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Article

Model of a School principal's Performance Evaluation Using MYSQL Software

Zulkifli
Postgraduate Student of Universitas Negeri Padang 1, Indonesia
E-mail: zulkifli@stkip-pgri-sumbar.ac.id

Sufyarma Marsidin
Universitas Negeri Padang 2, Indonesia
E-mail: sufyarma1954@gmail.com

Rusdinal
Universitas Negeri Padang 3, Indonesia
E-mail: rusdinal@fip.unp.ac.id

Abstract

The performance evaluation of a school principal using the MySQL software application is visualized as a series of evaluation processes that collect, store, and process data before presenting it in the form of a performance description. The purpose of this study was to develop a model for evaluating the performance of school principals through the use of an application. This study used a quantitative descriptive method with a Likert scale questionnaire distributed to a performance appraisal team of the Padang City Junior High School principals, which consisted of 33 assessors. The descriptive statistics technique was used to analyze the research data. The results were developed and could be found in https://epenjelaskomprehensif-zrs.com/ which demonstrated the comprehensive e-explanatory model, a MySQL software-based performance appraisal model of a school school principal, which met the eligibility standards of validity, practicability, and effectiveness. There are aspects of the internal and external assessment team. The scope of the assessment performance was the main and the supporting task, followed by stages of assessment, and application of assessment in relation to obtaining information on the map of a school principal's strengths and weaknesses as a basis for evaluating the school principal's performance. This article provides an alternative strategy to evaluate the performance of school principals using this application.

Keywords

MySQL Software, Performance Assessment Model, School principal, Indonesia

Correspondence to Zulkifli, Postgraduate Student of Universitas Negeri Padang 1, Indonesia, Email: zulkifli@stkip-pgri-sumbar.ac.id

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Quality education services have a significant impact on human development as it increases global competitiveness in a variety of fields. In order to achieve quality education, the Minister of Education and Culture issued Rule No. 6 of 2018 regarding the assignment of teachers as school principals. The position of a school principal is defined in the regulation as a position assigned to teachers to become school principals with the task of carrying out managerial tasks, entrepreneurship development, and supervision of teachers and education staff (Irwana, 2015).

The school principal's task must be evaluated in order to determine the level of implementation achieved. The school principal's performance evaluation can provide information on a map of each school principal's strengths and weaknesses as a basis for coaching, transfer, promotion, and demotion (Juhaini et al., 2022). On the other hand, the school principal's performance evaluation must be adjusted to the current COVID-19 pandemic conditions, which require that all activities be carried out using an information technology approach. However, a number of literature studies have discovered that there is still very limited information technology used in assessing the performance of school school principals, so assessing the school principal's performance has not become a top priority (Davis et al., 2011; Elliott & Clifford, 2014; Fitria et al., 2021; Lashway, 2003; Marsidin, 2019). This is due to the fact that, in addition to the limited availability of information technology for evaluating the school principal's performance, the benefits of this information technology have not been able to accommodate the interests of assessment activities in obtaining accurate assessment results. The impact of information technology on the school principal's performance evaluation model (Kurniady, 2017; Marsidin, 2019). These limitations can be found in the assessment model's components, as shown in Table 1.

Table 1. *Problems with the School Principal's Performance Assessment Model*

No	Model Component	Problems
1	Assessment team	1. The assessment team consists of a supervisor who fosters asthe school principal and acts as an assessor of the school principal's performance. 2. Teachers, staff, students, and school committees are only involved in the evaluation of the school principal's work behavior as respondents. 3. The school principal in question is not allowed to evaluate his own performance. 4. MKKS is not involved in evaluating the school principal's performance.
2	Scope of assessment	1. More emphasis should be placed on the completion of tasks and their administration. 2. The weight of the value does not distinguish the results of the assessment between the main task and the supporting tasks.
3	Assessment stages	It has not properly supported the school principal's performance appraisal process implementation. Some school principals believe that the stages of a principal's performance appraisal activity is a waste of time, and that the results do not provide the users with the information they require.
4	Appraisal	1. Not yet relevant to the field's needs. 2. There are no features that can be used to accommodate the overall evaluation stage. 3. The assessment results have not been able to describe performance based on the scope of performance, and there is no feature of the school principal's performance scores based on each assessment team. 4. The ability for school principals to view assessment results directly from the assessment process is insufficient.

