Evaluating music teacher performance through 360-Degree Feedback: A study in a music education institution

Amelia Miranti Dewi [1], Triwulandari Satitidjati Dewayana [1*], Didien Suhardini [1]
[1]Industrial Engineering Department, Universitas Trisakti, Jln. Letjen S. Parman No. 1 Kampus A, Grogol Petamburan, Jakarta Barat 11440

*Corresponding Author: triwulandari_sd@trisakti.ac.id

ABSTRACT

Yayasan Pendidikan Musik Music School in Jakarta has been operating for years without a performance measurement system for its employees, which makes it difficult to improve service quality and efficiency, as well as the effectiveness of the activities carried out. This study aims to design and implement a performance measurement system for music teachers using the 360-degree feedback method. This method is used to provide an objective and comprehensive assessment of performance. Performance criteria are evaluated through a literature review that is tailored to the duties, responsibilities, and job descriptions of the teachers, and then weighted using Pairwise Comparison. The performance measurement tool is implemented in the evaluation of three teachers, assessed by superiors, colleagues, students or parents, and themselves. The assessment results are then analyzed to identify areas for improvement. The results of this study show that all teachers received an average final score of 4, indicating good performance.

1. INTRODUCTION

Quality employees are invaluable assets for maintaining the organization's service quality. To ensure the alignment of organizational goals with its employees and to provide relevant skill and knowledge development [1], a comprehensive performance evaluation system is essential. Employee performance has a direct influence on overall organizational performance, and improving individual satisfaction and motivation is a key to improving organizational outcomes [2]. Organizational performance is a function of both efficiency and effectiveness, where performance measurement involves quantifying these aspects using metrics [3]. For instance, the Yayasan Pendidikan Musik Music School Jakarta focuses on classical music education in Jakarta, boasting skilled instructors who drive its music education activities. However, the institution's conventional management system, rooted in a familial ethos, presents challenges in enhancing efficiency and effectiveness. Challenges in teacher retention and professional development are not unique to any one educational context. Studies in Australia have also emphasized the complexity of early career teacher (ECT) attrition and called for systemic approaches to better understand and address it, including objective evaluation systems and inter-institutional cooperation [4]. Organizations also face difficulties in identifying areas for improvement and developing effective employee policies. Similar issues were observed in a case where a company restructured its HR functions to better align with strategic market expansion and organizational performance goals [5].

Also, creating employee motivation and job satisfaction is essential in human resource management within an organization. This aligns with previous research suggesting that motivation, leadership, and organizational culture significantly affect job satisfaction and retention among educators [6]. For this purpose, an effective and objective performance evaluation system is needed to drive employee motivation and maintain the quality of organizational services [7].

Evaluation of music teachers is done using criteria based on literature review and standards like the Associated Board of the Royal Schools of Music (ABRSM), along with Managerial Assessment and Peer Review processes [3]. A study evaluating music teaching systems in universities used the 360 Degree Feedback to develop a new measurement tool as an alternative to traditional methods [4]. Another study aimed to assess the knowledge and skills of classroom music teachers in delivering effective music education to students using observation and interview methods [5]. In this study, a performance measurement system using Pairwise Comparison and 360-degree feedback aims to enhance decision-making efficiency in promoting employee and organizational development. Literature review methods in teacher performance measurement research can determine suitable performance measurement criteria. These criteria are then weighted using Pairwise Comparison to compare the relative priorities of each criterion [6]. Performance measurement can be conducted using the 360-degree feedback method, which considers various perspectives and information sources, providing a comprehensive overview of the evaluated subject [7] and has enhanced organizational and employee quality, overall program effectiveness, and exceptional service providers in complex work environments [8].

This research is conducted to assist organizations in designing a performance measurement system for employees to help develop the quality and potential of the organization. The use of the 360-degree feedback method is expected to aid in the design process of employee performance more effectively and holistically. Through this research, organizations can design a comprehensive performance measurement system involving various relevant perspectives.

2. MATERIALS AND METHODS

The methodology flowchart on Figure 1 delineates the systematic approach employed to evaluate the performance of music teachers at Yayasan Pendidikan Musik Music School Jakarta, utilizing the 360-degree feedback assessment method. Primary data collection involves gathering information about Yayasan Pendidikan Musik Music School Jakarta's vision, mission, objectives, and structure through interviews and document studies. Interviews with leaders and 12 staffs explore performance measurement objectives, while observations and discussions with teachers provide insight into their roles. Secondary data collection involves reviewing literature on performance assessment and music education methods. After data collection, processing is done using the 360-degree feedback method to analyze performance. Criteria are established based on job analysis, with feedback provided by supervisors, colleagues, and others. Criterias selected are Teaching & Learning, Student Development, Institutional Development, and Professional Relationships & Services. Questionnaires distributed via Google Forms assess performance, ensuring participation.

