

SCHOOL ORGANIZATION EFFECTIVENESS: EDUCATIONAL LEADERSHIP STRATEGIES IN RESOURCE MANAGEMENT AND TEACHER PERFORMANCE EVALUATION

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Abstract - This study aims to analyze the impact of resource management by educational leaders on the effectiveness of school organizations, focusing on the distribution of roles and responsibilities to achieve educational goals. In addition, the study sought to explore the contribution of teacher performance evaluation to the improvement of teaching standards and understand the dynamic relationship between educational leadership and teacher performance evaluation and its impact on educational policies and practices in school organizations. The literature study method was used to synthesize findings that support the research objectives. The results show that resource management by educational leaders has a positive effect on organizational effectiveness, and teacher performance evaluation has a significant contribution to improving teaching standards. The dynamic relationship between educational leadership and teacher performance evaluation influences educational policies and practices in school organizations.

Keywords: resource management, educational leaders, teacher performance evaluation, school organizational effectiveness, teaching standards, education policy.

INTRODUCTION

Education is the foundation that shapes a person's character and potential. In the realm of education, school organizations serve as the primary vehicle that guides students towards academic success and personal development. To face the dynamics of changing times and the increasingly complex demands of society, school organizations need to carry out educational activities effectively (Hanushek & Raymond, 2005). The effectiveness of the school organization is also related to its ability to adapt the curriculum to the development of science and technology, create an inclusive learning environment, and motivate students to achieve their best potential.

School organization plays a central role in shaping the direction of effective education. Building school organizational effectiveness is both an organizational goal and a complex and ongoing process. School organizational effectiveness involves a dynamic interaction between a number of factors that include leadership, resource management, curriculum, performance evaluation, as well as close relationships with stakeholders, such as students, parents, teachers and the surrounding community.

This is very important to be done carefully. The effective running of educational activities for a school organization is related to the achievement of academic targets and includes the achievement of non-academic goals, such as character building, social skills development and the cultivation of moral values (Sutarjo et al., 2007; Akmal et al., 2015). Therefore, school organizations need to identify and detail performance indicators that reflect success in achieving all these aspects. In essence, the effectiveness of a school organization reflects its ability to respond to the dynamics of the educational environment, design innovative learning strategies, and ensure the satisfaction and involvement of all stakeholders (Djazilan & Darmawan, 2022). This process becomes the foundation for achieving long-term goals, such as creating an inclusive learning environment, building an empowered educational community and producing a generation that is ready to face future challenges.

How a school organization runs educational activities effectively involves careful planning, proper implementation and periodic evaluation (Andayani, 2004; Wahyudi et al., 2018). Visionary and inclusive leadership is also key to motivating all members of the school organization to actively participate in achieving the vision and mission of education. Wise resource management, including the distribution of roles and responsibilities, is also a factor that cannot be ignored to achieve such effectiveness (Arifin et al., 2022; Infante, 2022). When moving towards the goal of school organizational effectiveness, it is important to understand that this journey is not an end in itself, but rather a commitment to continuous adaptation, learning and improvement (Munir et al., 2022). By doing so, school organizations can play a more proactive and adaptive role to meet the demands and expectations of education in the contemporary era. Educational leadership and teacher performance evaluation are two key elements that correlate to ensure the school organization goes hand in hand with education quality standards.

Educational leadership plays a crucial role as a key driver in the school environment, and its significant impact extends to various aspects of organizational culture, motivation and performance of all school members (Yanti, 2016; Yuliana et al., 2016). An effective educational leader is an administrator and change agent who is able to permeate the school culture with positive and inspiring values (Irfan & Hariani, 2022). To fulfill their role, a leader has the

responsibility to manage administrative tasks, and to create a climate conducive to innovation and growth (Santosa, 2002; Razali, 2006; Sinambela & Lestari, 2021). With the ability to design innovative learning strategies, educational leaders can pave the way for more dynamic and relevant approaches to learning. This includes the application of the latest technology, the development of responsive curricula, and the integration of teaching methods that arouse student interest and creativity (Darmanto et al., 2014).