In order to address these issues, it is necessary to create a model for evaluating school principal performance that can be used to conduct a comprehensive assessment of school principal performance. The process of collecting, processing, analyzing, and interpreting data as decision-making material is known as assessment. As a result, the goal of every assessment activity is decision making (Idris & Asyafah, 2020). One of the reasons for the need of performance evaluation of the school principal is to improve the quality of school management. According to Matara (2016) school management is a service that has an impact on the education and learning process, either directly or indirectly. It is essentially a process of measuring the implementation of the school principal's duties that shows the process and results of the work he has achieved such as quality, quantity of work, and timeliness of work when assessing the school principal's performance (Salwa et al., 2019).

The assessment results' ability to describe the performance rating in accordance with the applicable mechanism so that it can be used in decision making to describe the effectiveness of the school principal's performance appraisal (Al-ghanabousi & Idris, 2010; Zulkifli et al., 2020). There are several assessment models developed by researchers to carry out the school principal's performance assessment, such as the assessment model developed by Kurniady (2017); Susmadiana et al. (2021). Adopting the model developed by Komalasari et al. (2020); Listiningrum et al. (2020); Narullita et al. (2022), the developed school principal performance appraisal model has a proportionate composition. The benefits of the developed assessment model include aspects of the assessment team, the scope of the assessment, the stages of assessment, and aspects of the application of the comprehensive e-explanatory model to the school principal's performance assessment (Kurniadi et al., 2020; Mulyadi et al., 2016). The term e-explanatory refers to the application sentence for the school principal's performance appraisal, whereas comprehensive refers to the assessment process as a whole.

The model described in this study is developed using MySQL software. There are many previous research studies found on MySQL (Denton & Peace, 2003; Rawat & Purnama, 2021). MySQL is simply a matter of downloading a file and executing an installation command (Denton & Peace, 2003). MySQL has shown good results in all tasks related to software and cloud storage (Kengalagutti & Chethana, 2020; Silalahi, 2018). This research is a contribution to the domain as it examines a few latest cases of MySQL used for cloud storage media on smartphones (Yudhana et al., 2019). The research question highlighted in this research states whether the model of School principal's performance using MySQL is valid, practical, and effective.

Methods

This study takes a developmental approach which is an ideal research design when the data collection focused on describing the validity, practicability, and effectiveness of research products (Akker, 1999; Gustiani, 2019; Heinrich, 2006). The data were collected using a Likert scale questionnaire (Nemoto & Beglar, 2014), and semi structured interviews. The items of the questionnaire and the interviews questions and guidelines were validated from experts and practitioner validators, and interview guidelines were used to facilitate group discussion forums. The practicality and effectiveness test questionnaire instrument were distributed to 33 randomly selected users of the research product, namely super admins, school supervisors, school principals, teachers, staff, students, and school committees at SMP N 12, 15, and 40 Padang, Indonesia. The research was carried out between May and July, 2021. The data was analyzed quantitatively and descriptively with the help of SPSS software (Hasyim & Listiawan, 2014; Putri, 2018).

Results and Discussion

The development of a comprehensive e-explanatory model for school principal performance appraisal resulted in four aspects of the assessment component, namely 1) aspects of the school principal's performance appraisal team, which included an external assessment team and an internal assessment team; 2) aspects of the assessment scope, including the scope of the assessment; performance of the main task and the scope of the assessment of the performance of supporting tasks, 3) aspects of the assessment stages, and 4) aspects of the application of the school principal's performance appraisal. The model is available on URL: https://epenjelaskomprehensif-zrs.com/ and briefly explained here and exhibited in Figure 1:

