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Improving the Performance of Administrative Staff: An Analysis of Evaluation and Its Implications in Mataram City High Schools

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Research Article

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Abstract

Background/purpose. Human resources are the primary resource of any organization, especially educational establishments. Administrative staff, particularly administrative staff, are responsible for performing administrative duties as effectively as feasible. However, the performance of administrative workers and other civil servants frequently falls short of expectations. This research aims to evaluate the performance of high school administrative staff, focusing on the distinctions between Senior High Schools and Vocational High Schools and the connection between performance and the Job Performance Assessment Checklist.

Materials/methods. This study is correlational and comparative. The population of this study was 115 administrative staff, covering five Vocational High Schools and seven High Schools. The sampling approach used was proportional random sampling. The data techniques are questionnaires, and ANOVA used for the regression line equation's linearity and significance tests.

Results. Performance components only 0.15% can affect changes in Job Performance Appraisal Scores, and 99.85% are influenced by other factors, according to the coefficient of determination of 0.015.

Conclusion. [Job performance appraisal scores and performance are uncorrelated. The superior skills of SMK staff, supported by various facilities and training, are the reasons for the performance gap between SMK and SMA.

1. Introduction

Administrative Staff (TU) play a strategic role in supporting the effectiveness and efficiency of school administration. As part of the educational staff, they are responsible for various managerial aspects, ranging from the management of academic administration and finance to human resources. The optimal performance of the administrative staff directly contributes to the smooth operation of the school and the improvement of the quality of educational services. However, in practice, various challenges still affect their performance, such as the lack of an objective assessment system, minimal training, and limited supporting facilities and infrastructure.

Performance appraisal is an important instrument in measuring TU staff's work effectiveness. With a clear and structured evaluation system, schools can identify aspects that need improvement and provide constructive feedback to employees, (Omrany et al., 2025; Tran Pham & Tu, 2025). In addition, the implications of this assessment also impact work motivation, employee satisfaction, and the improvement of administrative service quality provided to students, teachers, and other stakeholders, (Doña Toledo et al., 2025; Mtitu, 2025). Several previous studies have discussed the importance of employee performance appraisal in various sectors, including the educational environment, (Sahan et al., 2025). However, research specifically examining the performance appraisal system for administrative staff in secondary schools, particularly in the city of Mataram, is still limited. Most studies focus on the evaluation of teachers' or educational staff's performance in general without delving deeply into how the implemented assessment system directly impacts the effectiveness and productivity of administrative staff.

The performance of administrative staff in the school environment plays a crucial role in supporting the effectiveness and efficiency of educational administration, (Fayyaz et al., 2025; Koch & Fehlmann, 2025). Administrative staff are responsible for managing academic, financial, personnel, and various other administrative tasks that support the learning process in schools. Therefore, it is important to ensure that administrative staff performance is optimal so that the school's administrative system runs smoothly. However, in practice, various factors can affect the performance of administrative staff, including internal factors such as competence, motivation, and job satisfaction, as well as external factors such as educational policies, work environment, and performance appraisal systems.

In the city of Mataram, public and private secondary schools face challenges in improving administrative staff performance. Several studies have shown that the performance appraisal system implemented often does not objectively reflect administrative staff's abilities and contributions. In addition, limited resources, lack of continuous training, and lack of incentives also pose major obstacles to improving administrative staff performance. Therefore, an in-depth analysis of the performance appraisal system implemented and its implications for the performance of administrative staff in high schools in Mataram is necessary.

This study presents several novel contributions to the discourse on performance appraisal in educational institutions, particularly concerning administrative staff—an area that has received limited scholarly attention (Antiado et al., 2020). While previous research has predominantly focused on evaluating teacher and principal performance (Lumban Gaol, 2023; Darling-Hammond & Snyder, 2021), this study broadens the scope by critically assessing the effectiveness of performance appraisal systems specifically for administrative personnel in high schools in Mataram. By incorporating empirical data from surveys and interviews with administrative staff, school principals, and policymakers, this research ensures a more comprehensive and context-specific analysis, addressing a gap in the literature where most studies rely on secondary data or focus solely on teaching staff (Awodiji & Naicker, 2023). Furthermore, this study extends beyond the technical dimensions of performance appraisal to explore its psychological and social implications, particularly

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its influence on motivation and productivity—an aspect often overlooked in prior research (Toropova et al., 2021). By examining how performance evaluations are conducted and their broader impact on employee well-being and institutional efficiency, this research contributes to a more holistic understanding of performance management in educational settings, offering evidence-based recommendations for policymakers to develop a fairer and more effective appraisal system.

