

INTEGRATED PRINCIPAL PERFORMANCE ASSESSMENT MODEL CONCEPT DEVELOPMENT IN THE ERA OF DISRUPTION

Lilis Ardini^{1*}, Nihayatul Munaa², Ahmad Mustofa Lutfi³

¹ Sekolah Tinggi Ilmu Ekonomi Indonesia Surabaya, Indonesia

² Public Health Department, Universitas Muhammadiyah Gresik, Indonesia

³ International Islamic University Malaysia, Malaysia

*Corresponding Author: nihayatul.munaa@umg.ac.id

Abstract: Management of education is experiencing digital technology disruption and accelerated change driven by the COVID-19 pandemic. Principal leadership in the era of technological disruption requires the implementation of five pillars in performance, such as managerial pillars, integrity, public leadership, information and communication technology, and dynamic futuristic pillars. Educational leadership development for school improvement so far has focused on licensing, program accreditation, and professional development. However, in practice several obstacles were found, one of which was the conventional-based performance appraisal. This can affect performance results that are not in accordance with real conditions. This article provides a new perspective on developing the concept of an integrated principal performance appraisal model in the era of disruption. The results of this study are useful for policy makers, especially the regional education office, to be able to consider a performance appraisal system that is in accordance with the needs on the ground in the era of disruption.

Keywords: Performance appraisal, Leadership, information technology, education.