The success of an educational leader is also measured by his or her ability to motivate staff and students towards excellence. With high emotional intelligence, educational leaders can understand and respond to the needs and expectations of individuals in the school. This includes providing appropriate support, empowering staff with personal development opportunities and creating a positive atmosphere that encourages students to achieve optimally (Mardikaningsih, 2015). An educational leader with a clear vision will look at the present and envision a better future for education. With this vision, educational leaders can create an environment that supports children's intellectual development and creativity. This involves implementing learning approaches that motivate exploration and discovery and creating spaces for creative expression that engage students' various talents and interests (Hutomo et al., 2012; Gunawan et al., 2016). An educational leader who successfully handles administrative tasks, and also inspires and leads by example. Able to unite a strong vision with concrete actions, educational leaders can create a learning community that is dynamic, inclusive and ready to face future challenges (Jahroni et al., 2021; Munir et al., 2022). Leadership has also been shown to have a real role in shaping teachers' performance (Djazilan & Darmawan, 2022; Ernawati et al., 2022).

Teacher performance evaluations create a critical foundation for assessing the extent to which teaching and learning effectiveness is realized in the educational environment (Darmawan et al., 2021). It also evaluates teachers' ability to identify students' individual needs, implement innovative teaching methods, and facilitate students' participation and understanding of the subject matter. More than just a bunch of numbers and individual achievements, these evaluations become an important platform for continuous professional development. In addition to providing an overview of a teacher's achievements, performance evaluations also serve as an instrument that allows education authorities to provide in-depth constructive feedback (Prasetyo et al., 2022). The constructive feedback from these evaluations provides the impetus for teacher improvement, development of new skills, and adjustment of teaching strategies. As a result, teachers can continue to develop and improve the quality of their teaching, creating a sustainable positive impact on student learning.

A quality teacher performance evaluation is about assessing what has been achieved, and presenting opportunities for self-development. There is an assessment of the use of teacher skills (Mardikaningsih et al., 2022). Evaluation is not just an assessment tool, but a tool that helps teachers to continuously improve and enrich the quality of their teaching. By getting constructive feedback, a teacher can detail areas of strength and weakness in their teaching practice. This opens up opportunities to make specific improvements, enrich teaching methods and adjust learning strategies to better suit the unique needs of each class (Mardikaningsih, 2014; Purwanti et al., 2014).

With coaching-focused teacher performance evaluations, an environment is created where teachers are recognized as key players in raising educational standards. The evaluation is not a punishment or proof of failure, but a form of support that allows teachers to continue to grow and develop. Teachers are invited to embrace innovations in learning methods, explore new approaches and integrate the latest technology to keep up with the evolving world of education. In addition, teacher performance evaluation also plays a crucial role in ensuring the overall quality of education. By identifying successful teaching practices and unearthing innovative potential, teacher performance evaluations contribute to the systematic improvement of teaching standards. As part of the continuous improvement process, these evaluations are instruments that support the creation of learning environments that are dynamic, responsive and able to meet the developmental demands of learners and the demands of the times (Padillo et al., 2021).

Delving deeper into the role of educational leadership and teacher performance evaluation requires an understanding of the dynamic relationship between the two. How educational leadership shapes teacher performance evaluation policies and the extent to which evaluation results influence leadership strategies are the questions that the research focuses on. The close interrelationship between the two forms a strong foundation for improving the effectiveness of school organizations.

This study aims to analyze the impact of resource management by educational leaders on school organizational effectiveness, focusing on the distribution of roles and responsibilities to achieve educational goals. In addition, the study sought to explore the contribution of teacher performance evaluation to the improvement of teaching standards. It also aims to understand the extent to which the dynamic relationship between educational leadership and teacher performance evaluation influences educational policies and practices in school organizations.

In an era where technology, diversity and global demands are factors influencing education, this research has significant relevance. Through understanding the role of educational leadership and teacher performance evaluation, it is hoped that this research can make a valuable contribution to developing educational policies and practices that can improve the effectiveness of school organizations in the future.

