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Decision Support System for Teacher Competency Evaluation Using Profile Matching and Rule-Based Coaching

Siti Nuraida Mangunsong [1*], Rizaldi [2], Nurul Rahmadani [3]
[1*,2,3] Information Systems Study Program, Faculty of Computer Science, Universitas Royal, Asahan Regency, North Sumatra, Indonesia

Email: sitinuraidamangunsong@gmail.com [1*], rizaldipiliang.rp@gmail.com [2], cloudyrara@gmail.com [3]

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Abstract

Teacher competency evaluation plays a crucial role in improving educational quality; however, assessment practices at MTSS MPI Bagan Asahan are still conducted manually, leading to limited documentation, potential subjectivity, and the absence of systematic analysis. This study aims to develop a Decision Support System (DSS) based on the Modified Profile Matching method to measure teacher competency alignment with predefined ideal standards and generate proportional coaching recommendations. A quantitative case study was conducted involving 22 active teachers selected through total sampling. Data were collected from supervision documents, observations, interviews, and literature review. Competency evaluation was performed using GAP analysis between actual and target profiles, applying a 60% weighting for Core Factors and 40% for Secondary Factors to compute final ranking scores. The results show that competency scores ranged from 3.80 to 4.70, with a mean of 4.25 and a standard deviation of 0.24, indicating relatively homogeneous performance levels. Beyond ranking, the system generates adaptive coaching recommendations based on the number of negative GAP indicators. Black Box testing confirms functional reliability. The integration of proportional rule-based recommendations transforms the DSS from a static ranking tool into a structured competency diagnostic and professional development planning system. The proposed system also has the potential to be implemented in other educational institutions to support objective and data-driven teacher competency evaluation.

Keywords:
Profile Matching; Decision Support System; Teacher Competency Evaluation; Adaptive Coaching Recommendations; Teacher Professional Development.

1. INTRODUCTION

The development of information technology has brought significant changes to organizational management practices, including in the education sector. The implementation of technology-based systems in decision-making enables more objective, measurable, and documented processes (Putri & Amizi, 2024). In the context of education management, teacher competency evaluation is a strategic factor because teacher quality directly impacts the quality of learning and institutional performance (Sianturi & Simanjuntak, 2024). Therefore, the integration of Decision Support Systems (DSS) into the teacher competency evaluation process is relevant within a data-driven and information technology-based management framework (Mahendra et al., 2023).

Various studies have shown that DSS can improve decision quality through a systematic analytical approach. The Profile Matching method, for example, is widely used in human resource evaluation due to its ability to compare actual profiles with ideal profiles through gap analysis (GAP) (Triyanto et al., 2023). Previous studies have demonstrated that this method is effective in generating competency-based rankings, both in the context of employee selection, job promotions, and performance evaluations. However, most research still focuses on ranking results without integrating concrete follow-up mechanisms. Evaluations

generally stop at the final score determination stage, before developing structured development recommendations based on quantitative analysis. This situation indicates a gap in the development of evaluation systems that not only assess but also systematically direct improvement (Aini et al., 2025).

This problem was also found in the practice of teacher competency evaluation at MTSS MPI Bagan Asahan. The assessment process is still conducted manually under the supervision of the madrasah principal, resulting in a lack of integrated documentation and a lack of comprehensive data-based analysis. The absence of a system capable of linking evaluation results with development recommendations based on competency gap levels is a major challenge in efforts to improve teacher professionalism (Lubis & Lubis, 2024).

Therefore, existing teacher evaluation systems lack integrated post-evaluation intervention mechanisms that systematically translate quantitative results into structured development planning.

Multi-criteria decision-making (MCDM) models have been widely applied in performance evaluation contexts, particularly in human resource management and educational assessment systems. These models enable structured comparison of alternatives under multiple weighted criteria, thereby increasing transparency, consistency, and analytical rigor in decision-making processes. Within this framework, the Profile Matching method represents a competency alignment approach that evaluates the degree of conformity between actual performance and predefined ideal standards (Zaidiah et al., 2025).

Based on this background, this research aims to develop a Decision Support System based on the Modified Profile Matching method to measure the level of teacher competency alignment with ideal standards and generate adaptive development recommendations based on the number of indicators that do not meet standards. Thus, the system functions not only as a ranking tool but also as a managerial instrument in human resource development planning in education (Silitonga & Megawaty, 2023)

Academically, this research contributes to the development of a competency evaluation model that integrates ranking mechanisms and adaptive recommendations within a single GAP-based analytical framework. Practically, the proposed system supports education management in formulating more objective, targeted, and data-driven development policies.