The use of the 360-degree feedback method is expected to provide a more comprehensive and objective assessment of teacher performance while assisting each individual teacher in planning improvements [14]. Several steps required in utilizing 360-degree feedback are outlined in the flowchart in Figure 1 [15]. Peer assessments can encourage individuals to work collaboratively in teams and increase accountability for tasks that need to be performed. Self-assessment will encourage individuals to take responsibility for their own work in a reflective and honest manner [16]. In addition to assessing individual technical abilities, evaluating soft skills is also crucial. This is because emotional intelligence and self-awareness of individuals will also impact their colleagues and the customers they serve [17]. Pairwise Comparison is used to identify the priority of elements at a certain level by considering the level above them. The results of these comparisons are then transformed into a pairwise comparison matrix for numerical analysis [18], which has also been applied in prior studies to support multi-criteria decision making in organizational and technological contexts [19]. Several steps required in utilizing this method are outlined in Figure 1 [18], [20]. Experts should possess the following competencies to fill out the assessment matrix used in pairwise comparison calculations [21]. In this study, experts were selected based on their knowledge, experience, and understanding of music education. The experts include music school leaders and music teachers. School leaders ensure that assessment aspects

reflect the school's values and goals, aligning with stakeholder expectations, while teachers focus on ensuring that assessment criteria align with their teaching responsibilities and experiences [22].
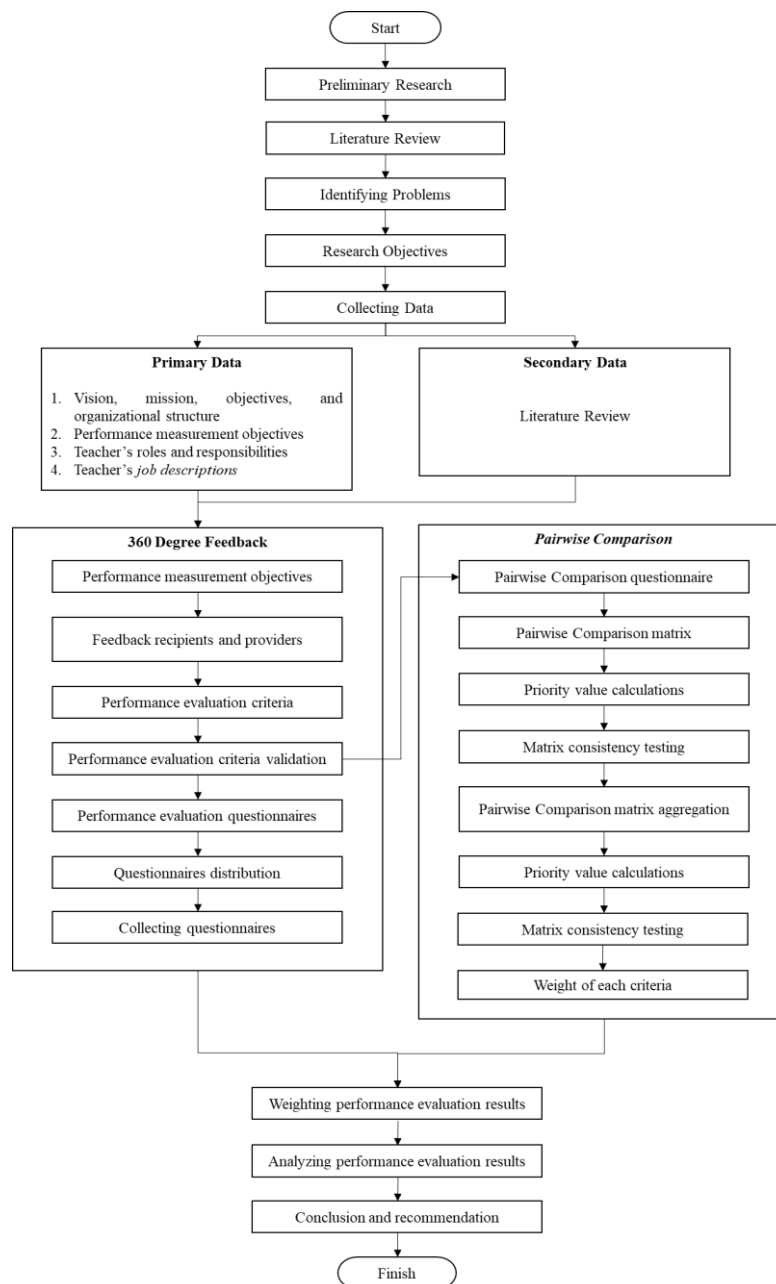

Figure 1. Methodology flowchart

3. RESULTS AND DISCUSSION

Established in 1952, SM Yayasan Pendidikan Musik (SM YPM) has flourished under successive leaders like Rudy Laban. Initially founded by Frans Szabo, the school has expanded its offerings, providing music education at various levels and across different instruments. SM YPM's curriculum is tailored to meet the demands of each educational tier, spanning from elementary to preparatory conservatory and teaching programs. Alongside practical music education, the school also offers academic courses like music theory, choir, and music history. Additionally, SM YPM hosts annual concerts, featuring its top-performing students, as part of its commitment to community service through music events.

3.1. Organization and Role of Teachers

3.1.1 Organizational Structure

The music school is led by a Chief Executive Officer (CEO), who currently also serves as the Academic Director. Other directors include the Director of Finance, Director of Human Resources, and Director of Administration. In the Academic Department, the Deputy Academic Director oversees several heads of academic class sections at the elementary education level, both in practical and academic classes. Meanwhile, the entire academic field across all education levels and the preparatory conservatory practice classes are directly supervised by the Academic Director. The Academic Director also oversees the head of the performance section, who serves as an advisor and is responsible for the implementation of concert events at the music school.