RESEARCH METHODS

This study aims to investigate the impact of educational leadership roles and teacher performance evaluation on school organizational effectiveness. The literature study conducted in this analysis by conducting a literature search through academic databases, libraries, and reliable sources (Damayanti et al., 2011). Furthermore, inclusion and exclusion criteria were established to select literature relevant to the research topic. This involved identifying key findings and concepts relating to the role of educational leadership and teacher performance evaluation. In addition, efforts were made to analyze views, theories and previous research covering aspects relevant to the research objectives. Finally, it will synthesize the literature findings that support the research objectives and draw conclusions about how educational leadership roles and teacher performance evaluation are interrelated and influence school organizational effectiveness.

This literature study method will provide an understanding of the dynamic relationship between educational leadership, teacher performance evaluation and school organizational effectiveness. Through analyzing the literature, this study is expected to make valuable contributions to the development of more effective education policies and practices in the future.

RESULTS AND DISCUSSIONS

1. The Impact of Resource Management by Educational Leaders on School Organizational Effectiveness

Resource management is important in the success of any organization (Darmawan et al., 2020). This is because the effectiveness of school resource management can improve the quality of education. By managing existing resources well, schools can provide a conducive environment for learning and learner development. Singh and Lokotsch (2005) argue that leaders in resource management have an active role in supporting the success of the learning process. They are responsible for planning, supervising, making decisions, and being a motivator to promote and empower the resources in the school. Good resource management can optimize the potential resources owned by the school. The resources owned by the school include the school's vision and mission, curriculum, school work program, finance, teacher quality, learner quality, leadership, facilities, educational infrastructure and learning media, school environmental arrangements, and the school's strategic location. Good human resource management is also an important factor in organizational success. Qualified human resources can increase the effectiveness of the organization to achieve the goals that have been set.

Thus, resource management is very important in the success of school organizations. By managing existing resources well, schools can improve the quality of education, support the success of the learning process, optimize resource potential, and improve organizational effectiveness.

Educational leaders have an important role to influence and manage resources to achieve organizational effectiveness. The following is an explanation of the influence and management of resources by educational leaders:

- a. Educational leaders have the ability to influence people in certain organizations or educational institutions to achieve predetermined goals. Educational leaders must be able to mobilize, influence, motivate and direct people in the organization. With good leadership, educational leaders can create a good organizational climate so that all school components can work together to achieve organizational goals and objectives.
- b. Educational leaders are also responsible for managing the resources in the school. The resources owned by the school include the school's vision and mission, curriculum, school work program, finance, teacher quality, learner quality, leadership, facilities, educational infrastructure, school environmental arrangements, and the school's strategic location. Educational leaders must be able to manage these resources well so that they can be used effectively and efficiently to achieve educational goals.
- c. With influence and good resource management, educational leaders can improve organizational effectiveness. Effective educational leaders can create a conducive working climate, motivate staff and teachers, and optimize the potential of resources owned by the school. Thus, educational goals can be better achieved and the school organization can run effectively and efficiently.

Educational leaders have great influence to achieve organizational effectiveness. They can influence people in the organization and manage resources well to achieve educational goals. With good leadership and effective resource management, school organizations can run better and achieve the desired success.

Educational leaders can allocate resources appropriately, with careful policies and actions, in order to create optimal positive impact (Bottery, 2000). This is to ensure that every resource is used efficiently to support the quality and sustainability of the entire educational process within the institution. Educational leaders can allocate resources appropriately in the following ways:

- a. Educational leaders need to do careful planning to allocate resources appropriately. This includes budget planning, workforce planning, classroom use planning and curriculum development planning. With good planning, educational leaders can ensure that resources are used effectively and efficiently (Berliner, 2011).
- b. Education leaders should be able to identify the school's main needs and allocate resources according to these priorities. For example, if the school needs infrastructure improvements, the education leader can allocate funds for

building renovations or repairs. By prioritizing urgent needs, education leaders can ensure that resources are used appropriately.

- c. Education leaders also need to manage human resources well. They should ensure that teachers and school staff have qualifications that match their duties and responsibilities. In addition, education leaders also need to provide training and development to teachers and staff to improve the quality of education in schools.
- d. Education leaders can work with the school community to manage resources. By discussing and collaborating with the school community, education leaders can identify and optimize assets in the school environment. For example, education leaders can involve parents or the surrounding community in resource management such as facility improvements or education program development.

