

Performance Assessment of Administrative Employees High School in Mataram City

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Abstract

Human resources are the main strength in organizational dynamics, including schools. Administrative staff, particularly administrative employees, bear the responsibility to carry out administrative tasks optimally. However, the performance of civil servants, including administrative employees, often falls short. Performance evaluation using the Job Performance Assessment List is considered ineffective and tends to be routine. This study aims to evaluate the performance of administrative employees in secondary schools, focusing on the differences between Senior High Schools and Vocational High Schools, as well as the relationship between performance and the Job Performance Assessment List. The research methodology involves a comparative and correlational analysis of data from questionnaires and documentary studies. The results indicate that the performance of administrative employees generally falls below average, while the Job Performance Assessment List tends to be high. Although there are differences in performance between types of schools, there is no significant difference in the Job Performance Assessment List. This assessment is more influenced by subjective factors and does not adequately reflect actual performance, which is more related to motivation and capability. Therefore, performance evaluations of employees need to be adjusted to be more objective and comprehensive.

Keywords: *Administrative Staff, Performance Evaluation, School Administration.*

INTRODUCTION

An organization's human resources are its driving power, enabling it to fulfill its vision and goal and become dynamic (Khandelwal & Upadhyay, 2021; Langford et al., 2014; Masri & Jaaron, 2017). Such is the case with schools, where principals, teachers, students and administrative staff play an important role in carrying out their tasks to achieve their respective goals (Al Shobaki et al., 2017; Dacholfany et al., 2024; Kasiman et al., 2023; Pagán-Castaño et al., 2021).

As part of the school administrative staff, administrative staff have the responsibility to perform administrative tasks optimally, giving their best every day. They have professional responsibilities as civil servants, expected to have high skills, proficiency and responsibility in their work (Efendi & Desmiarti, 2021; Pagán-Castaño et al., 2021; Sunarsi et al., 2021; Van Beurden et al., 2021). The overall prosperity of the school will benefit from an administrative officer's strong performance (Pagán-Castaño et al., 2021).

However, in reality, the performance of civil servants, including administrative staff, is often inadequate. In fact, there is still a tendency for feudal behaviour among civil servants. They are supposed to serve the community, but in some cases, it is the community that feels they have to serve them (Alfianita et al., 2022; Parhan, 2021). So far, the performance appraisal system for civil servants uses the Job Performance Assessment List, which in practice is considered less effective because it lacks detail in evaluating the performance of civil servants (Hatta, 2018; Karmilasari & Pahlevi, 2021).

In practice, this instrument is often considered less reliable and feels like an annual routine. Therefore, it is necessary to improve and enhance the Job Performance Assessment List in order to better and objectively assess employee behaviour (Gani et al., 2021)

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Technically, the use of the Job Performance Assessment List as a tool to assess the performance of civil servants is regulated in Government Regulation Number 10 of 1979 which is an elaboration of Law Number 8 of 1974 concerning Civil Service Principles. Evaluation of this instrument has been carried out by the government with the issuance of Law Number 43 of 1999. However, although this new law has emphasised the need to use employee performance appraisals that are effective, accurate, flexible and easy to implement, it has not further detailed the performance appraisal methods to be used (Fatichadiasty, 2020; Ode Wahiyuddin, 2022).

Law No. 43/1999 requires the use of integrated employee performance appraisals within a performance management framework. This means that employee performance appraisal should be linked to compensation, education, training, promotion, and planning activities (Fatichadiasty, 2020).

The success of an administrative employee can be seen from whether or not his work is in line with the tasks set, high work motivation, adequate levels of knowledge and skills, and a conducive work atmosphere. High work motivation tends to increase organisational activity, ensures service standards are met, and leads to employee awareness and drive to perform their duties well (Al-Kharabsheh et al., 2023; Girdwichai & Sriviboon, 2020; Ibrahim et al., 2022).

