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ANALYSIS OF TEACHER PERFORMANCE ASSESSMENT USING THE 360 DEGREE FEEDBACK METHOD IN VOCATIONAL HIGH SCHOOLS

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***Abstract**. Teacher performance assessments in vocational education units need to be designed objectively, comprehensively, and involve various sources of assessors so that the portrait of teacher work quality can be mapped more reliably. This study aims to analyze the application of the 360-degree feedback method in the performance assessment process of productive TKJ and RPL teachers at SMK PAB 8 Sampali. The study used a mixed method approach with data collection through Likert-scale questionnaires, interviews, and learning document reviews. The research subjects were 20 productive teachers. Data analysis was carried out by converting quantitative scores and strengthening qualitative narratives through source triangulation. The results showed that the application of 360-degree feedback provided a more balanced assessment picture through the involvement of the principal, colleagues, students, and teacher self-evaluation. These findings reinforce the urgency of using multi-source-based assessments to improve the quality of the learning process in competency-based vocational schools.*

Abstrak: Penilaian kinerja guru pada satuan pendidikan kejuruan perlu dirancang secara objektif, komprehensif, dan melibatkan berbagai sumber penilai agar potret kualitas kerja guru dapat dipetakan secara lebih reliabel. Penelitian ini bertujuan untuk menganalisis penerapan metode 360 degree feedback dalam proses penilaian kinerja guru produktif TKJ dan RPL di SMK PAB 8 Sampali. Penelitian menggunakan pendekatan mix method dengan pengumpulan data melalui angket berskala Likert, wawancara, dan telaah dokumen pembelajaran. Subjek penelitian berjumlah 20 guru produktif. Analisis data dilakukan dengan konversi skor kuantitatif dan penguatan naratif kualitatif melalui triangulasi sumber. Hasil penelitian menunjukkan bahwa penerapan 360 degree feedback memberikan gambaran penilaian yang lebih seimbang melalui keterlibatan kepala sekolah, rekan sejawat, siswa, dan self evaluation guru. Temuan ini memperkuat urgensi penggunaan penilaian berbasis multi sumber untuk meningkatkan mutu proses pembelajaran pada SMK berbasis kompetensi.

INTRODUCTION

This study was conducted to analyze the implementation of the 360-degree feedback method in the performance assessment of productive TKJ/RPL teachers at SMK PAB 8 Sampali, along with the average assessment results obtained through multi-source assessments. Teacher performance assessment is a crucial component in efforts to improve the quality of education. Traditional assessment systems—which generally rely solely on assessments from direct superiors—often face criticism regarding limited objectivity, transparency, and the scope of assessment aspects assessed. Therefore, multi-source approaches such as 360 Degree Feedback (360°) are increasingly being adopted in educational contexts to obtain a more holistic picture of performance from various stakeholders (colleagues, superiors, students/parents, and self-assessment) (Ginting, N. B., et al., 2022).

In vocational high schools (SMK), the need for comprehensive performance assessments is even more crucial because teachers' roles extend beyond theoretical instruction to practical skills development, industry networking, and job-ready graduates. Implementing an evaluation system that captures the dimensions of professionalism, vocational competence, and collaborative skills is essential to ensure the relevance of teaching to the demands of the workplace. Research related to the design and implementation of performance assessment systems for vocational contexts emphasizes the need for indicators tailored to the characteristics of vocational high schools (Chen, W., 2023).

The 360° method offers several relevant advantages for teacher assessment in vocational schools: (1) it provides multifaceted feedback from various sources that interact directly with teachers, (2) it helps identify specific areas of professional development, and (3) it fosters a culture of reflection and continuous learning. However, the effectiveness of this method depends on the instrument design, training for feedback respondents, anonymity mechanisms to minimize bias, and organizational support for follow-up on assessment results. Recent empirical studies highlight that without proper management, 360° can result in biased or non-constructive feedback. (Effendi / HRMARS, 2024).

Based on this framework, this article aims to analyze the application of the 360° method in teacher performance assessment in vocational schools, with a focus on: (1) the validity and reliability of the multi-source instrument used, (2) differences in perceptions between assessors (e.g., students vs. peers vs. superiors), and (3) the implications of the

assessment results for teacher professional development programs in vocational schools. The results of this study are expected to provide practical recommendations for designing a transparent, accountable, and contextual performance assessment system for vocational schools. (Ginting, N. B., et al., 2022).

The 360-degree feedback method is a modern assessment method that involves multiple parties, including the principal, fellow teachers, students, and self-assessment. This model provides a holistic view of a teacher's performance, not just based on the perspective of their superiors. Therefore, this method has the potential to strengthen monitoring of the quality of teaching for productive teachers at SMK PAB 8 Sampali.

