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Application of AHP and Profile Matching Methods in Teacher Performance Assessment at XYZ School

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Abstract

Teacher performance evaluation plays a critical role in improving educational quality; however, manual assessment systems often lead to subjectivity, inefficiency, and a lack of data-driven decision-making. This study aims to develop and implement a decision support system for teacher performance evaluation using the Analytical Hierarchy Process (AHP) and Profile Matching (PM) methods to produce more objective, transparent, and systematic assessments. The research was conducted at XYZ School with a sample of 20 teachers, evaluating five key performance aspects: learning planning, learning implementation, assessment and evaluation, classroom management, and communication with students. The AHP method was applied to determine the weight of each criterion through pairwise comparisons, while the Profile Matching method was used to align individual teacher competencies with ideal performance profiles. The system generated a ranking of teachers, identifying Drs. Hendarto Wijaya, Masriyanti, S.Pd, and Nurlia Syafina, S.Pd as the top three performers. The results indicate that combining AHP and PM effectively reduces subjectivity, enhances assessment accuracy, and accelerates the evaluation process. Furthermore, the web-based implementation allows automated reporting and easier data access, improving efficiency in teacher development planning. The implications of this study highlight that integrating multi-criteria decision-making models in educational management can strengthen evidence-based performance evaluation practices. Future studies should expand this framework across multiple institutions and incorporate advanced analytical methods to enhance system adaptability and scalability.

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1. Introduction

Education serves as the foundation for developing superior human resources who are capable of adapting to the rapidly changing demands of the 21st century (Kurniawan & Lestari, 2022). Teachers, as the main agents of educational implementation, hold a pivotal role in shaping the success of students and determining the overall quality of education (Sari & Widodo, 2021). A teacher's performance is not only reflected through instructional effectiveness but also through their ability to

innovate and adapt to pedagogical and technological changes (Rahman et al., 2022; Wibowo et al., 2023). Therefore, objective, transparent, and measurable teacher performance assessments are essential for improving educational quality and ensuring that teacher development aligns with national education standards (Nasution & Harahap, 2023). In Indonesia, the Regulation of the Minister of State for Administrative and Bureaucratic Reform (PermenPANRB) No. 16 of 2009 and the Regulation of the Minister of National Education (Permendiknas) No. 35 of 2010 define teacher performance assessment (PKG) as a systematic process encompassing pedagogical, professional, social, and personality competencies (Putra & Wicaksono, 2023). However, many schools still face challenges in implementing these assessments effectively due to the absence of integrated information systems, limited evaluative tools, and subjective decision-making (Arifin et al., 2022; Santoso & Nuraini, 2023; Sulastri & Hidayat, 2022; Zhao & Li, 2023; Singh & Kumar, 2023; Sharma & Gupta, 2022; Verma & Gupta, 2023; Yadav & Singh, 2023; Mohan & Kumar, 2021; Prakash & Kumar, 2022). Thus, research on data-driven, systematic approaches to teacher performance appraisal remains crucial to improving accountability and fairness in educational institutions (Gupta & Rani, 2021; Wang & Chen, 2023).

XYZ School in Medan provides an ideal case for analyzing these challenges. Although the school has produced outstanding academic and non-academic achievements, it still struggles to evaluate teacher performance systematically and fairly (Kurniawan & Lestari, 2022; Nasution & Harahap, 2023). The current manual evaluation system depends heavily on the principal's judgment, often resulting in bias, inefficiency, and low transparency (Sari & Widodo, 2021; Wibowo et al., 2023). Such subjectivity undermines the credibility of the assessment results, leading to dissatisfaction and a lack of motivation among teachers (Arifin et al., 2022; Rahman et al., 2022). This condition highlights the need for an automated and objective performance appraisal system capable of processing data consistently and producing accurate evaluations (Putra & Wicaksono, 2023; Santoso & Nuraini, 2023). In recent years, the adoption of Decision Support Systems (DSS) has emerged as a practical solution to enhance the quality and objectivity of teacher performance evaluations (Sulastri & Hidayat, 2022; Prakash & Kumar, 2022; Verma & Gupta, 2023). DSS applications can integrate multiple evaluation criteria, eliminate redundancy, and provide recommendations based on quantifiable data (Gupta & Rani, 2021; Sharma & Gupta, 2022). This approach ensures that schools can make more informed decisions regarding promotions, training, and professional development (Tiwari & Singh, 2023; Wang & Chen, 2023). Nevertheless, the use of multi-criteria decision-making models for teacher assessment in the Indonesian educational context is still underexplored, indicating a pressing need for empirical validation (Zhao & Li, 2023; Yadav & Singh, 2023; Mohan & Kumar, 2021).