The knowledge and skills of administrative staff are basically fulfilled during the recruitment process and in accordance with the tasks to be carried out, but can be influenced by work experience. A good working atmosphere, including good interpersonal relationships between employees and with the principal, as well as a comfortable working environment, also plays a role in the success of administrative staff (Ryan, 2017; Sabir & Ahmad, 2022).

Administrative staff play an important role in supporting teaching and learning activities in schools. Lack of support from them can hamper the smooth running of school administration, including student and personnel administration. Consequently, as administrative staff members are crucial to the provision of school administration services, it is crucial to pay attention to their performance (Appel-Meulenbroek et al., 2022; Dawood, 2023). Errors in their performance can be seen in the slowness of information services, difficulties in the archive system, and so on. In order to improve these services, it is necessary to study the level of performance of these employees in carrying out their duties or work. Therefore, a study of the performance of administrative staff is important as a start to finding steps to improve their performance (Ermayanti et al., 2022).

Based on the aforementioned issues, the following are the study's goals: to ascertain the outcomes of employee performance evaluations; to compare administrative staff members at senior high schools and vocational high schools in terms of performance; to compare administrative staff members at senior high schools and vocational high schools in terms of Job Performance Assessment Lists; to ascertain the distinctions between administrative staff members' performance and Job Performance Assessment Lists of secondary school administrative staff members; and to ascertain the correlation between administrative staff members' performance and Job Performance Assessment Lists of secondary school employee in Mataram City.

LITERATURE REVIEW

Performance Assessment

Employee performance appraisal is important for both employees and organisations. For employees, it provides feedback on their performance, while for the organisation, it is important for development planning. A good appraisal system should be directly related to the job, practical, have clear standards, and objective criteria (Amelia et al., 2019; Bastian et al., 2023). Assessment can be done through direct or indirect observation. Objective appraisals provide a high degree of accuracy, while subjective appraisals tend to be less accurate. There are two orientations of performance appraisal: past and future, each with advantages and disadvantages (Braun et al., 2020; Yakob et al., 2021). There are various past-orientated performance appraisal methods, such as rating scale, checklist, and critical event methods. Future-oriented appraisal methods include self-assessment, psychological, and management by objectives. The assessment centre method requires a team of experts with an integrated assessment system (Al-Kuwari et al., 2022; Lestari et al., 2023; Suastra & Menggo, 2020).

Employee Performance

Employee performance is a focus of attention in organisational studies as the information can be used for individual and organisational development. The definition of performance varies according to several experts. Withmore states that performance is the performance of functions required of a person (Paais & Pattiruhu, 2020). Whereas Wagner and Hollenbeck consider it a function of effort, task understanding, and ability. Bernardin and Russel view it as the result of certain work in a certain period of time (Bastian et al., 2023). Cascio emphasises the achievement of assigned tasks. Fattah adds that performance is also influenced by knowledge, attitude, skills, and motivation. Rao defines it as a mechanism to ensure compliance with the tasks desired by the leader (Sabuhari et al., 2020; Wolor et al., 2022).

Performance appraisals are important because they inform promotion and pay decisions, and provide opportunities for development. Performance evaluations can be based on goals, standards or targets, and involve feedback to improve performance. Thus, to understand employee performance, standardised criteria involving motivation, effort, perception, ability and skills are required (Aliyyah et al., 2021; Chen et al., 2022; Memon et al., 2023; Zhenjing et al., 2022).

Factors Affecting Performance

Employee performance is influenced by various factors such as motivation, skills, task clarity, supporting resources, principal leadership and achievement opportunities, which also affect job effectiveness (Briones et al., 2022; Putra & Holisoh, 2023). The quality of management, especially in the leadership function, and the fit between the employee's personality and the job also play an important role in improving performance. With these factors in mind, performance appraisals can more accurately diagnose employees' training and development needs as well as set realistic standards and provide constructive feedback (Iqbal et al., 2023; Kanya et al., 2021). Performance management, which involves planning, coaching, and evaluation, is an effort to manage employee performance on an ongoing basis by identifying performance deficiencies, planning for development, implementing plans, and evaluating results (Agus Triansyah et al., 2023; Khan et al., 2020).