METHOD

This study used a mixed method approach with an embedded model. The quantitative instrument in the form of a Likert scale questionnaire 1–5 was given to 20 productive TKJ/RPL teachers as a sample. The 360 Degree Feedback Method assessors consisted of: Principals, Fellow Teachers, Students, and Teacher Self-Assessment. Qualitative instruments through in-depth interviews were used to strengthen the quantitative findings. Quantitative analysis was carried out by calculating the average score of each assessor source, then determining the final rating of the 360 Degree Feedback Method through a composite average. Qualitative analysis was carried out by data reduction, categorization, and narrative interpretation of learning documents and interview results.

Steps / How Mixed Embedded Works

1. Determining primary data priorities. The primary data in this study is quantitative (360-Degree Feedback Method scores). Qualitative data is embedded only to explain, complement, and clarify the numerical data.
2. Quantitative Data CollectionConducting teacher performance assessments using the 360-Degree Feedback Method with four raters: the principal, peers, students, and teacher self-assessment. The instrument used a Likert scale of 1-5 with indicators of vocational high school teacher competency (pedagogical, professional, social, vocational, learning communication, and industry engagement).
3. Initial Quantitative Analysis. Calculating mean scores, self-rater gaps, Cronbach's Alpha reliability tests, and comparative analysis of means between rater groups (t-

test/ANOVA). This quantitative output yielded key findings, including identifying areas of weakness.

4. Embedded Qualitative Design. This stage focuses solely on problematic/outlier dimensions based on quantitative output (e.g., low industry involvement). Six to ten informants are purposively selected for in-depth interviews (teachers with low scores or large gaps).
5. Embedded Qualitative Data Collection. Semi-structured interviews are conducted to explore the causes of gaps, actual vocational barriers, the implementation of teaching factories, industry relations, and the culture of collaboration among teachers.
6. Data Integration. Integration occurs after the quantitative analysis is completed, not in parallel. Integration validates, confirms, and enriches the output of the 360-Degree Feedback Method through qualitative narratives (explanatory reasoning).
7. Final Interpretation. The final research results are not simply "good/bad numbers," but rather the meaning of the data that can be used as directives for evidence-based vocational school policy recommendations.

RESULTS AND DISCUSSION

Results

The 360-degree feedback method is a multi-source assessment method that gathers feedback on an individual's performance from various stakeholders (e.g., self, peers, superiors, students/industry partners, and—if relevant—parents or administrative staff). In the vocational high school context, the 360-degree feedback method helps holistically measure theoretical teaching, vocational skills, industry collaboration, and professional competency (Al-Maawali, I. M. Z., 2024).

Implementation Steps (Work details)

1. Preparation & Objective Determination. Define the assessment objectives: accountability, professional development, reward determination, or a combination. Form a project team (Principal, subject coordinator, teacher representative, student/industry representative, school HR). Develop ethical guidelines, respondent anonymity, and a policy on the use of results (e.g., developmental vs. career decision-making only) (Effendi, et al., 2024)
2. Competency Modeling & Indicator Determination. Develop a specific competency framework for vocational high school teachers e.g., pedagogical competency, vocational/technical competency, classroom management, industry communication,

and professionalism. Transform competencies into clear and measurable indicators/question items (e.g., a 1–5 Likert scale). Use a combination of quantitative items and some open-ended questions for context (Al-Maawali, I. M. Z., 2024).

3. Instrument Design & Initial Validation. Develop separate questionnaires for each assessor group (peers, superiors, students, self, industry). Ensure the language is appropriate for each group. Conduct content validity testing (expert review) and reliability testing (pilot test; calculate Cronbach's alpha or factor analysis). Revise the instrument until it is adequate. Empirical studies emphasize the importance of instrument validation before full implementation (Tatari, F., et al., 2025).
4. Determining the sample and raters. For each teacher, determine the composition of raters: e.g., 1 supervisor (program head), 3–5 peers, 10–20 students (or industry representatives if relevant), and self-raters. The ideal number depends on the size of the school/group—ensure a sufficient number of respondents per category to ensure score stability (Ginting, N. B., (2022).
5. Socialization and Training. Communicate the objectives, process, and guarantee of anonymity to all stakeholders. Provide brief training to raters on how to provide constructive feedback (avoid emotional judgments/personal attacks). This training reduces bias and improves feedback quality (Effendi, et al., 2024).
6. Data Collection. Choose a collection medium: online form (recommended) or paper questionnaire. Online platforms facilitate anonymity, aggregation, and audit trails. Set a completion timeframe and scheduled reminders. Ensure a mechanism for handling non-response (Tatari, F., et al., 2025).
7. Score Processing & Aggregation. Perform scoring per indicator and aggregate to competency level. Common methods include a weighted average per rater category (e.g., different weights for superiors vs. students if desired). Apply normalization if necessary to ensure equitable ratings across teachers. Calculate a “gap score” (the difference between your own score and the average score of other raters) to detect blind spots or over/underestimation (Ginting, N. B., (2022).
8. Statistical analysis & reliability testing. Conduct reliability testing (Cronbach's alpha), confirmatory/exploratory factor analysis (if necessary), and analysis of differences between assessor groups (t-test, ANOVA, or non-parametric tests). Use visualizations (radar charts, gap charts) to aid in the interpretation of results. Statistical analysis supports the reliability of findings and program development recommendations (Tatari, F., et al., 2025).

