

Assessing the Work Performance of Vocational High School Teachers in Gunung Kidul: A Survey

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Article History: Received on 1 April 2024, Revised on 4 May 2024,
Published on 1 June 2024

Abstract: This study aims to evaluate the work performance of vocational high school (SMK) teachers in Gunung Kidul District, identifying strengths, weaknesses, and factors influencing their performance. It also aims to provide recommendations for improving vocational education quality in the region. Using a survey method with a qualitative descriptive approach, the study focuses on assessing chemistry teachers' performance in SMKs in Gunung Kidul. Data were collected via a validated questionnaire covering 4 aspects and 11 indicators. Analysis involved descriptive qualitative methods and literature review. The survey included 32 chemistry teachers, predominantly female (65.62%), aged 21-30 years (46.88%), with teaching experience under 5 years (62.50%). Evaluation of teachers' performance focused on quality of work, quantity of results, knowledge of job tasks, and collaboration. Results showed overall high compliance with standards and efforts to achieve optimal results, but disparities in meeting workload expectations. Effective communication between teachers and school leaders is crucial for improvement. This research contributes significantly to understanding teacher performance in SMKs in Gunung Kidul, filling knowledge gaps and providing insights into vocational education quality at the local level.

Keywords: Collaboration, Knowledge of Job Tasks, Quantity of Work, Vocational Education, Work Performance

A. Introduction

Vocational high school (SMK) plays a crucial role in producing skilled workforce required by industries. In Indonesia, SMKs are educational institutions that prepare students to enter the workforce directly after graduation. The quality of education provided by SMKs is a significant factor in ensuring that graduates can compete in an increasingly competitive job market (Amilda, 2023; Latifah et al., 2024).

The quality of SMK education heavily depends on the performance of the teachers (Nurhadi & Zahro, 2019; Peng et al., 2022). SMK teachers bear significant

responsibility in teaching and guiding students to acquire skills relevant to industry demands. However, teacher performance evaluation at the SMK level often does not receive sufficient attention, despite its critical importance in enhancing educational quality.

Gunung Kidul Regency is one of the regions in Indonesia that has several SMK. The quality of education in SMKs in Gunung Kidul has a significant impact on workforce preparation in the area. Therefore, it is crucial to evaluate the performance of SMK teachers in Gunung Kidul Regency to assess the quality of education provided to students (Kuat, 2022; F. A. A. Masbukhin & Sausan, 2023).

Assessing the performance of SMK teachers in Gunung Kidul can also serve as an indicator of how effectively the implementation of the Kurikulum Merdeka and teaching strategies in these schools has been (Wahyu et al., 2021). The results of this assessment will provide feedback to schools in formulating improvement measures and developing vocational education, ensuring that students receive quality education aligned with the demands of the job market. The performance of teachers is a gauge of the attainable level of accomplishment, indicating the effectiveness of teachers and the outcomes they attain (Kardianto et al., 2023).

Research on evaluating teacher performance, especially at SMK level, has been a major focus in efforts to improve education standards. Several previous studies have examined important aspects such as the quality and quantity of teachers' work, knowledge of job tasks, and their impact on teaching effectiveness and the learning environment in schools (Bjelopoljak, 2022; Lasway Angelista, 2021; Muchamad Toif Chasani, 2022). This emphasizes the urgency of deeper understanding of teacher performance evaluation in vocational education.

Bumay et al. (2023) and Qingyan et al. (2023) conducted a study on factors influencing the quality of teacher work at various levels of education. These researchs highlight the importance of alignment between the work performed by teachers and the established work standards, as well as consistency in meeting Standard Operating Procedures (SOPs). By analyzing the relationship between SOP implementation and teacher work quality, this study provides insights into how SOPs affect overall educational outcomes.