3.1.2 Roles and Responsibilities

The duties and responsibilities of music teachers at Yayasan Pendidikan Musik (YPM) encompass a wide range of tasks aimed at promoting a conducive learning environment and upholding the standards of the institution. These responsibilities include adhering to the Code of Conduct and Employee Welfare, executing assigned tasks with diligence and dedication, and fostering a safe and harmonious work atmosphere for students, parents, and colleagues. Furthermore, teachers are responsible for planning and conducting quality music lessons, continuously improving their academic qualifications and competencies, and reporting any extracurricular musical activities to the school management. They must also attend school meetings, maintain confidentiality, uphold legal and ethical standards, and comply with work schedules and directives issued by the institution. These duties form the basis for assessing teacher performance.

3.1.3 Job Descriptions

The job description of a music teacher in a music school is determined based on the goals and activities of the music school. Responsibilities include delivering music lessons to students according to the established curriculum, developing and creating creative lesson plans tailored to students' abilities, providing guidance in musical instrument techniques and expression, music theory, and other aspects of music education, regularly evaluating student progress and offering constructive feedback, teaching and exemplifying discipline to students, motivating and inspiring students to develop their interests and talents in music, preparing students for advancement exams, music concerts, and other events according to school policies, actively participating in various music school events, both as organizers and audience members, accurately documenting student progress and learning records, and effectively communicating with parents to provide updates on student progress and achievements.

3.1.4 Objectives of Teacher Performance Measurement

Based on interviews with the leadership of YPM Music School, the objectives of measuring teacher performance include evaluating their fulfillment of duties and responsibilities towards students and the school, providing constructive feedback and motivation based on assessment results, appreciating excellent performance, and offering development opportunities to those in need of improvement.

3.2. 360 Degree Feedback

At YPM Music School, teacher performance measurement employs the 360-degree feedback method, where each teacher is evaluated by various stakeholders including 1 music school leader, 3 colleagues, minimum 3 students/parents, and self-assessment. This method is chosen to obtain a comprehensive and holistic overview of performance from the perspectives of all involved parties. Several steps are taken to conduct teacher performance measurement using the 360-degree feedback method.

3.2.1 Objectives of Teacher Performance Measurement

YPM Music School conducts performance evaluations for its employees, particularly teachers, to assess their fulfillment of duties and responsibilities towards students and the school. The primary goal of this performance measurement is to provide a clearer understanding of the school and students' expectations regarding teacher performance. Besides being an evaluation tool, it aims to provide constructive feedback and motivation to teachers based on assessment results. As a result, the school can appreciate teachers who

demonstrate good performance while also providing development opportunities for those in need of improvement.

3.2.2 Performance Evaluation Assessors and Assessed Individuals (Feedback)

In the performance evaluation process, three teachers, identified as "Teacher 1," "Teacher 2," and "Teacher 3," have been randomly selected from the pool of instructors at YPM Music School. This measurement tool was tested with three teachers due to the limited research timeframe; however, their feedback provided valuable insights for refining the tool, ensuring it captures relevant aspects effectively and aligns with the study's objectives. All teachers are assessed by their supervisor, the Director of Human Resources, three colleagues, three students/parents, and themselves. This multi-stakeholder participation aims to provide a comprehensive and diverse perspective on teacher performance. Details of the aspects assessed by each evaluator are provided in Table 1.

Table 1. Criterias and sub-criterias for performance evaluation

No	Criteria	Sub Criteria		Evaluator				Evaluation Basis	
				Leader	Collea gues	Parents/ Students	Self	Duties & Obligations	Job Description
1	Teaching and Learning (C1)	C1 1	Mastery of learning materials	✓		✓	✓	6	1, 3
		C1 2	Teaching skills			✓	✓	6	3, 5
		C1 3	Teaching methods			✓	✓	6	2
		C1 4	Evaluation of student learning outcomes	✓		✓	✓	10	4, 9
2	Student Development (C2)	C2 1	Relationship with students and parents			✓	✓	3	10
		C2 2	Attention to students' emotional and psychological well-being			✓	✓	-	6
		C2 3	Development of students' musical abilities and appreciation			✓	✓	-	7
3	Institutional Development (C3)	C3 1	Response to societal values and changes			✓	✓	8, 13	-
		C3 2	Adherence to music school policies and procedures	✓		✓	✓	1-19	-
		C3 3	Discipline	✓	✓	✓	✓	4, 19	5
4	Professional Relationships and Services (C4)	C4 1	Participation in music school activities	✓	✓		✓	11, 17	8
		C4 2	Collaborative relationships within the school environment	✓	✓		✓	3, 11	8
		C4 3	Professional development of teachers	✓	✓		✓	7	8

3.2.3 Performance Evaluation Criteria

Based on the literature review conducted, several criteria and sub-criteria have been formulated to align with the responsibilities and job description of teachers at YPM Music School (**Table 1)**. The entire

performance evaluation encompasses each point of the duties and obligations outlined in the job description of teachers at YPM Music School.

Performance assessment in organizations varies depending on their activities [23]. It can be divided into personal and social dimensions [24], with personal criteria including skills, knowledge, personality traits, attitudes, and social criteria encompassing formal and informal relationships. Leadership, organizational culture, and teacher competencies collectively impact teacher performance positively [25]. Key factors to improve employee performance include training, motivation, job satisfaction, and leadership [1].

