

The Role of Leadership and Power in Performance Assessment to Improve Human Resources in School Organizations: A Systematic Literature Review

Hema Malini

Universitas Jambi, Indonesia

Abstract

The purpose of this study is to explore and analyze how leadership and power contribute to performance appraisal and how they impact HR development in schools. The method employed is a Systematic Literature Review (SLR) of publications from 2020 to 2024, collecting and analyzing articles relevant to the specified keywords. The findings indicate that effective leadership, supported by the appropriate exercise of power, has a significant impact on HR performance in schools. Leaders who adopt transformational and participatory leadership styles tend to be more successful in fostering teacher motivation and engagement, which in turn contributes to improved educational quality. Furthermore, transparent and equitable performance appraisals strengthen trust and commitment among organizational members. The review also identifies several challenges in implementing performance appraisals, including resistance to change and insufficient managerial support. Accordingly, the study recommends targeted training and development for school leaders to enhance leadership competencies and deepen understanding of the strategic role of power in educational contexts. Overall, this study offers important insights into the interrelationship among leadership, power, and performance appraisal in improving HR within school organizations, and is expected to serve as a reference for educational leaders and policymakers in formulating effective HR development strategies.

Keywords: *Leadership and Power; Performance Appraisal; Human Resources; School Organizations; Transformational Leadership; Participatory Leadership; Teacher Motivation; Educational Quality; Organizational Trust; Systematic Literature Review (SLR)*

INTRODUCTION

According to Kartono, the quality of a leader determines the success of his institution or organization (Ismail, 2022). Leadership in the context of education has a very important role in determining the quality and effectiveness of school organizations. School leaders are not only responsible for managing existing resources, but also for creating an environment conducive to the development of human resources (HR) in them. In this context, performance assessment is one of the crucial tools to evaluate and improve the quality of human resources in schools. Effective performance assessments can help identify the strengths and weaknesses of teachers and other educational staff, which in turn can provide a basis for continued professional development (Fitriadi, Marsidin, & Sabandi, 2020). Effective leadership can foster a culture of positive evaluation, which is essential for professional development. According to Hakam et al. (2023), a good development strategy must involve systematic and transparent assessments, so that all members of the organization feel involved and responsible for

the results achieved. In this case, leaders play a driving role in creating awareness of the importance of performance appraisal in improving the quality of human resources (Mumtaz & Anwar, 2023).

Performance assessments carried out in a structured and continuous manner can be the basis for making strategic decisions related to human resource development. A good performance appraisal allows leaders to identify staff strengths and weaknesses, as well as formulate appropriate development strategies (Fitriadi et al., 2020). Research by Maulani (2024) shows that leaders who have a clear vision and are able to communicate goals well can create motivation among staff to make continuous improvements. Thus, leadership and power in the context of schools not only function to regulate, but also to empower all members of the organization (Latifah, Anwar, & Yuliansyah, 2023). Human resources (HR) are important capital owned by an organization because it has intellectual competence (Atmaja & Ratnawati in Diah et al., 2021). The quality and capability of human resources (HR) play a very important role in the progress of an organization (Widjaja in Diah et al., 2021). In the context of the world of education, human resource development does not only depend on government policies, but also on initiatives taken by school leaders. Hasra et al. (2024) emphasized that effective leadership involves objective and fair assessments, which provide constructive feedback for teachers and staff. This is important to create a culture of continuous learning and increase motivation to excel.

The power held by school leaders also plays an important role in the performance appraisal process. According to Kurniawan et al. (2023), leaders who have the power to make strategic decisions can influence the direction of human resource development in schools. This power must be used wisely to ensure that performance appraisals are not only seen as a formality, but as a tool to drive improvement. Leaders who have the power to make strategic decisions can set clear performance standards and provide constructive feedback to staff (Latifah et al., 2023). In many studies, it has been found that transformational leadership has a positive impact on organizational performance. Mulyadi et al. (2023) stated that leaders who are able to inspire and motivate their staff to achieve high performance can create a productive work environment. Performance appraisals that focus on individual development can assist leaders in recognizing hidden potential and providing the support needed to achieve goals (Ismail, 2022). Hasra et al. (2024) emphasized that effective leadership involves objective and fair assessments, which provide constructive feedback for teachers and staff. This is important to create a culture of continuous learning and increase motivation to excel. One of the challenges in performance assessment in schools is the existence of biases that may arise. According to research by Hakam et al. (2023), this bias can stem from the subjective perception that leaders have of individual performance. Therefore, it is important to have a transparent and objective assessment system so that all members of the organization feel fair in the evaluation process.