9. Report preparation & feedback delivery. Prepare a concise and easy-to-understand individual report: scores per dimension, interpretation, 2–3 key strengths, and 2–3 development recommendations. Provide face-to-face feedback by a trained coach/supervisor (not just an anonymous document) to help teachers understand the results and plan follow-up. Confidentiality of data per assessor must be maintained (Effendi, et al., 2024).
10. Development Plan & Monitoring. Develop an Individual Development Plan (IDP) based on the results of: technical training, mentoring, classroom observations, industry collaborations, etc. Establish success indicators and a monitoring schedule (e.g., 6-month review). Conduct 360° review cycles periodically (e.g., every 1–2 years) to measure the effectiveness of the intervention. Studies show that 360° review is effective when accompanied by concrete follow-up (Khan Rushina et al., 2024).
11. Program Evaluation & Continuous Improvement. Evaluate the implementation process (instrument accuracy, respondents, potential biases, participation rates). Revise policies and instruments based on findings. Document best practices for replication in other departments/programs (Tatari, F., et al., 2025).

Research Data Presentation Results

The study was conducted on 25 active teachers at the Vocational High School (SMK) PAB 8 Sampali. Teacher performance was assessed using the 360-Degree Feedback method, which involved four categories of assessors: superiors, colleagues, students, and self-assessment. The instrument score used a Likert scale of 1–5.

Table 1 shows the results of the aggregation of the average multi-source scores per competency dimension.

Dimension	Supervisor	Peer	Student	Self	Interpretation
Pedagogical	4.35	4.21	4.3	4.7	Very good
Professional	4.28	4.15	4.18	4.65	Very good
Social	4.4	4.25	4.29	4.72	Very good
Vocational/Technical Expertise	4.1	3.95	3.9	4.55	Good
Learning Communication	4.31	4.1	4.2	4.68	Very good
Industry Engagement (Link & Match)	3.82	3.75	3.7	4.48	Good

The GAP analysis using the 360-Degree Feedback Method shows that teachers tend to give higher self-assessments than those assessed by external raters (principals, colleagues, and students). This was identified across all competency dimensions, with GAP values ranging from 0.41 to 0.72. The dimension with the highest GAP was Industry

Engagement (Link & Match) at 0.72, followed by Vocational/Technical Expertise at 0.56. This indicates teachers' overestimation of their vocational skills and actual industry involvement compared to external assessments.

Meanwhile, in the pedagogical, professional, social, and learning communication dimensions, although there were also GAP differences, the values were relatively lower than those in the vocational domain. This means that general pedagogical competency is good according to the multi-perspective assessment, but when it comes to industry-based vocational competencies, there is a mismatch between teachers' perceptions and the reality perceived by other stakeholders.