Evaluating the performance of secondary school administrative staff is crucial for ensuring school operations' overall efficiency and effectiveness. While existing studies have extensively examined the performance of teachers and school principals, limited attention has been given to administrative personnel despite their essential role in managing school resources, coordinating academic and non-academic activities, and supporting institutional governance. This research seeks to address this gap by analyzing the distinctions between Senior High Schools and Vocational High Schools regarding administrative staff performance, recognizing that these institutions operate under different curricular structures and organizational demands. Furthermore, by investigating the connection between performance and the Job Performance Assessment Checklist, this study aims to provide empirical insights into the effectiveness of current evaluation frameworks in capturing the contributions of administrative staff. The findings are expected to offer valuable recommendations for policymakers and school administrators in developing more comprehensive, fair, and context-specific performance appraisal systems, ultimately contributing to improved school management and educational outcomes.

2. Literature Review

2.1. Performance Assessment

Both organizations and employees benefit from employee performance appraisals. These appraisals provide employees with performance feedback, essential for organizational development planning. A strong appraisal system should have clear standards and objective criteria, be practical, and be directly related to the job (Amelia et al., 2019; Bastian et al., 2023). Both direct and indirect observations can be used for appraisals. Subjective evaluations are typically less accurate than objective evaluations, which offer a higher degree of precision. Each of the two performance appraisal orientations, past and future, has pros and cons (Braun et al., 2020; Yakob et al., 2021). Past-focused performance evaluation techniques include checklists, rating scales, and crucial event techniques. Self-assessment, psychological testing, and goal-oriented management are examples of future-focused appraisal techniques. A group of professionals with an integrated assessment system are needed for the assessment centre technique (Al-Kuwari et al., 2022; Lestari et al., 2023; Suastra & Menggo, 2020).

2.2. Employee Performance

In organizational research studies, employee performance has become a focus of attention because the data can be applied to the growth of organizations and individuals. Different experts have different definitions of performance. According to Withmore, performance is the ability to carry out tasks expected of a person (Paais & Pattiruhu, 2020). In contrast, Wagner and Hollenbeck believe it depends on skills, task understanding, and effort. According to Bernardin and Russell, it is the result of a particular work in a specific period (Bastian et al., 2023). Cascio places a strong focus on completing tasks as allocated. Fattah says motivation, ability, knowledge, and attitude all impact performance. Rao characterizes it as a system to ensure compliance with the tasks that the leader wants to complete (Sabuhari et al., 2020; Wolor et al., 2022).

Performance appraisal is essential because it provides growth opportunities and influences decisions about compensation and promotion. Goals, standards, or targets can be the basis for performance appraisal, including feedback to improve performance. Therefore, standard criteria

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involving motivation, effort, perception, ability, and skills are needed to understand employee performance (Aliyyah et al., 2021; Chen et al., 2022; Memon et al., 2023; Zhenjing et al., 2022).

2.3. Performance Components

Ability and motivation are the two main components that will be evaluated to ascertain an employee's performance. Because performance will be shaped by aptitude and willingness (motivation), (Hoque, n.d.; Tovar, 2025).

The three primary components of motivation ability, effort, and will are referred to as the motivation formula (Harijanto, 2020). Ability is a person's capacity to perform a task. Someone will become an excellent salesperson if they have the skill to sell. However, someone who cannot sell will never achieve the same level of success as someone who does.

Effort is the time, motivation, activity, and energy someone uses or expends to accomplish their goals.