Determining measurement criteria is crucial for accurate evaluation [26]. Teaching performance criteria may include planning, classroom environment, instruction, and professional responsibilities [27]. The Associated Board of the Royal Schools of Music (ABRSM) standards are used for music teacher performance assessment [8]. Creativity is positively related to teaching styles, guiding prospective music teachers to enhance their creativity [28]. Inconsistency between state and institutional requirements poses practical and ethical issues [29].

A study evaluated teacher performance indicators in Hong Kong, identifying four domains and numerous indicators [30]. James Stronge's performance criteria aid in assessing teacher effectiveness based on seven indicators [31], including professional knowledge, instructional planning, delivery, assessment, learning environment, professionalism, and student progress [32].

3.2.4 Performance Evaluation Criteria Validation

All criteria and sub-criteria formulated earlier have been validated by all music school leaders and approved. Validating the previously formulated criteria and sub-criteria is a crucial step in ensuring that the performance assessment instrument used is accurate and relevant. The music school leaders play a significant role in this process by evaluating and approving each proposed criterion and sub-criterion. Validation is carried out to ensure that every aspect to be assessed reflects the school's values and goals, and aligns with the needs and expectations of stakeholders.

3.2.5 Performance Evaluation Questionnaire

The performance evaluation questionnaire is formulated to facilitate each evaluator in providing feedback or assessment of each teacher. The questionnaire is carefully designed to cover each previously validated criterion and sub-criterion. Each evaluator will assess different criteria and sub-criteria, as per the established distribution. The music school teacher performance evaluation questionnaire is prepared using Google Forms, beginning with the identification of the teacher to be evaluated and the relationship between the evaluator and the teacher. The rating scale used is the Likert scale with a measurement scale of 1-5. This rating scale is used because it provides simple and easy-to-understand answer options. The results of the evaluation for Teacher 1 are summarized in Table 2, which presents the distribution of responses across the different criteria and sub-criteria.

Table 2. Results of performance evaluation questionnaire for teacher 1

TEACHER 1								
Sub Criteria	Leader	Coworker 1	Coworker 2	Coworker 3	Students/ Parents 1	Students/ Parents 2	Students/ Parents 3	Self
C11	5				5	5	5	5
C12					5	5	5	4
C13					5	5	5	4
C14	5				5	5	5	4
C21					4	5	5	5
C22					4	5	5	5

Sub Criteria	Leader	Coworker 1	Coworker 2	Coworker 3	Students/Parents 1	Students/Parents 2	Students/Parents 3	Self
C23					5	5	5	4
C31					4	5	5	4
C32	5				5	5	5	5
C33	5	5	5	5	4	5	4	4
C41	5	5	5	4				5
C42	5	5	5	5				4
C43	5	5	5	4				5
Additional Notes								

Additional Notes

1. Teacher 1 is a senior colleague who is proficient in all aspects, worthy of being an example and a go-to person when facing difficulties at work. She will provide guidance until other colleagues can perform the requested tasks

2. This teacher has made excellent efforts in teaching and enhancing their own capacity. Hopefully, this can be maintained continuously

3. Teacher 1 is highly dedicated in teaching her students. So far, I feel very satisfied and grateful to be one of her students. If there are any questions or confusion, Ms. Ratna is not hesitant to explain and demonstrate repeatedly until I understand

4. From my observation during the teaching and learning activities with Teacher 1, she is very attentive to the emotional side of students when they are experiencing difficulties in a subject. And during practical class sessions, she can adjust her teaching style to various students with their respective learning styles. So far, I am comfortable with her teaching style, so I don't have any additional feedback for her at this time

Each teacher is evaluated by the same supervisor, namely the Director of Human Resources at YPM Music School. The three colleagues who will assess the performance of each teacher are the same individuals. The selected colleagues are those who frequently collaborate with the teacher being evaluated, both in committee activities and other school events and activities. Each teacher will be assessed by three different students or parents. This is because each student is taught by only one teacher among the three teachers being evaluated. Each teacher is also asked to evaluate their own performance. The process of collecting questionnaire results is carried out for approximately one week . The evaluation results for Teacher 2 are presented in , which compiles the feedback from the various evaluators across all relevant criteria.

Table 3. Results of performance evaluation questionnaire for teacher 2

TEACHER 2								
Sub Criteria	Leader	Coworker 1	Coworker 2	Coworker 3	Students/ Parents 1	Students/ Parents 2	Students/ Parents 3	Self
C11	4				5	5	4	5
C12					4	5	4	5
C13					4	5	4	5
C14	4				5	5	4	5
C21					5	5	4	5
C22					5	4	5	5
C23					5	4	5	5
C31					3	2	2	5
C32	4				5	3	3	5
C33	4	5	4	4	4	4	4	5
C41	4	5	3	4				5
C42	4	5	3	5				5

C43	4	5	4	4				5

Additional Notes	1. This teacher has developed herself and carried out teaching duties well, which can certainly still be further improved 2. Teacher 2 is a dedicated senior teacher who prepares everything well, easy to work with, and communicative 3. Calmer and focused on work 4. It would be better for Mr./Ms. YPM teachers, some of whom are quite elderly, to be willing to adapt to the students they teach so that they can connect better and the relationship between students and teachers becomes more intimate and enjoyable 🙏 5. There should be implementation of music following the trends of the times

3.3. Pairwise Comparison

3.3.1 Weighting of Performance Evaluation Criteria with Pairwise Comparison

The Pairwise Comparison method involves comparing predetermined criteria. Respondents or experts provide preferences or relative importance levels for each pair of criteria. Here are several steps involved in the process of weighting performance evaluation criteria using the pairwise comparison method.