Additionally, research by Kamba Malebe et al. (2023) focuses on the correlation between the quantity of teacher work results and the achievement of set work targets. They found that teachers who successfully achieve work targets have a positive impact on student achievement and contribute positively to the school's image. These findings underscore the importance of measuring the quantity of teacher work results in evaluating their performance.

The study conducted by Li et al. (2018) and Shim et al. (2022) emphasizes the

importance of teachers' understanding of their job descriptions and objectives in effective teaching. The results of this research indicate that teachers who have a good understanding of their tasks tend to be more effective in delivering course materials and interacting with students. Enhancing teachers' understanding of their job descriptions boosts their emotional intelligence, satisfaction with their work, and ultimately their performance, which significantly influences student outcomes, as emphasized in the study.

Furthermore, in terms of collaboration, research by de Jong et al. (2022) examines the relationship between teachers' collaboration skills and the schoolworking environment. They found that teachers who can collaborate with colleagues and maintain a positive attitude toward teamwork tend to create a better learning environment for students. Teachers' ability to collaborate positively influences the school's working atmosphere by promoting trust, adaptability, and supportive coaching methods, resulting in enhanced student outcomes and professional growth (Willy Lima et al., 2021).

This research offers a significant contribution to understanding teacher performance in SMKs in Gunung Kidul District. Its uniqueness lies in its specific focus on this region, which has been underrepresented in previous literature. By conducting a comprehensive assessment of teacher performance in Gunung Kidul, this research fills existing knowledge gaps and provides valuable insights into vocational education quality at the local level.

The main objective of this research is to comprehensively evaluate the performance of teachers in Vocational High Schools (SMKs) in Gunung Kidul District. This includes identifying strengths and weaknesses in their performance, as well as factors influencing teacher performance at the local level. Additionally, this research aims to generate relevant recommendations for improving vocational education quality in Gunung Kidul, considering the specific context and challenges faced by teachers in the region.

Through this research, an evaluation of the performance of SMK teachers in Gunung Kidul will be conducted through a survey involving various aspects such as job quality, knowledge of job tasks, collaborative abilities, and others. The findings of this study are expected to provide a better understanding of the performance of SMK teachers in Gunung Kidul and offer relevant recommendations for enhancing the quality of education in the future. Thus, this research is expected to provide a comprehensive view of the education situation in Gunung Kidul and make a significant contribution to the development of vocational education policies in the future.

B. Methods

The research method employed in this study is a survey using a qualitative descriptive approach (Brant et al., 2015; Nassaji, 2015). The study was conducted on chemistry teachers in SMKs in Gunung Kidul District as the research subjects, with a focus on evaluating their work performance. The research object is the work performance of chemistry teachers in SMKs in Gunung Kidul. The primary data source comes from 32 chemistry teachers from SMKs involved in this study. Data collection was carried out using a pre-prepared closed-ended questionnaire. The questionnaire consists of 4 aspects and 11 indicators that have been verified for validity and reliability.

The steps in implementing this survey method include formulating questions in the questionnaire, determining the types of data needed to evaluate teacher performance, data collection from respondents, data management including data processing and analysis, and drawing conclusions based on the findings from data analysis (Bihu, 2021). In this regard, the presentation and description of data will be based on responses obtained from questionnaires filled out by respondents, namely chemistry teachers in SMKs in Gunung Kidul.

The data analysis method to be used in this research will adopt a descriptive qualitative approach, focusing on evaluating the work performance of chemistry teachers in SMKs in Gunung Kidul. Additionally, this study will also utilize support from literature research to enhance the findings obtained from the survey and to enrich the analysis and conclusions drawn. References and related journals on the evaluation of teacher performance in vocational education will be important secondary data sources in the development of this study. Thus, this research method is expected to provide a deeper understanding of the work performance of chemistry teachers in SMKs in Gunung Kidul and the factors that influence it.