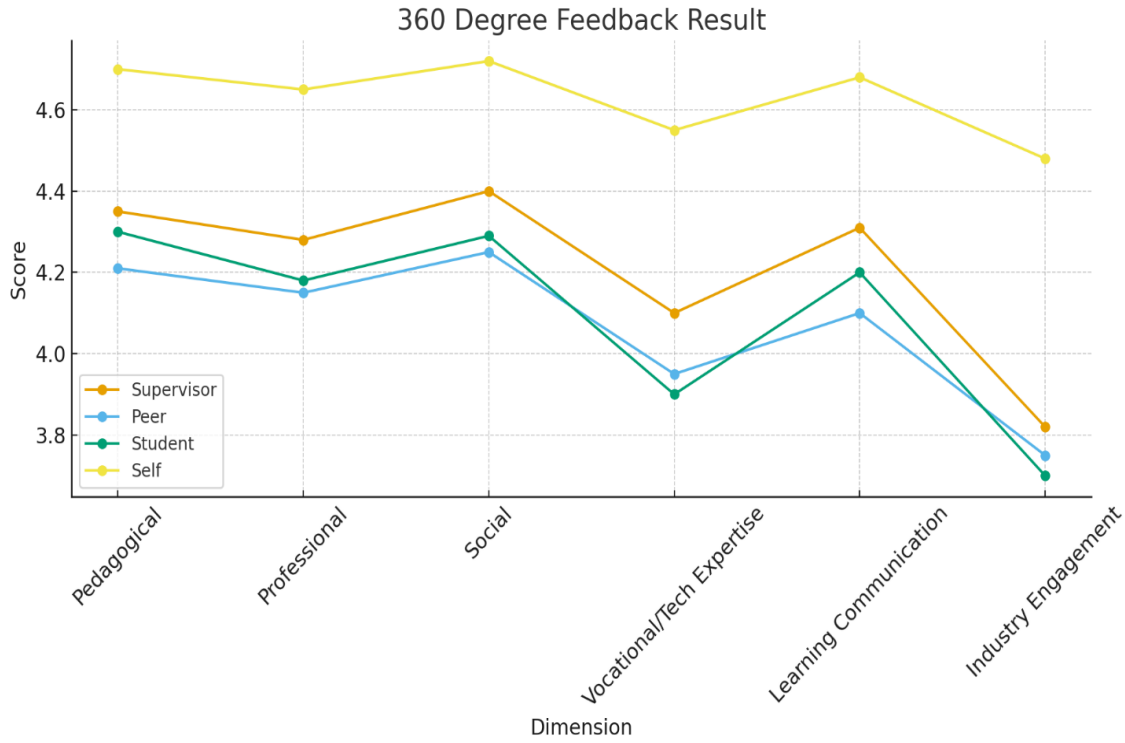

Figure 1 image of the results of aggregating the average scores of multiple sources per competency dimension.

These findings confirm that the 360-Degree Feedback Method is capable of detecting perceptual bias in self-evaluations and identifying priority areas for improvement based on objective data. In the context of vocational high schools, enhancing vocational competency and strengthening industry collaboration are strategic areas that should be prioritized in future teacher quality improvement programs.

Initial interpretation: The majority of dimensions are in the excellent category, with only two dimensions remaining relatively low: Vocational and Industrial Involvement. This pattern is typical for vocational schools that do not routinely integrate DUDI and teaching factories.

Self-Assessment Gap Analysis with External Raters

It appears that self-assessment scores tend to be higher than external assessment results across all dimensions. The largest gap occurred in Industry Engagement (self = 4.48; external rater average = 3.76). This gap indicates teachers perceived overestimation of actual DUDI linkage activities. Post-2022 literature indicates that the tendency to overestimate self-efficacy in 360° reviews is a common phenomenon among educators, making it crucial to provide targeted feedback and coaching (Ginting, 2022; Effendi, 2024; Tatari, 2025).

Discussion

The results show that the 360-Degree Feedback method is capable of providing a holistic, multi-source picture of teacher performance. The multi-rater concept allows for richer interpretation and reduces bias that often occurs when assessments are solely from management. This aligns with Ginting's (2022) findings, which demonstrate that the 360° model can improve the accuracy of teacher evaluation recommendations. The Vocational Dimension and Industry Engagement are areas requiring increased priority. In vocational schools, this aspect is a mandatory domain because it is directly related to the implementation of a vocational curriculum based on industry linkages and matches. Efendi (2024) stated that one of the weakest points in 360° implementation for vocational teachers is the lack of a supportive environment and actual operational support from industry.

Compared to post-2023 literature examining the evaluation of performance measurement instruments in vocational education (Al-Maawali, 2024; Tatari, 2025), this study's findings demonstrate that 360° can uncover specific development areas not only in general teaching performance but also in the performance of the vocational ecosystem and industry engagement. Thus, the 360° method is very suitable to be used as a periodic performance evaluation system for vocational school teachers and as a basis for compiling teacher competency improvement programs based on objective data and evidence-based results.

CONCLUSION

Based on the results of research conducted on the Analysis of Teacher Performance Assessment Using the 360-Degree Feedback Method in Vocational High Schools, it can be concluded that the 360° method is able to provide a more comprehensive, objective,

and multi-perspective picture of teacher performance than a single evaluation model. The aggregated assessment results indicate that vocational high school teacher performance is categorized as good to excellent across most competency dimensions, particularly in the pedagogical, professional, social, and communication dimensions of learning. However, there is a significant gap in the vocational dimension and industry engagement (link & match), where teachers tend to give higher self-ratings than external assessors. This condition indicates that the implementation of connectedness with the business and industrial worlds still needs to be significantly improved through teaching factory activities, collaborative projects with industry, teacher industry internships, and aligning the vocational curriculum with actual work needs. Thus, it can be emphasized that the application of the 360° method not only provides an evaluation function but also serves as an effective diagnostic tool in identifying priority development areas for vocational high school teachers in the context of work-oriented vocational education.

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