Unlike previous studies that primarily focus on generating competency rankings using the Profile Matching method, this research integrates a proportional coaching recommendation mechanism based on the number of negative GAP indicators. This integration transforms the system from a mere ranking tool into a competency diagnostic and development planning instrument. Therefore, this study contributes not only methodologically but also functionally by linking quantitative evaluation results with structured follow-up actions.

Despite the widespread application of Profile Matching in performance evaluation, limited studies integrate structured post-evaluation intervention mechanisms within DSS architecture. This limitation reduces the practical value of ranking-based systems (Aljofarinski & Utama, 2022).

This paper is structured as follows. The research method section explains the research design and analytical procedures. The results and discussion section presents the empirical findings and their implications. Finally, the conclusion summarizes the main contributions and offers recommendations for future research.

2. RESEARCH METHOD

This research used a quantitative approach focused on developing a Decision Support System model based on the Modified Profile Matching method. This quantitative approach was chosen because the teacher competency evaluation process is fundamentally based on numerical supervision data, allowing for objective and structured measurement of the level of conformity between actual competency and ideal competency standards. Through this approach, the research not only produces competency ratings but also builds a replicable analytical framework as a basis for developing adaptive coaching recommendations.

The research was conducted at MTSS MPI Bagan Asahan in 2025, involving all 22 active teachers. Given the relatively limited population, this study employed a total sampling technique, thus making all teachers the unit of analysis. The teachers analyzed were those with complete supervision documents during the assessment period. No specific exclusion criteria were applied because the study aimed to utilize all available data to obtain a comprehensive picture of competency.

The research data were obtained through documentation studies, observations of supervision documents, limited interviews, and literature review. The primary data came from the official supervision instrument used by the madrasah, which covers four main aspects of learning competency: learning planning, learning implementation, learning assessment, and learning administration. This instrument is a standard document formally used in the internal evaluation process of madrasahs, thus providing institutional legitimacy and validity. Interviews were conducted with the Madrasah Principal and one teacher to gain a contextual understanding of the existing supervision mechanisms and the challenges encountered in the manual assessment system. This research did not involve experimental treatment or the use of additional instruments beyond the existing official documents.

To ensure the credibility and reliability of the collected data, a triangulation approach was applied. Data obtained from supervision documents were cross-checked with information gathered through interviews with the madrasah principal and observations of supervision records. This triangulation process helps minimize potential bias and strengthens the consistency of the competency assessment data used in the analysis.

The four competency aspects were then grouped into two main categories in the Modified Profile Matching method: Core Factor (CF) and Secondary Factor (SF). Learning planning and implementation are categorized as Core Factors because they represent the core of the pedagogical process and directly influence learning quality (Padillah et al., 2024). Meanwhile, learning assessment and administration are placed as Secondary Factors because they play a supporting role in maintaining consistent teacher professionalism(Vidjayanti et al., 2021). In this model, the Core Factor is weighted at 60%, while the Secondary Factor is weighted at 40%, considering that the quality of the learning process plays a dominant role in teacher competency achievement (Lubis & Lubis, 2024).

The determination of the 60%–40% weighting scheme is based on the assumption that instructional planning and implementation represent the core dimensions of pedagogical performance and directly influence learning outcomes. Therefore, these aspects are given a higher proportion in the final evaluation score. This weighting composition reflects a performance-oriented evaluation framework that prioritizes instructional quality as the primary indicator of teacher competency achievement.

Furthermore, the proportional weighting approach is consistent with competency-based evaluation models that emphasize dominant performance indicators in composite scoring systems. In profile matching-based decision support systems, core competencies are commonly assigned higher influence to ensure that critical performance dimensions contribute more significantly to the final evaluation result. The criteria structure and weighting are presented in Table 1.

Table 1. Criteria Structure and Weighting

Factor Category	Criteria Included	Overall Weight
Core Factor (CF)	Learning Planning, Learning Implementation	60%
Secondary Factor (SF)	Learning Assessment, Learning Administration	40%

The analysis process begins by determining each teacher's actual score based on supervision results on a scale of 1 to 4, with 4 representing the highest level of competency. Next, a target score, or ideal profile, of 4 is set for each criterion as the expected standard.

The ideal score of 4 represents full compliance with institutional competency standards and reflects the highest level of expected pedagogical performance. This benchmark serves as a fixed reference point to measure the magnitude of competency deviation using the GAP mechanism.