C. Results and Discussion

There were 32 teachers who participated in this survey with demographics as shown in Table 1. Most respondents were female (65.62%) compared to male (34.38%). The age range of respondents ranged from 21 to 60 years, with the highest number falling within the 21-30 age range (46.88%), followed by the 31-40 age range (37.50%). In terms of teaching experience, most respondents (62.50%) had less than 5 years of teaching experience, while only a few had more than 20 years (6.25%), with two teachers having 26 years of teaching experience. In terms of status, 10 respondents (31%) were Civil Servants (ASN), while the remaining 22 respondents (69%) were non-ASN. The sample selection specifically targeted chemistry teachers at Vocational High Schools (SMKs) in Gunung Kidul due to their crucial role in providing skilled workforce in line with the needs of local and national industries, thus ensuring the relevance of the research findings to the primary goal of improving vocational

education quality in the region (Driana et al., 2021; Masbukhin et al., 2023; Wiyarsi, 2018).

Performance evaluation of SMK teachers in Gunung Kidul refers to four main aspects: quality of teaching, quantity of work results, knowledge of job tasks, and collaboration among teachers (Hidayat, 2020; Morales, 2022; Okoth, 2022; Yoliadi, 2023). The aspect of teaching quality highlights the ability to teach effectively, consistency in adhering to work standards, knowledge of job tasks, and the ability to explain job descriptions and objectives to colleagues (Ernawati et al., 2023). The quantity of work results aspect emphasizes achieving work targets and the amount of work completed as concrete measures of teachers' productivity in vocational education (Arfandi et al., 2023).

The aspect of knowledge of job tasks considers how well teachers understand their tasks and their ability to explain job descriptions and objectives to colleagues, which can affect teaching effectiveness (Antera, 2021). The aspect of collaboration among teachers focuses on the ability to work with colleagues, a positive attitude towards teamwork, and willingness to assist team members in completing tasks (Copriady et al., 2021). In-depth analysis of these four aspects enables a holistic understanding of the performance of SMK teachers in Gunung Kidul, which can aid in formulating improvement and development measures for vocational education in the future.

Table 1. Respondents' Characteristics

Variables		Σ	%
Gender	Male	11	34,38
	Female	21	65,62
Age range (years)	21-30	15	46,88
	31-40	12	37,50
	41-50	4	12,50
	51-60	1	3,12
	Teaching experience (years)	0-5	20
	6-10	1	3,12
	11-15	5	15,63
	16-20	4	12,50
	>20	2	6,25
Employment Status	Civil Servants (ASN)	10	31
	Non-ASN	22	69

Analysis of the first aspect of this study, which highlights the quality of teaching, shows interesting results from the survey data as seen in Figure 1. In this first aspect, there are four main indicators: compliance with work standards, regularity in completing tasks, efforts to achieve optimal results, and adherence to Standard Operating Procedures (SOP) (Buchanan et al., 2019; Duarte & Brewer, 2022; Keshmiri et al., 2023; Singh et al., 2019). From the survey results, it is evident that most

respondents report a high level of compliance with work standards in their workplaces. 31.25% of respondents stated that they always adhere to these standards, while 56.25% said they do so often. This indicates a strong commitment from SMK teachers in Gunung Kidul to maintain the quality of their work in line with the established standards. This is in line with Siri et al. (2020) which states that vocational teachers are expected to maintain elevated levels of professionalism, aligning their professional development with their career objectives. This entails showcasing leadership within the school, community, and teaching field, while also advocating for efficient communication and professionalism among peers.

Furthermore, in terms of completing tasks on time, most respondents also demonstrate good discipline. According to the survey results, 37.5% of respondents stated that they always complete tasks within the specified time, and 50% said they often do so. This indicates that most teachers in SMK Gunung Kidul can manage their time efficiently, enabling them to complete their tasks on time. According to Rață et al. (2022), effective time management for teachers encompasses goal setting, task prioritization, distraction elimination, and progress monitoring. Developing these competencies improves efficiency by fostering self-regulation, focus, and consistency.

