

E-PKKM as a Digital Quality Assurance Instrument: Transforming Madrasah Principal Performance Evaluation

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ABSTRACT

This study aims to analyze the effectiveness of the implementation of e-PKKM (Electronic Madrasah Principal Performance Assessment) in order to support educational quality assurance at MTs. Miftahul Huda Ujungwatu Donorojo Jepara. Through a qualitative case study approach, this study explores the e-PKKM implementation process, supporting factors and obstacles, and its impact on improving madrasah principal performance and institutional quality. Data were obtained through in-depth interviews, participatory observation, and documentation review, which were then analyzed using the Miles and Huberman model. The results showed that the implementation of e-PKKM was quite effective, indicated by the fulfillment of assessment instrument components up to 90%, increased transparency and accountability, and strengthening of a data-driven work culture. The main supporting factors include the commitment of madrasah leaders, human resource readiness for technology, the availability of infrastructure, and mentoring from madrasah supervisors and the Jepara Ministry of Religious Affairs. However, a number of obstacles were still found, such as limited internet infrastructure, variations in digital literacy skills, high administrative burdens, and time constraints. Overall, e-PKKM made a significant contribution to improving data-driven management, academic supervision, and madrasah governance. This study recommends strengthening technical training, improving digital facilities, and administrative efficiency strategies to optimize the implementation of e-PKKM in the future.

Keywords : e-PKKM, Performance of Madrasah Heads, Quality Assurance, Digitalization

INTRODUCTION

Development globalization and digitalization has bring change significant in the world of education. Educational institutions in various countries, including Indonesia, are facing increasing demands tall to transparency, accountability, and quality service education. Participants students, parents, and stakeholders interest demand system capable education give guarantee quality in a way measurable and accurate. In context institution Islamic education, research show that digitalization instrument quality and governance is the need for institutions still relevant and capable compete ¹.

Madrasah as part from system education national carry not quite enough answer big in ensure quality education . One of the instrument important to use for guard quality is Madrasah Principal Performance Assessment (PKKM). The head of the madrasa holds role strategic as leader, manager, supervisor, innovator, and director vision institutional, so that evaluation performance is very important quality institution in a way overall. PKKM includes five components main, namely business madrasah development, implementation task managerial, development entrepreneurship, supervision to teachers and staff education, as well as results

¹ Mulyawan Safwandy Nugraha et al., "Jurnal Pendidikan Indonesia: Strategies for Adapting the Islamic Education Quality Assurance System in the Era of Digital Disruption," *Jurnal Pendidikan Indonesia: Theory, Research and Innovation* 5, no. 3 (2025), <https://doi.org/10.59818/jpi.v5i3.1567>.

performance head of madrasah². Update the Ministry of Religion's policy even push implementation of digital- based or paperless PKKMM through e-PKKM application for increase efficiency and effectiveness³.

Guarantee the quality of madrasas in general is series activity planned for ensure that the process and results learning in accordance with standard national as well as experience improvement sustainable. System Internal Quality Assurance (SPMI) emphasizes cycle determination standards, implementation , evaluation , and action further, which allows madrasas to build culture quality Muhammad Yuseran⁴ and Nurhasanah, et.al⁵. Various studies show that implementation guarantee quality in madrasas often faces constraint like limitations infrastructure, competence source Power humans, as well as weakness culture quality⁶. Condition this impact on the fulfillment of National Education Standards (SNP) in a number of madrasas that are still not optimal⁷. However not yet found in a way details discussion about How procedure implementation evaluation performance the head of the madrasah through e-PKKM application. So for fill in emptiness the researchers want to analyze more far to get outlook deep about the unit of analysis the.

Digitalization through e-PKKM to become part important from effort modernization management madrasah quality. This application provide instrument digital assessment, upload proof physical, assessment process structured, evaluation dashboard, and reports results performance. Handoko & Munjin's research shows that the use of e-PKKM can increase clarity indicator assessment, speed up the verification process , and improve transparency evaluation head of the madrasah. However success depends heavily on readiness means infrastructure, networks, user digital literacy, and support madrasa organization⁸.