Table 4. Results of performance evaluation questionnaire for teacher 3

TEACHER 3								
Sub Criteria	Leader	Coworker 1	Coworker 2	Coworker 3	Students/ Parents 1	Students/ Parents 2	Students/ Parents 3	Self
C11	4				5	4	4	4
C12					5	4	4	4
C13					5	4	4	4
C14	4				5	4	4	4
C21					5	4	5	5
C22					5	4	5	5
C23					5	2	3	3
C31					4	3	3	4
C32	4				5	2	3	4
Sub Criteria	Leader	Coworker 1	Coworker 2	Coworker 3	Students/ Parents 1	Students/ Parents 2	Students/ Parents 3	Self
C33	4	3	5	4	4	3	3	5
C41	5	5	4	5				4
C42	5	5	5	4				5
C43	4	5	4	4				5

Additional Notes	1. It is necessary to further develop one's own potential through more regular practice, sharpening techniques that may have been neglected or not intensive during the learning period 2. This teacher has performed various tasks and self-development well. Considering their capacity and experience, there are still many opportunities for them to continue developing themselves and demonstrate good performance 3. Despite being a young teacher, their involvement in school events is excellent, showing dedication, ease of collaboration, communicativeness, and always being helpful 4. Please provide students with opportunities to perform in front of the public such as concerts and others, so that they can learn self-mastery and confidence in their learning of musical instruments that have been provided.

The pairwise comparison preference matrix is derived from questionnaire responses, indicating the relative importance levels among criteria and sub-criteria for each evaluator. Using a scale of 1 to 9,

respondents assign preference values to hierarchy elements (Figure 2). This data allows for quantifying relative importance, forming the basis for calculating the weights of each criterion and sub-criterion. The questionnaire is distributed to experts alongside the 360-degree feedback performance evaluation questionnaire. Completion takes about a week. Comparisons among evaluators are conducted only by the leader to align performance measurement with institutional goals. Each expert, whether from the leadership, colleagues, students/parents, or themselves, provides comparison values for each item in their assessment, according to the hierarchy structure established earlier. Subsequently, each undergoes consistency testing to evaluate the level of consistency or balance in the preferences provided by the respondents or experts.
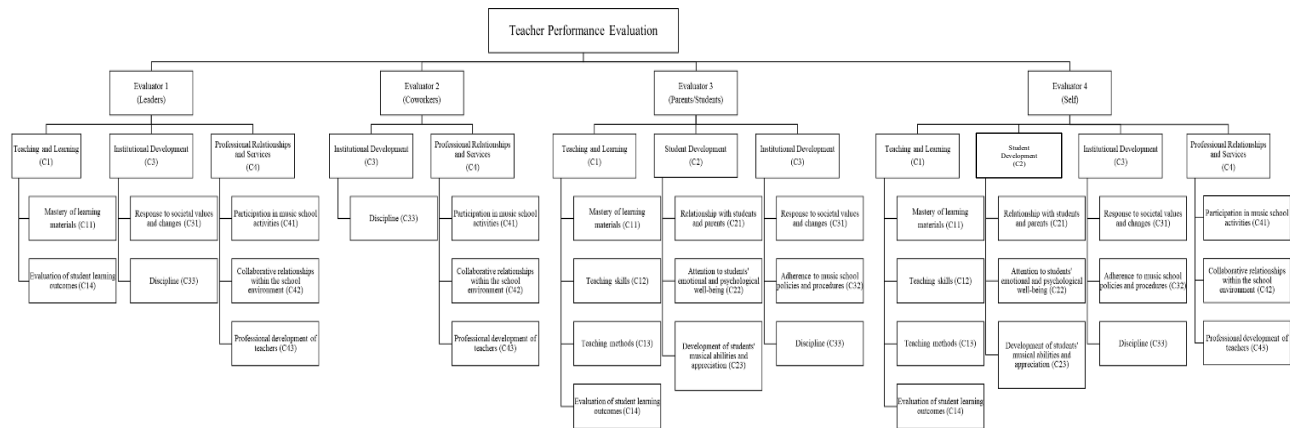

Figure 2. Performance evaluation hierarchy structure

$$CI = \frac{\lambda_{max} - n}{(n-1)} \tag{1}$$

Notes:

CI   : Ratio of consistency deviation
λ_{max} : The largest eigenvalue of an $n \times n$ matrix
n : Order of the matrix

$$CR = \frac{CI}{RI} \tag{2}$$

Notes:

CR   : Consistency ratio
RI   : Random index

Consistency testing ensures that all preference matrices from each expert have consistent values, allowing aggregation to obtain assessment weights for criteria and sub-criteria from each evaluator party. Subsequently, consistency testing of the aggregated matrices is performed to assess the consistency of the aggregated matrices.

$$N_G(ij) = \sqrt[e]{N_1(ij) \times N_2(ij) \times N_3(ij) \times \ldots \times N_e(ij)} \tag{3}$$

Notes:

N_G : Average geometric mean of the aggregated results
e   : Number of experts or informants
N_{1-e} : Values provided by experts 1 through e

The evaluation of teacher performance at the YPM Music School involves multiple stakeholders. The highest weight is assigned to leaders, indicating their crucial role in shaping teacher assessments and development. Students/parents also play a significant role, emphasizing the school's focus on student satisfaction. Self-assessment holds a moderate weight, acknowledging its importance in the process.