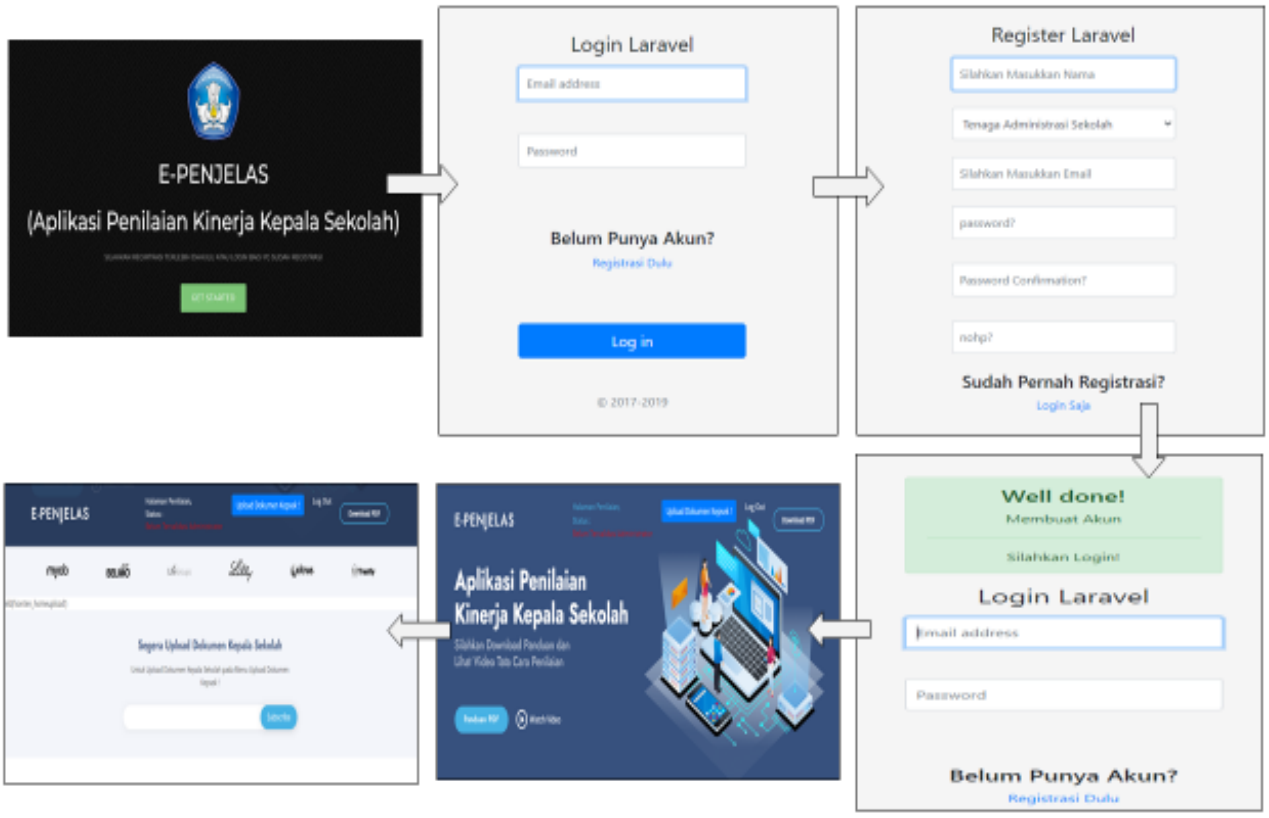

Figure 1: *Steps to develop the e-explanatory model for school principal performance appraisal*

Figure 1 explains the steps to the e-explanatory model for school principal performance appraisal. The users will first click on to Get Started. Then click *Registrasi Dulu* to register the account. The users will have to fill a column for registration. After filling the column, the users will get the message 'Well done' if the registration is successful. The user may now log in and see the dashboard, where there are guidelines of this application in pdf form and also a video tutorial showing how to make assessment of the School principal's performance. At this stage, the users may upload their document of assessment of the School principal's performance. The validity of experts and practitioners was tested using the development design. The validity test results were revised before proceeding with the model's practicality and effectiveness tests. Both these tests were conducted in this study as the next step.

A. Development of Comprehensive e-Explanatory Model

1. School Principal's Performance Assessment Team

An external assessment team and an internal assessment team comprise the school principal's performance appraisal team. The external assessment team consists of individuals who are not structurally related to the school principal but have the ability to influence the school principal's performance, such as direct supervisors, peers, and partners. Meanwhile, the internal assessment team, which includes the self-assessment and subordinates, is structurally related to the school principal and directly experiences the impact of the school principal's performance. The number of members on each assessment team is determined by the 2018 school principal's performance assessment guidelines, which call for 20 respondents. Based on the number of respondents, this assessment team assigns as many as 9 respondents to the external assessment team and 11 respondents to the internal assessment team, as shown in Table 2.