Performance Assessment of the Madrasah Principal himself is a comprehensive process for evaluate effectiveness leadership head of madrasah in aspect managerial, entrepreneurship, supervision academic and development quality institution⁹. A study by Fajri shows that PKKMM contributes real to improvement professionalism madrasah principal and quality institutions, especially If implementation consistent and data-driven¹⁰. However a number of other research reveals that supervision , organization , and utilization PKKMM results are still not optimal in some area Erwin Feriyanto¹¹ and Hariyadi¹². This is strengthen suspicion that digitalization of

² MI NU Miftahul Falah, "Madrasah Principal Performance Assessment," 2022.

³ HDI Bureau of the Ministry of Religion, "Review of Technical Guidelines for Madrasah Principal Performance Assessment, Ministry of Religion Emphasizes Digital Transformation and Entrepreneurship Aspects," 2024.

⁴ Muhammad Yuseran, "Internal Quality Assurance System at SD Ukhuwah 2 Banjarmasin," *Management of Education Journal of Islamic Education Management* 9, no. 2 (2023).

⁵ Aida Nurhasanah et al., "The Role of the Educational Quality Assurance System in Realizing the Vision and Mission of Madrasahs," *Journal of Management and Education Sciences* 4, no. 2 (2024): 99–106, <https://doi.org/https://doi.org/10.30872/jimpian.v4i2.2949>.

⁶ Saiful Bahri, "Implementation of Educational Quality Assurance System in Madrasah: Challenges and Solutions," *IslamicEdu Management Journal* 1, no. 1 (2024): 13–25.

⁷ Neneng Nurmalasari et al., "Educational Quality Assurance (Study at MTs YBH and MTs SA Miftahul Ulum Pangandaran)," *Cendekia Inovatif Dan Berbudaya: Jurnal Ilmu Sosial Dan Humaniora* 1, no. 3 (2024): 325–30, <https://doi.org/10.59996/cendib.v1i3.307>.

⁸ Bangkit Tri Handoko and Munjin, "Madrasah Principal Performance Assessment (PKKM) in the Context of Improving Academic Supervision at MAN 1 Banyumas," *Al-Isyraq: Journal of Islamic Guidance, Counseling, and Counseling* 6, no. 2 (2023): 107–28.

⁹ Deception, *Head of Madrasah on PKKMM (Performance Assessment of Madrasah Heads)* (Yogyakarta: Deepublish, 2020).

¹⁰ Laili Rahmatul Fajri, "Effectiveness of Implementing the Madrasah Principal Performance Assessment Program (PKKM) Using the CIPP Evaluation Model," *Journal of Islamic Education Management* 6, no. 1 (2025).

¹¹ Erwin Feriyanto, "Management of Madrasah Principal Performance Assessment (Pkkm) in the Madrasah Development Effort Component (Case Study at Al-Hikmah Cibeusi Jatinangor Sumedang Elementary Madrasah (MI)," *Tsaqafatuna: Journal of Islamic Education* 3, no. 2 (2021): 95–111.

¹² Hariyadi, "Digital Transformation of Madrasahs to Improve the Quality of Educational Services," *Jurnal Minfo Polgan* 12, no. 1 (2023): 42–49.

PKKM via e-PKKM no automatic increase quality if no balanced with readiness technology and competence user.

Based on various findings said, can concluded that success implementation of e-PKKM not only determined by the existence of digital applications, but also readiness technical, competence head of madrasah and team assessors, as well as culture adaptive madrasa organization to change. Digitalization evaluation considered capable increase quality If all over component supporters function optimally. Therefore that, research this important done for understand How does the e-PKKM implementation process take place in madrasahs, what just obstacles faced, as well as to what extent the impact to improvement performance head of the madrasah. With thus, the goal study this is : analyzing the e-PKKM implementation process in madrasahs; identifying factor supporters and obstacles technical, competent, and organizational in its implementation; evaluating impact implementation of e-PKKM on improvement performance madrasah principal and quality institution.

RESEARCH METHOD

Through a qualitative case study approach, this research is expected to be able to understand in depth the implementation of the performance assessment of madrasah principals which is carried out online using the e-PKKM (electronic Madrasah Principal Performance Assessment) application. The basic reason for choosing the case study method is because the researcher wants to review in detail about a particular unit whose results can provide a concrete and well-organized picture and can even represent an event in several similar cases but have different locations ¹³.