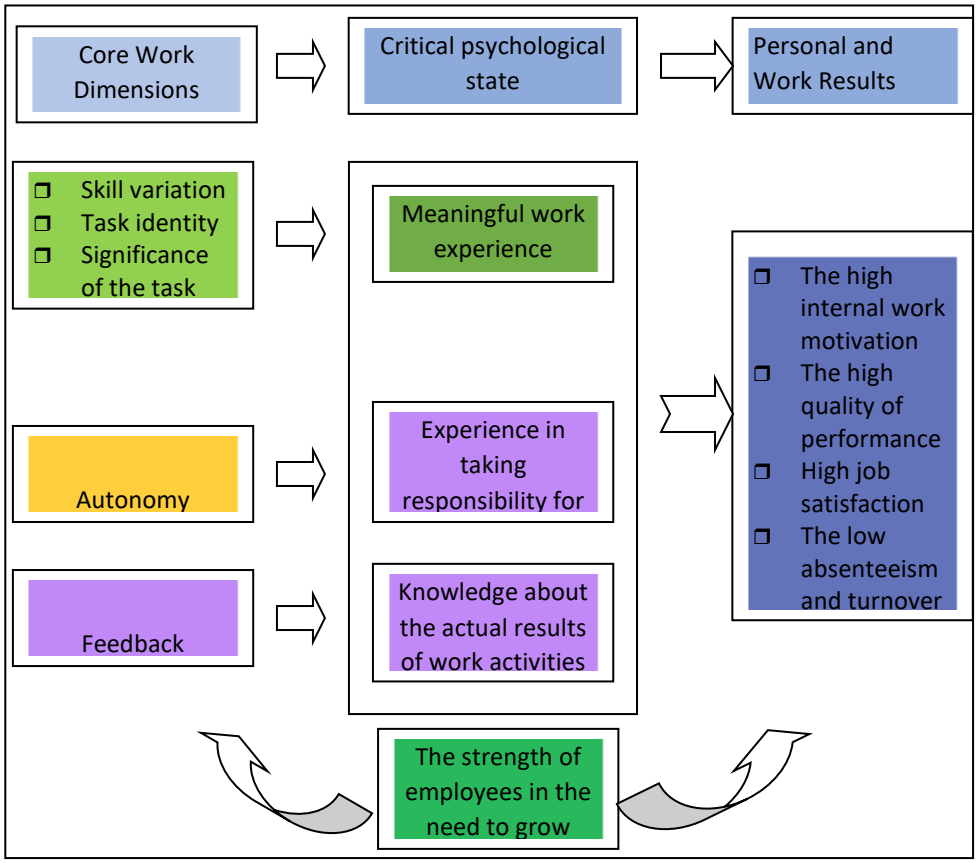

Figure 1. Hackman's Job Characteristics Model

2.4. Factors Affecting Performance

Many elements influence employee job effectiveness and performance, including motivation, ability, task clarity, supporting resources, principled leadership, and opportunities for success (Briones et al., 2022; Putra & Holisoh, 2023). Performance improvement also depends on the quality of management, especially on leadership roles, and how well the employee's personality fits the task. When these factors are considered, performance appraisals can better identify staff training and development needs, set reasonable expectations, and provide useful feedback (Iqbal et al., 2023; Kanya et al., 2021). By recognizing performance deficiencies, planning development, implementing plans, and assessing results, performance management that includes coaching, planning, and evaluation is an effort to sustain employee performance (Agus Triansyah et al., 2023; Khan et al., 2020).

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Based on this, three research hypotheses can be proposed, namely: first, there is a significant difference between the performance of high school and vocational high school education personnel; second, there is a significant difference between the list of work performance assessments of high school and vocational high school education personnel; third, there is a significant difference between the list of work performance assessments of education personnel and the performance of junior high schools and fourth, there is a significant relationship between the list of work performance assessments of education personnel and performance.

3. Methodology

This study includes correlational and comparative research. The study subjects were high school administrative staff, and the factors to be compared were performance and the Job Performance Assessment Checklist. Correlational research was also included in this study. The performance and job performance assessment checklist were the factors in this study that would be examined regarding their relationship.