The degree of agreement between the actual and target scores is calculated using the following equation:

$$GAP = Actual\ Value - Target\ Value$$

This GAP calculation allows the system to measure the level of deviation between the actual competency profile and the expected ideal competency profile.

Table 2. GAP Conversion Weight

GAP	Weight
0	5
-1	4
-2	3
-3	2
-4	1

The obtained GAP value is then converted into a weight according to the Profile Matching method conversion table, where the smaller the difference from the ideal profile, the higher the weight obtained. After the conversion process is carried out, the Core Factor and Secondary Factor values are calculated by averaging the weights for each group of criteria as follows:

$$CF = (A + B) / 2$$

$$SF = (C + D) / 2$$

The averaging mechanism ensures balanced aggregation of competency indicators within each factor group before applying the final composite weighting.

$$Final\ score = (0.6 \times CF) + (0.4 \times SF)$$

This final value is used as the basis for the competency ranking process and as a reference in compiling coaching recommendations based on the level of competency gaps identified.

The designed Decision Support System model was then implemented as a web-based application using the PHP programming language and MySQL database to automate the calculation, weighting, and presentation of evaluation results. System testing was conducted using the Black Box Testing method to ensure that all input, process, and output functions ran according to the established design. The research framework depicting the analysis process flow is presented in Figure 1.

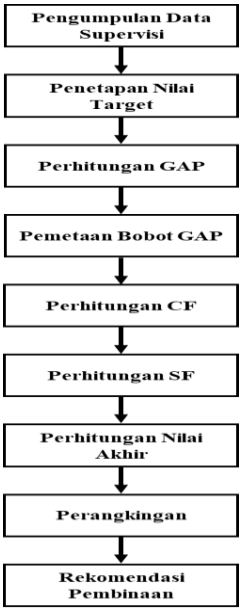

Figure 1. Profile Matching Method Process Flow

The supervision instrument applied in this study is an official evaluation document formally adopted by the madrasah for internal teacher performance assessment. The instrument has been reviewed and validated by the school principal to ensure content relevance and alignment with institutional competency standards. Although statistical reliability testing was not conducted due to the limited sample size, the instrument reflects standardized pedagogical indicators used in routine supervision practice.

3. RESULTS AND DISCUSSION

3.1. Competency Calculation Results Using Modified Profile Matching

Competency scores were calculated using the Modified Profile Matching equation, as explained in the methodology section. The Core Factor (CF) score was obtained from the weighted average of gaps in the planning and implementation aspects of learning, while the Secondary Factor (SF) score was derived from the assessment and administration aspects of learning. The final score was determined through a weighted combination of CF (60%) and SF (40%).

The analysis results showed that the final teacher competency scores ranged from 3.8 to 4.7. Alternative G7 received the highest score of 4.7, while G3 received the lowest score of 3.8. The majority of teachers fell within the 4.0–4.5 range, indicating a relatively high level of competency alignment with ideal standards. A summary of the CF, SF, and final scores is presented in Table 2.

Table 3. CF, SF, and Final Score Values Based on Modified Profile Matching

Teacher Code	CF	SF	Final Score
G1	4.0	4.5	4.2
G2	4.5	4.0	4.3
G3	4.0	3.5	3.8
G4	4.5	4.0	4.2
G5	4.5	4.0	4.3
G6	4.5	4.0	4.2

G7	4.5	5.0	4.7
G8	4.5	4.0	4.3
G9	4.5	4.0	4.3
G10	4.0	4.0	4.0
G11	4.0	4.5	4.2
G12	4.0	4.5	4.2
G13	4.0	4.0	4.0
G14	4.5	4.0	4.3
G15	4.0	4.0	4.0
G16	4.5	4.0	4.3
G17	4.5	4.5	4.5
G18	4.0	4.5	4.2
G19	4.0	4.0	4.0
G20	4.5	4.5	4.5
G21	4.5	4.0	4.3
G22	4.0	4.0	4.0

The ranking and adaptive coaching recommendation results generated by the developed Decision Support System are illustrated in Figure 2.

Figure 2. DSS Ranking and Proportional Coaching Recommendation Interface (Teacher identities anonymized).

3.2. Descriptive Statistical Analysis and Score Distribution

To obtain a more comprehensive picture of the score distribution, a descriptive statistical analysis of the final competency scores was conducted. The calculation results showed an average score of 4.25, with a minimum score of 3.8 and a maximum of 4.7.

The standard deviation of the final competency scores was 0.24, indicating low dispersion and relatively homogeneous performance levels among teachers. The score range of 0.9 indicates relatively limited variation.