This provides the basis for the formulation of three research hypotheses: the first holds that there is a significant difference between the administrative staff performance in senior high schools and vocational high schools; the second holds that there is a significant difference between the administrative staff job performance assessment list of senior high schools and vocational high schools; the third holds that there is a significant difference between performance and the administrative staff job performance assessment list of secondary schools in Mataram City; and the fourth holds that there is a significant relationship between performance and the administrative staff job performance assessment list.

METHOD

This research comprises both comparative and correlational studies. In this research, the subjects of interest are the administrative employees of secondary schools, while the variables to be compared are performance and the Job Performance Assessment List. This research also includes correlational research. In this study, the variables to be examined for their relationship are performance and the Job Performance Assessment List.

The research population consists of 115 individuals, namely all administrative employees who are civil servants and work in public secondary schools in the city of Mataram, comprising seven Senior High Schools and five Vocational High Schools. The research sample is taken as 35% of the population of each group of secondary schools, namely 14 administrative employees from Senior High Schools and 26 administrative employees from Vocational High Schools, making a total of 40 samples. Sampling is done using proportional random sampling technique.

Data collection is conducted through two methods: questionnaire instruments and documentary studies. Questionnaires are used to measure performance, while documentary studies are conducted to record documents of the Job Performance Assessment List from the last assessment. The performance questionnaire consists of two parts: the first part measures motivational aspects, and the second part measures capability

aspects. The motivation questionnaire is filled out by each respondent, while the capability questionnaire is filled out by three teachers.

Assessment of the administrative employees' capabilities by teachers is based on the consideration that one of the tasks of administrative employees is to assist teachers in personnel administration. In addition to this reason, it is also intended to provide more objective assessment results.

The performance questionnaire is designed following the guidelines for constructing Likert scale attitude assessment questionnaires. Statements consist of pleasant (positive) and unpleasant (negative) statements. Each statement is presented with five response options. Positive statements are scored on a range of 5 to 1, with 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly Disagree. Conversely, negative statement scores are given on a range of 1 to 5, with 1 for Strongly Agree, 2 for Agree, 3 for Neutral, 4 for Disagree, and 5 for Strongly Disagree. Because responses to the statement items are limited to five options, the nature of this questionnaire is closed-ended.

Before actual data collection, a pilot test is conducted to test the validity and reliability of the statement items in the research instrument. Validity and reliability testing of the research instrument is performed by analyzing the relationship between the scores of statement items and the total item scores using the Pearson product-moment correlation formula.

The criteria for accepting the validity of items are compared by comparing the r-table value with the r-value. If the r-table is greater than the r-value, the statement item is considered valid, and if the r-table is less than the r-value, the statement item is considered invalid. Instrument reliability is analyzed using the Cronbach's Alpha coefficient formula.

The collected data are processed and analyzed according to the research problem formulation, using descriptive and inferential methods. Descriptive analysis involves frequency distribution tables, means, medians, and modes. Meanwhile, for inferential analysis, t-tests, regression, and correlation are used. Before conducting inferential statistical analysis, normality and homogeneity tests are performed to ensure the suitability and uniformity of the data. Normality tests evaluate data distribution, while homogeneity tests examine whether the samples come from the same population. In this study, the normality test uses the Chi-square test.

After the research data meets the criteria of normality and homogeneity, the next step is to conduct hypothesis testing. Hypothesis testing regarding the differences in performance and the differences in the Job Performance Assessment List of administrative employees between Senior High Schools and Vocational High Schools is conducted using the t-test. The criteria for the t-value in hypothesis testing are: accept H_0 if $-t_{1-\frac{1}{2}\alpha} < t < t_{1-\frac{1}{2}\alpha}$

Meanwhile, to test the third hypothesis regarding the relationship between performance and the Job Performance Assessment List, regression and correlation techniques are employed. Regression analysis is used to analyze the model relationship between performance and the Job Performance Assessment List. Because this research involves two variables, the regression analysis used is simple regression $\hat{Y} = a + bX$.