Table 2. *Assessment Team of Comprehensive e-Explanatory Model*

Assessment Team	Appraisal Element		Amount
External (09)	Direct Supervisor	Superintendent Coordinator	1
		Supervisors	2
	Colleagues	MKKS	2
	Partner	Parents of students	2
		Committee	2
	Self-assessment	School principal	1
		Teachers	3
Internal (11)	Subordinate	Employee	
		- Administrative staff	1
		- Librarian	1
		- Laboratorium	1
		Students	4
Total			**20**

The proportion of respondents in each assessor element is determined proportionally. As an external assessment team, the school supervisor consists of one supervisor from the school in question, one supervisor from the school administrators in the assessed school district, and one supervisor from outside the assessed school district as determined by the supervisor coordinator. Appraisers from peer elements who are members of the School Principal Working Consultation (In Indonesia familiar with MKKS) are made up of two people: one school principal from the school district being evaluated and one school principal appointed by the MKKS chairman. The assessor element from the partners consists of two parents of students who are not members of the school committee management and two school committee management representatives who are appointed by the school committee's head. Meanwhile, the head of the assessment team assigns the internal assessment team at random, which includes the school principal of the school in question as well as elements of the teacher, staff, and administration (administrative staff, librarian, and laboratory staff).

2. Scope of Assessment

The scope of the assessment includes the evaluation of the performance of the school principal's managerial duties, entrepreneurship development, and the task of supervising teachers and education personnel, as well as the evaluation of the performance of supporting tasks, such as continuous professional development and work behavior (The Alberta Teachers' Association, 2010). The scope of assessment indicators refers to the guidelines for evaluating the performance of school principals established by the Ministry of Education and Culture Indonesia in 2018. The school principal's performance variable is divided into two variables, namely the main performance variable and the supporting performance variable, as shown in Table 3.

Table 3. *Scope of School Principal's Performance Assessment*

Variable	Sub Variable	Indicator
Implementation of Main Tasks	Managerial Tasks	Planning the School Program based on the previous year's program evaluation results
		Managing National Education Standards
		Carrying out Monitoring and Evaluation
		Implementing School Leadership
		Managing Information and Management Systems
	Entrepreneurship Development Tasks	Planning for entrepreneurship development
		Carry out entrepreneurship development
		Carrying out Entrepreneurship Development Program Evaluation
	Duties of Supervision of Teachers and Education Personnel	Planning a Supervision Program
		Carrying out Teacher Supervision
		Carrying out Supervision of Education Personnel
		Carrying out Evaluation of Implementation and Results and Follow-up of Supervision Programs

Variable	Sub Variable	Indicator
Implementation of Supporting Tasks	Implementation of Continuous Professional Development	Attend functional training and/or technical training Carry out self-development Carry out scientific publications Carrying out Scientific Publication of Research Results or Scientific Ideas in the Field of Formal Education Publication of Lesson Textbooks, Modules/dictations, Enrichment Books/Education Books, Teacher's/School principal's Manuals/Other Education Personnel Creating Innovative Works
	Work Behavior	Service Orientation Integrity Commitment Discipline Teamwork Attendance

The scope of the supporting performance assessment is a combination of two or three points in the guidelines for evaluating the school principal's performance, with a weight composition of 40%, while the performance of the implementation of the main tasks is determined by a weight composition of 60%.

3. Assessment Stage

The assessment stage consists of four stages of assessment with eleven activities carried out by the school school principal's performance appraisal team as shown in Table 4.

Table 4. *Stages of Assessment in the Comprehensive e-Explanatory Model*

Assessment Stage	Activity	Component
Preparation	Scheduling	Notice of the school principal who will be assessed
	Determination of the assessment team	Representative elements of the assessment team composition
	Training Assessment Team	Aspects of assessment Assessment technique
	Upload performance file	Registration User name & Password Link performance file
Implementation of the assessment	Watching the display	Video performance report description
	Observation of physical evidence	Access link Field assessment Confrmation Checklist instrument
Scoring	External 60%	• Direct supervisor 40%
	Internal 40%	• Superintendent Coordinator 20% • School superintendent 20% • Colleagues 10% • School School principal Working Meeting 10% • Partner 10% • Parents of students 6% • School Committee 4% • Self-assessment 5% • Subordinate 35% (Educator 15%+Staff 15%+Student 5%)