The coefficient of variation (5.65%) further confirms the low dispersion of competency scores, indicating a relatively stable performance distribution across teachers.

The distribution of scores concentrated in the 4.0–4.5 range indicates that teacher competency levels tend to be homogeneous and in the good category. No scores showed extreme discrepancies with the ideal standard. This indicates that, in general, the quality of learning has met the criteria set by the madrasah.

The distribution of final scores is visualized as a bar graph to more clearly demonstrate the comparison between alternatives.

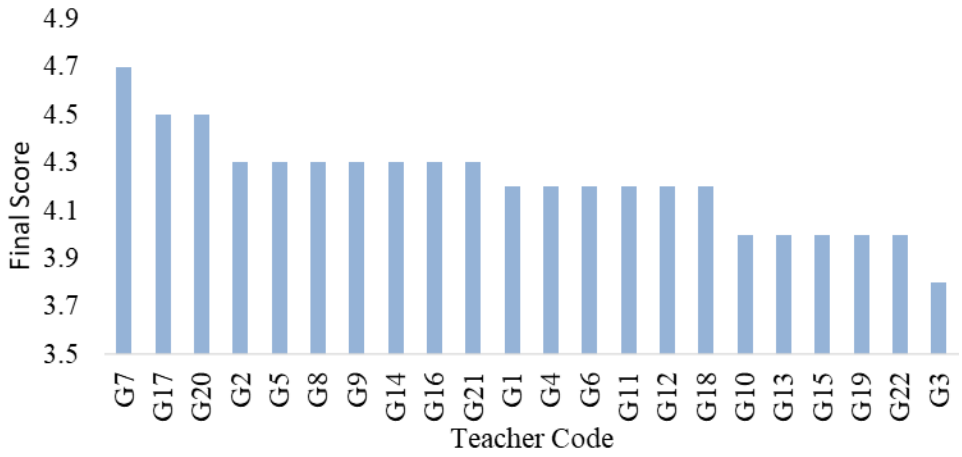

Figure 3. Distribution of Final Teacher Competency Scores

The relatively narrow score range (0.9) indicates limited dispersion among teacher competency levels. This suggests that the supervision instrument tends to produce relatively homogeneous evaluations. While this homogeneity reflects stable and consistent performance standards, it may also reduce the discriminatory sensitivity of the ranking mechanism. Consequently, the ability of the system to sharply differentiate between high-performing and moderately performing teachers becomes limited when initial score variation is small.

The distribution of final teacher competency scores is shown in Figure 2. It can be seen that most teachers fall within the 4.0–4.5 range, indicating a relatively high level of competency alignment with ideal standards. Only one teacher received the highest score of 4.7 and one teacher received the lowest score of 3.8. This distribution pattern, concentrated within a specific range, indicates that teacher competency is relatively evenly distributed, although system differentiation is still limited due to the similarity of weightings on some indicators.

The graph shows that most alternatives have insignificant differences in scores.

From an educational management perspective, the relatively homogeneous distribution of competency scores indicates that most teachers demonstrate comparable pedagogical performance levels. This condition may reflect the existence of standardized teaching practices and supervision mechanisms implemented by the madrasah. However, the limited variation in scores suggests that teacher development programs should focus on specific competency gaps rather than general training programs. By identifying indicators that produce negative GAP values, school management can design targeted coaching interventions aimed at improving particular aspects of instructional practice.

The integration of the Decision Support System supports data-driven decision making in educational management. By systematically identifying competency gaps and generating proportional coaching recommendations, the system helps school administrators formulate more targeted teacher professional development strategies based on objective evaluation results rather than subjective judgment.

To validate the consistency of the developed Decision Support System (DSS), a comparison was conducted between the manual supervision ranking determined by the madrasah principal and the ranking generated by the Modified Profile Matching model. The comparison aims to examine whether the DSS alters decision direction or maintains alignment with existing evaluation practices. The results indicate that the identification of top-performing and lowest-performing teachers remains consistent between both approaches, although minor positional shifts occur among mid-ranked teachers due to the weighted GAP calculation process.

Table 4. Comparison Between Manual Ranking and DSS-Based Ranking

Teacher Code	Manual Rank	DSS Rank	Rank Difference
G7	1	1	0
G20	2	2	0
G17	3	3	0
G3	22	22	0
G10	15	14	+1
G14	10	11	-1

The madrasah principal confirmed that the DSS-based ranking results are consistent with practical supervision observations and considered the system useful for structured competency development planning. This confirmation strengthens the practical validity of the proposed model.