After obtaining the regression line equation, significance and linearity tests are conducted to determine whether the relationship model between performance and the Job Performance Assessment List is linear and whether the relationship is significant. Significance and linearity tests for the regression line equation use analysis of variance or ANOVA. The acceptance criteria to determine the significance of the regression line equation are: reject H_0 if $F\text{-value} \geq F\text{-table}$, indicating the regression line equation is significant. Meanwhile, the acceptance criteria to determine the model of the regression line equation are: reject H_0 if $F\text{-value} \leq F\text{-table}$, indicating the regression line model is linear.

Correlation technique is used to determine whether there is a relationship between performance and the Job Performance Assessment List using the Pearson product-moment correlation formula. The entire process of data processing in the research uses Microsoft Excel 2000 and SPSS version 11 software.

RESULT

Trial Instrument Test

Based on the trial data of instrument testing, validity and reliability analysis of the instrument were conducted. Out of the planned 50 statement items in the instrument, in the first count, 37 statement items were obtained as valid, and 13 items were invalid (dropped). Because there were still dropped items, a second calculation was conducted, resulting in 36 valid statement items and 1 dropped item. In the third calculation, after dropping 1 statement item, it turned out that all 36 items were valid. All valid statement items also represented each planned indicator.

Based on the calculation and SPSS output, a reliability coefficient of 0.841 was obtained with a total of 36 valid items. Thus, the research instrument has a sufficiently high reliability.

Table 1. Performance Instrument Grille

Variable	Indicator	Descriptor	Data Source	Item Number
Motivation	Internal Motivation	1. Fulfillment of needs 2. Encouragement to work better 3. Desire to progress 4. The desire to excel	Administrative Officer	1, 2, 3, 4 5, 6, <u>7</u> , 8 9, <u>10</u> , 11 12,13, 14, <u>15</u>
	External Motivation	1. Work challenges to compete 2. Compensation	Administrative Officer	16, 17, 18 <u>19</u> , 20
Ability	Knowledge	1. Understanding of work 2. Passion for learning	Teacher	1, 2, 3 <u>4</u> , 5, 6
	Skills	1. Ability to use work tools 2. Work on time 3. Conformity of results and work plans	Teacher	7, 8, <u>9</u> <u>10</u> , 11 <u>12</u> , 13, 14
	Experinece	1. Work period and variety of duties	Teacher	<u>15</u> , 16

Notice: Underlined item numbers are negative statements

Description of Performance Data and Job Performance Assessment List

To obtain an overview of the characteristics of the data distribution from the research subjects, the following are presented: the mean, median, mode, standard deviation, and frequency distribution table. From the data collected through research questionnaires and statistical calculations, the highest score obtained was 146.99 and the lowest score was 131.99, with a mean value of 139.21, a median of 138.84, and a mode of 140.33. The mean, median, and mode values showed values that are close to each other, so the mean value is still used as a measure of central tendency. Based on the performance data calculations, 52.5% are below average, and 47.5% are above average. This can be interpreted as indicating that the performance of administrative staff is mostly at a satisfactory level.

Table 2. Frequency Distribution of Administrative Employee Performance

Class	Frequency			
	Absolut (f)	Relative (%)	Cumulative (fk)	Cumulative Relative
130 - 132	1	2,5%	1	2,5%
133 - 135	4	10%	5	12,5%
136 - 138	12	30%	17	42,5%

139 - 141	14	35%	31	77,5%
142 - 144	6	15%	37	92,5%
145 - 147	3	7,5%	40	100%
Total	40			

The calculation results of the Job Performance Assessment List data show that the maximum score is 90.14 and the minimum score is 80.57, with a mean value of 85.83, a median of 86.22, and a mode of 83.28. The mean, median, and mode values show different values. Because these three values are nearly equal or their differences are not extreme, the mean value is still used as a measure of central tendency. Based on the calculation, 55% of the performance data are above average, and 45% are below average. This can be interpreted as indicating that the Job Performance Assessment List of administrative staff mostly falls into high-value categories.