Assessment Stage	Activity	Component
Score Processing	Score Grouping	• Main task performance 60 % and support tasks 40% • Performance based on elements of the internal assessment team 40% and external assessment team 60% • Performance based on school accreditation • Performance based on years of service
	Score Complaint	• File an objection • Clarification • Final score • Conclusion • Recommendation
Reporting	Submission of assessment results	• Education authorities • School principal of the school concerned • Assessment team archive • Disbandment of the assessment team

4. App Rating

The application aspect of the school principal's performance appraisal is a system device that can help with the assessment process. This application is called the comprehensive e-explanatory model (Zulkifli et al., 2020). The creation of a comprehensive e-explanatory model with the aid of a web-based programming language and database system. The percentages of programming languages included with the framework are shown in Figure 2:

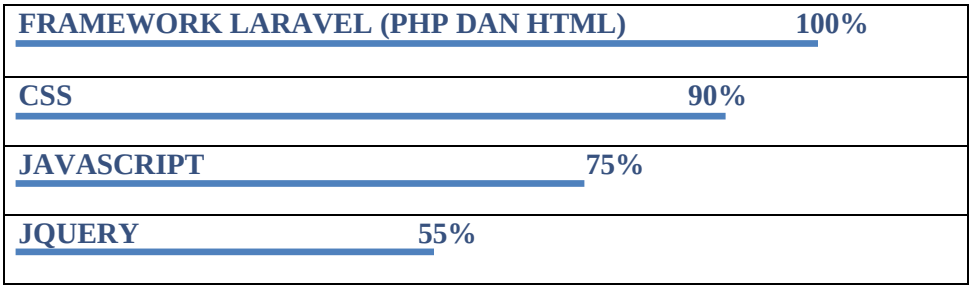

Figure 2. *Programming languages used in the framework*

The database system used can store, process, report, and describe the results of the school principal's performance evaluation. This is done because there are currently many devices that can access web pages, such as computers or laptops, Personal Digital Assistants (PDAs), smartphones or tablet PCs, games, and in accordance with the demands of the 4.0 industrial revolution, which demands various technology-based activities, particularly activities in the field of education.

B. Assessment Model Validity Test

Validation was carried out by expert validators comprising three substance validators and two methodological validators. The validated aspects include the assessment team model design, the scope of the assessment, the assessment stages, and the assessment application model design. The expert validity test results are shown in Table 5 and Figure 3.

Table 5. *Expert Validity Test of Comprehensive e-explanatory Model*

Component	Average	Achievements	Category
Assessment team	4.27	85.4	Very valid
Scope of assessment	4.14	82.8	Very valid
Assessment stages	3.08	61.6	Valid
Appraisal	3.82	76.4	Valid
Total		76.6	Valid