Colleagues' influence is minimal. Teaching quality is the primary concern for leaders and teachers, followed by compliance with school policies and professional relations. Students/parents prioritize student development, teaching quality, and, to a lesser extent, policy compliance. Overall, the emphasis is on effective teaching, student progress, and adherence to policies across the evaluations.

3.3.2 Weighting of Performance Evaluation Results

The weighting of sub-criteria is conducted by multiplying the weight of each sub-criterion by the score obtained from the performance evaluation questionnaire. Next, the sub-criteria within the same criterion group (C1, C2, C3, and C4) are summed to obtain the value of each criterion group (Table 5).

Table 5. Evaluation weights for evaluators, criteria, and sub-criteria

	Leaders (P1)			Colleagues (P2)	
No	**Sub Criteria**	**Weight**	**No**	**Sub Criteria**	**Weight**
1	C11	0,818	1	C33	1
2	C14	0,182	2	C41	0,244
3	C32	0,797	3	C42	0,64
4	C33	0,203	4	C43	0,117
5	C41	0,249	**No**	**Criteria**	**Weight**
6	C42	0,122	1	C3	0,791
7	C43	0,629	2	C4	0,209
No	**Criteria**	**Weight**	**No**	**Evaluator**	**Weight**
1	C1	0,625	1	P2	0,087
2	C3	0,251			
3	C4	0,124		**Self-Assessment (P4)**	
No	**Evaluator**	**Weight**	**No**	**Sub Criteria**	**Weight**
1	P1	0,474	1	C11	0,233
			2	C12	0,059
	Students/Parents (P3)		3	C13	0,15
No	**Sub Criteria**	**Weight**	4	C14	0,559
1	C11	0,061	5	C21	0,087
2	C12	0,561	6	C22	0,671
3	C13	0,228	7	C23	0,242
4	C14	0,151	8	C31	0,108
5	C21	0,104	9	C32	0,261
6	C22	0,623	10	C33	0,631
7	C23	0,274	11	C41	0,119
8	C31	0,664	12	C42	0,224
9	C32	0,187	13	C43	0,658
10	C33	0,149	**No**	**Criteria**	**Weight**
No	**Criteria**	**Weight**	1	C1	0,55
1	C1	0,306	2	C2	0,273
2	C2	0,615	3	C3	0,101
3	C3	0,079	4	C4	0,076
No	**Evaluator**	**Weight**	**No**	**Evaluator**	**Weight**
1	P3	0,282	1	P4	0,157

The weight of each criterion is multiplied by the criterion score to obtain the overall score from each evaluator, including evaluator 1 (leadership), evaluator 2 (colleagues), evaluator 3 (students/parents), and evaluator 4 (self-assessment). The overall score is obtained by weighting the scores from each evaluator according to the predetermined evaluator weights. Below are the final performance scores for Teacher 1, Teacher 2, and Teacher 3 after weighting according to the previously conducted weighting process (Table 6-8).

Table 6. Teacher's Final Score 1

No	Evaluator	Weight	Value	Result
1	P1	0,474	4,8	2,275
2	P2	0,087	4,931	0,429
3	P3	0,282	4,338	1,223
4	P4	0,157	4,559	0,716
			TOTAL	**4,643**

Based on the weighting of criteria and sub-criteria conducted earlier, each evaluator (leadership, colleagues, students/parents, and self-assessment) provided their respective assessments. These assessments were then calculated with each evaluator's weight to obtain the final performance score for Teacher 1, which is 4.643. With this high-performance score, Teacher 1 received an excellent evaluation, reflecting positive contributions from various evaluators, including leadership, colleagues, students/parents, and self-assessment.

Table 7. Teacher's Final Score 2

No	Evaluator	Weight	Value	Result
1	P1	0,474	4,656	2,207
2	P2	0,087	4,06	0,353
3	P3	0,282	4,24	1,196
4	P4	0,157	4,497	0,706
			TOTAL	**4,462**

Similarly, based on the weighting of criteria and sub-criteria, each evaluator (leadership, colleagues, students/parents, and self-assessment) provided their assessments, which were then calculated with each evaluator's weight to obtain the final performance score for Teacher 2, which is 4.462. With this good performance score, Teacher 2 can perceive it as recognition for their dedication.

Table 8. Teacher's Final Score 3

No	Evaluator	Weight	Value	Result
1	P1	0,474	4	1,896
2	P2	0,087	3,803	0,331
3	P3	0,282	3,861	1,089
4	P4	0,157	4,359	0,684
			TOTAL	**4**

Through the weighting process of criteria and sub-criteria, evaluations from various evaluators (leadership, colleagues, students/parents, and self-assessment) were considered with each evaluator's weight. The final results show that Teacher 3 achieved a final performance score of 4, indicating a good assessment of Teacher 3's performance from various perspectives. As a suggestion, Teacher 3 can continue to self-evaluate

and receive feedback from all evaluators to continuously improve performance quality. This analysis provides a positive overview of Teacher 3's contribution to the YPM Music School. A five-point graphic rating scale—ranging from 'Unsatisfactory' (1) to 'Outstanding' (5)—is commonly used in performance appraisal to categorize performance levels clearly and facilitate quantitative analysis [33].