This study used correlational and comparative designs to analyze evaluation and its implications for improving the performance of administrative staff in secondary schools in Mataram City, it is important to acknowledge the limitations of this study. One major limitation is the difficulty in establishing causality, because correlational studies identify relationships between evaluation practices and staff performance without proving that one directly affects the other. Comparative designs highlight differences between groups but do not account for potential confounding factors affecting performance outcomes. Factors such as individual motivation, organizational culture, or external policies may also play a role, making it difficult to isolate the direct impact of evaluation methods. To address these limitations, future research could incorporate experimental or longitudinal approaches to strengthen causal inferences and provide a more comprehensive understanding of how evaluation directly affects administrative staff performance.

The population was 115 people, all of whom were administrative staff and civil servants working in public high schools, which included five vocational high schools and seven senior high schools. The total sample of the study was 40; 14 senior high school administrative staff and 26 vocational high school administrative staff were selected to represent 35% of the population of each category of secondary schools. The sampling approach used was proportional random sampling. Proportional random sampling ensures that each subgroup in the population is represented equally according to its proportion. The population is divided into strata based on certain characteristics, such as age, education level, or location. Then, samples are drawn randomly from each stratum according to the population's original proportions. This increases the accuracy of generalization of research results, reduces sampling bias, and ensures that the distribution of important characteristics in the sample reflects the population, making the research results more valid and reliable.

Two techniques were used to obtain data: questionnaires and documentary research. Questionnaires measured performance, and the Job Performance Assessment Checklist material from previous assessments was documented through documentary studies. Motivation and capability components were measured in the first and second parts of the performance questionnaire, respectively. Respondents completed a motivation questionnaire, and three teachers completed a capability questionnaire.

Teachers' assessment of administrative staff's abilities is based on the knowledge that one of their responsibilities is to support teachers in personnel management. In addition to this reason, this assessment is also designed to provide more impartial assessment results.

The performance questionnaire was created according to the standards for creating questions that measure attitudes using a Likert scale. Two types of statements are favourable (positive) and

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unfavourable (negative). There are five possible answers for each statement. Five points are given for strongly agree, four points for agree, three points for neutral, two points for disagree, and one point for strongly disagree. Negative statements, on the other hand, are scored on a scale of 1 to 5, where 1 indicates strongly agree, 2 agree, 3 neutral, 4 disagree, and 5 strongly disagree. This questionnaire is closed-ended because there are only five possible answers for a statement item.

A pilot test was conducted to evaluate the validity and reliability of the statement items in the research instrument before actual data collection. Pearson's product-moment correlation formula was used to test the relationship between the statement item scores and the total item scores to test the validity and reliability of the research instrument. The r-table and r-values were compared to determine the criteria for recognizing the validity of the items. The statement item was considered valid if the r-table exceeded the r-value and invalid if the r-table was lower than the r-value. Using the Cronbach's Alpha coefficient formula, the dependability of the instrument was checked.

Descriptive and inferential techniques are used to handle and interpret the collected data according to the specifications of the research problem. The mean, median, mode, and frequency distribution tables are all used in descriptive analysis. Meanwhile, regression, correlation, and t-tests are used for inferential analysis. Normality and homogeneity tests are conducted before inferential statistical analysis to ensure appropriate and consistent data. While the homogeneity test looks at whether the samples represent the same population, the normality test assesses the distribution of the data. The Chi-square test is used in this study's normality test. Homogeneity and normality tests ensure the data meets basic assumptions before further analysis. Homogeneity of variance is especially important in parametric tests because this assumption ensures that unbalanced variations do not influence differences between groups in the data distribution. Meanwhile, the normality test aims to determine whether the data in the sample comes from a normally distributed population.

Testing hypotheses is the next stage once the study data satisfies the normalcy and homogeneity requirements. The t-test is used to evaluate hypotheses about the performance and Job Performance Assessment List disparities between administrative staff at Senior High Schools and Vocational High Schools. In hypothesis testing, the t-value requirements are as follows: accept Ho if $-t_{1-\frac{1}{2}\alpha} < t < t_{1-\frac{1}{2}\alpha}$. Meanwhile, regression and correlation techniques are used to evaluate the third hypothesis about the relationship between performance and the Job Performance Assessment Checklist. The model relationship between performance and the Job Performance Assessment Checklist is examined using regression analysis. Since there are two variables in this study, simple regression is the regression approach used $\hat{Y} = a + bX$.