By allocating resources appropriately, educational leaders can ensure that existing resources are used effectively and efficiently to achieve set educational goals. Resource management by educational leaders has a concrete impact on the effectiveness of school organizations. Resource management by educational leaders has concrete impacts that can be found all around us, such as improving the quality of education, improving facilities and infrastructure, improving the availability and quality of teaching materials, increasing community participation and involvement, and improving the motivation and performance of school staff. By managing resources well, education leaders can improve education quality, efficiency, staff motivation and relationships with the school community.

2. Contribution of Teacher Performance Evaluation to Improving Teaching Standards

Teacher performance evaluation is a systematic process conducted to assess, measure, and provide feedback on the quality of a teacher's work to carry out his or her tasks in an educational environment. The main objectives of teacher performance evaluation are to improve the quality of teaching and learning, ensure the achievement of educational goals, and support teachers' professional development (Tarhan et al., 2019).

Teacher performance evaluation involves assessing various aspects, including teaching methods, interactions with students, classroom management, participation in curriculum development, use of technology in learning, and various other professional responsibilities. This process can involve a variety of evaluation methods, such as classroom observation, analysis of student test results or projects, examination of teacher portfolios, and self-assessment.

The scope of teacher performance evaluation includes a number of aspects that focus on qualitative and quantitative assessments to understand, improve and ensure the quality of teaching and learning in educational settings. Teacher performance evaluation has an important role in education. It should be conducted on a continuous basis. Continuous teacher performance evaluation refers to a process of assessing and monitoring a teacher's performance on a continuous and iterative basis (Birol, 2009). This approach aims to provide continuous feedback, facilitate teacher professional development and ensure continuous improvement in the quality of teaching and learning.

This continuous evaluation creates an environment where teachers are actively involved in the process of self-improvement and contribute to improving the overall quality of education. This approach views evaluation not as a mere assessment task, but as an instrument of continuous professional development. The following is an explanation of the role of teacher performance evaluation:

- a. Teacher performance evaluation helps to improve the quality of teaching. Through this evaluation, strengths and weaknesses in teaching methods, understanding of the material, interaction with learners, and ability to manage the class can be identified. By knowing the quality of teaching, corrective and developmental measures can be taken to improve learning effectiveness.
- b. Teacher performance evaluation promotes professional development. By evaluating teacher performance, training and development needs can be identified. Teachers can participate in training programs, workshops, or other development activities to improve their competencies and skills in teaching. Thus, teacher performance evaluation plays a role in improving teacher professionalism.
- c. Teacher performance evaluations provide valuable feedback to teachers. Through these evaluations, teachers can learn about their successes and shortcomings in carrying out their duties and responsibilities. This feedback can help teachers to improve the quality of their teaching, identify areas for improvement and develop more effective learning strategies.
- d. Teacher performance evaluations provide important information for decision-making and policy formulation at the school and education system levels. Evaluation results can be used to identify staff development needs, resource allocation and curriculum improvements. Using evaluation data, better policies and decisions can be made to improve educational effectiveness.
- e. Teacher performance evaluation also promotes accountability in the education system. By evaluating teacher performance, it is possible to measure the extent to which teachers achieve the targets and standards that have been set. This encourages teachers to take responsibility for their performance and provides the impetus to continuously improve teaching quality (Amrein-Beardsley, 2014).

Teacher performance evaluation plays an important role in basic education. They help improve teaching quality, promote professional development, provide feedback to teachers, inform policy and decision-making, and promote accountability in the education system (Huber & Skedsmo, 2016).