Table 3. Frequency Distribution of Administrative Employee Job Implementation Assessment List

Class	Frequency			
	Absolut (f)	Relative (%)	Cumulative (fk)	Cumulative Relative
130 - 132	1	2,5%	1	2,5%
133 - 135	4	10%	5	12,5%
136 - 138	12	30%	17	42,5%
139 - 141	14	35%	31	77,5%
142 - 144	6	15%	37	92,5%
145 - 147	3	7,5%	40	100%
Total	40			

Test of Assumption Analysis

Normality Test

The result of the normality test for performance score data yielded a chi-square value of 0.89, while the chi-square value from the table with 3 degrees of freedom at a significance level of 5% is 7.81. Because the chi-square table value is greater than the chi-square test value, it can be concluded that the performance score data is derived from a normally distributed population. The result of the normality test for the Job Performance Assessment List data yielded a chi-square value of 3.56, while the chi-square value from the table with 2 degrees of freedom at a significance level of 5% is 7.81. Because the chi-square table value is greater than the chi-square test value, it can be concluded that the Job Performance Assessment List data is derived from a normally distributed population.

Homogeneity Test

The calculation results for testing the homogeneity of variances of variable Y scores relative to variable X scores are presented in Table 4.

Table 4. Summary of Homogeneity Test Results

Group variants	χ^2_{count}	χ^2_{table}	Conclusion
Y on X	17,136	43,80	Homogen

Based on Table 4, it can be concluded that at the 5% significance level, the variances of the dependent variable group scores relative to the independent variable scores are homogeneous.

Hypothesis Test

Difference in Performance of Administrative Staff between Senior High Schools and Vocational High Schools

From the calculation results, the values for the t-test are presented in Table 5. Based on the values in Table 5, the calculated t-value is -3.292, while the tabulated t-value at a significance level of 5% and degrees of freedom of 38 is 2.02. Since the calculated t-value falls outside the acceptance interval of -2.02 to 2.02, the null hypothesis (Ho) is rejected. Therefore, it can be concluded that the average performance of administrative staff in Senior High Schools differs significantly from that in Vocational High Schools.

Table 5. Values for T-Test Calculation of Performance of High School and Vocational High School Administration Employees

Expalation	Value
$\sum X_1$	1918,67
$\sum X_2$	3649,61
\bar{X}_1	137,04
\bar{X}_2	140,37
$\sum x_1^2$	127,28
$\sum x_2^2$	224,78
n_1	14
n_2	26

Difference in Performance Appraisal Scores of Administrative Staff between Senior High Schools and Vocational High Schools

From the calculation results, the values for the t-test are presented in Table 6. Based on the values in Table 6, the calculated t-value is 0.507, while the tabulated t-value at a significance level of 5% and degrees of freedom of 38 is 2.02. Since the calculated t-value falls within the acceptance interval of -2.02 to 2.02, the null hypothesis (Ho) is accepted. Therefore, it can be concluded that there is no significant difference between the average Performance Appraisal Scores of administrative staff in Senior High Schools and Vocational High Schools.

Table 6. Values for t-test calculations List of Job Implementation Assessments for High School and Vocational High School Administration Employees

Expalation	Value
$\sum X_1$	1204,99
$\sum X_2$	2228,01
\bar{X}_1	86,071
\bar{X}_2	85,693
$\sum x_1^2$	57,90
$\sum x_2^2$	134,72
n_1	14
n_2	26

Difference between the performance and Job Performance Appraisal Scores of administrative staff in secondary schools

From the calculation results, the obtained t-value is 88.083, while the tabulated t-value at a significance level of 5% and degrees of freedom of 39 is 2.02. Since the calculated t-value is outside the acceptance interval of -2.02

and 2.02, the null hypothesis (Ho) is rejected. Therefore, it can be concluded that there is a significant difference between the performance and Job Performance Appraisal Scores of administrative staff in secondary schools in Mataram.