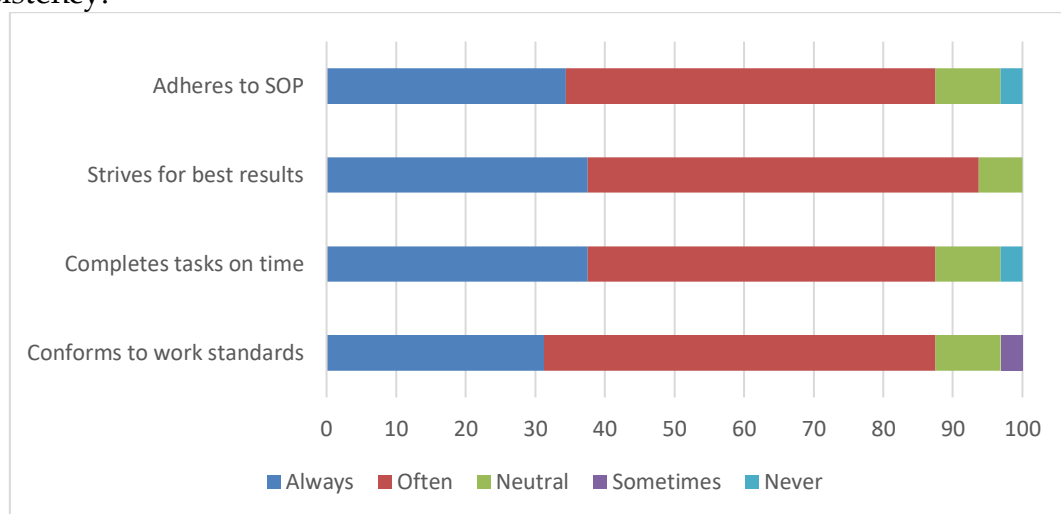


Figure 1. Aspect of Teaching Quality

Meanwhile, in terms of striving for optimal results, most respondents also demonstrated a high level of commitment. According to the survey, 37.5% of respondents stated that they always strive for the best results according to their abilities, while 56.25% stated that they often do so. This reflects the high work ethic of SMK Gunung Kidul teachers to deliver their best in every task they undertake. This aligns with Hidayati et al., (2023) research, which indicates that the teachers' standards offer teachers a structure to contemplate their teaching methods, pinpoint areas for enhancement, and aim for excellence. This continuous cycle of reflection and enhancement enables teachers to uphold a steadfast dedication to the quality of their work.

Lastly, compliance with SOPs is also highlighted in this aspect. According to the survey results, most respondents stated that they adhere to SOPs in carrying out their duties. 34.38% of respondents stated that they always comply with SOPs, while 53.13% stated that they often do so. This indicates the high awareness among SMK Gunung Kidul teachers of the importance of following established procedures in carrying out their tasks. According to Mei Budiarti et al. (2020), creating standardized operating procedure (SOP) models for informal supervision by principals could assist teachers in effectively tackling learning obstacles. Thus, a thorough analysis of this first aspect indicates that the performance of SMK teachers in Gunung Kidul tends to be of good quality, characterized by a high level of compliance with work standards, timeliness in completing tasks, efforts to achieve optimal results, and adherence to SOPs.

The next aspect concerns the quantity of teachers' performance outcomes. The survey results provide an interesting overview of the achievement of work targets and the fulfillment of work volume as expected by school leaders. As seen in Figure 2, it was found that most respondents reported a relatively high level of success in achieving the set work targets, with 21.88% stating that they always succeed and 46.88% stating that they often do. However, upon closer examination, there is a significant difference in perception regarding the fulfillment of work volume as expected by school leaders. Although most respondents (56.25%) claim to often meet these expectations, there is also a significant portion (18.75%) who stated that they always fail to meet them. This raises questions about the factors that may influence this gap between school leaders' expectations and the reality of the quantity of work performed by teachers.