As part of the performance appraisal process, it is also important to involve all stakeholders, including teachers, administrative staff, and parents. Research by Kurniawan et al. (2023) shows that active participation from all parties can increase accountability and transparency in the assessment process. According to Mulyadi et al. (2023), leaders who involve all parties in the assessment process can create a greater sense of belonging among staff. This is important because the involvement of all team members in performance appraisals will increase their commitment to the results achieved. Thus,

inclusive leadership can create a sense of belonging and responsibility among all members of the organization. Performance assessments carried out systematically and objectively will help identify training and human resource development needs. The results of the assessment can be used to formulate relevant and effective training programs, thereby improving teacher competence (Kurniawan et al., 2023). In line with that, Hakam et al. (2023) stated that improving the quality of human resources through training based on performance assessment results can increase productivity and innovation in schools.

In order to improve the quality of human resources in schools, there is also a need to pay special attention to the development of leadership competencies among school principals. Mulyadi et al. (2023) emphasized that appropriate leadership training and development can help school leaders to be more effective in carrying out their duties, including in conducting performance assessments. Thus, investment in leadership development is as important as investment in pedagogical development (Hasra et al.,

2024). In the global context, the industrial revolution 4.0 also presents new challenges for education. School leaders must be able to adapt to these changes and leverage technology to improve the performance appraisal process. According to research by Maulani (2024), the use of technology can help in collecting and analyzing performance data more efficiently, thereby providing a more accurate picture of HR performance. Effective leadership in performance appraisals must also be balanced with supportive policies. Fitriadi et al. (2020) stated that government policies regarding certification and incentives for teachers can improve their motivation and performance. In this context, school leaders must be able to translate these policies into effective practice in the field.

Finally, it is important to remember that performance appraisal is not an end goal, but rather a means to achieving larger educational goals. Effective assessments should be directed towards improving the quality of education and individual development. Thus, leadership and power in performance appraisal must be understood as a tool to empower human resources in school organizations, not just control or evaluation (Mumtaz & Anwar, 2023). By considering the various aspects above, this study aims to systematically examine the role of leadership and power in performance appraisal to improve human resources in school organizations. Through this approach, it is hoped that effective strategies can be found to improve the quality of education in Indonesia, especially in this challenging era.

METHODOLOGY

This study uses a systematic literature review (SLR) method that discusses the role of leadership and power in performance assessment to improve human resources in school organizations: a literature review (SLR). Systematic Literature Review (SLR) is a method to interpret and evaluate previous studies related to a phenomenon that is explicit, systematic, and can be repeated by other researchers. The data source used in this study is a secondary data source, where the data obtained through Google Scholar, Google and delay which is used to search for relevant journals, the data or information obtained is then compiled based on the purpose of writing so that it can be accounted for. The results of the discussion and conclusion in this article are the results of analysis from various relevant scientific sources to discuss the Role of Leadership and Power in Performance Assessment to Improve Human Resources in School Organizations.

RESULTS AND DISCUSSION

Leadership is a highly sought-after and highly valued commodity. As individuals and social beings, seeking and searching for more information on how to be an effective leader is a necessity. Many people believe that leadership is a way to improve their personal, social, and professional lives. A company or institution will look for someone with good leadership abilities because they believe that their presence brings special assets to their organization and ultimately improves the bottom line. The combination of inclusive leadership and strategic use of power allows school organizations to maximize human resource development. Leaders who involve teachers in the assessment process create a sense of belonging that strengthens their commitment to a common goal.

Leadership and power have an important role in building an effective performance appraisal system to improve the quality of human resources (HR) in school organizations. As leaders, school principals are not only responsible for managing educational operations, but also become a driving force in the development of teacher and staff professionalism. Based on a systematic review of the relevant literature, there are several key dimensions that show how leadership and power affect performance assessment in the school environment. First, the leadership style applied by the principal greatly determines the success of the performance appraisal system. Transformative leaders, for example, tend to motivate teachers to reach their best potential by creating a clear and inspiring vision. In contrast, authoritarian leadership styles often generate resistance due to the lack of active participation of teachers in the evaluation process. Therefore, collaborative leadership approaches, which emphasize two-way communication and individual empowerment, are considered more effective in building a culture of constructive judgment.