Standardized mechanisms for teacher performance evaluation may vary depending on the policies and guidelines in place in each country or educational institution. Some standard mechanisms that are often used in teacher performance evaluation are as follows:

- a. Teacher performance assessment standards are set by education authorities, such as the Ministry of Education and Culture. These standards include criteria and indicators used to evaluate teacher performance. For example, assessment standards may cover aspects such as teaching preparation, learning implementation, interaction with learners, assessment of learning outcomes and professional development.
- b. Evaluating teacher performance involves collecting relevant data to assess teacher performance. This data could be in the form of classroom observations, assessment of learner learning outcomes, teaching portfolios or teacher self-assessment. Data collection is done systematically and objectively to provide a comprehensive picture of teacher performance.
- c. The process of assessing teacher performance involves the use of assessment instruments that are in accordance with predetermined standards. These instruments can be in the form of scoring rubrics, rating scales, or evaluation forms. Teacher performance evaluations can be conducted by direct supervisors, appraisal teams, or involving fellow teachers.
- d. After the evaluation is conducted, feedback is given to teachers on the results of their performance evaluation. This feedback can include points for improvement, strengths to maintain and recommendations for professional development. Teachers are also given the opportunity to reflect on the evaluation results and plan corrective actions.
- e. Teacher performance evaluation also plays a role in professional development. Evaluation results can be used to design professional development programs that suit teachers' needs. These programs can take the form of training, workshops or other development activities to improve teachers' competencies and skills.

Thus, standardized mechanisms in teacher performance evaluation involve setting assessment standards, data collection, assessment processes, feedback and reflection, and professional development. These mechanisms help to objectively evaluate teacher performance and provide direction for improvement and professional development. Teacher performance evaluation becomes a concrete result-oriented process that plays an important role in improving teaching standards. By investigating teacher performance, the evaluation not only identifies strengths and weaknesses but also provides a solid basis for various improvements and development.

Through direct observation, analysis of learning outcomes, and examination of various teacher performance documents, the evaluation is able to provide a complete picture of teaching ability (Saroinsong & Sinambela, 2014). Identifying strengths allows recognition of positive aspects that can be applied more broadly, while understanding weaknesses creates opportunities for improvement and enhancement. Teacher performance evaluation becomes a tool for assessment, and a trigger for professional development (Avalos, 2011). By detailing evaluation findings, teachers can identify specific areas of development, map out a self-improvement plan, and attend appropriate training to improve their skills.

Improved learning quality is a direct result of careful evaluation. Evaluation findings provide opportunities to enrich teaching methods, implement more innovative learning strategies and ensure the continued delivery of relevant and engaging material to students. Teacher performance evaluation is also a catalyst for developing a responsive curriculum. By assessing how teachers integrate the curriculum into daily practice, evaluations help to craft a curriculum that is more in line with student needs, scientific developments and societal demands (Jones et al., 2006). Accountability in teaching is enhanced through focused teacher performance evaluation. Teachers who are regularly assessed feel responsible for achieving the high standards set by the educational institution or education system. This creates an environment where teachers feel encouraged to give their best and continuously improve their teaching quality (Yanti et al., 2013).

Overall, teacher performance evaluations not only measure but also provide direction and support for constant development, ensuring that every teacher has the opportunity to develop and contribute their best to the educational process. Teacher performance evaluations concretely contribute to improving teaching standards by identifying strengths and weaknesses, encouraging professional development, improving the quality of learning, developing curricula, and increasing accountability in teaching.

3. The Influence of the Dynamic Relationship between Educational Leadership and Teacher Performance Evaluation on Educational Policies and Practices in School Organizations

Educational leadership plays an essential role in teacher performance evaluation. Educational leadership provides direction, development of assessment standards, support and feedback, professional development, and plays a role in decision-making based on evaluation results. The close relationship between educational leadership and teacher performance evaluation is important for improving teaching standards and the overall quality of education. The essential relationship between educational leadership and teacher performance evaluation is explained as follows:

- a. Educational leadership plays a role in providing direction and oversight of teacher performance evaluations. Educational leaders, such as principals or supervisors, have an important role to play in directing the teacher performance evaluation process, ensuring that evaluations are conducted objectively and fairly, and providing oversight of the implementation of evaluation results.

