

## An evaluation of teachers' performance on gender and work experience with the charlotte danielson evaluation model

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### ARTICLE INFO

### ABSTRACT

#### Article History

Submitted:

16 November 2023

Revised:

27 May 2024

Accepted:

30 June 2024

#### Keywords

Teacher performance;  
gender; work experience;  
evaluation; charlotte  
danielson model

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The performance teachers in the preliminary study still use teacher-centred methods, both teachers who have received certification and those who have not. On the other hand, the evaluation in schools is still on teacher performance related to learning design and the learning process in the class. Therefore, social, personality and professional competencies are still less reviewed. The purpose of this study is to evaluate teachers' performance based on their gender and work experience in public senior high schools in Maluku Barat Daya (MBD) district. Four main components were used to assess teacher performance: lesson planning and preparation, class management, lesson implementation, and professional responsibility. Data was collected from twelve teachers using the Charlotte Danielson Evaluation Model. Simple qualitative and quantitative approaches were used to collect data. The results showed that both female and male teachers planned and designed lessons well. In class management, female teachers performed very well, while male teachers performed well. In implementation, female teachers performed very well, while male teachers were categorized as good. Professional responsibility was evaluated as good for both gender groups. The study also showed that gender affects class management and implementation performance, while work experience has no significant effect.

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#### To cite this article (in APA style):

Lelatobur, L. E., Manongga, D. H. F., & Iriani, A. (2024). An evaluation of teachers' performance on gender and work experience with the charlotte danielson evaluation model. *Jurnal Penelitian dan Evaluasi Pendidikan*, 28(1), 122-135 doi: <https://doi.org/10.21831/pep.v28i1.67533>

## INTRODUCTION

Improving the quality of education in schools starts with teachers' performance and is supported by the availability of adequate infrastructure. Alfath and Huliatusisah (2020) explained that teachers who come from a good educational background and have competencies that align with their fields have a more significant effect on educational output. Putri and Edwarman (2023) affirm that teacher performance is strongly influenced by three factors: individual, psychological, and organizational. Individual factors such as gender and work experience are two indicators that can affect a person's performance. Evans et al. (2021) state that the complexity of the gender gap in education and its development can impact society both socially and economically in terms of the educational gap between women and men, as well as the gender gap in workplace participation that may still exist. Related to work experience, Yadav and Dhar (2021) show research results that prove employees with more experience tend to have better performance because they have broader knowledge that allows them to improve their performance continuously. Both indicators of individual factors in relation to teacher competence play a role in realizing the quality of learning both on the part of teachers and students.

Based on the empirical study at SMAN 12 and SMAN 13 of MBD District, it was found that the evaluation of teachers' performance in the form of academic supervision was conducted 2 (twice) in each academic year. However, it was still found that the performance of some

teachers (not all) in the implementation of learning used the teacher-centred method, both teachers who had received certification and those who had not received the certification. On the other hand, the implementation of evaluations in schools is only on teachers' performance related to lesson plans and the learning process in the classroom. Therefore, teacher competencies such as social, personality, and professional skills are still less reviewed even though some teachers in both schools already have and demonstrate each of these competency standards.

The results of this preliminary study are inversely proportional to the research of [Lalupanda et al. \(2019\)](#) conducted to evaluate certified teachers of SMAN 1 Waingapu, East Sumba District, using the Charlotte Danielson version evaluation model, it was found that teachers showed proficient performance only in the domains of lesson preparation and planning as well as implementation, furthermore by [Rohman \(2020\)](#) in research related to the influence of competencies on the performance of teachers with civil servant status found that teacher performance is more influenced by pedagogical and professional competence compared to the influence of personality and social competence.

These two findings indicate that teachers' performance improves and/or slows down not only in terms of their profession and certification status but can also be influenced by other factors. Research conducted by [Syah \(2016\)](#) found that teachers' performance is not influenced by gender but by the level of education and experience, where teachers who have more than ten years of experience tend to decline. In contrast to Syah, other studies have shown a significant influence between age, teaching experience, and education level on teacher professionalism ([Rusydia, 2021](#)) as well as gender on educator evaluations by [Sigurdardottir et al. \(2022\)](#) that found results in the form of bias in terms of teaching, namely for male teachers the subject knowledge is better, while female teachers in terms of service and interpersonal relationships are better.