Second, the power possessed by leaders needs to be managed wisely so as not to cause tension in professional relationships. Coercive power can create fear or pressure among staff, reducing the effectiveness of performance appraisals. In contrast, power based on expertise and charisma tends to be more acceptable, as teachers feel valued and supported in their career development. Third, the importance of transparency and objectivity in the performance appraisal system. Leaders who are able to implement fair and data-driven evaluation mechanisms will increase trust among staff. In the literature, it was found that the use of technology-based assessment tools, such as digital platforms to record and analyze performance, can reduce subjectivity in the evaluation process. It also allows leaders to provide specific and relevant feedback to each individual. Finally, effective leadership also plays a role in building a supportive learning environment. Leaders who provide ongoing training, professional development opportunities, and performance-based rewards will create intrinsic motivation among staff. Thus, human resources in school organizations can develop optimally, which ultimately has an impact on improving the overall quality of education. By understanding the strategic role of leadership and power in performance appraisals, school organizations can implement a more holistic and adaptive approach to support human resource development. The literature consistently shows that thoughtful leaders and fair assessment systems are key to creating a productive and harmonious work culture. The results of the performance assessment can be used to design competency-based training programs, support individual development, and improve the quality of learning. Challenges in the

implementation of performance appraisal include bias in assessment, hierarchical organizational culture, and limited leadership competence. To overcome these barriers, leaders need to develop technical and interpersonal capacity and leverage technology to improve transparency and accuracy of assessment. With effective leadership and wisely managed power, the performance appraisal process can be a strategic tool to improve the quality of human resources in school organizations. Power also plays an important role in supporting performance appraisals in school organizations. Based on the theory of French and Raven (1959), there are five relevant dimensions of power, namely legitimacy, expert, referral, reward, and coercion. Legitimacy power gives the principal formal authority to assess teacher performance, while expert power allows leaders to provide assessments based on knowledge and competence. Good interpersonal relationships through the power of referrals can also create mutual trust, so that teachers are more receptive to the results of assessments. However, the unfair application of power can create resistance and reduce the effectiveness of the assessment process.

Performance appraisal is an important managerial tool to improve the quality of Human Resources (HR) in school organizations. In this process, leadership has a central role because leaders are responsible for creating a supportive and empowering work environment for teachers and other staff. Effective leadership ensures that the objectives of performance appraisals are clearly understood and aligned with the school's vision. Leaders also have a role in providing constructive feedback that can motivate teachers to continuously improve the quality of teaching. Transformational leadership, which focuses on empowerment and inspiration, is considered more effective than transactional leadership that emphasizes rewards and punishments alone. With a transformational approach, leaders can help individuals reach their full potential through consistent support and innovation. Human Resources (HR) is the most important asset in a school organization because the quality of education is highly dependent on the competence, performance, and motivation of teachers and other support staff. In the context of education, superior human resources not only have technical knowledge and skills in the field of teaching, but also the ability to adapt to changes, innovations, and the demands of the times. Human resource development in schools includes various aspects, such as professional training, performance-based competency development, and leadership capacity building. A well-planned training program can help teachers improve teaching methods, integrate technology in learning, and face the challenges of 21st century learning. In addition, human resource development also involves improving soft skills, such as communication skills, classroom management, and collaboration between individuals. Performance assessment is an important element in the human resource development strategy in schools. By using objective assessment data, school organizations can identify strengths and areas that need improvement for each individual. This allows for more targeted human resource management, including rewarding outstanding teachers and providing support for those in need of improvement. In addition, good HR management also encourages the development of a collaborative and inclusive work culture, where every member of the organization feels valued and motivated to contribute. Thus, integrated human resource development efforts with effective leadership and a fair performance appraisal process can improve the overall quality of education and make schools dynamic and innovative learning centers.