Furthermore, the researcher used two types of data sources including: *first*, primary data sources: taken from the first source in the field, namely as research subjects which involved the madrasah principal, curriculum vice principal, madrasah operators and all the teachers involved in the performance appraisal process of the madrasah principal at MTs. Miftahul Huda Ujungwatu Donorojo Jepara. *Second*, secondary data sources: referring to supporting data sources other than research subjects, in the form of documents related to e-PKKM, activity implementation reports, photography as empirical evidence that the performance appraisal activity has actually been carried out ¹⁴.

The data collection method in qualitative research design is a key step in obtaining relevant and in-depth information about the events being studied ¹⁵. In line with Rukin's opinion, this study used in-depth non-structured interviews, participant observation, and reviewing supporting documents to obtain data objectively through existing data sources ¹⁶. Then, for data analysis, it refers to the Miles and Huberman model, which includes: data collection, data presentation in narrative form, and drawing conclusions ¹⁷. Furthermore, to ensure the validity and reliability of the data, researchers used strategies that include: data triangulation (by checking data from various sources, times, and situations); member checking (re-asking research subjects about the accuracy of the data obtained) and audit trail (perpetuating the data collection process) ¹⁸. Researchers hope that by using these methods and techniques, they can find valid and objective data regarding the madrasah principal's performance assessment process through the e-PKKM digital application.

¹³ Almasdi Syahza, *Research Methodology: Revised Edition 2021* (Riau: UR Press, 2021).

¹⁴ Endah Marendah Ratnaningtyas et al., *Qualitative Research Methodology* (Aceh: Muhammad Zaini Publishing Foundation, 2023).

¹⁵ Yama P. Sumbodo et al., *Research Methods: A Complete Guide to Quantitative, Qualitative, and Mixed Method Research* (Medan: PT Media Penerbit Indonesia, 2024).

¹⁶ Rukin, *Qualitative Research Methodology* (Surabaya: CV. Jakad Media Publishing, 2021).

¹⁷ Matthew B. Milles and AM Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods* (Jakarta: UIP, 2007).

¹⁸ Wayan Suwendra, *Qualitative Research Methodology in Social Sciences, Education, Culture, and Religion* (Bali: Nilacakra, 2018).

RESULTS AND DISCUSION

Draft Madrasah Quality Assurance

Quality assurance at a particular educational level certainly has guidelines that are then used as reference material as the institution's basic steps in maintaining educational quality. As at the elementary and secondary levels, it has two main components: *first*, the internal quality assurance system (SPMI) which is implemented internally or within an educational institution and *second*, the external quality assurance system (SPME) which is carried out by parties outside the institution such as the government, national accreditation bodies, educational standards organizations and the local community around the institution¹⁹.

The internal quality assurance system (SPMI) involves the entire academic community, including the principal of the madrasah or school, educators, teachers, staff, and students, who then have to undergo five cycles of stages including: quality mapping, improvement planning, program implementation, periodic monitoring and evaluation. The external quality assurance system (SPME) is carried out by external institutions such as the National Accreditation Board for Schools or Madrasahs (BAN-S/M) or the Independent Accreditation Institute for Education (LAMDIK) which aims to verify and validate the conformity of education implementation with the National Education Standards (SNP)²⁰. SPME also goes through three stages, namely: the data and information evaluation stage, the accreditation and ranking status determination stage, and the accreditation status and accredited ranking monitoring stage²¹.

Then regarding the madrasah quality assurance standards, they are based on the quality control concept standards, in the form of: quality process standards (Quality Control), quality assurance from a customer perspective (Quality Assurance), and the concept of total management (Total Quality Management) so that madrasah quality standards are born that are in line with National education standards²². Thus, the education quality assurance system is very vital for improving the quality of institutions and the important role of the madrasah or school principal is the main factor determining the success of achieving educational quality.

Not only that, the madrasah principal also has very complex responsibilities when reviewed and adjusted to the components in the e-PKKM system (electronic madrasah principal performance assessment). These components include: (1) Madrasah development efforts; (2) Implementation of managerial tasks; (3) Entrepreneurship development; (4) Supervision of teachers and education staff; and (5) Madrasah principal performance results²³. The following is image evidence regarding the Madrasah Principal Performance Assessment components listed in the application:



Figure 1 Display of the Jepara Ministry of Religion E-PKKM Application

¹⁹ Yunus and Rahmatullah Rusli, *Educational Quality Assurance System: Definition, Institutions, Systems, Processes* (West Java: CV. Adanu Abimata, 2023).