Based on the preliminary study and previous findings, it was found that the quality of teacher performance before and after obtaining a professional degree is not different. There is a gap in teacher expertise in the realm of responsibility, and teacher performance increases or decreases can be caused by these factors. Therefore, the purpose of this study is to evaluate teacher performance based on gender and work experience in two public high schools in MBD District using four main components, namely lesson planning and preparation, class management, implementation, and professional responsibility.

## RESEARCH METHOD

This research is an evaluation study conducted on teachers in two public schools in the MBD district. For data analysis, a quantitative approach was used; the other was a qualitative approach using interviews, the study of documents, and observation to ensure that the data of the evaluation rubric was accurate. Both methods aim to explain and show the data collected in context. To obtain data analysis, there are four scale indicators for scoring from 1-4 (Unsatisfactory et al., & Distinguished), with each scale divided into its criteria which are 1 ( $\geq 50\%$ ), meaning that the teacher does not master, understand, or apply each component of the 4 Domains; 2 (51%-70%) meaning that teacher adequately masters, understands, and applies each component of the 4 Domains; 3 (71%-85%) teacher masters, understands, and applies each component of the 4 Domains; and 4 (86%-100%) teacher fully masters, understands, and applies each component of the 4 Domains. The Charlotte Danielson assessment rubric was used to collect quantitative data, and the principal assessed it. The data was then evaluated using simple descriptive statistics, with each rubric item's ratings totalled using the Likert scale method. Moreover, qualitative data analysis using Miles and Huberman models includes data reduction, data presentation, and verification. The relationship between gender and work experience on teachers' performance was examined more through quantitative analysis.

The research subjects included the Principal, Vice Principal for Curriculum, six male teachers born in 1965-1990 (three uncertified, three certified) and six female teachers born in 1965-1990 (one uncertified, five certified), of these twelve teachers, six had 8-13 years of teaching experience, and six had 14-18 years of teaching experience.

The principal was provided with Charlotte Danielson's rubric, which was broken down into several indicators to facilitate a comprehensive understanding of each evaluation domain. Domain 1, "Preparation and Planning," comprises six components designed to assist the evaluator in assessing the teacher's lesson preparation prior to and during lesson delivery. Domain 2, "Class Management," includes five components that enable the evaluator to rate the teacher's management skills on a scale ranging from Very Good to Poor. This domain covers not only the classroom environment but also the condition and behaviour of the students. Domain 3, "Implementation," also contains five components and focuses on evaluating teachers—both male and female—on their organization of lesson plans, classroom activities, and the collaborative interactions between teachers and students, as well as among students. The final domain, Domain 4, evaluates the teacher's professional responsibilities, assessing their conduct and commitment to their profession within the school and in educational organizations outside the school. The principal and researcher used it as a guideline for evaluation and observation. In addition, the interview technique was carried out by distributing questions using Google Forms to the research subjects. The collected data were then analyzed using Miles and Huberman's model, which includes data reduction, data presentation, and verification.

## FINDINGS AND DISCUSSION

### Findings

The results found in this study are divided into two, i.e. gender and work experience based on the percentage value of each component of Charlotte Danielson's evaluation domain, which consist of Preparation and Planning, Class Management, Implementation, and Professional Responsibility.

In Domain 1 Preparation and Planning, the evaluation results for male and female teachers with their work experience were obtained as presented in [Table 1](#). Based on the indicators of achievement, it shows that male teachers who have Good category performance are AS, AM, YW, BL, and AMr followed by the category with a Very Good level of achievement in Domain 1 is BT with a percentage of 100%, whereas female teachers who show performance in Domain 1 in the Good category are ET, NT, HT, and ST and the two female teachers who show Very Good performance in Domain 1 are FK and MS with a performance percentage of 100%. In the second research variable Work Experience presented teachers with 8-13 years of work experience with six teachers, namely AS, YW, NT, FK, and MS, only teachers FK and MS were rated by the principal as showing Very Good performance, while the other teachers were in the Good category. On the other hand, teachers with 14-18 years of experience consist of six teachers, they were AM, BT, AMr, ET, HT, and ST. According to the level of performance achievement in Domain 1, teachers AM, AMr, ET, HT and ST are in the Good achievement category, but teacher BT's performance is rated Very Good by the principal.