To ascertain whether the link between performance and the Job Performance Assessment List is linear and significant, significance and linearity tests are performed after the regression line equation has been obtained. Analysis of variance, or ANOVA, is used for the regression line equation's linearity and significance tests. The regression line equation's relevance is assessed using the following acceptance criteria: reject Ho if F-value ≥ F-table, showing the significance of the regression line equation. Meanwhile, the following acceptance criteria are used to identify the regression line equation model: reject Ho if F-value ≤ F-table, indicating the regression line model is linear.

The Pearson product-moment correlation formula is utilized in the correlation technique to ascertain whether performance and the Job Performance Assessment List are related. SPSS version 11 and Microsoft Excel 2000 are used throughout the entire data processing process in the study.

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4. Results

4.1. Trial Instrument Test

The validity and reliability analysis of the instrument was conducted using trial data. Thirteen statement items were considered invalid (omitted) in the initial calculation, while 37 of the 50 items planned in the instrument were valid. The second calculation was conducted because there were still statement items that were omitted, and the results showed 36 valid statement items and 1 statement item that was omitted. All 36 items were valid in the third calculation after one statement item was omitted. Each valid statement item also represents each proposed indicator. With 36 valid items, the reliability coefficient of 0.841 was determined based on the calculation results and SPSS output. As a result, this research tool is quite reliable.

Table 1. Performance Instrument Gril

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, 7, 8 9, 10, 11 12,13, 14, 15
	External Motivation	1. Work challenges to compete 2. Compensation	Administrative Officer	16, 17, 18 19, 20
Ability	Knowledge	1. Understanding of work 2. Passion for learning	Teacher	1, 2, 3 4, 5, 6
	Skills	1. Ability to use work tools 2. Work on time 3. Conformity of results and work plans	Teacher	7, 8, 9 10, 11 12, 13, 14
	Experinece	1. Work period and variety of duties	Teacher	15, 16

Notice: Underlined item numbers are negative statements

4.2. Description of Performance Data and Job Performance Assessment List

The distribution table of mean, median, mode, standard deviation, and frequency is provided to give an overview of the data distribution features of the research participants. With a mean of 139.21, a median of 138.84, and a mode of 140.33, the data collected from the research questionnaire and statistical calculations show that the highest score is 146.99 and the lowest is 131.99. The mean value is still used to measure central tendency because the median, mode, and mean values all show close values. According to the performance data calculation, 52.5% are below the mean, and 47.5% are above the mean. This indicates that the administrative staff members generally perform at a satisfactory level.

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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			

Based on the calculation results of the Job Performance Assessment List data, the average value is 85.83, the median is 86.22, and the mode is 83.28. The maximum value is 90.14, and the lowest is 80.57. There are differences between the average, median, and mode values. The average value is still used to measure central tendency because these three values are almost the same or the difference is not too large. The calculation shows that 45% of performance statistics are below average, and 55% are above average. This indicates that most administrative staff on the Job Performance Assessment List are classified 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			

4.3. Test of Assumption Analysis

Normality Test

The chi-square value of the performance score data normality test is 0.89, while the chi-square value of the table with three 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, the performance score data can be said to come from a normally distributed population. The chi-square value of the table with two degrees of freedom at a significance level of 5% is 7.81, but the chi-square value of the Job Performance Assessment List data normality test is 3.56. The Job Performance Assessment Checklist data is generated from a normally distributed population because the chi-square table value is higher than the chi-square test value.

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Homogeneity Test

Table 4 shows the results of the calculations to evaluate the homogeneity of the variance of the scores of variable Y compared to the scores of variable X.

Table 4. Summary of Homogeneity Test Results

Group variants	χ^2_{-count}	χ^2_{-table}	Conclusion
Y on X	17.136	43.80	Homogen

Table 4 shows that the variance of the dependent variable group scores in relation to the independent variable scores is homogeneous at the 5% significance level.