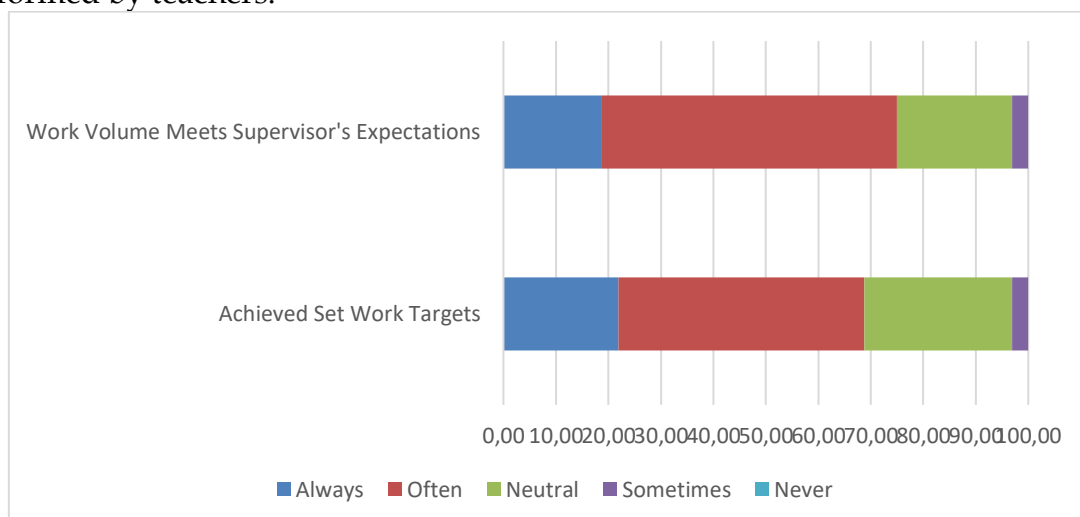


Figure 2. Quantity of Teacher Performance Outcomes

The gap between teachers' and school leaders' perceptions regarding workload fulfillment highlights the importance of communication and clarification of expectations between both parties (Andriansyah et al., 2023). This difference may

stem from varying understandings of task priorities and job scopes required. Therefore, efforts are needed to enhance communication between teachers and school leaders, as well as the formulation of clearer expectations and performance targets that can be objectively measured (Dvoretzkaya et al., 2020; Kronberga & Dzene, 2018). Further analysis of the factors influencing teachers' perceptions and understanding of the expected workload is also crucial to provide deeper insights into how to improve work quality and overall school goal achievement.

A deeper analysis of the third aspect, namely teachers' knowledge of a teacher's tasks, reveals an interesting pattern from the survey results. In general, as seen in Figure 3, most respondents demonstrate a good level of ability in understanding tasks related to their job, with only a few admitting incapacity or rare occurrence. However, when asked whether they could explain job descriptions and objectives to colleagues who do not understand, some respondents indicated barriers. Although the majority stated they could do this, there is a small portion indicating that they often or sometimes encounter difficulties in explaining these matters to colleagues who have less understanding. Despite this, Khong et al. (2023) asserted that Dialogues play a crucial role in teacher professional development, yet their full benefits are not fully realized. Encouraging genuine and constructive dialogues among teachers is vital for overcoming challenges, improving professional growth, and fostering effective collaboration in educational environments.