Relationship between performance and Job Performance Appraisal Scores

Based on the simple regression calculation of performance scores on Job Performance Appraisal Scores, the equation of the simple regression line is obtained $\hat{Y} = 74,53 + 0,08X$.

Table 7. ANOVA for Significance Test and Linear Regression of Job Implementation Assessment List (Y) on Performance Score (X)

Variation Source	dk	JK	KT	F-count	F-table
Total	40	294832,11			
Regression a	1	294637,23	294637,23		
Regression (b a)	1	2,94	2,94	0,58 *)	4,10
Residual	38	191,95	5,05		
Suitable	29	180,22	6,21	4,77 **)	2,8997
Error	9	11,73	1,30		

In Table 7, for the significance test of the linear regression equation, the calculated F-value is smaller than the tabulated F-value. Therefore, it can be concluded that the linear regression equation $\hat{Y} = 74,53 + 0,08X$ is not significant. However, for the regression model test, the calculated F-value is larger than the tabulated F-value. Hence, it can be concluded that the regression model is linear. This means that although the relationship model between performance and Job Performance Appraisal Scores is linear, the regression line model cannot be used to explain the increase or decrease in Job Performance Appraisal Scores.

Table 8. Correlation Coefficient and Testing the Significance of the Correlation Coefficient between Performance (X) and Job Implementation Assessment List (Y)

N	r	R	t-count	t-table
40	0,124	0,015	0,77	1,68

From Table 8, it is inferred that there is a positive relationship between performance and Job Performance Appraisal Scores. However, this relationship is not significant, as indicated by the t-value being less than the tabulated t-value. Additionally, the coefficient of determination of 0.015 explains that only 0.15% of the performance factor can influence changes in Job Performance Appraisal Scores, while 99.85% is determined by other factors.

DISCUSSION

Performance and Job Performance Appraisal Scores of Administrative Staff

The research findings on the performance and Job Performance Appraisal Scores of administrative staff indicate that 52.5% of administrative staff performance is below the average, while 55% of Job Performance Appraisal Scores are above the average. This data suggests that the performance of administrative staff, indicated by motivation and ability, mostly falls below the average or can be categorized as moderate or sufficient. This is in stark contrast to the Job Performance Appraisal Scores, which mostly fall above the average or can be categorized as high.

Difference in Performance of Administrative Staff between High Schools and Vocational High Schools

The hypothesis test results regarding the difference in performance of administrative staff between high schools and vocational high schools indicate that there is a significant difference in the performance of administrative staff between high schools and vocational high schools. This difference in performance is mainly attributed to the fact that the average capability of administrative staff in vocational high schools is better than that of administrative staff in high schools. This may be possible because vocational schools have adequate facilities and resources to support the achievement of vocational high school programs, resulting in graduates who meet the demands of the job market, thereby influencing staff to adapt and develop themselves competitively.

Additionally, to support school development programs, the education and training programs received by vocational high school staff are more diverse and intensive compared to those received by high school staff. For example, training in management information systems, graphic design, entrepreneurship, and others enriches the knowledge and experience of staff in performing their daily tasks. A model of staff development through such diverse training is likely to enhance their performance in carrying out their duties.

The Difference in the Job Performance Appraisal List between Administrative Staff of Senior High Schools and Vocational High Schools

The hypothesis test results regarding the difference in Performance Appraisal Lists of Administrative Staff between High Schools and Vocational High Schools indicate that there is no significant difference between the Performance Appraisal Lists of Administrative Staff in High Schools and Vocational High Schools. In other words, there is similarity between the scores of the Performance Appraisal Lists of Administrative Staff in High Schools and Vocational High Schools, both of which are categorized as high.

Upon closer examination, it can be observed that this high score condition of the Performance Appraisal Lists is caused by school principals, who are the assessors, consistently giving scores that tend to increase from year to year, and there are almost no cases found where staff experience a decrease in their Performance Appraisal List scores. This is due to the connection of the Performance Appraisal List as one of the considerations for obtaining salary increases for civil servants.