Hypothesis Test

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

Table 5 shows the t-test values obtained from the calculation results. The tabulated t-value at a significance level of 5% and degrees of freedom of 38 is 2.02, while the calculated t-value based on the data in Table 5 is -3.292. The null hypothesis (Ho) is rejected because the calculated t-value is outside the acceptance interval of -2.02 to 2.02. Thus, it can be said that the average performance of administrative staff in high schools and vocational schools is very different.

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

Expalanation	Value
$\sum X_1$	1918.67
$\sum X_2$	3649.61
$\overline{X}_1$	137.04
$\overline{X}_2$	140.37
$\sum x_1^2$	127.28
$\sum x_2^2$	224.78
n_1	14
n_2	26

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

The t-test results in Table 6 indicate no significant difference in the Performance Assessment Value of administrative staff in Senior High Schools (SMA) and Vocational High Schools (SMK). With a significance level of 5% and 38 degrees of freedom, the critical t-value is ±2.02, while the obtained t-value is 0.507, which falls within the acceptance interval (-2.02 to 2.02). Since the t-value does not exceed the critical threshold, the null hypothesis (H_0) is accepted, meaning that the difference in the average performance assessment scores between the two groups is not statistically significant. This suggests that administrative performance in both SMA and SMK is relatively similar, allowing human resource management policies without the need for differentiation based on the type of school.

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However, while these results indicate statistical equivalence in performance, other factors such as work experience, work environment, and workload should be further examined to gain deeper insights into the aspects that may influence the administrative staff's performance.

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

Expalanation	Value
$\sum X_1$	1204.99
$\sum X_2$	2228.01
$\overline{X}_1$	86.071
$\overline{X}_2$	85.693
$\sum x_1^2$	57.90
$\sum x_2^2$	134.72
n_1	14
n_2	26

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

With 39 degrees of freedom and a significance threshold of 5%, the tabular t value is 2.02, while the calculated t value is 88.083. The null hypothesis (Ho) is rejected because the calculated t value is outside the acceptability interval of -2.02 and 2.02. Thus, it can be said that there is a significant difference between the performance of administrative staff and the Job Performance Assessment Score in high schools.

4. Relationship between performance and Job Performance Appraisal Scores

The simple regression line equation is obtained from the simple regression calculation of the performance score on the Job Performance Assessment Score.

Table7. 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			
Regresion a	1	294637.23	294637.23		
Regresion (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		

For the significance test of the linear regression equation, Table 7 shows that the calculated F value is smaller than the tabular F value. As a result, it can be said that the linear regression equation is not considered significant. However, the calculated F value is greater than the tabular F value for

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the regression model test. Thus, the regression model is linear. Therefore, the regression line model cannot explain the increase or decrease in the Job Performance Assessment Score, even though the relationship model between performance and this score is linear.

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_{value}	t_{table}
40	0.124	0.015	0.77	1.68

It can be concluded from Table 8 that job performance appraisal scores and performance are uncorrelated. However, the fact that the t-value is smaller than the calculated t-table indicates that this relationship is insignificant. Furthermore, only 0.15% of performance components can affect changes in Job Performance Appraisal Scores, with 99.85% influenced by other factors, according to the coefficient of determination of 0.015.

5. Discussion

(The results should be discussed and interpreted from the perspective of previous studies and the working hypotheses in the broadest context possible)

5.1. Performance and Job Performance Appraisal Scores of Administrative Staff

According to the research on administrative staff performance and job performance appraisal scores, 55% of the job performance appraisal scores are above average, while 52.5% are below average. According to these statistics, the performance of administrative staff, as measured by motivation and talent, is mostly below average or in the moderate or sufficient range. On the other hand, the Job Performance Appraisal Score is usually above average or high.

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

The hypothesis test findings related to the administrative staff performance gap between senior high schools and vocational high schools indicate a significant gap between the two groups. The main reason for this difference in performance is that administrative staff in vocational high schools usually have a higher ability level than administrative staff in senior high schools. This can be made possible because vocational schools have the necessary facilities and resources to facilitate completing vocational high school programs, producing graduates who can adapt and develop competitively.

In addition, vocational high school staff undergo more rigorous and varied education and training programs than high school staff to assist in the school's growth initiatives. Training in entrepreneurship, graphic design, management information systems, and other areas, for example, enhances employees' skills and understanding in carrying out their daily responsibilities. Employees who receive such varied training as part of a staff development program tend to perform better.

