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The Implementation of Modern Performance Review Theory in Improving Teacher Performance at Bina Anak Sholeh (BIAS) School, Purwokerto

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Abstract

This study aims to analyze the implementation of modern performance review theory within the performance management system at Bina Anak Sholeh (BIAS) School, Purwokerto. The performance review approach emphasizes two-way communication, continuous feedback, and strengthening of psychological safety as the foundation for performance development. This research employs a case study design using both qualitative and quantitative approaches. Data were collected through in-depth interviews with school leaders and human resource staff, direct

observations of performance review practices, a survey involving 35 teachers and staff members, and analysis of internal institutional documents.

The results indicate significant improvement in teacher engagement by 27 percent, perceived fairness by 28 percent and work motivation by 19 percent. The implementation of the system also contributes to increased participation in professional development and the development of a learning organization culture.

Keywords: Performance Review, Coaching, Continuous Feedback, Psychological Safety, Performance Management

1. Introduction

Performance management is a strategic element in human resource management that plays a crucial role in improving organizational effectiveness. In the education sector, an effective performance management system is a prerequisite for enhancing teaching quality and professional development among educators. Bhattacharyya (2011) ^[2] defines performance management as an integrated cycle consisting of planning, monitoring, development, evaluation, and reward processes implemented on a continuous basis.

Recent developments in human resource management practices indicate a paradigm shift from traditional, administrative-oriented performance appraisal toward performance review systems that emphasize dialogue, coaching, and continuous learning. Pulakos *et al.* (2019) ^[8] argue that modern performance evaluation systems are more effective in improving employee performance and engagement. In addition, Edmondson (2019) ^[5] highlights the importance of psychological safety as a key condition for fostering open communication and organizational learning.

Bina Anak Sholeh (BIAS) School, Purwokerto is an Islamic educational institution that has undergone a transformation in its performance management system since 2024 through the adoption of a modern performance review approach. Previous studies in the Indonesian education system indicate that participatory and transparent performance evaluation systems positively influence teacher motivation and performance (Wibowo & Putri, 2021; Sari & Nugroho, 2022). Therefore, this study aims to examine the implementation of the modern performance review system at BIAS School and its impact on teacher performance, motivation and work culture.

2. Materials and Methods

This study employed a case study approach using descriptive qualitative and quantitative methods. The research was conducted at Bina Anak Sholeh (BIAS) School, Purwokerto. Participants consisted of 35 teachers and staff members who were directly involved in the performance review process.

Data collection techniques included in-depth interviews with school leaders and human resource personnel, direct observations of performance review implementation, structured surveys administered to teachers and staff, and analysis of internal

institutional documents related to performance management. Qualitative data were analyzed thematically to identify patterns related to communication, feedback, and psychological safety. Quantitative data were analyzed descriptively to examine changes in engagement, perceived fairness, psychological safety, and work motivation before and after the implementation of the modern performance review system.

3. Results and Discussion

3.1 Implementation of the Performance Review System

The modern performance review system at BIAS School was implemented through three main stages. The planning stage involved setting performance targets based on SMART principles. The implementation stage consisted of two-way coaching dialogues between teachers and unit heads, focusing on reflection and developmental feedback. The evaluation stage emphasized the formulation of Individual Development Plans (IDPs) as structured guidelines for competency development.

3.2 Teacher and Staff Survey Results

Survey findings revealed substantial improvements across all assessed dimensions following the implementation of the modern performance review system. Satisfaction with performance evaluation increased from 63 percent in 2023 to 85 percent in 2024, representing a 22 percent improvement. Teacher and staff involvement in performance planning increased by 27 percent, rising from 55 percent to 82 percent.

The most significant improvements were observed in perceived fairness and psychological safety, both of which increased by 28 percent. Perceived fairness improved from 60 percent to 88 percent, while psychological safety increased from 58 percent to 86 percent. Openness to feedback rose from 68 percent to 90 percent, indicating stronger acceptance of feedback as part of professional development. In addition, work motivation increased from 72 percent to 91 percent, representing a 19 percent improvement.

Table 1: Teacher and Staff Survey Results

Assessment Aspect	Before (2023)	After (2024)	Change
Satisfaction with performance evaluation	63%	85%	+22%
Involvement in performance planning	55%	82%	+27%
Perceived fairness	60%	88%	+28%
Openness to feedback	68%	90%	+22%
Psychological safety	58%	86%	+28%
Work motivation	72%	91%	+19%

3.3 Organizational Impact

Beyond individual perceptions, the performance review system produced tangible organizational outcomes. Teacher attendance increased from 94 percent to 97 percent, completion of instructional administration improved from 76 percent to 92 percent, parental satisfaction with teacher services rose from 82 percent to 90 percent, and staff turnover decreased from 8 percent to 3 percent. These outcomes reinforce the importance of continuous feedback and psychological safety in improving organizational performance.

The findings align with modern performance review theory, goal-setting theory, and expectancy motivation theory, which collectively emphasize the role of participatory evaluation, fairness, and clear links between effort, performance, and recognition in enhancing motivation and engagement.

4. Conclusion

The implementation of modern performance review theory at BIAS School has been shown to improve teacher performance, motivation, and engagement. A coaching-based evaluation system supported by continuous feedback contributes significantly to the development of a learning organization culture. This study provides theoretical contributions to performance management literature in educational contexts and offers practical insights for institutions seeking to design more effective performance evaluation systems.

As a limitation, this study was conducted in a single educational institution using a case study design, which limits the generalizability of the findings. Quantitative data analysis was descriptive and did not involve inferential statistical testing. Future studies are encouraged to involve multiple institutions and apply more advanced quantitative methods to enhance generalizability.

5. Recommendations

It is recommended that educational institutions develop integrated e-performance dashboards to ensure that performance review processes are measurable, well-documented, and transparent. Continuous capacity-building programs for school leaders and teachers are also suggested to sustain the effectiveness of modern performance review practices.

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