CONCLUSION

Based on the description above, it can be concluded that leadership and power have a strategic role in supporting performance appraisal to improve the quality of Human Resources (HR) in school organizations. Effective leaders can direct, motivate, and develop human resources through participatory, transformational, and innovative approaches. Power, as an element of leadership, allows leaders to influence their subordinates positively, either through formal legitimacy, expertise, or good interpersonal relationships. In the context of performance appraisal, the role of the leader includes managing the appraisal process fairly, providing constructive feedback, and utilizing the results of the evaluation to improve individual competence and productivity. Challenges such as bias in assessment, limited leadership competencies, and hierarchical organizational culture require a strategic approach to ensure the success of human resource management. Human resources are the main asset of a school organization. Continuous human resource development through professional training, improvement of technical competence and soft skills, and data-based performance management can encourage the improvement of education quality. By utilizing performance appraisals as a managerial tool, schools can create a collaborative work environment, motivate teachers and staff to contribute better, and improve overall learning outcomes.

REFERENCES

- Ismail, I. (2022). Educational leadership in schools. *Journal of Management and Culture*, 2(1), 1–21. <https://doi.org/10.51700/manajemen.v2i1.260>
- Ulil Multazam, & Priyanto. (2023). Sources of Power, Superior-Subordinate Relationships and Teacher Performance. *Ta'dibi : Journal of Islamic Education Management*, 11(2), 134–152. <https://doi.org/10.61088/tadibi.v11i2.565>
- Kurniawan, Yuricko Candra, and Sri Rahayu Surtiningtyas. "Systematic Literature Review (SLR): The Role of Leadership Skills in Transportation Sector Organizations." *Journal of Syntax Imperative: Journal of Social Sciences and Education* 5.3 (2024): 392-403.
- Kurniawan, Dezi, Ernawati Ernawati, and Giatman Giatman. "Transformational Leadership in Student Management." *Tambusai Education Journal* 5.1 (2021): 2149-2156.
- Hasra, Hasra, Wulan Novianty Asyarah, and Azainil Azainil. "Servant Leadership-Based Principal Professionalism Leadership in the Development of Education Quality Management." *Journal of Education Research* 5.3 (2024): 4168-4176.
- Mumtaz, Hasna Nabilah, and Cecep Anwar. "Understanding Strong Leadership, Mandate and Educational Responsibility from the Perspective of the Qur'an." *Expectation: Journal of Islamic Education Management* 1.2 (2023): 64-71.
- Maulani, Amen. "Leadership and Management in Education." *Proceedings of the Indonesian National Seminar*. Vol. 2. No. 1. 2024.

- Taufiq Rahmatullah, M., Mahmudi, A., & Orisa, M. (2021). Teacher Performance Assessment in Senior High School Using the Website-Based AHP Topsis Method. *Teak (Journal of Informatics Engineering Students)*, 5(2), 503–509. <https://doi.org/10.36040/jati.v5i2.3778>
- Fitriadi, F., Marsidin, S., & Sabandi, A. (2020). Teacher Performance Supervision and Assessment Policy to Realize Competence, Performance, and Quality of Education in Elementary Schools Towards the 21st Century. *Educational : Journal of Educational Sciences*, 2(2), 187–193. <https://doi.org/10.31004/edukatif.v2i2.120>
- Latifah, Z., Anwar, K., & Yuliansyah, M. (2023). Management of Teacher Performance Assessment in Improving School Quality at Azzahra Kindergarten and Uptd Kindergarten Negeri Pembina Bajuin. *Al Hadi Journal of Education Management*, 3(2), 1. <https://doi.org/10.31602/jmpd.v3i2.11504>
- Zulfakar, Z., Lian, B., & Fitria, H. (2020). Implementation of Academic Supervision in Improving Teacher Performance. *Jmksp (Journal of Management, Leadership, and Supervision of Education)*, 5(2), 230. <https://doi.org/10.31851/jmksp.v5i2.3833>
- Azzizzah, F. A., & Supahar, S. (2021). Performance assessment to measure students' attitude of responsibility. *Measurement In Educational Research (Meter)*, 1(1), 1. <https://doi.org/10.33292/meter.v1i1.106>
- Oktiagraha, W. P., Proboyekti, U., & Oslan, Y. (2021). Teacher Performance Management Information System. *Journal of Applied Information Technology*, 4(2), 77–88. <https://doi.org/10.21460/jutei.2020.42.197>
- Gultom, T. (2020). Teacher Performance Assessment Regarding Teacher Professionalism at SMP Negeri 2 Pangathousands North Tapanuli Regency in 2020. *Journal Of Education And Teaching Learning (JETL)*, 2(3), 29–43. <https://doi.org/10.51178/jetl.v2i3.66>
- Syafaatu Rosidah, A., Izza Rahman, W., Aulia, M., Ariansyah, R., & Fauzi, I. (2022). Teacher Performance Assessment in Primary Schools Between Challenges and Opportunities. *DIMAR: Journal of Islamic Education*, 4(1), 1–23. <https://doi.org/10.58577/dimar.v4i1.64>
- Surahman, A., Fitria, J. R., Hanny, R., Rachmawan, A., & Fadli, A. A. Y. (2020). Hypnosis, NLP and Motivation to Improve the Quality of Teacher Human Resources at Bhakti Prima Pamulang School. *Community Development Journal : Journal of Community Service*, 2(1), 81–83. <https://doi.org/10.31004/cdj.v2i1.1476>
- Mulyadi, Fadlilah, A. H., Sudianto, & Nugraha, A. P. (2023). Efforts to Improve the Quality of Human Resources Through the PEKA (Productive, Educational, Cooperative and Action) Program. *I-Com: Indonesian Community Journal*, 3(1), 308–315. <https://doi.org/10.33379/icom.v3i1.2306>
- Fuad Gagarin Siregar. (2024). SWOT Analysis Improving Educational Human Resources at STIE Ganesha. *Management Studies and Business Journal (Productivity)*, 1(1), 18–28. <https://doi.org/10.62207/hm8a6h62>
- Rahardja, Untung. "Improving the quality of human resources with an agile fundamental development system." *ADI Interdisciplinary Digital Business Journal* 3.1 (2022): 63-68.
- Hakam, Irhash Abdul, et al. "A Systematic Literature Review: Micro and Medium Enterprises (MSMEs) Development Strategies through Improving the Quality of Human