Based on the results of observations during the observation of both genders of SMAN 12 and SMAN 13 MBD, it was found that most male teachers have conducted lesson preparation that meets the requirements set by the curriculum and Domain 1 indicators. However, there were also some male teachers who achieved a moderately good level of preparation, indicating that they have the ability to plan good quality lessons but do not always implement them. On the other hand, female teachers from both schools have demonstrated excellent lesson preparation and planning by compiling complete lesson plans, teaching modules, daily journals and attendance lists for each week. The interviews with teacher representatives follow up on the observations regarding the preparation of the teaching module

and assessment explained by BL (male representative) and FK (female representative). BL (14-18yr) says;

*”modul ajar yang dirancang memiliki tujuan yang bendak dicapai, memiliki langkah-langkah atau rencana pembelajaran yang tersistem, dan memiliki penilaian.”*

[The designed teaching module has specific objectives to be achieved, includes systematic steps or lesson plans, and contains assessments.]

**Table 1.** Domain 1 Performance Evaluation Results

Domain 1 Components	Male Teachers (%)						Female Teachers (%)					
	AS 14-18Yr	AM 14-18Yr	YW 8-13Yr	BL 14-18Yr	BT 8-13Yr	Amr 14-18Yr	ET 14-18Yr	NT 8-13Yr	HT 14-18Yr	ST 14-18Yr	FK 8-13Yr	MS 8-13Yr
1.A. Applying Knowledge of Content and Pedagogy	75	75	75	75	100	66	75	66	75	83	91	91
1.B. Knowing and Valuing Students	68	81	75	75	100	81	93	87	100	75	93	75
1.C. Setting Instructional Outcomes	75	81	75	75	87	75	81	87	93	75	93	87
1.D. Using Resources Effectively	75	91	75	83	91	66	83	75	75	75	100	100
1.E. Planning Coherent Instruction	68	81	75	62	87	75	93	93	93	68	100	87
1.F. Designing and Analyzing Assessments	75	75	62	75	81	62	87	75	81	81	100	81
Achievement Level	75	75	75	75	100	75	75	75	83	75	100	87
Category	Good	Good	Good	Good	Very Good	Good	Good	Good	Good	Good	Very Good	Very Good

FK (8-13yr) says;

*”Evaluasi dalam proses pembelajaran semuanya disamakan, yang disesuaikan adalah media pembelajaran yang mendukung proses pembelajaran karena setiap gaya belajar membutuhkan media belajar yang berbeda”*

[The evaluation in the learning process is standardized, with adjustments made to the learning media that support the process. This is because each learning style requires different learning media.]

The next findings based on the evaluation of the class management domain for male and female teachers with work experience are presented in [Table 2](#). From the data presented for male teachers, it was found that all teachers AS, YW, BL, BT, and AMr showed a Good level of performance achievement while AM had Very Good performance achievement. Then, the female teachers' data showed that there were four teachers who obtained a Very Good level of performance achievement, namely ET, HT, FK and MS, while NT and ST had a Good level of achievement. In terms of work experience, teachers with 8-13 years of experience were rated Good for AS, YW, BT, and NT, while teachers with FK and MS were rated Very Good in applying the five components of Domain 2. While teachers with 14-18 years of experience, teachers AM, ET and HT were rated as Very Good, and AMr, BT and ST as Good.

Based on observations, male teachers with work experience 8-13 and 14-18 years show good performance when preparing the classroom, not only limited to the room but also students and the learning atmosphere, although there are still several components of Domain 2 that were observed to be quite well implemented by teachers, but they were able to maintain a safe and comfortable learning atmosphere in the classroom. For female teachers with work experience 8-13 and 14-18 from both schools in this class management domain, the average performance is very good compared to male teachers. This can be seen at the time before starting the lesson when teachers instruct class attendants to prepare the class, build motivation, and present a sense of comfort for students to learn. Although female and male teachers are in the same satisfactory category, the level of achievement of female teachers shows that they have the knowledge and ability to create and present classroom situations that support students' learning activities, not only in terms of cognitive but also in supporting students' learning styles. Male teachers have also been able to present learning in a classroom that respects and supports each other, but some male teachers' attention is still limited. For example, during discussions, there were groups where most members talked to their colleagues; although this was also found in the female teacher's class, they quickly dealt with it by reprimanding and even disciplining them. Following up on the observations, teacher AM (14-18yr) and AS (8-13yr) say in the interview regarding collaborative learning between him and the students;