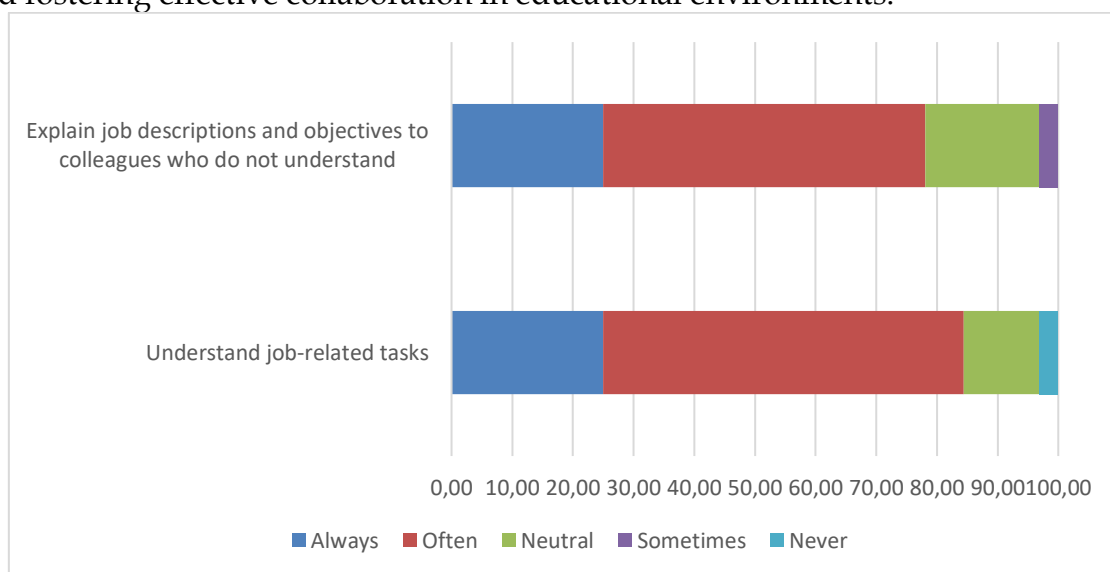


Figure 3. Teachers' Knowledge of a Teacher's Tasks Aspect

Further analysis reveals the importance of effective communication among teaching staff. Efficient communication among stakeholders is essential for conflict resolution and improving the teaching and learning experience. Research conducted by Justice et al. (2022) highlights the importance of proficient communication abilities for teachers. The findings indicate that while most teachers have a good understanding of their own tasks, challenges arise when they need to explain these tasks to colleagues who may require assistance in understanding them. This highlights the

importance of not only possessing knowledge about their own work but also the ability to clearly communicate that information to others. Therefore, training and developing communication skills could be a beneficial step to enhance collaboration effectiveness among teaching staff, which in turn can positively impact overall school performance.

The last aspect focuses on teacher collaboration. Survey results show that most respondents reported that they are often or always able to collaborate with colleagues as seen in Figure 4. This reflects an inclusive and collaborative work culture among SMK teachers in Gunung Kidul. Additionally, most respondents also reported a positive attitude towards teamwork, indicating that they have a constructive work orientation and support each other in team collaboration. Venida (2022) suggests that improving teachers' commitment to the organization can be accomplished by strengthening teamwork, implementing effective situational leadership by the principal, and nurturing strong self-efficacy among teachers. This is crucial in ensuring the smooth implementation of educational tasks in schools.