- b. Education leaders contribute to the development of teacher performance assessment standards. Education leaders work with the curriculum development team and education policy to establish clear and relevant assessment standards. These standards include the criteria and indicators used in teacher performance evaluations.
- c. Education leaders provide support and feedback to teachers in the performance evaluation process. Education leaders can provide guidance to teachers to understand the assessment standards, make suggestions for improvement and provide constructive feedback to improve teaching quality.
- d. Educational leadership plays a role in teacher professional development based on performance evaluation results. Education leaders can use the evaluation results to design professional development programs that suit teachers' needs. These programs can include training, workshops or other development activities to improve teachers' competencies and skills.
- e. Teacher performance evaluations provide important information for decision-making at the education leadership level. Evaluation results can be used to identify staff development needs, resource allocation or education policy improvements. Education leaders use evaluation data to make decisions that impact on improving teaching standards.

Teacher performance evaluation provides educational leaders with important information to make decisions that impact on improving teaching standards and education quality in school organizations. The relationship between educational leadership and teacher performance evaluation affects educational policy-making in school organizations in several ways:

- a. Educational leadership uses the results of teacher performance evaluations as a basis for developing educational policies in school organizations. Teacher performance evaluations provide important information about strengths and weaknesses in teaching and professional development needs. Based on the evaluation results, educational leaders can formulate policies that support the improvement of teaching standards (Hürsen, 2012).
- b. Teacher performance evaluations help education leaders to set priorities in education policy development. Evaluation results can identify areas that need improvement or further development. Education leaders can use this information to determine the focus and direction of education policies to be implemented in school organizations (Maya & Kaçar, 2018).
- c. Teacher performance evaluations provide education leaders with important information in allocating resources. Evaluation results can be used to identify staff development needs, training or other resources needed to improve teaching quality. Education leaders can use this information to allocate resources effectively and efficiently (Elliot, 2015).
- d. Teacher performance evaluation assists education leaders in supervising and monitoring the implementation of education policies. Evaluation results can be used as a tool to monitor teachers' progress towards achieving established teaching standards. Education leaders can use this information to provide feedback, provide support or take corrective action if needed (Donaldson & Donaldson, 2012).
- e. Teacher performance evaluations also contribute to teacher professional development, which in turn influences education policy making. Evaluation results can be used to design professional development programs that meet teachers' needs. Education leaders can use this information to develop policies that support teachers' professional development in school organizations (Pramudya, 2021).

The relationship between educational leadership and teacher performance evaluation influences educational policy making in school organizations with policy development, priority setting, resource allocation, supervision and monitoring, and professional development (Tziner & Murphy, 1999). Teacher performance evaluation provides educational leaders with important information to make decisions that impact on improving teaching standards and education quality in school organizations (Rahman, 2006).

However, there are challenges faced in implementing this policy. These may vary depending on the context and nature of the policy being implemented. However, here are some common challenges that may be faced:

- a. Education policy implementation can face political challenges, especially if there are different interests among stakeholders. These challenges can hinder the implementation of the planned policy and change the direction of the policy.
- b. Education policy implementation often requires sufficient resources, such as funds, personnel and infrastructure. The challenge of allocating adequate and efficient resources can affect policy implementation.
- c. Education policy implementation can face the challenge of changing established cultures and practices in school organizations. Culture change requires significant time and effort, as well as strong support from all relevant parties. Rules in schools must be clear and discipline must be enforced to regulate behavior (Darmawan, 2022; Djazilan et al., 2022).
- d. Implementing education policies requires effective communication and good coordination between education leaders, teachers, school staff and other relevant parties. The challenges of maintaining open communication, facilitating collaboration and ensuring a clear understanding of the policy can affect policy implementation (Lembong et al., 2015).
- e. The implementation of education policies may face resistance from those affected by the policy. These challenges can come from teachers, students, parents or other community groups who may have different views or interests.

Every education policy has unique challenges that must be overcome. Education leaders need to understand these challenges and take appropriate steps to address them for the policy to be implemented successfully.