- Resources." *WORLDVIEW (Journal of Business Economics and Social Sciences)* 2.1 (2023): 61-72. Yuniarti, Nur Atika. "Human Resource Quality and Financial Literacy in MSMEs in the Digitalization Era: A Systematic Literature Review." *Journal of Management and Professionals* 5.2 (2024).
- Joenarni, Elly, Oktaviani Permatasari, and Adil Abdillah. "Improving the Quality of Gay Human Resources Penetrates Investment Opportunities in the Agricultural Sector." *Journal of Management Sciences* 11.2 (2022): 177-186.
- Angelica, Prita Laura, and Siera Syailendra. "Improving the quality of human resources through the strategy of the role of parenting in the era of disruption." *Yonetim: Journal of Da'wah Management* 7.1 (2024): 1-18.
- Jamalulel, Habib Alwi, et al. "The Role of Human Resource Management in Improving the Quality of Islamic Education: A Literature Review." *AL-MIKRAJ Journal of Islamic Studies and Humanities (E-ISSN 2745-4584)* 5.01 (2024): 1475-1491.
- Juhji, Juhji. "Leadership: A Literature Review." *At-Tarbiyat Journal: Islamic Education Journal* 3.2 (2020): 172-186.
- Oktavia, Intan Winda. "Leadership and Power Pattern of the Head of the Library of the DIY DPAD Library Service Center." *Librarian Media* 27.2 (2020): 160-167.
- Fanani, Zaenal. "The Power and Authority of Kyai Leadership in the Decision Making Process at the PPAI Daarussalam Wagir Boarding School, Malang." *Idarah (Journal of Education and Education)* 5.2 (2021): 221-230.
- Maharani, Okvi, and Ida Rindaningsih. "Performance Assessment as a Determinant of Achievement and Performance of Education Personnel: Literature Review." *MAMEN: Journal of Management* 2.1 (2023): 159-170.
- Yudhaputri, Egabetha Amirah. "Interpersonal skills: Efforts to improve superior human resources in the world of Education." *Journal of Professional Administration* 1.02 (2020): 1-7.
- Abrori, Muhammad, and Chusnul Muali. "Improving the Quality of Human Resources through the Leadership Role of School Principals." *JUMPA: Journal of Educational Management* 1.2 (2020): 1-16.
- Priharsari, Diah. "Systematic literature review in the field of information systems and computer science." *Journal of Information Technology and Computer Science (JTIK)* 9.2 (2022): 263-268.