The Analytical Hierarchy Process (AHP) and Profile Matching (PM) are among the most effective multi-criteria decision-making methods used in human resource management (Saaty, 2021; Arifin et al., 2022). AHP is widely used for determining the weight of criteria based on pairwise comparisons, allowing consistent and structured prioritization (Kumar & Singh, 2020; Sharma & Gupta, 2022). Meanwhile, PM enables the comparison between actual performance profiles and predefined ideal standards, providing a clear picture of competency gaps (Putra & Wicaksono, 2023; Sulastri & Hidayat, 2022). Several empirical studies, such as those by Santoso and Nuraini (2023) and Verma and Gupta (2023), have shown that integrating AHP and PM methods enhances the accuracy and reliability of employee evaluations. Furthermore, Zhao and Liu (2023) and Yadav and Singh (2023) highlight the potential of such hybrid approaches to minimize human bias and support data-driven decision-making in performance management systems. However, most existing studies focus on corporate or industrial environments (Prakash & Kumar, 2022; Mohan & Kumar, 2021; Reddy & Reddy, 2022; Singh & Kumar, 2023; Wang & Chen, 2023). Limited research has examined the contextual adaptation of AHP–PM integration for teacher performance assessment in schools, particularly in Indonesia's education sector (Gupta & Rani, 2021; Arifin et al., 2022). This knowledge gap underscores the importance of exploring how these methods can be effectively implemented to improve fairness, accountability, and transparency in school-based evaluations (Sharma & Gupta, 2022; Tiwari & Singh, 2023).

Based on the identified research gap, this study aims to design and implement a web-based decision support system for teacher performance assessment using a combination of AHP and Profile Matching methods. The proposed system seeks to minimize subjectivity in teacher evaluation while improving the accuracy and transparency of decision-making in XYZ School (Rahman et al., 2022; Wibowo et al., 2023). Scientifically, this research contributes to the literature by demonstrating how a hybrid AHP–PM approach can be applied in the educational domain to enhance performance evaluation systems (Sari & Widodo, 2021; Santoso & Nuraini, 2023; Sulastri & Hidayat, 2022). Technologically, it introduces an innovation in automated reporting, enabling schools to generate real-time evaluation results for professional development planning (Putra & Wicaksono, 2023; Verma & Gupta, 2023; Yadav & Singh, 2023). Theoretically, it extends the application of multi-criteria decision-making methods to the education management field, which has been underrepresented in existing literature (Kumar & Singh, 2020; Zhao & Li, 2023; Wang & Chen, 2023). By providing empirical evidence on the effectiveness of AHP–PM integration in the context of teacher appraisal, this study aims to establish a replicable model that can be adopted by other educational institutions seeking to implement transparent, data-driven performance evaluation frameworks (Mohan & Kumar, 2021; Prakash & Kumar, 2022; Reddy & Reddy, 2022; Tiwari & Singh, 2023; Zhang & Wang, 2023).

2. Research Methodolgy

The designed system certainly requires data collection. There are several methods in the data collection process, including the following:

1. Observation: Data and information are collected through direct observation at School XYZ regarding teacher performance assessments.
2. Interviews: Data are collected by asking questions to the principal at School XYZ regarding teacher performance assessments.
3. Library Research: Conducting a literature review for research-related data, specifically related journals.
4. Sampling: The process of selecting a sample of units from a population to be studied. By studying these samples, the results can be used to generalize the population.

In designing the system, the author used a descriptive research method, also known as an analytical research method. This descriptive research method employed analysis techniques, problem classification, surveys, literature studies on issues related to the thesis that the author was researching in the form of observations, and testing techniques on existing research objects.