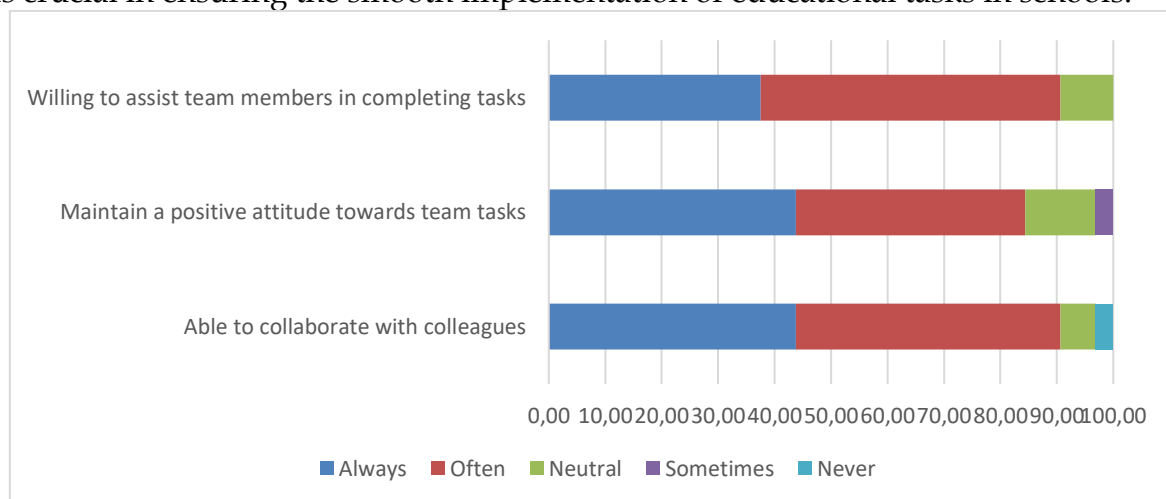


Figure 4. Collaboration Aspect

However, despite most respondents reporting the ability to collaborate and a positive attitude towards teamwork, there are some neutral tendencies in responses to the indicator of willingness to assist team members in completing tasks. This indicates that although there is an inclusive work culture, there is still potential to enhance active collaboration in completing tasks together. Contrary to this, Pozas & Letzel-Alt (2023) assert that teacher collaboration is pivotal for successful teaching and learning, influencing instructional strategies, differentiated instruction, and the development and review of inclusive teaching methods. Collaboration can manifest in diverse modes, including information exchange, coordination, and joint construction, each varying in intensity and mutual objectives. Therefore, further development in communication and coordination strategies among teachers is needed to ensure that each team member feels supported and motivated to contribute maximally.

In the field of education, teacher collaboration plays a crucial role in creating a productive and competitive learning environment. Mora-Ruano et al. (2019) reinforce that successful collaboration necessitates trust, defined objectives, collective ownership, and reciprocal answerability, yielding advantages across the school community, encompassing students, teachers, and the institution, through advancing professional growth, constructing novel insights, and nurturing inventive pedagogical approaches. Therefore, continuous efforts are needed to strengthen teacher collaboration through the development of effective communication, team empowerment, and recognition of individual contributions to achieving common goals. Thus, the potential of teacher collaboration can be optimized to improve the quality of education in SMK Gunung Kidul.

D. Conclusions

This study provides valuable insights into the work performance of vocational high school (SMK) teachers in Gunung Kidul. The demographic analysis reveals that out of the 32 participating teachers, the majority are female (65.62%), with a significant portion falling within the 21-30 age range (46.88%). Moreover, most teachers (62.50%) have less than 5 years of teaching experience, indicating a relatively young workforce. The specific focus on chemistry teachers in SMK Gunung Kidul is logical due to their crucial role in providing skilled labor aligned with local and national industry needs, ensuring the relevance of the research findings to the primary goal of improving vocational education in the region.

The assessment of the four main aspects of teacher work performance—quality of work, quantity of output, knowledge of teaching tasks, and inter-teacher cooperation—reveals nuanced insights. In terms of work quality, teachers demonstrate a high level of adherence to work standards and timeliness in task completion. They also exhibit a strong commitment to achieving the best results and adherence to operational standards and procedures. These findings underscore the dedication of SMK Gunung Kidul teachers to maintaining high work standards and efficiency in task execution.

However, the study identifies areas for improvement, particularly in inter-teacher cooperation. While teachers generally demonstrate the ability to work together and maintain a positive attitude towards teamwork, there is room for enhancement in actively assisting team members in task completion. This suggests the need for further development of communication strategies and inter-teacher coordination to ensure optimal collaboration. Strengthening teacher cooperation through effective communication, team empowerment, and recognition of individual contributions can enhance overall school performance and contribute to the continuous improvement of vocational education across SMK in Gunung Kidul.

E. Acknowledgement

The authors extend their thanks to the Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LPPM) at Universitas Terbuka for furnishing comprehensive financial assistance for the research.

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