



# The Role of Performance Appraisal on Educator Retention and Motivation in Islamic Junior School

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## Abstract

Educator performance appraisal in Islamic Junior School has a significant role in improving educator motivation and retention. This study aims to explore the relationship between performance appraisal and educators' motivation and decision to remain teaching in the institution. Through a qualitative approach, this study involved in-depth interviews with educators at Islamic Junior School. The data obtained was analyzed using thematic analysis method to identify emerging patterns and themes. The results showed that performance appraisals conducted in a transparent and fair manner can increase educators' motivation, as they feel valued and recognized for their contributions. In addition, constructive feedback from performance appraisals serves as a professional development tool that encourages educators to improve their teaching quality. The study also found that the presence of a good appraisal system contributes to educator retention rates, where educators who feel supported and valued tend to stay longer in the institution. Thus, this study recommends the development of a more inclusive and participatory performance appraisal system, as well as training for educators to understand and utilize the appraisal results in their professional development. The findings are expected to contribute to human resource management in Islamic Junior School and improve the overall quality of education.

## INTRODUCTION

Education in Indonesia has an important role in shaping the character and quality of human resources (Azmi & Wardi, 2020; Fernando et al., 2022). One of the educational institutions that contribute to creating a moral and knowledgeable generation is Islamic Junior School. Islamic Junior School is an educational institution that integrates the general curriculum with religious education, so it is expected to produce individuals who are not only intellectually intelligent, but also have strong moral values (Dimiyati et al., 2023; Murtaja & Jen, 2024). Education at Islamic Junior School focuses not only on academic aspects, but also on the character and moral formation of students. This is in line with the objectives of

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national education as stated in the Law of the Republic of Indonesia No. 20/2003 on the National Education System, which emphasizes the importance of character education in shaping a quality generation (Nurhayati, 2020; Sumiati, 2018).

Educator performance appraisal is an important aspect of education management that affects educator motivation and retention. Effective performance appraisal can provide constructive feedback for educators, so they feel valued and motivated to improve their teaching quality (Halat et al., 2023). A transparent and fair appraisal system can increase educators' job satisfaction, which in turn has a positive impact on the quality of learning in the classroom. In the context of Islamic Junior School, the performance appraisal of educators is crucial to ensure that they can perform their duties well, as well as make a significant contribution to the development of students (Andayani & Madani, 2023).

However, challenges in the performance appraisal system often arise, such as a lack of clarity in the appraisal criteria, as well as a lack of support from madrasah management. This can lead to low motivation of educators and high turnover of educators, which negatively affects the stability and quality of education (Mere, 2021). Low motivation and dissatisfaction with the appraisal system may be contributing factors to the high retention rate of educators in educational institutions.

This research also shows that management support and a positive work environment have a significant effect on educator satisfaction and motivation (Hartini et al., 2021; Saputra et al., 2024). Therefore, it is important to conduct in-depth research on the role of performance appraisal on educators' motivation and retention at Islamic Junior School. Through this research, it is hoped that an effective strategy can be found to improve the performance appraisal system of educators, so as to increase their motivation and retention.

## METHODS

This research employed a qualitative approach with a case study design (Engkizar et al., 2022; Poya et al., 2023; Wyananda et al., 2022). This approach was chosen to gain an in-depth understanding of phenomena occurring at an Islamic Junior School, particularly related to educator performance appraisal, motivation, and retention. Case studies enable researchers to explore the social, cultural, and environmental contexts influencing the phenomena under study (Alluraiah & Vijayapriya, 2023; Fitriyani, 2020; Kara, 2023). The subjects of this study consisted of educators and management at the Islamic Junior School, selected purposively to ensure their knowledge and experience were relevant to the research topic. Specifically, the researcher involved at least 2–5 educators and 2–3 members of the madrasah management team.

Data were collected using multiple techniques, including semi-structured in-depth interviews to explore educators' views, experiences, and perceptions of performance appraisal and its impact on their motivation and retention. These interviews were recorded and transcribed for analysis (Baxter & Jack, 2015; Bishop & Kuula-Lummi, 2017; Elizabeth, 2016). Participatory observations were conducted in classrooms and the madrasah environment to understand interactions between educators and students and the dynamics of the learning process, as well as to observe managerial activities conducted by the madrasah. Additionally, document analysis was carried out to review educator performance reports, educational management policies, and student evaluation results.

These documents will provide additional information about the assessment system and its impact on education quality. Data obtained from interviews, observations and documentation will be analyzed using thematic analysis techniques. The researcher will identify the main themes emerging from

the data and organize them into relevant categories. This analysis process will be conducted iteratively, where the researcher will return to the data to ensure the accuracy and consistency of the findings (Clarke & Braun, 2018; Herzog et al., 2019). To ensure the validity and reliability of the data, the researcher will use the triangulation technique, which combines various data sources (interviews, observations, and documentation) to gain a more comprehensive understanding of the phenomenon under study. In addition, the researcher will also conduct member checking, which is asking for feedback from participants regarding preliminary findings to ensure accurate interpretation.

## RESULT AND DISCUSSION

### Impact on Educator Performance

Performance appraisal has a significant impact on educator performance, especially in improving the quality of teaching and encouraging motivation to develop (Andayani & Madani, 2023; Forson et al., 2021; Juanda et al., 2023; Zebua et al., 2023). By providing constructive feedback, assessment helps educators understand the strengths and weaknesses in their teaching methods. This process allows educators to adapt and improve the strategies used in the classroom. In addition, with regular assessments in place, educators can set clear goals for themselves, encouraging them to continually seek professional development opportunities. This creates a cycle where educators are constantly learning and innovating, which in turn not only improves the student learning experience, but also increases the satisfaction and confidence of the educators themselves (Bashori, 2017; Gouédard et al., 2023).