In daily practice, the dynamic relationship between educational leadership and teacher performance evaluation is reflected in collaboration in curriculum planning, using evaluation results for teaching improvement, developing professional development programs, monitoring policy implementation, and providing feedback and support to teachers. This ensures that education policies can be implemented effectively and have a positive impact on the quality of education in the school environment. In addition, educational leadership can promote improved teacher performance in a number of ways that are reflected in the daily practices of the educational environment (Fowler, 2013). The following are some of these ways:

- a. Educational leaders can provide support and guidance to teachers to improve their performance. This can be done through providing constructive feedback, training and relevant professional development. This support and guidance helps teachers to identify areas for improvement and enhance their skills (Darmawan, 2014).
- b. Educational leaders can encourage collaboration between teachers in professional learning teams or communities. This collaboration enables the exchange of ideas, experiences and best practices between teachers. By sharing knowledge and resources, teachers can support each other and enrich their teaching (Sinambela et al., 2014).
- c. Education leaders can develop policies and programs that support improved teacher performance. For example, education leaders can design relevant professional development programs, provide access to supporting resources or create an environment that supports innovation and experimentation in teaching (Sinambela et al., 2014; Kurniawan, 2022).
- d. Teacher performance evaluations can be used by educational leaders as a tool to improve teacher performance. Evaluation results can be used to identify strengths and weaknesses in teaching and to plan appropriate corrective actions. By using performance evaluations effectively, education leaders can help teachers to develop their skills and knowledge (Munir & Arifin, 2021).
- e. Education leaders can inspire and motivate teachers to achieve better performance. This can be done through effective communication, providing rewards and recognition for achievements, and creating a positive and supportive work environment (Darmawan et al., 2021). The psychological capital of each member of the organization must be developed to realize behavior that is in line with the organizational culture (Karina et al., 2012; Issalillah et al., 2021; Putra et al., 2022).

In day-to-day implementation, effective educational leadership guides and catalyzes teacher performance improvement. The support provided by leaders creates optimal conditions for the growth and development of teaching staff (Mardikaningsih & Darmawan, 2022). Effective leadership encourages collaboration among teaching staff. Through the promotion of teamwork, educational leaders create an environment where ideas and experiences can synergize (Taylor & Tyler, 2012). This collaboration helps enrich teaching methods, facilitates the exchange of innovative ideas and creates a positive atmosphere that impacts teacher performance. Effective educational leaders also play a role in developing policies and programs that support teacher performance. By designing policies that meet the needs and development of learners, leaders create a strong foundation for effective teaching (Cook, 2021). Relevant professional development programs are also initiated to ensure that teachers have up-to-date skills and knowledge.

Performance evaluation is an important instrument in effective leadership (Arifin, 2022). Educational leaders use evaluation as a tool to provide constructive feedback, identify areas of development and design self-improvement plans (Andayani, 2011). With this approach, evaluation is merely an assessment and a coaching tool for professional growth (Harris, 2011). In addition, effective leadership plays an important role as a source of inspiration and motivation for teachers. Leaders who are able to provide a clear vision, communicate high expectations and demonstrate dedication to excellence create an environment where teachers feel valued and motivated to give their best.

With good leadership in place, teachers feel supported in every aspect of their work. This support includes practical aspects such as resources and facilities, as well as emotional aspects such as recognition of their achievements and dedication. Overall, effective educational leadership provides direction and empowers teachers to succeed and develop professionally.

CONCLUSIONS

Educational leadership and teacher performance evaluation have a significant impact on school organizational effectiveness. Educational leaders who are able to influence, manage resources and evaluate teacher performance well can improve the quality of education, create a conducive work climate and optimize the potential of resources owned by schools. Educational leaders need to do careful planning, identify key needs and work with the school community to achieve organizational effectiveness. Meanwhile, teacher performance evaluation plays an important role in improving teaching standards. Through continuous evaluation, teachers can receive continuous feedback, identify professional development needs and contribute to improving the quality of education.

The dynamic relationship between educational leadership and teacher performance evaluation plays a key role in educational policy-making and practice in school organizations. Educational leaders use evaluation results as a basis for formulating education policies, setting priorities, allocating resources and ensuring successful policy implementation.

Teacher performance evaluations also play a role in teacher professional development, improving teaching standards and increasing accountability in the education system.

This paper makes a valuable contribution to the development of more effective educational policies and practices in the future. By understanding the impact of resource management and teacher performance evaluation, school organizations can continuously improve the quality of education, create a conducive learning environment and prepare learners to face global demands in the age of technology and diversity.

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