4. CONCLUSION

After conducting research on the performance measurement of teachers at the Jakarta Music School of Yayasan Pendidikan Musik, several conclusions can be drawn:

1. The performance assessment criteria used to evaluate teachers at the Jakarta Music School of Yayasan Pendidikan Musik consist of four groups of criteria: teaching and learning (C1), student development (C2), institutional development (C3), and professional relations and service (C4). Each group of criteria is divided into 3-4 sub-criteria tailored to the duties, responsibilities, and job descriptions of the music school teachers.

2. The highest evaluator weights are held by leaders (0.474), students/parents (0.282), self-assessment (0.157), and colleagues (0.087). According to the leaders, the criteria with the highest weight are C1 (teaching and learning), followed by C3 (institutional development), and finally C4 (professional relations and service). According to colleagues, the criteria with the highest weight are C3 (institutional development), followed by C4 (professional relations and service). According to students/parents, the criteria with the highest weight are C2 (student development), C1 (teaching and learning), and finally C3 (institutional development). Whereas, according to self-assessment, the criteria with the highest weight are C1 (teaching and learning), followed by C2 (student development), C3 (institutional development), and finally C4 (professional relations and service).

3. Based on the performance assessment of the three teachers at the Jakarta Music School of Yayasan Pendidikan Musik using the designed measurement tool, the highest performance score is obtained by Teacher 1 (4.802), followed by Teacher 2 (4.252) and Teacher 3 (4). All teachers have good scores, with potential for improvement in some performance assessment sub-criteria.

4. The use of the 360-degree feedback method in measuring the performance of teachers at the Jakarta Music School of Yayasan Pendidikan Musik involves superiors, colleagues, students or parents, and self-assessment as evaluators. This method provides an objective and comprehensive assessment of each teacher's performance.

ACKNOWLEDGMENT

REFERENCES

[1]   A. D. Diamantidis and P. Chatzoglou, "Factors affecting employee performance: An empirical approach," *International Journal of Productivity and Performance Management*, vol. 68, no. 1, pp. 171–193, Jan. 2019, doi: 10.1108/IJPPM-01-2018-0012.

[2]   J. Niam and T. Y. R. Syah, "Pengaruh motivasi, kepemimpinan dan budaya organisasi terhadap kepuasan kerja serta dampaknya pada kinerja karyawan," *OPSI*, vol. 12, no. 2, p. 89, Dec. 2019, doi: 10.31315/opsi.v12i2.3147.

[3]   M. R. Radyanto and E. Prihastono, "Pengembangan sistem pendampingan usaha berkelanjutan bagi UMKM berbasis sistem manajemen kinerja," *OPSI*, vol. 13, no. 1, p. 17, Jun. 2020, doi: 10.31315/opsi.v13i1.3467.

[4]   J. E. Wyatt and M. O'Neill, "Investigation of early career teacher attrition and the impact of induction programs in Western Australia," *Int J Educ Res*, vol. 107, Jan. 2021, doi: 10.1016/j.ijer.2021.101754.

[5]   T. T. Suhariyanto, R. A. C. Leuveano, and S. Suhariyanto, "Analisis manajemen organisasi dan sumber daya manusia (studi kasus pada industri velg mobil)," *OPSI*, vol. 13, no. 1, p. 25, Jun. 2020, doi: 10.31315/opsi.v13i1.3470.

[6]   J. Whitfield, M. Banerjee, H. C. Waxman, T. P. Scott, and M. M. Capraro, "Recruitment and retention of STEM teachers through the Noyce Scholarship: A longitudinal mixed methods study," *Teach Teach Educ*, vol. 103, Jul. 2021, doi: 10.1016/j.tate.2021.103361.

[7]   D. Hidiroglu, "Performance evaluation systmes and leadership," *Pressacademia*, vol. 8, no. 2, pp. 112–120, Jun. 2021, doi: 10.17261/pressacademia.2021.1410.

[8]   G. N. Thungriallu, "Evaluasi sistem penilaian kinerja untuk meningkatkan kinerja guru pada sekolah musik ABC Surabaya," Universitas Surabaya, Surabaya, 2022.

[9]   Z. Tianle, "An AHP based evaluation system for music teaching in colleges," in *Proceedings - 2020 12th International Conference on Measuring Technology and Mechatronics Automation, ICMTMA 2020*, Institute of Electrical and Electronics Engineers Inc., Feb. 2020, pp. 689–692. doi: 10.1109/ICMTMA50254.2020.00152.

[10]   I. Ghozali, "Professional competence of teachers in learning music at elementary schools in Pontianak," *Harmonia: Journal of Arts Research and Education*, vol. 20, no. 1, pp. 84–94, 2020, doi: 10.15294/harmonia.v20i1.24932.

[11]   A. D. Yasa, D. D. Chrisyarani, D. M. Utama, and R. K. Werdiningtiyas, "Evaluating teaching performance in elementary schools based on multi-criterion decision making," in *Journal of Physics: Conference Series*, Institute of Physics Publishing, Dec. 2019. doi: 10.1088/1742-6596/1402/7/077109.