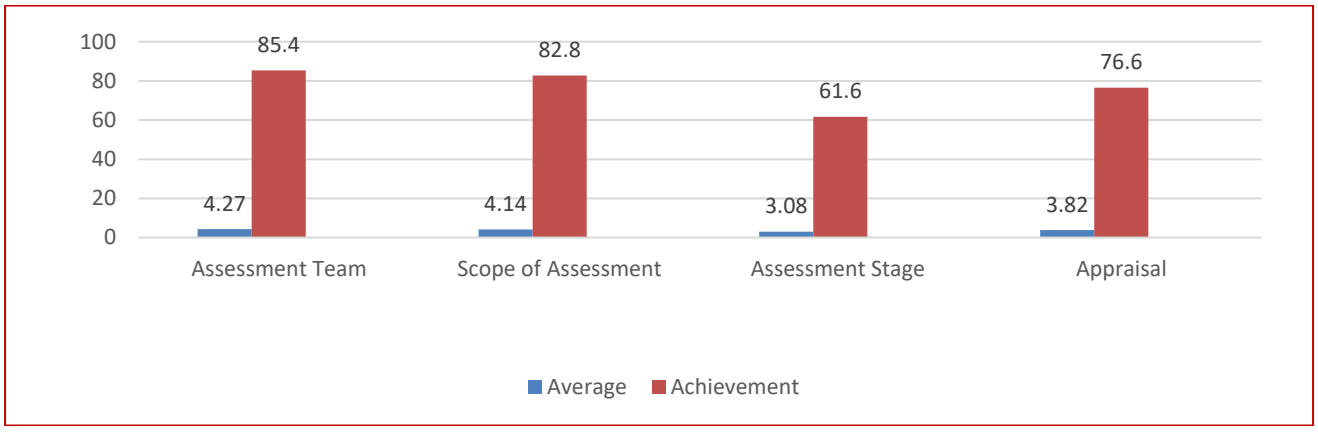

Figure 3. *Expert Validity Test of Comprehensive e-explanatory Model*

Table 5 and Figure 3 show that the results of the validity test of the assessment team are in the very valid category with an average of 4.27 and an achievement level of 85.4%, the results of the validity test of the scope of the assessment in the very valid category with an average of 4.14 and an achievement level of 82 .8%, the assessment stage was in the valid category with an average score of 3.08 and an achievement level of 61.6%, and the results of the validity test of the assessment application were in the valid category with a score of 3.82 and an achievement level of 76.4%. Overall, the results of the expert validity test show that the comprehensive e-explanatory model was in the valid category with an achievement level of 76.6%. Meanwhile, based on the results of the validation test by the practitioner validator, it involved seven elements of the school principal's performance assessment team consisting of supervisory coordinators, supervisors, school principals, teachers, school administration staff, students and elements of the school committee. The results of the practitioner validity test are shown in Table 6 and Figure 4.

Table 6. *Practice Validity Test of Comprehensive e-explanatory Model*

Respondent	N	Category		
		Average	Achievement (%)	Interpretation
Superintendent Coordinator	1	4.1	82	Very Worthy
Pengawas	1	3.82	76.4	Worthy
	1	4.32	86.4	Very Worthy
School principal	2	3.73	74.6	Worthy
	3	4.1	82	Very Worthy
	1	3.86	77.2	Worthy
Teacher	2	4.18	83.6	Very Worthy
	3	3.86	77.2	Worthy
	1	3.77	75.4	Worthy
Administrative	2	4.36	87.2	Very Worthy
	3	3.77	75.4	Worthy
	1	4.36	87.2	Very Worthy
Student	2	4.23	84.6	Very Worthy
	3	4.05	81	Very Worthy
	1	4.14	82.8	Very Worthy
School Committee	2	4.18	83.6	Very Worthy
	3	4	80	Worthy
Worthy	17	3.85	80.98	Worthy

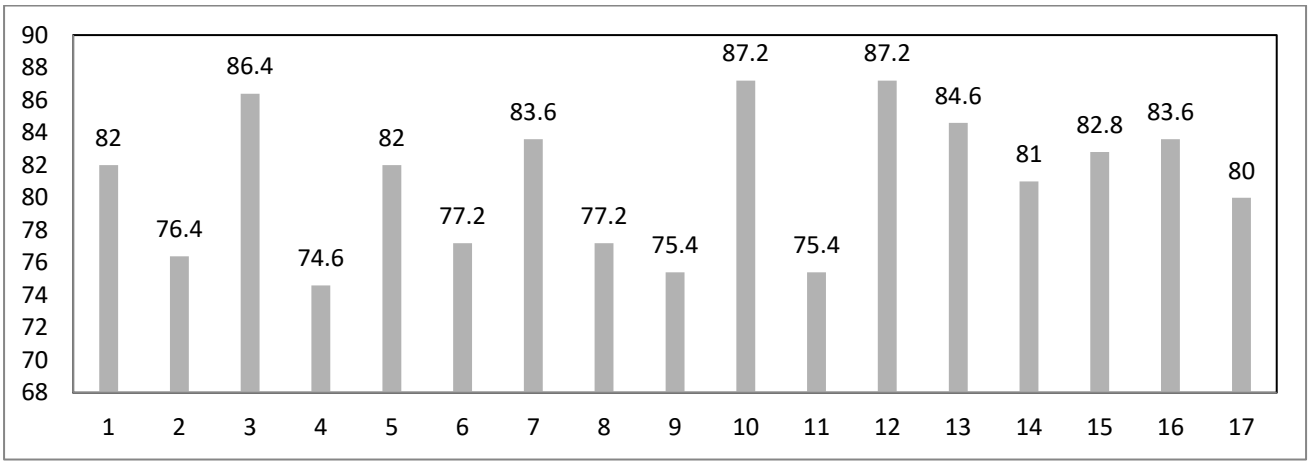

Figure 4. *Practice Validity Test of Comprehensive e-explanatory Model*

From the data in the Table 6 and Figure 4, overall the results of the practitioner's validity test show that the comprehensive e-explanatory model can be declared feasible with an average score of 3.85 and an achievement rate of 80.98%. Through the discussion group forum, it was found that the assessment team aspect must involve representatives of all elements of the school and representatives of the school principal and other communities, in addition to the need to synchronize aspects of the assessment scope and stages of assessment with aspects of the application of the school principal's performance assessment, especially related to duties and responsibilities.