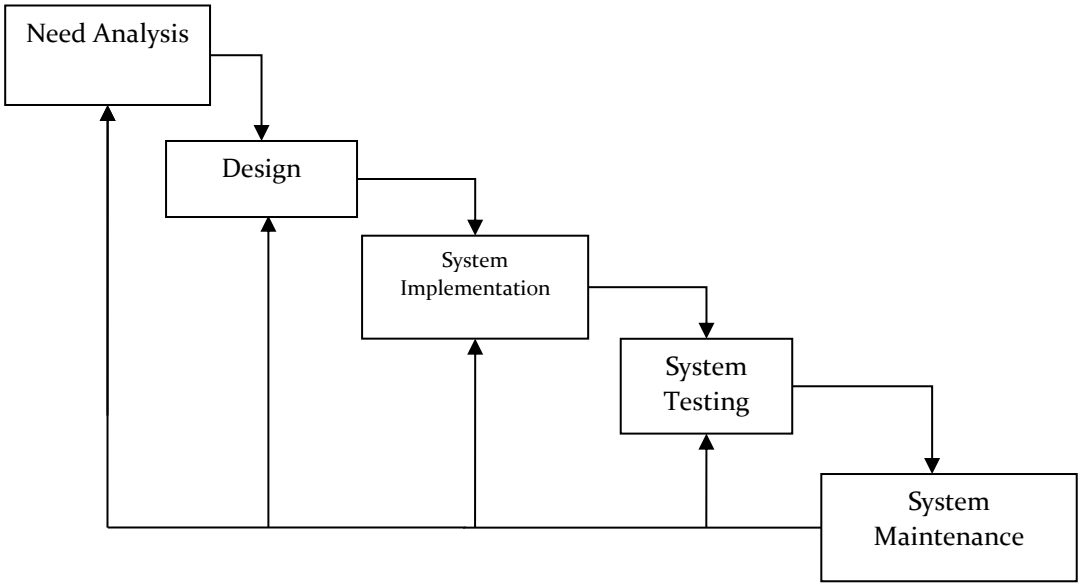

Figure 1 Research Method

The development of the fishbone framework method involves several stages: requirements analysis, system design, coding, program testing, and system maintenance.

1. Data Acquisition
   Analyzing existing system requirements and adding new systems to the design if needed. The data required for this analysis includes teacher data, criteria data, and assessment data.
2. System Design
   This stage involves determining computer specifications, conducting an interface design process using PHP and a MySQL database, and designing the system using Unified Modeling Language (UML) modeling, including use case diagrams, class diagrams, activity diagrams, and sequence diagrams. The system design for the application uses Android-based programming.
3. Program Implementation
   This stage involves the use of the Moora method to determine outstanding teachers, using PHP coding and a MySQL database. The application uses the AHP and Profile Matching Methods in the Teacher Performance Assessment Decision Support System at XYZ School.
4. Program Testing
   In this stage, the decision support system that has been built is tested to determine whether the results of the Teacher Performance Assessment at XYZ School are appropriate, using the AHP and Profile Matching methods. Other tests include black-box and white-box testing.
5. Program Maintenance
   Software that is difficult to deliver to customers will inevitably undergo changes. These changes may be due to errors as the software must adapt to the new environment.

3. Results and Discussion

XYZ School is a junior high school level in formal education in Indonesia after graduating from Elementary School. At XYZ School, performance assessment is the final stage in Performance Management carried out by the Principal. The teacher performance evaluation process still uses a

manual assessment system which causes the performance evaluation process to be relatively long. The resulting manual data is also difficult to use for ongoing processes related to teacher performance evaluation because it will take a long time. For the implementation of PK, subject teachers at SMP Negeri 3 Kempas have been accustomed to conducting teacher performance assessments manually using Microsoft Excel. In the initial stages of implementing the AHP and Profile Matching Methods in Teacher Performance Assessment at XYZ School, the researchers conducted the following:

1. Teacher Data

In this study, the authors selected 20 teachers as alternatives, as shown in Table III.2 below:

Table 1. Teacher Data

Id	Teacher
A001	Drs. Edi Parlindungan
A002	Edi Yono, S.Pd
A003	Eldi Pasaribu, S.Pd
A004	Fiskaria Siahaan, S.Pd
A005	Eldi Pasaribu, S.Pd
A006	Gusti Asniah, S.Pd
A007	Hamidah, S.Pd
A008	Hanafiah, S.Pd
A009	Drs. Hendarto Wijaya
A010	Masriyanti, S.Pd
A011	Melianna, S.Pd
A012	Petronela Martha, S.Pd
A013	Suharni, S.Pd
A014	Dra. Suriani Situmoran
A015	Yusniar Kumala As, Ba
A016	Yusrial, S.Pd
A017	Eria Nurhayati, S.Pd
A018	Isnaini, S.Pd
A019	Muhardi Saputra, S.Kom
A020	Nurlia Syafina, S.Pd