*“Dalam perencanaan pembelajaran kolaboratif saya menerapkan berbagai model dan pendekatan pembelajaran yaitu: discovery learning, problem based learning, scientific approach, project based learning.”*

(AS) *“Dalam setiap pembelajaran yang menyenangkan pasti ada komunikasi antar guru dan peserta didik agar dapat mencapai tujuan pembelajaran yang efektif. Agar proses pembelajaran tidak monoton peserta didik diberi kesempatan untuk menyampaikan maksud atau keinginan yang mereka inginkan.”*

[AM: In my collaborative lesson planning, I implement various models and approaches to learning, including discovery learning, problem-based learning, the scientific approach, and project-based learning. AS: In every enjoyable learning experience, there must be communication between the teacher and the students to achieve effective learning goals. To ensure the learning process is not monotonous, students should be given the opportunity to express their intentions and desires.]

Table 2. Domain 2 Performance Evaluation Results

Domain 2 Components	Male Teachers (%)					Female Teachers (%)						
	AS 14-18Yr	AM 14-18Yr	YW 8-13Yr	BL 14-18Yr	BT 8-13Yr	Amr 14-18Yr	ET 14-18Yr	NT 8-13Yr	HT 14-18Yr	ST 14-18Yr	FK 8-13Yr	MS 8-13Yr
2.A.Cultivating Respectful and Affirming Environments	75	100	75	100	75	62	93	87	100	75	100	87
2.B. Fostering a Culture for Learning	75	100	87	75	75	87	93	87	100	87	100	81
2.C. Maintaining Purposeful Environments	75	93	75	87	81	62	93	93	93	75	100	93
2.D.Supporting Positive Student Behavior	66	75	75	83	75	66	83	75	100	83	100	91
2.E. Organizing Spaces for Learning	75	83	83	75	83	75	91	75	83	75	83	83
Achievement Level	75	91	75	83	75	75	91	75	100	75	100	89
Category	Good	Very Good	Good	Good	Good	Good	Very Good	Good	Very Good	Good	Very Good	Very Good

In another interview's indicator which are encourage and supporting students' positive attitude, explained by HT (14-18yr);

*“Saya mengajarkan peserta didik untuk bekerja sama dan saling membantu satu sama lain ketika diskusi atau saat kerja kelompok, selain itu juga berikan mereka kesempatan untuk berbicara dan berkontribusi dalam pembelajaran.”*

[I teach students to cooperate and help each other during discussions or group work. Additionally, I provide them with opportunities to speak and contribute to the learning process].

Then, in Domain 3, which is divided into five components, evaluating the ability and competence of teachers in implementing the lesson, it was found that for male teachers (see Table 3), AS, AM, YW, BL, and BT showed a Good level of performance achievement (75%) while AMr was still lacking in showing the ability to organize learning, indicated by the 50% performance achievement. Female teachers' performance assessment data shows that there were three teachers who obtained a Very Good performance achievement level on the implementation that included ET, HT, and FK, while the other three teachers showed Good

ability for all five domain components, namely NT, ST, and MS. The evaluation results for teachers with a length of work experience of 8-13 years for all components of Domain 3 showed Good achievement obtained by teachers AS, YW, BT, NT and MS and then teacher FK was given an assessment with a Very Good level of achievement. Meanwhile, for work experience in the range of 14-18 years, only AMr received a percentage with a level of achievement in the Less category in several aspects of Domain 3. Three teachers, namely AM, BT, and ST, received a performance assessment that fell into the Good category, and teachers with Very Good implementation of learning performance were given to teachers ET and HT, who received a percentage score of 87% and 100% respectively.