The comparison demonstrates that the DSS model maintains decision consistency for extreme ranks while providing more precise differentiation among teachers with closely clustered performance scores (Rizaldi et al., 2025).

3.3. Interpretation of Results and Relevance to Research Objective

The results show that the Modified Profile Matching method is capable of quantitatively measuring the level of competency suitability using the gap approach (GAP). Most GAP scores fall between 0 and -1, indicating that teachers' actual competencies generally meet or fall slightly below ideal standards.

This finding supports the research objective of producing an objective, structured, and replicable evaluation model. The integration of weighting between Core Factors and Secondary Factors provides a proportion of evaluation that places greater emphasis on core aspects of learning, so that the final results better reflect the quality of the pedagogical process (Hutahaean et al., 2024).

However, several alternatives with identical scores resulted in similar ranking positions. This limitation suggests that future system enhancement may require finer-grained competency indicators or multi-level scaling to improve discrimination power and ranking sensitivity.

This indicates that although the system is capable of identifying the level of competency suitability, its sensitivity to small differences between individuals is still limited. The main factor influencing this is the homogeneity of initial supervision scores.

These findings are in line with previous studies applying the Profile Matching method in educational performance evaluation, which also reported clustered score distributions due to limited variation in supervision assessments. However, unlike prior studies that primarily concluded at the ranking stage, this research extends the analytical framework by integrating a proportional coaching recommendation mechanism. This integration enhances the functional value of the Decision Support System beyond ranking and transforms it into a structured professional development instrument (Bauka et al., 2023).

The gap-based evaluation mechanism applied in this study aligns with competency-based performance management frameworks, which emphasize measurable alignment between expected standards and actual performance indicators. By quantifying the deviation from ideal profiles, the system enhances objectivity while maintaining managerial interpretability. This structured alignment approach strengthens the analytical foundation of competency evaluation within educational institutions (Rendu et al., 2022).

3.4. Coaching Recommendation Mechanism Based on the Number of GAPs

One of the main contributions of this research is the integration of a coaching recommendation mechanism based on the number of indicators that do not meet standards. The system is designed to generate recommendations proportionally based on the number of negative GAPs each teacher has.

If all indicators meet the standard (no negative GAPs), the system does not generate a coaching recommendation. If there is even one indicator with a negative GAP, the system provides one coaching recommendation specific to that aspect. The more indicators that do not meet the standard, the more coaching recommendations are generated. The coaching recommendation logic is presented in Table 5.

Table 5. Logical Scheme of Guidance Recommendations Based on the Number of Indicators Below Standard

Number of Indicators with Negative GAP	Competency Alignment Level	Number of Coaching Recommendations
0	All competencies meet the standard	No recommendation
1	One competency gap identified	1 coaching recommendation
2	Two competencies do not meet the standard	2 coaching recommendations
3	Three competencies do not meet the standard	3 coaching recommendations
4	All competencies do not meet the standard	4 coaching recommendations

For example, teacher G3 had negative GAP values in the learning assessment aspect. The system generated a specific recommendation focused on improving formative evaluation techniques and rubric-based assessment design.

The diagram in Table 3 shows that the system applies the principle of proportionality in providing coaching recommendations. The number of recommendations is determined directly based on the number of indicators with negative GAP values. This approach ensures that development interventions are tailored to the level of identified competency gaps. Thus, the system serves not only as a ranking tool but also as an evaluation instrument that supports ongoing teacher coaching planning.

This approach ensures that evaluation results do not stop at the ranking stage, but continue to formulate measurable follow-up actions. Thus, the system functions as both a competency diagnostic instrument and a tool for planning teacher professional development.

The recommendation mechanism introduces a rule-based proportional decision logic embedded within the system architecture. This rule ensures that the intensity of professional development intervention corresponds directly to the magnitude of identified competency gaps. Such proportional alignment increases fairness, transparency, and accountability within the evaluation system. By linking quantitative evaluation outputs with structured follow-up actions, the developed model shifts from a static assessment tool to a dynamic competency improvement framework.

In practical implementation, the coaching recommendations generated by the system can serve as guidance for school management when designing teacher professional development programs. The madrasah principal or academic supervisors can use these recommendations as the basis for mentoring sessions, targeted training programs, or classroom supervision follow-ups. Future implementation may also incorporate a feedback mechanism from teachers to evaluate whether the recommended coaching interventions effectively improve competency performance.