[12]   T. Sadeghi and M. Loripoor, "Usefulness of 360 degree evaluation in evaluating nursing students in Iran," *Korean J Med Educ*, vol. 28, no. 2, pp. 195–200, Jun. 2016, doi: 10.3946/kjme.2016.22.

[13]   C. L. Cormack, E. Jensen, C. O. Durham, G. Smith, and B. Dumas, "The 360-degree evaluation model: A method for assessing competency in graduate nursing students. A pilot research study," *Nurse Educ Today*, vol. 64, pp. 132–137, May 2018, doi: 10.1016/j.nedt.2018.01.027.

[14]   M. Rouhi Eisalou, *Human resource 360-degree feedback performance appraisal system*. LAP LAMBERT Academic Publishing, 2014.

[15]   M. Luskova and M. Hudakova, "approaches to teachers' performance assessment for enhancing quality of education at Universities," *Procedia Soc Behav Sci*, vol. 106, pp. 476–484, Dec. 2013, doi: 10.1016/j.sbspro.2013.12.053.

[16]   M. T. González-Gil *et al.*, "360-Degree evaluation: Towards a comprehensive, integrated assessment of performance on clinical placement in nursing degrees: A descriptive observational study," *Nurse Educ Today*, vol. 95, Dec. 2020, doi: 10.1016/j.nedt.2020.104594.

[17]   Julie J. Lanz, Paul J. Gregory, Mariano E. Menendez, and Larry Harmon, "Dr. Congeniality: Understanding the importance of surgeons' nontechnical skills through 360° feedback," *J Surg Educ*, 2018.

[18]   R. Klimek, "Weight matching via pairwise comparison for MaxSAT," in *Procedia Computer Science*, Elsevier B.V., 2022, pp. 2658–2666. doi: 10.1016/j.procs.2022.09.324.

[19]   S. Kasus, D. Kelompok, P. Kipas Bambu, B.) Puryani, and I. Berlianty, "Perancangan sistem kerja untuk meningkatkan produktivitas dengan sistem sosioteknik," *OPSI*, vol. 11, no. 1, Jun. 2018, [Online]. Available: http://jurnal.upnyk.ac.id/index.php/opsi

[20]   H. W. V. Tang, "Constructing a competence model for international professionals in the MICE industry: An analytic hierarchy process approach," *J Hosp Leis Sport Tour Educ*, vol. 15, no. 1, pp. 34–49, 2014, doi: 10.1016/j.jhlste.2014.04.001.

[21]   J. Aczbl and T. L. Saaty, "Procedures for synthesizing ratio judgements," *J Math Psychol*, vol. 27, pp. 93–102, 1983.

[22]   H. D. Yanuarso, R. Gusvita, and R. Helmikawaty, "Analisa proses seleksi operator pada PT. Dhanar Mas Concern Bandung," *OPSI*, vol. 13, no. 1, p. 41, Jun. 2020, doi: 10.31315/opsi.v13i1.3472.

[23]   M. Momeni and A. Jahanbazi, "Designing a fuzzy multiple attribute decision model for selecting managers," *Daneshvar Raftar*, vol. 4, no. 26, pp. 1–17, 2007.

[24]   N. Kanya, A. B. Fathoni, and Z. Ramdani, "Factors affecting teacher performance," *International Journal of Evaluation and Research in Education*, vol. 10, no. 4, pp. 1462–1468, Dec. 2021, doi: 10.11591/IJERE.V10I4.21693.

[25]   C. Danielson, "The framework for teaching evaluation instrument 2011 Edition," Princeton, 2011.

[26]   M. Isoré, "Teacher evaluation: Current practices in OECD countries and a literature review," 2009. [Online]. Available: www.oecd.org/edu/workingpapers

[27]   E. Arikhan and S. Coban, "The relationship between the creativity levels of music pre-service teachers and the preferences of a teacher model supporting creativity," *Revista de Cercetare si Interventie Sociala*, vol. 72, pp. 56–71, 2021, doi: 10.33788/rcis.72.4.

[28]   S. Prichard, "A profile of high-stakes assessment practices in music teacher education," *Journal of Music Teacher Education*, vol. 27, no. 3, pp. 198–209, Jun. 2018, doi: 10.1177/1057083717750079.

[29]   H. Sun, Y. Liu, H. Zheng, and Y. Wang, "A research on the indicators for evaluating teachers in Hong Kong," *Procedia Soc Behav Sci*, vol. 116, pp. 1459–1463, Feb. 2014, doi: 10.1016/j.sbspro.2014.01.416.

[30]   O. Lasekan, "Using strong teacher evaluation system to assess the effectiveness level of Mr. Brown as an EFL teacher in the *Mind Your Language* TV Show: An attempt to validate a reflective tool to train preservice EFL teachers," *Front Psychol*, vol. 12, Oct. 2021, doi: 10.3389/fpsyg.2021.648760.

[31]   J. H. Stronge, *Stronge teacher effectiveness performance evaluation system*. 2012.

[32]   W. Septiani, T. SD, and E. Febriani H., *Analisis keputusan: Teori dan implementasi*. Nas Media Pustaka, 2021.

[33]   T. Kutscher and M. Eid, "The effect of rating scale length on the occurrence of inappropriate category use for the assessment of job satisfaction: An experimental online study," *Journal of Well-Being Assessment*, vol. 4, no. 1, pp. 1–35, Jul. 2020, doi: 10.1007/s41543-020-00024-2.