²⁰ Widya Isma Dayanti, Syafitri Aulia Wulandari, and Siti Maryamah, "Integration of Internet-Based External and Internal Quality Assurance Systems in Improving Educational Accountability in the Digital Era," *Learning Dynamics: Journal of Education and Language* 2, no. 4 (2025): 80, <https://doi.org/Dinamika%20Pembelajaran:%20Jurnal%20Pendidikan%20dan%20bahasa>.

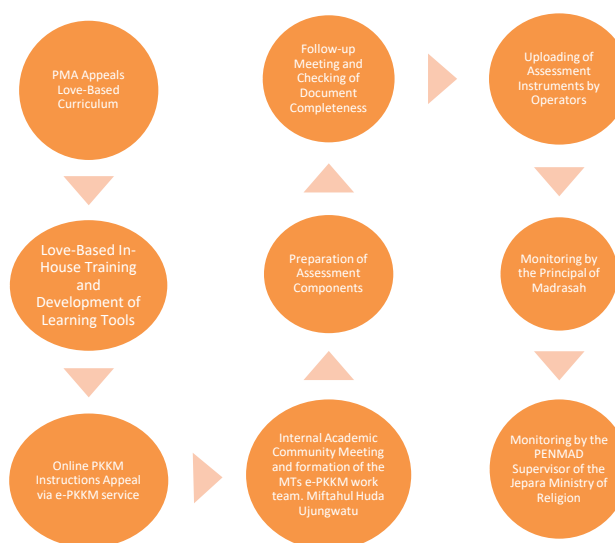
²¹ Novita Sari, "External Quality Assurance in Educational Institutions," *The 3rd Annual Conference on Islamic Education Management*, 2021.

²² Intan Zakiiyyah, *Madrasah Quality Improvement Management* (Pekalongan: PT Nasya Expanding Management, 2023).

²³ Ministry of Religious Affairs of Jepara, "Madrasah Principal Performance Assessment Application," Ministry of Religious Affairs of Jepara, 2025,

The principal of the madrasah has a dual role in this regard, namely not only as a guarantor of quality from the customer perspective (Quality Assurance) but also as a guarantor of the educational continuity process (Quality Control) which should have managerial competencies to design, manage, implement, monitor and evaluate the quality assurance system effectively. The participation of the committee and other stakeholders is very helpful in the implementation of sustainable and continuous quality assurance as well as adaptive to changing educational needs and challenges. So far, the efforts of the principal of MTs. Miftahul Huda Ujungwatu Donorojo Jepara have taken several steps in ensuring the quality of the institution. Starting from the launch of the love-based curriculum to the PKKMM (madrasah principal performance assessment) process, he has carried out intensive follow-up and will be presented in the table below:

Table 1 Flow of Quality Assurance System Through e-PKKM



Based on the results of interviews with the Principal of Madrasah Tsanawiyah Miftahul Huda Ujungwatu Donorojo Jepara, it shows that the flow is in accordance with the instructions and timeline of the madrasa supervisor of the Jepara Regency Ministry of Religious Affairs Office. Then it was adapted into the institution through such a process and when reviewed this has met the quality assurance standards according to the quality control concept, namely: QC, QA and TQM. The basic reason for this process can be classified into a quality assurance system because in carrying out the responsibilities of the madrasah principal has fully carried out his role as a manager, supervisor and also supervisor and this is in accordance with the components in the madrasah principal performance assessment instrument.

Concept of e-PKKM Program Effectiveness

The implementation of a program is considered successful and effective if it achieves the established indicators in the most efficient manner possible. Therefore, it is important to understand the concept of program effectiveness to minimize the risk of recurrence. According to the Directorate General of Traffic and Traffic Affairs of the Ministry of Manpower (Depnaker), by comparing objectives and results, the program's effectiveness can be determined ²⁴. In this case, the customer perspective, or referring to the community, is also included in the measuring tool to determine whether the quality of education at MTs. Miftahul Huda Ujungwatu is good or not.

The effectiveness of a program refers to Budiani (2007) in Suhaimi ²⁵, to measure it you can use several indicators below:

²⁴ Muhammad Rifqy Saputra Suhaimi, Parhan Pratama Junaedi, and Delta Muhammad Ragil Wijaya, *Dynamics of Social Research: Issues in Digital, National and International Space* (West Java: Edu Publisher, 2024).