Based on the results of the validity test of experts (76.6) and practitioners (80.9) it can be concluded that the comprehensive e-explanatory model is declared valid at the level of category validity of 78.79%. Thus, it can be understood that a comprehensive e-explanatory model needs to be developed in an effort to obtain a school principal performance appraisal model.

C. Practicality of Using the Comprehensive e-explanatory Model

The practicality test of the comprehensive e-explanatory model was carried out on elements of the school principal performance assessment team at SMP Negeri 12, 15 and SMP Negeri 40 Padang, covering 33 elements of user respondents. The results of the practicality test can be seen in Table 7.

Table 7. *Practical Test Components of the School Principal's Performance Assessment Model*

Component	Respondent									
	SA		PS		MKKS		OS		KmS	
	R	%	R	%	R	%	R	%	R	%
Assessment Team	4.22	84.00	3.83	76.60	4.08	81.60	4.13	82.60	4.16	83.20
Scope of Assessment	4.43	88.60	4.29	85.80	4.37	87.40	4.37	87.40	4.43	88.60
Assessment Stage	4.16	83.20	3.80	76.00	4.03	80.60	4.17	83.40	4.08	81.60
Appraisal	3.87	77.4	3.95	79.00	4.35	87.00	4.08	81.60	3.87	77.40
Total	4.17	83.40	3.97	79.40	4.21	84.20	4.19	83.80	4.14	82.80
Interpretation	Very Practical		Practical		Very Practical		Very Practical		Very Practical	
					Very Practical					

Component	Respondent							
	KpS		GR		KPG		SW	
	R	%	R	%	R	%	R	%
Assessment Team	4.13	82.60	4.12	82.40	4.30	86.00	4.20	84.00
Scope of Assessment	4.55	91.00	4.53	90.60	4.61	92.20	4.45	89.00
Assessment Stage	4.16	83.20	4.14	82.80	4.28	85.60	4.17	83.40
Appraisal	4.08	81.60	3.86	77.20	4.48	89.60	4.77	95.40
Total	4.41	88.20	4.16	83.20	4.42	88.40	4.39	87.80
Interpretation	Very Practical		Very Practical		Very Practical		Very Practical	
					Very Practical			

Note:
SA= Super Admin; KpS = School principal; % = Achievement; PS = School Superintendent; GR= Teacher; MKKS= School principal; Working Meeting KPG = Administrative; OS = Parent; SW= Student; KmS = School Committee

Table 7 shows that there is one user element, namely the user from the school supervisor element who stated that this comprehensive e-explanatory model was practical to use, while the other eight user elements stated that it was very practical. Thus, it can be concluded that the comprehensive e-explanatory method is very practical to use.

D. Effectiveness of Using Comprehensive e-explanatory Model

The model effectiveness test was carried out on elements of the school principal's performance appraisal team at SMP Negeri 12, 15 and SMP Negeri 40 Padang, covering 33 respondents. The results of the effectiveness test are presented in Table 8.

Table 8. *The Effectiveness Test*

Respondent	N	Category		
		Average	Achievement (%)	Interpretation
Super Admin	1	4.44	88.80	Very Effective
Superintendent	2	4.12	82.40	Very Effective
	3	4.48	89.60	Very Effective
MKKS	4	4.48	89.60	Very Effective
	5	4.48	89.60	Very Effective
	6	4.24	84.80	Very Effective
	7	4.48	89.60	Very Effective
Parents	8	3.84	76.80	Effective
	9	4.16	83.20	Very Effective
	10	4.24	84.80	Very Effective
	11	3.84	76.80	Effective
School Committee	12	3.92	78.40	Effective
	13	4.08	81.60	Very Effective
School principal	14	4.36	87.20	Very Effective
	15	4.44	88.80	Very Effective
Teacher	16	4.32	86.40	Very Effective
	17	4.20	84.00	Very Effective
	18	3.84	76.80	Effective
	19	4.40	88.00	Very Effective
	20	4.36	87.20	Very Effective
	21	3.92	78.40	Effective
Administrative Staff	22	4.20	84.00	Very Effective
	23	4.20	84.00	Very Effective
	24	4.40	88.00	Very Effective
	25	4.52	90.40	Very Effective
	26	4.60	92.00	Very Effective
	27	4.40	88.00	Very Effective
Student	28	3.80	76.00	Effective
	29	3.88	77.60	Effective
	30	4.32	86.40	Very Effective
	31	4.16	83.20	Very Effective
	32	4.08	81.60	Very Effective
	33	4.44	88.80	Very Effective
Effectiveness		4.23	84.60	Very Effective