The Difference in Performance and Job Performance Appraisal List of Administrative Staff in Secondary Schools.

The hypothesis test results regarding the difference in performance and Performance Appraisal Lists of Administrative Staff in secondary schools indicate that there is a significant difference between performance and the Performance Appraisal Lists. The variance in assessment results between performance and the Performance Appraisal Lists occurs because the indicators used to measure performance and the methods used for performance assessment are not the same. In other words, if the score of the Performance Appraisal List is considered as a measure of the performance of administrative staff, then there is a gap between actual performance and what is reflected in the Performance Appraisal Lists.

Theoretically, performance measurement is determined by two main elements: motivation and ability (Schermerhorn, 1996; Hodgetts and Kuratko, 1988; Vroom in Gibson et al., 1997; and Porter and Lawler in (Bastian et al., 2023)). However, the elements used to evaluate the performance of civil servants in the format of the Performance Appraisal List are loyalty, job performance, responsibility, obedience, honesty, cooperation, initiative, and leadership. The aspects contained in the Performance Appraisal List are not fully in line with the theoretical elements of performance. Therefore, performance assessment of employees needs to be conducted more comprehensively by considering motivation and ability elements in addition to performance assessment using the Performance Appraisal List.

Furthermore, this research also reveals that the assessment method used to evaluate the Performance Appraisal Lists of staff is solely based on the school principal's judgment, and the results tend to increase from previous assessments. The school principal only evaluates the Performance Appraisal Lists based on the scores achieved

in the previous period and makes necessary adjustments. This assessment method gives the impression of merely fulfilling formal procedures and avoiding the possibility of resistance to the school principal's leadership. This aligns with opinion that performance assessment of employees using the Performance Appraisal List has a high level of subjectivity, and the assessment method is not conducted as a result of a comprehensive evaluation from the beginning to the end of an assessment period.

The Relationship between Performance and Job Performance Appraisal List of Administrative Staff

The research findings on the relationship between performance and the Performance Appraisal List indicate that there is no significant relationship between performance and the Performance Appraisal List, and the model representing the relationship between them is also not significant, despite the linear form of the regression equation. The lack of significance in the relationship between performance and the Performance Appraisal List may be due to the fact that the performance of administrative staff is categorized as moderate or adequate, while the Performance Appraisal List is categorized as high, which ideally should be in the same category. These results further strengthen the belief that the assessment of the Performance Appraisal List has not been conducted in a measured and objective manner. Similar results would be obtained if the assessment of the Performance Appraisal List were conducted taking both aspects into account.

The research findings suggest that the performance of administrative staff is more influenced by factors outside the measures used to assess the Performance Appraisal List. In other words, performance is more determined by measures of motivation and ability, while the elements used to assess the Performance Appraisal List include loyalty, job performance, responsibility, obedience, honesty, cooperation, initiative, and leadership. The elements evaluated in the Performance Appraisal List are still general and do not adequately address performance measures theoretically.

CONCLUSION

The findings of this study examine the performance of administrative staff based on data analysis from questionnaires and the Performance Appraisal List, the performance differences between employees of High Schools and Vocational High Schools, as well as the relationship between performance and the Performance Appraisal List. The results indicate that the majority of administrative staff performance is below average, while the scores on the Performance Appraisal List tend to be high. The performance difference between High Schools and Vocational High Schools is attributed to the better abilities of Vocational High School employees, supported by more varied facilities and training. However, there is no significant difference in the Performance Appraisal List between the two. The results of the Performance Appraisal List tend to increase from year to year and inadequately reflect actual performance. The relationship between performance and the Performance Appraisal List is not significant, indicating that the Performance Appraisal List assessment does not yet reflect actual performance, which is more influenced by motivation and ability. Therefore, performance assessment of employees needs to be conducted more comprehensively by considering motivation and ability factors, not solely relying on the Performance Appraisal List.

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