²⁵ Suhaimi, Junaedi, and Wijaya, *Dynamics of Social Research: Issues in Digital, National and International Spaces*.

Table 2 Indicators for Measuring Program Effectiveness

No.	Indicator	Information
1.	Target accuracy	The extent to which the use of the program can meet achievement targets
2.	Program Socialization	The ability of organizers such as the government to carry out outreach so that information on implementation can be known by all levels of society.
3.	Program Objectives	Is there consistency between implementation and the program objectives that have been set?
4.	Program Monitoring	Activities carried out after delivering program results

The indicator table can be adapted to assess the effectiveness of the Jepara Ministry of Religion's program to guarantee the quality of madrasa education by assessing the performance of madrasa principals using the e-PKKM application. As described in the researcher's analysis, the following explanation is provided:

Table 3 Analysis of the Effectiveness of the e-PKKM Program

No.	Indicator	Information
1.	Target accuracy	The assessment component preparation team has fulfilled 90% of the instrument requirements, as evidenced by the uploading to the e-PKKM system and has been affirmed by the madrasah supervisor.
2.	Program Socialization	Before the online PKK M was implemented, the Jepara Regency Ministry of Religion first conducted tiered socialization and provided technical guidance in the form of In-House Training (attended by all teachers) and technical guidance on filling out instruments on the e-PKKM application (attended by the principal and operators).
3.	Program Objectives	So far, e-PKKM is still being implemented to ensure the quality of madrasa education through madrasa performance assessments which include five main components and cover the entire academic community.
4.	Program Monitoring	Monitoring has been carried out by the madrasa supervisors by reviewing documents related to assessment instruments to minimize technical errors.

This analysis is certainly not a baseless statement, but rather the result of interviews conducted with the madrasah principal and participant observation during the e-PKKM program at MTs. Miftahul Huda Ujungwatu.



Figure 2. Documentation of the interview with the Principal

Furthermore, Kurniawan ²⁶ defines effectiveness as the capacity to carry out tasks, functions, and operational activities of a program or mission without being accompanied by pressure or tension in the implementation process. John P. Campbell ²⁷ identifies several indicators to measure the effectiveness of organizational performance, which include: (1) Program success through the implementation of work programs that are in line with the objectives agreed upon by all stakeholders; (2) Target success assessed from the achievement of objectives in the output aspect; (3) Satisfaction with the program as a reflection of success in meeting the needs of users or consumers; (4) Input and output ratio where efficiency is achieved when the output exceeds the input used; (5) Achievement of overall objectives that describe the extent to which the organization is able to carry out all its tasks to achieve objectives comprehensively by using various assessment criteria that produce a general evaluation of the organization's overall effectiveness.



Figure 3. Monitoring and checking by the Madrasah Principal regarding the completeness of the components of the Madrasah Principal's performance assessment instrument documents.

Referring to both effectiveness indicators according to Budiani in Suhaimi ²⁸ and Campbell in ²⁹, the implementation of the e-PKKM program at MTs. Miftahul Huda Ujungwatu has been said to be quite effective. Based on field data and physical evidence, the fulfillment of the components of the madrasah principal's performance assessment instrument has reached 90%. Then, reviewed in terms of the capacity of the madrasah principal in managing and coordinating, he has fully carried out his responsibilities as a whole and is evidenced by regular monitoring and mentoring of the work team compiling the e-PKKM components.

Supporting and inhibiting factors E-PKKM implementation

The implementation of e-PKKM at MTs. Miftahul Huda Ujungwatu Donorojo Jepara was supported by various factors that facilitated the performance assessment process of the madrasah principal. A strong commitment from the madrasah leader was a key factor, demonstrating the principal's commitment to increasing transparency, accountability, and effectiveness in e-PKKM implementation. This commitment made the entire process more focused and systematic. Furthermore, the availability of human resources who were adaptive to technology contributed to the smooth implementation, as most teachers already possessed basic skills in using digital devices for data entry, documentation, and application-based communication. Adequate technological facilities and infrastructure, such as computers, internet connections, and other supporting devices, also provided an important foundation, although they still needed strengthening. Support provided by the madrasah supervisor and the

²⁶ Agus Kurniawan, *Transformation of Public Services*, Pe Print (Bogor: Ghalia Indonesia, 2005).