3.5. Theoretical and Managerial Implications

Theoretically, this research expands the application of the Profile Matching method in the context of educational management by integrating evaluative and developmental functions within a single information technology-based system. Unlike previous studies that generally concluded at the ranking stage, this model extends the analytical framework by linking gap analysis results with an adaptive and proportional coaching recommendation mechanism. This integration strengthens the functional dimension of Decision Support Systems by transforming them from static evaluation tools into structured competency development instruments.

From a managerial perspective, the developed system provides a more objective and transparent basis for decision-making in madrasahs when designing teacher competency improvement programs. The integration of quantitative evaluation results with structured recommendations enhances accountability in supervision processes and reduces subjectivity in performance appraisal. The rule-based proportional recommendation logic ensures that professional development interventions are aligned with the magnitude of identified competency gaps (Triyanto et al., 2023).

However, the assumption of uniform ideal scoring for all competency aspects may limit sensitivity in distinguishing subtle performance variations. Future research could explore dynamic benchmark modeling or multi-level competency scaling to improve analytical precision.

Despite these contributions, this study has several limitations. The relatively small sample size, limited to a single institution, restricts the generalizability of the findings. In addition, the homogeneous distribution of supervision scores reduces differentiation sensitivity within the ranking mechanism. Future research may expand the scope of respondents, incorporate more granular competency indicators, and conduct comparative analysis with alternative multi-criteria decision-making methods to improve model robustness and analytical precision (Yuwanda & Apdillah, 2025).

3.6. Sensitivity Consideration of Weighting Composition

A sensitivity consideration was conducted conceptually to evaluate the impact of weighting composition on the ranking structure. Given the relatively homogeneous distribution of CF and SF values, minor adjustments in weighting proportions are unlikely to significantly alter the ranking hierarchy. This indicates that the model demonstrates structural stability under small weighting variations. However, in cases with wider score dispersion, weighting sensitivity may produce different ranking outcomes. Future studies may conduct quantitative sensitivity testing to further validate model robustness.

To further evaluate model stability, a comparative simulation was conducted using an alternative balanced weighting scheme (50% Core Factor and 50% Secondary Factor). The simulation showed that the top-ranked alternative remained unchanged, while minor positional shifts occurred only among mid-ranked teachers with closely clustered scores (Aini et al., 2025). This indicates that the ranking structure is relatively robust against moderate weighting variations. Therefore, the proposed 60%–40% weighting composition does not produce extreme ranking bias but rather reflects proportional emphasis on instructional quality dimensions (Nasution, 2022).

When applying a 50%–50% weighting scheme, only two mid-ranked teachers shifted position by one rank, while the highest and lowest ranks remained unchanged. This confirms ranking stability under moderate weighting variation.

Table 6. Ranking Comparison Between 60–40 and 50–50 Weighting Schemes

Teacher Code	Rank (60–40)	Rank (50–50)	Change
G7	1	1	0
G20	2	2	0
G17	3	3	0
G10	14	15	-1
G14	11	10	+1

4. CONCLUSION

This study developed a Decision Support System based on the Modified Profile Matching method to evaluate teacher competency alignment with predefined ideal standards while integrating proportional rule-based coaching recommendations. The model applies GAP analysis between actual and target profiles, with a 60% weighting for Core Factors and 40% for Secondary Factors, to generate both competency rankings and structured development interventions (Hidayat & Puspasari, 2025).

The results indicate that final competency scores ranged from 3.8 to 4.7, with most teachers positioned within the 4.0–4.5 interval, reflecting generally strong alignment with institutional standards. Beyond ranking, the system embeds a proportional recommendation mechanism in which the number of coaching interventions corresponds directly to the number of negative GAP indicators, thereby transforming the evaluation process into a structured professional development framework (Padillah et al., 2024)

Theoretically, this research extends the application of Profile Matching by integrating evaluative and developmental functions within a single analytical architecture. Practically, the system enhances transparency, reduces subjectivity, and supports data-driven competency planning in educational institutions (Triyanto et al., 2023).

This study is limited to a single institution and aggregated competency criteria. Future research may incorporate more granular indicators, alternative multi-criteria decision-making methods, and broader institutional contexts to improve model generalizability and analytical sensitivity.

Overall, embedding proportional rule-based coaching within a GAP-based evaluation framework advances DSS from a static ranking tool into a dynamic and scalable competency development system (Silitonga & Megawaty, 2023).

The findings also highlight the potential role of decision support systems in supporting evidence-based policy making for teacher professional development within educational institutions.

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