Based on Table 8, it is known that the use of the comprehensive e-explanatory model is in the very effective category with a mean score of 4.23 and an achievement value of 84.60%. Thus, it can be concluded that the comprehensive e-explanatory model is declared effective in its use.

A genuine comprehensive e-explanatory model may thoroughly characterize the school principal's performance (Marsidin, 2019; Zulkifli et al., 2020). The findings of the complete e-explanatory model's practicality test satisfied the standards for practicality. According to Radiana, an assessment system should make it easy for users to complete activities in order to acquire information. Because each component is interrelated on a continuous basis, the assessment model must be a concern in order to carry out assessment activities appropriately (Davis et al., 2011). The capacity of the assessment findings to explain performance ratings according to the relevant mechanism so that it may be utilized in decision making can be used to define the efficacy of the complete e-explanatory model (Zulkifli et al., 2020).

The established complete e-explanatory model is extremely communicative and pays attention to the interrelationships between one component and other components, which are well-systematized. According to Davis et al. (2011), in order to utilize the application, it is required to pay attention to the appropriate usage of the system since the system requires a relationship between one element and another. This comprehensive e-explanatory model examines the beauty of the application's look, correct interface, security system employed, saving file size, and complete menus and functionalities, database dynamics, and ease of use from an aesthetic standpoint (Adri et al., 2020; Hardika et al., 2021; Hartanto, 2017; Jasrial et al., 2022).

There are numerous menu bars in the complete e-explanatory model that can make it simpler for customers to use it, which is furnished with a user guide in PDF form and video tutorials that can be downloaded. The e-explanatory model was also supported by Marsidin (2019); Zulkifli et al. (2020). There is convenience in submitting physical evidence documents that have been prepared either in the form of files, photos, or videos, especially for school principal users who are assessed. School principals can save the physical evidence documents on Google Drive then chop the link to be embedded in the menu provided (Yudhana et al., 2019).

The software designed in the model was MySQL. MySQL is integrated in an online platform, which allows users to publish different articles, books, magazines, videos and so on, and also gives them the possibility to share online their items with other people (Gyorödi et al., 2016; Inan & Juita, 2011). MySQL as a relational Database Management System (DBMS), it needs resources with high capabilities to work with less performance (Eyada et al., 2020). As the relational database, MySQL can link information from different types of data buckets. MySQL software is used to handle huge amounts of data (Rawat & Purnama, 2021). MySQL is still a very popular database technology, used everywhere, and of course reliable, even though there are many other database technologies besides MySQL (Rawat & Purnama, 2021).

Conclusion

The s study concludes that a comprehensive e-explanatory model in a valid and very practical and very effective category can be used for assessing the performance of school principals. The comprehensive e-explanatory model developed is very communicative and pays attention to the interrelationships between one component and other components or is well-systematic. In the comprehensive e-explanatory model, there are various menu bars that can make it easier for users to operate it, which is equipped with a user guide in the form of PDF and video tutorials that can be downloaded. Especially for school principal users who are assessed, there is convenience in submitting physical evidence documents that have been prepared either in the form of files, photos or in the form of videos, school principals can save the physical evidence documents on google drive then chop the link to be embedded in the menu provided.

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Zulkifli	*Scientific degree, position, affiliation, postal address.* *E-mail: zulkifli@stkip-pgri-sumbar.ac.id* *Website: https://www.unp.ac.id/* *ORCID:*
Sufyarma Marsidin	*Scientific degree, position, affiliation, postal address.* *E-mail: sufyarma1954@gmail.com* *Website: https://www.unp.ac.id/* *ORCID:*
Rusdinal	*Scientific degree, position, affiliation, postal address.* *E-mail: rusdinal@fip.unp.ac.id* *Website: https://www.unp.ac.id/* *ORCID:*