²⁷ Sukma Faradiba, Slamet Muchsin, and Hayat, "Effectiveness of Online Population Census Service Performance at the Malang City Central Statistics Agency," *JIP: Jurnal Inovasi Penelitian* 2, no. 1 (2021).

²⁸ Suhaimi, Junaedi, and Wijaya, *Dynamics of Social Research: Issues in Digital, National and International Spaces*.

²⁹ Faradiba, Muchsin, and Hayat, "Effectiveness of Online Population Census Service Performance at the Malang City Central Statistics Agency."

Jepara Regency Ministry of Religious Affairs through regular mentoring and technical guidance helped facilitate users' understanding of the procedures, standards, and technical aspects of using the e-PKKM application. In addition, a madrasah culture that is open to digital innovation accelerates the process of adopting this electronic system, making the implementation of e-PKKM easier to accept and implement by all madrasah residents.

Obstacles affecting the smooth implementation of the e-PKKM assessment process at MTs. Miftahul Huda Ujungwatu Donorojo Jepara also faced several limitations. Limited internet infrastructure was a major obstacle, as unstable networks often hampered data entry and caused document uploads to fail. Furthermore, the diverse digital literacy skills of educators slowed down the application's operation, especially for teachers who required intensive support. The high administrative burden also posed a challenge, given the large number of documents that had to be uploaded and managed in the e-PKKM system, while teachers had busy teaching schedules.

Another obstacle was time constraints, as assessment schedules often overlapped with other madrasah activities, thus diverting focus on document collection and verification. Although supervisors provided support, the technical training provided was still general in nature and did not fully address user needs regarding file management and technical issues. Furthermore, teachers needed time to adjust to the new format and standards, having previously been accustomed to using a manual system. These obstacles demonstrate that the transition to digital assessment requires ongoing support, increased digital literacy, and infrastructure improvements to ensure optimal implementation of e-PKKM.

Evaluation Impact

The implementation of e-PKKM provides impact significant to improvement performance head of madrasah at MTs. Miftahul Huda Ujungwatu Donorojo Jepara. This digital system push head of madrasah for manage document performance in a way more systematic, starting from compilation, storage, up to data- based reporting so that culture more work organized and accountable the more formed. Discipline in planning and reporting also increased Because e-PKKM application demands fulfillment indicator evaluation in a way appropriate time and structured. In addition, competence supervision academic the head of the madrasah is increasingly strong, visible from activity more supervision measurable, documented, and impactful on improvement device learning as well as improvement teacher professionalism. The existence of indicators clear and objective assessment in e-PKKM also strengthens transparency and accountability performance in a way overall.

Impact implementation of e-PKKM on quality institutions are also visible significant. Madrasah governance becomes more effective through coordination more interdisciplinary Good as well as taking decision data- based. Learning quality increase through more optimal teacher supervision and coaching, resulting in device more learning good, method more learning varied, and environment learn more conducive. Service administration to participant students and parents become more fast, transparent, and organized. In addition that, culture madrasah work is increasing strong with more documentation neat and regular evaluations are running consistent.

In a way Overall, the implementation of e-PKKM is assessed effective in push improvement performance head of madrasah, improve quality service education, as well as strengthen transparency and accountability of madrasah governance. Effectiveness this in line with indicator measurement effectiveness of the program that shows that digitalization evaluation capable optimize management data-driven and improving quality management institution in a way comprehensive.

CONCLUSION

Based on the results of the discussion regarding the implementation of the E-PKKM (Electronic Madrasah Principal Performance Assessment) Program at MTs. Miftahul Huda Ujungwatu Donorojo Jepara , it can be concluded that the implementation of this system has brought positive changes to the madrasah principal performance assessment process. The

implementation of E-PKKM has been proven to be able to increase administrative effectiveness, assessment transparency, and the accuracy of performance documentation. Supporting factors such as leadership commitment, HR readiness, and the availability of technological infrastructure are the main pillars of successful implementation. Support from madrasah supervisors and the Ministry of Religious Affairs of Jepara Regency also strengthens the smooth process of data entry and document verification. Thus, overall, the implementation of E-PKKM at MTs. Miftahul Huda Ujungwatu Donorojo Jepara has been running quite effectively, but still requires a strengthening strategy to achieve more optimal assessment quality standards.

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