Appraisal through Self Evaluation on Kalipuro Sub-district KKGPAI includes; making it easier to identify the weaknesses and strengths of a teacher, can improve teacher performance, train teacher honesty in filling in indicators that are in accordance with their personality and get input from supervisors to improve the quality of teacher performance and personality and alternative solutions to weaknesses in certain competency values owned by teachers.

On the other hand, the evaluation results of the Teacher Performance Appraisal (PKG) program have far-reaching benefits that can be felt by the entire school community. For students, the most immediate benefits are improvements in teaching practices and more effective learning procedures.

With the evaluation, teachers will be more focused in identifying strengths and weaknesses in the teaching and learning process, and taking concrete corrective measures (Itaria & Somantri, 2020). This in turn will improve the quality of learning received by students, ensuring they get a higher quality learning experience that is relevant to their needs. In addition, PKG evaluation results also play a role in facilitating the development of teachers into better role models, by improving their competencies in various aspects of teaching, such as communication skills, classroom management, and innovation in learning methods (Hani et al., 2024).

As model teachers, they not only teach, but also set an example for students in terms of ethics, discipline and enthusiasm for learning. The program also supports the creation of a conducive school environment where all school members-including teachers, students and other education personnel-can support each other in achieving better educational goals. The objective and systematic evaluation of PKG helps build a culture of reflection and self-improvement, which in turn contributes to the overall progress of the school (Fitria & Sutiah, 2024).

The benefits for teachers are recognition and support for teachers related to good programs or help in applying good learning designs. The benefits for school principals are directing in setting priorities for school programs or for example providing direction related to religious programs based on religious competencies possessed by PAI teachers.

4. Conclusion

One form of PKG (teacher performance assessment) is through Self-Evaluation (EVADIR) and is conducted every semester by supervisors in the Kalipuro sub-district KKGPAI area. The first step is for teachers to fill in their identity and school data on the instrument provided. Secondly, teachers fill in 37 core competency items based on the six teacher competencies of pedagogical, personality, social, professional, spiritual and leadership competencies and finally report for evaluation. Supporting factors in the running of the PKG are good coordination between stakeholders.

However, it also has obstacles such as saturation of respondents (teachers) in slicing too many core competency indicators. However, this can be overcome by providing assistance, approach and motivation to teachers when filling out the instrument. PKG through Self-Evaluation (EVADIR) can make it easier to identify the weaknesses and strengths of a teacher, improve teacher performance and other benefits that can be felt by all school members.

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