2. Weighting of Selection Aspects

The aspects used to select the best teachers at XYZ School, along with the percentage weighting of each aspect, can be seen in Table III.3 below:

Table 2. Assessment Weighting of Selection Aspects

No.	Aspek Penilaian	Aspek	Bobot
1	Learning Planning	✓	20%
2	Learning Implementation	✓	20%
3	Assessment and Evaluation	✓	20%
4	Classroom Management	✓	20%
5	Communication with Students	✓	20%
	Amount		100%

The next step is to enter the factor scores for each candidate.

Table 3. Value Conversion

Match Value	Weight Number	Information
1	0-20	Not eligible
2	21-40	Not enough
3	41-60	Enough
4	61-80	Good

5	81-100	Very good

3. Determining criteria values based on the assessment and classification aspects of core factors and secondary factors.

The criteria for determining the criteria based on the selection and classification aspects of core factors and secondary factors that will be used to select the best teacher at XYZ School are shown in Table III.4 below:

Table 4. Criteria Data

No.	Aspek	Criterion Name	*Factor*
	Learning	Ability to Develop Learning Plans	*Core*
1	Planning	Ability to Determine Learning Objectives	*Core*
		Ability to Develop Materials	*Secondary*
	Learning	Ability to Manage Learning Time	*Core*
	Implementation	Ability to Deliver Materials	*Secondary*
2		Ability to Motivate Students	*Core*
	Assessment and	Ability to Develop Assessment Instruments	*Core*
	Evaluation	Improving the Ability to Determine Product Learning Objectives	*Core*
3		Ability to Provide Student Feedback	*Secondary*
	Classroom	Ability to Create a Learning Environment	*Core*
4	Management	Ability to Manage Student Behavior	*Secondary*
		Ability to Monitor Student Activities	*Core*
	Communication	Ability to Provide Clear Information	*Core*
5	with Students	Ability to Listen and Respond to Student Needs	*Core*
		Ability to Build Positive Relationships	*Secondary*

4. Calculation of Criteria Weight Values

Calculation of criteria weight values using the AHP method. The stages carried out are as follows:

a. Create a pairwise comparison matrix

At this stage, a comparative assessment is carried out between one criterion and another. The comparison values can be seen in table III.5 below:

Table 5. Comparison Values

Value	Description
1	As important as
2	Approximately slightly more important than
3	A little more important than
4	Approximately more important than
5	More important than
6	Approximately very important than
7	Very important than
8	Approximately absolutely important than
9	Absolutely very important of

From the results of finding the criteria weight values above, we can generate the criteria weight values for each aspect. The overall criteria weight values can be seen in the following table:

Table 6. Criteria Weight Values

No.	Aspek	Criterion Name	Average	Target Value/Weight Value
1	Learning Planning	Ability to Develop Learning Plans	0.701	5
		Ability to Determine Learning Objectives	0.273	2
		Ability to Develop Materials	0.085	1
2	Learning Implementation	Ability to Manage Learning Time	0.655	5
		Ability to Deliver Materials	0.211	2
		Ability to Motivate Students	0.133	1
3	Learning Implementation	Ability to Develop Assessment Instruments	0.525	5
		Improving the Ability to Determine Product Learning Objectives	0.334	3
		Ability to Provide Student Feedback	0.142	1
4	Classroom Management	Ability to Create a Learning Environment	0.252	2
		Ability to Manage Student Behavior	0.589	5
		Ability to Monitor Student Activities	0.159	1
5	Communication with Students	Ability to Provide Clear Information	0.623	5
		Ability to Listen and Respond to Student Needs	0.239	2
		Ability to Build Positive Relationships	0.137	1
			0.337	

The final result of the Profile Matching Method is a ranking of the submitted candidates. After each candidate receives their final results, their ranking can be determined based on their final score, thus increasing their chances of obtaining the position. An example calculation can be seen in the formula below:

Ranking = (x)% NK + (x)% NB + (x)% NJ + (x)% NW + (x)% NP

Where:
NK = Lesson Planning score
NB = Lesson Implementation score
NJ = Assessment and Evaluation score
NW = Classroom Management score
NP = Student Communication score
The final results of the Profile Matching Method are calculated as follows:

Table 7. Ranking Calculation

Alternatif	Learning Planning	Implementation of Learning	Assessment and Evaluation	Classroom Management	Communication With Students	Total	Rank
Prosentase	20%	20%	20%	20%	20%		
A01-Drs. Edi Parlindungan	3.55	3.65	4.05	3.7	3.75	3.74	7
A02-Edi Yono, S.Pd	3.65	3.65	3.65	3.2	3.4	3.51	13
A03-Eldi Pasaribu, S.Pd	3.85	3.75	4.1	3	2.95	3.53	12
A04-Fiskaria Siahaan, S.Pd	3.25	3.45	3.55	2.9	3.05	3.24	18
A05-Eldi Pasaribu, S.Pd	3.25	3.45	3.25	2.9	4.05	3.38	15
A06-Gusti Asniah, S.Pd	3.25	3.45	3.1	4.05	2.95	3.36	16
A07-Hamidah, S.Pd	3.65	4.25	3.5	3.2	3.8	3.68	10
A08-Hanafiah, S.Pd	3.65	3.65	3.95	3.3	3.95	3.7	9

Alternatif	Learning Planning	Implementation of Learning	Assessment and Evaluation	Classroom Management	Communication With Students	Total	Rank
Prosentase	20%	20%	20%	20%	20%		
A09-Drs. Hendarto Wijaya	4.8	4.25	3.9	3.5	4.2	4.13	1
A10-Masriyanti, S.Pd	4.2	4.25	3.9	3.9	4.2	4.09	2
A11-Melianna, S.Pd	3.65	3.65	3.95	2.9	3.05	3.44	14
A12-Petronela Martha, S.Pd	3.55	3.75	3.7	4.05	3.55	3.72	8
A13-Suharni, S.Pd	3.55	3.75	3.7	4.45	4.35	3.96	5
A14-Dra. Suriani Situmoran	3.2	3.25	2.9	2.95	3.05	3.07	20
A15-Yusniar Kumala As, Ba	3.25	3.35	3.55	3.3	4.35	3.56	11
A16-Yusrial, S.Pd	2.95	3.05	3.25	2.9	3.4	3.11	19
A17-Eria Nurhayati, S.Pd	3.95	4.35	4.5	3.9	3.55	4.05	4
A18-Isnaini, S.Pd	4.25	3.75	3.8	3.7	3.65	3.83	6
A19-Muhardi Saputra, S.Kom	3.55	3.65	3.1	2.9	3.35	3.31	17
A20-Nurlia Syafina, S.Pd	3.65	3.65	4.35	4.3	4.35	4.06	3

Table 8. Final Results

Alternatif	Total	Rank
A09-Drs. Hendarto Wijaya	4.13	1
A10-Masriyanti, S.Pd	4.09	2
A20-Nurlia Syafina, S.Pd	4.06	3
A17-Eria Nurhayati, S.Pd	4.05	4
A13-Suharni, S.Pd	3.96	5
A18-Isnaini, S.Pd	3.83	6
A01-Drs. Edi Parlindungan	3.74	7
A12-Petronela Martha, S.Pd	3.72	8
A08-Hanafiah, S.Pd	3.7	9
A07-Hamidah, S.Pd	3.68	10
A15-Yusniar Kumala As, Ba	3.56	11
A03-Eldi Pasaribu, S.Pd	3.53	12
A02-Edi Yono, S.Pd	3.51	13
A11-Melianna, S.Pd	3.44	14
A05-Eldi Pasaribu, S.Pd	3.38	15
A06-Gusti Asniah, S.Pd	3.36	16
A19-Muhardi Saputra, S.Kom	3.31	17
A04-Fiskaria Siahaan, S.Pd	0.31	18
A16-Yusrial, S.Pd	3.11	19
A14-Dra. Suriani Situmoran	3.07	20

This display is the Analysis form display which functions to carry out the Analysis process as shown in Figure 2:

Figure 2. Analysis Form Display

This form displays the Analysis data report. When the admin selects a report from the Analysis report option, the program will display the Analysis report. An image of the Analysis report form can be seen in Figure 3:

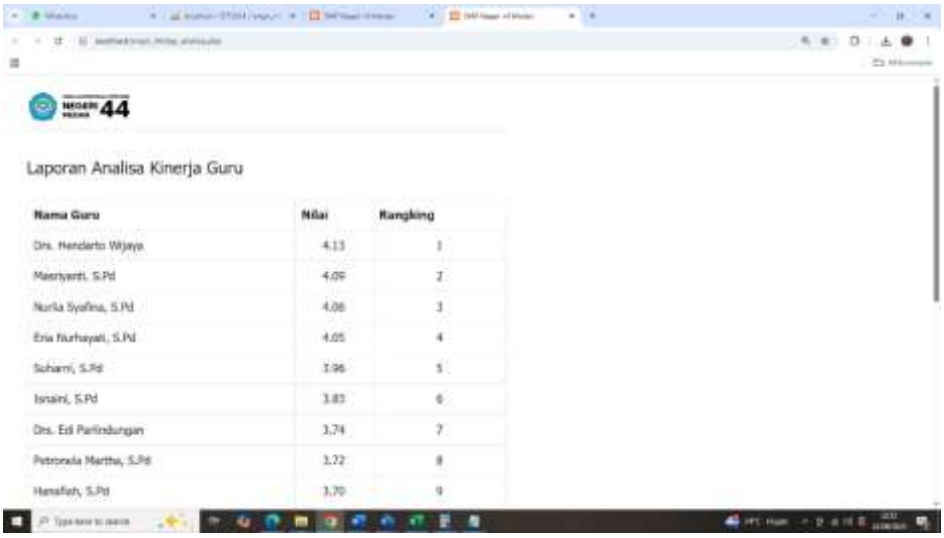

Figure 3. Analysis Report Form Display

Discussion

The results of the study conducted at XYZ School demonstrate that the integration of the Analytical Hierarchy Process (AHP) and Profile Matching (PM) methods in teacher performance evaluation successfully enhances the objectivity, accuracy, and efficiency of the assessment process. The findings reveal that using these combined methods enables the determination of the best-performing teachers based on a structured, multi-criteria decision-making model. Through AHP, each assessment aspect—learning planning, learning implementation, assessment and evaluation, classroom management, and communication with students—was assigned a precise weighting value derived from pairwise comparisons, ensuring that more critical criteria received appropriate emphasis. Meanwhile, the Profile Matching method effectively compared teachers' actual performance profiles with predetermined ideal profiles, producing a detailed ranking that reflects their competency alignment. The results show that Drs. Hendarto Wijaya, Masriyanti, S.Pd, and Nurlia Syafina, S.Pd emerged as the top three teachers with final scores of 4.13, 4.09, and 4.06, respectively, indicating their strong performance across all evaluation aspects. This finding supports the notion that hybrid models integrating AHP and PM can minimize subjectivity and improve decision-making transparency in educational settings (Santoso & Nuraini, 2023; Putra & Wicaksono, 2023). The system's implementation also reduced the time required for evaluation compared to manual Excel-based methods, allowing school administrators to make quicker and data-driven decisions. Furthermore, the digitalization of the evaluation process through a web-based system enhanced data accessibility and report automation, supporting continuous teacher development and institutional accountability. These results are consistent with previous studies emphasizing that decision support systems based on multi-criteria analysis can improve human resource evaluation quality in educational institutions (Arifin et al., 2022; Sulastri & Hidayat, 2022). Therefore, the developed system not only streamlines administrative tasks but also fosters a culture of fairness and performance-based recognition within schools.

4. Conclusion

Tzhe findings of this study conclude that the integration of the Analytical Hierarchy Process (AHP) and Profile Matching (PM) methods in teacher performance evaluation at XYZ School has proven effective in producing more objective, transparent, and data-driven assessments compared to conventional manual systems. The hybrid model successfully identified top-performing teachers based on weighted multi-criteria evaluations, enhancing decision-making accuracy and reducing subjectivity. These results imply that decision support systems employing multi-criteria analysis can significantly improve human resource evaluation processes within educational institutions, thereby supporting continuous professional development and organizational performance improvement. Moreover, the digital implementation of this system demonstrates the potential of technology-based approaches to streamline administrative processes and foster evidence-based management practices in education. However, this study is limited by its relatively small sample size and single-institution focus, which may constrain the generalizability of the findings. Future research should extend this framework across multiple educational settings with diverse demographic and institutional characteristics, integrating advanced analytical techniques—such as fuzzy logic or machine learning—to further enhance accuracy, scalability, and adaptability of the model. By addressing these limitations, subsequent studies can contribute to the development of a more robust, intelligent, and universally applicable decision support system for teacher performance management.

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