Overall, the teachers stated that performance appraisal serves not only as an evaluation tool, but also as a source of motivation, development and improvement of teaching quality (Arifai, 2018; Edy & Maryam, 2022). They perceive significant benefits from performance appraisals, which inspire them to continue innovating their teaching methods. It provides valuable feedback, helping educators identify areas for improvement as well as strengths that can be maximized. In addition, performance appraisals foster an environment that supports professional growth, where educators feel more confident to experiment with new techniques and adopt a more disciplined approach to lesson planning (Ekanayake & Wishart, 2015; Lee & Lee, 2014). As expressed by one of the Islamic religious education teachers as the following interview:

*... I feel that the current performance appraisal is not clear enough. However, when I get constructive feedback, I feel more motivated to improve the way I teach. For example, after my last appraisal, I attended training to improve my teaching methods (I-1).*

This is supported by several theoretical impacts of performance appraisals. Clear and fair performance appraisals can enhance educator motivation, as educators who feel valued and recognized for their efforts are more likely to be motivated to improve the quality of their teaching (Arsyad et al., 2020). Constructive appraisals also provide valuable feedback that helps educators identify areas for improvement, encouraging them to participate in training programs or pursue professional development opportunities (Muktamar et al., 2024; Nabawi, 2019; Saputra et al., 2024). Additionally, fair and transparent appraisals contribute to increased job satisfaction, reducing educator turnover rates.

Educators who perceive their performance as appraised favorably are more likely to remain at their institution (Heriyanto et al., 2023; Prastiwi et al., 2024). Finally, effective performance appraisals allow educators to focus on improving their teaching methods, ultimately enhancing the quality of learning for students (Darling-Hammond, 2021; Sugiyarto & Sarwani, 2020). These

findings suggest that performance appraisals encourage educators to set clearer goals and focus on achieving desired outcomes.

### **Link between Performance Appraisal and Job Satisfaction**

The link between performance appraisal and job satisfaction is critical in creating a positive work environment. Good performance appraisals provide recognition for achievements, which can increase educators' sense of worth and motivation. This recognition contributes to improved emotional well-being, as educators feel that their efforts are recognized and valued by the institution. (Halat et al., 2023). As expressed by one of the English education teachers as the following interview:

*... When my achievements are recognized, I feel more motivated and satisfied with my work. This recognition improves my emotional well-being and I become more loyal to the school, performance appraisals help me understand my strengths and weaknesses. This makes me feel better about myself as an educator (I-2).*

This is supported by the theory that performance appraisals providing clear and constructive feedback can increase job satisfaction. Educators who receive positive feedback tend to feel valued, which enhances their motivation and satisfaction (Andayani & Madani, 2023). Furthermore, effective performance appraisals can open up opportunities for professional and career development. When educators perceive room for growth and advancement, they are more likely to experience higher job satisfaction (Wiliandari, 2019).

### **Influence on Educator Retention**

Educator retention is highly significant, particularly in strengthening professional identity. Constructive appraisals help educators feel valued and recognized, which reinforces their sense of identity as education professionals. Enhanced mental well-being is another positive outcome, as feedback from appraisals helps educators feel more competent and motivated in fulfilling their duties. Additionally, performance appraisals foster a supportive environment for innovation, encouraging educators to experiment with new teaching methods and techniques (Juanda et al., 2023).

This process not only improves the quality of education but also deepens educators' emotional commitment to their institution. Educators who feel supported are more motivated to contribute meaningfully, both in curriculum development and extracurricular activities. Collectively, these factors demonstrate that performance appraisals are more than just evaluation tools they play a crucial role in retaining qualified educators and fostering a positive, productive work environment (Muslimin & Ruswandi, 2022). As one of the Arabic language teachers as the following interview:

*... Performance appraisal affects me a lot. When my achievements are recognized, I feel more valued as an educator. It strengthens my professional identity and gives me a sense of pride in what I do. My mental well-being improves because I feel that my efforts are appreciated and supported, which is very important for my retention in the school. When I feel supported, I am more eager to contribute and innovate, which benefits the students and the institution (I-3).*

This is supported by the theory that fair and transparent performance appraisals can increase educators' job satisfaction. Educators who feel valued and recognized through appraisals are more likely to experience job satisfaction, which influences their decision to remain with the institution (Anastasia & Oktafia, 2021). Furthermore, performance appraisals that involve open dialogue between educators and supervisors can strengthen interpersonal relationships. Positive workplace relationships enhance educators' sense of attachment to the institution, positively impacting retention (Costanza et al., 2012; de Deus et al., 2022).

The influence of performance appraisals on educator retention can be explained through several theories that emphasize motivation, satisfaction, and professional support. Commitment Theory posits that the level of attachment educators feel toward their institution directly affects their decision to stay (Muspawi et al., 2020). This theory suggests that when educators feel emotionally and professionally connected to their institution, they are more likely to remain committed. Positive performance appraisals and support from management further reinforce this attachment (Muktamar et al., 2024).

## CONCLUSION

Performance appraisal significantly impacts various aspects of educator development. Key findings indicate that performance appraisal serves as an effective tool for improving teaching quality by providing constructive feedback, enabling educators to identify their strengths and weaknesses. Furthermore, the recognition of achievements through appraisals enhances educators' emotional well-being and loyalty to the institution, contributing positively to job satisfaction. Performance appraisals also reinforce educators' professional identity, motivating them to innovate and contribute more effectively to the learning process. Additionally, this study found that performance appraisals provide a crucial foundation for promotions and career planning, enabling educators to set realistic goals and adapt to evolving education policies. Therefore, performance appraisal functions not only as an evaluation tool but also as a key driver of continuous professional development, creating a positive cycle that benefits both educators and students.

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