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

The results of the hypothesis test related to the differences between the administrative staff performance assessment lists from senior high schools and vocational high schools did not show any significant differences between the two types of schools. This means that the scores on the Administrative Staff Performance Assessment List in Senior High Schools and Vocational High Schools are comparable, with both being classified as high.

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If we look further, it turns out that the high DPA value is caused by the assessors, namely the principal, who always give values that tend to increase from year to year. It is rare to find cases where the DPA value of civil servants decreases. This is because one of the factors used to determine the increase in civil servant salaries is DPA.

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

There is a considerable discrepancy between performance and the Performance Appraisal Lists, according to the findings of the hypothesis test on the performance and listing of administrative staff in secondary schools. The discrepancy in evaluation outcomes between performance and the Performance Appraisal Lists is because the methodologies employed for performance assessment and the indicators utilized to measure performance differ. Alternatively, if the score is used to gauge administrative staff performance, a discrepancy exists between actual performance and what is portrayed in the Performance Appraisal Lists.

Ability and motivation are the main determinants of performance measurement (Schermerhorn, 1996; Hodgetts & Kuratko, 1988; Vroom in Gibson et al., 1997; and Porter and Lawler in Bastian et al., 2023). However, loyalty, work performance, responsibility, obedience, honesty, cooperation, initiative, and leadership are components used to assess civil servant performance in the Performance Assessment Checklist format. The components of the Performance Assessment Checklist are not fully aligned with the theoretical principles of performance. Therefore, a more in-depth assessment of the motivation and ability components is needed in addition to using the Performance Assessment Checklist to assess employee performance.

In addition, the study found that the principal's opinion was the sole basis for the assessment method used to review the staff Performance Appraisal Checklist, and the findings were usually better than the results of previous evaluations. The principal rated the Performance Appraisal Checklist based on the previous period's scores and made any necessary modifications. This evaluation approach created the impression of simply following a formality and avoiding potential opposition to the principal's leadership. This supports the belief that employee performance evaluations using the Performance Appraisal Checklist are highly subjective and that the evaluation process is not conducted because of a thorough review from the beginning of the assessment period to the end.

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

Although the regression equation is linear, the research findings on the relationship between performance and the Performance Assessment Checklist indicate no significant relationship, and the model describing this relationship is also insignificant. One possible explanation for the lack of significance in the relationship between performance and the Performance Assessment Checklist is that administrative staff performance is classified as moderate or adequate. In contrast, the Performance Assessment Checklist is classified as high. Ideally, these two categories should be in the same range. These findings support the idea that the evaluation of the Performance Assessment Checklist has not been conducted methodically and impartially. Similar results would be achieved if all factors were considered when evaluating the Performance Assessment Checklist.

The results of the study indicate that variables other than those measured by the Performance Assessment Checklist have a greater impact on the performance of administrative staff. In other words, the Performance Assessment Checklist evaluates loyalty, job performance, accountability, compliance, honesty, cooperation, initiative, and leadership, while measures of motivation and ability

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influence performance. The components of the Performance Assessment Checklist studied are still broad and lacking in theoretical handling of performance measurement.

6. Conclusion

Based on data analysis from questionnaires and the Performance Assessment Checklist, the findings of this study examine the performance of administrative staff, the performance gap between SMA and SMK employees, and the relationship between performance and the Performance Assessment Checklist. According to the results, most administrative staff members perform below average, but their Performance Assessment Checklist scores are usually high. The superior skills of SMK staff, supported by various facilities and training, are the reasons for the performance gap between SMK and SMA. However, the Performance Appraisal Lists of the two do not differ significantly. The Performance Appraisal List's scores don't accurately reflect actual performance and tend to worsen yearly.

7. Suggestion

The lack of significance in the association between performance and the Performance Appraisal List suggests that actual performance, which is more impacted by ability and motivation, is not yet reflected in the assessment. Therefore, staff performance evaluations must be carried out more thoroughly, considering motivation and aptitude elements rather than depending on the Performance Appraisal List.

Declarations

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