Table 3. Domain 3 Performance Evaluation Results

Domain 3 Components	Male Teachers (%)					Female Teachers (%)						
	AS 14-18Yr	AM 14-18Yr	YW 8-13Yr	BL 14-18Yr	BT 8-13Yr	Amr 14-18Yr	ET 14-18Yr	NT 8-13Yr	HT 14-18Yr	ST 14-18Yr	FK 8-13Yr	MS 8-13Yr
3.A. Communicating About Purpose and Content	75	75	75	75	87	62	93	75	100	81	100	81
3.B. Using Questioning and Discussion Techniques	66	75	75	75	75	66	100	66	100	91	100	91
3.C. Engaging Students in Learning	68	81	75	81	93	87	87	75	93	93	100	75
3.D. Using Assessment for Learning	66	75	75	75	83	50	75	75	83	66	100	66
3.E. Responding Flexibly to Student Needs	58	75	75	75	91	66	83	83	100	83	100	58
Achievement Levels	75	75	75	75	75	50	87	75	100	83	100	75
Category	Good	Good	Good	Good	Good	Less	Very Good	Good	Very Good	Good	Very Good	Good

Based on observational data regarding communication, the application of learning methods, and teachers' responsiveness to students' needs during lessons, the rubric data indicated differences between male and female teachers, though not significantly influenced by work experience. The observations revealed that the learning environment created by both genders of teachers was satisfactory. However, during question-and-answer sessions between teachers and students or among students, classrooms led by female teachers exhibited a more dynamic atmosphere with a wider variety of questions, including both confirmation inquiries and those that sparked new discussions. In addressing students' needs, only male teachers AM, YW, BL, and BT demonstrated attentiveness to student well-being, such as monitoring their health during lessons. Similarly, a female teacher et al. so responded effectively by instructing the class leader to escort an unwell student to the school medical room. Female teachers further

distinguished themselves in their responsiveness by thoroughly answering student questions during lessons, facilitating group discussions, actively engaging with each group to assess their understanding, and offering more frequent praise. This responsiveness contributed to female teachers being perceived as more attentive to students' needs compared to their male counterparts.

Based on the interviews data for the aspect that engaging students and fostering active participation during lessons that is part of component 3D, three teachers named AM, BL, and AS from male teachers with following work experience 14-18 years and 8-13 years, commenting.

AM: *“Menyiapkan fasilitas sekolah seperti komputer dengan akses internet membantu peserta didik mengembangkan kompetensi mereka.”*

BL: *“Melakukan karya wisata pada objek-objek bersejarah.”*

AS: *“Fokus pada materi esensial agar ada pendalaman kompetensi yang lebih.”*

To summarize from their perspective to the evaluation aspect, these comments state that enhancing engagement involves providing technology like computers with internet access, organizing educational field trips to historical sites, and prioritizing essential content for deeper understanding. Different statements from ST (14-18yr) and FK (8-13yr) as female teacher representatives say that.

ST: *“Suasana belajar harus diciptakan nyaman mungkin, sehingga peserta didik tidak merasa canggung dan takut baik di dalam maupun di luar kelas.”*

FK: *“Memberikan kegiatan eksplorasi melalui masalah kontekstual yang berkaitan dengan pembelajaran dan melakukan kegiatan presentasi atau unjuk kerja dalam proses pembelajaran.”*

In conclusion, to maximize student engagement and participation, it's essential to create a comfortable learning environment where students feel at ease and promote exploration through contextual problems while encouraging presentations or demonstrations as part of the learning process.

Domain 4 of the teacher performance evaluation consists of six components used to assess teacher competence in professional responsibility (See Table 4). The results obtained show that the male teachers who have professional responsibilities in the Good category are BT, while the Very Good category is BL; the other four teachers, namely AS, AM, YW, and AMr, are still in the Ample category. For female teachers who carry out professional responsibilities, those with a Good category are ET, NT, and MS; for HT, the level of achievement is Ample. Finally, FK and ST get a very good level of achievement or carry out their professional responsibilities. On the variable of work experience, teachers with 8-13 years of work experience, two teachers, BL and FK, showed Very Good performance; NT and MS received average ratings at the Good category level, while AS and YW received ratings at the Fair level of achievement. On the other hand, for teachers with 14-18 years of experience, BT and ET demonstrated a Good level of achievement. Teachers AM, AMr, and HT showed Ample performance, while ST, who was rated 100%, showed a Very Good achievement level of professional responsibility.

Based on observations, six male teachers have been effectively reflecting on their teaching practices. However, only teachers AM, YW, BL, and BT incorporate reflection into their self-evaluation process, assessing the achievement of learning outcomes and their effectiveness in facilitating student success. These four teachers begin lessons by asking questions related to previous material and pose reflective questions during lesson closure.

Regarding communication with parents, the principals of both schools rate teachers AS, AM, and YW as satisfactory, while BL, BT, and Amr are rated as good. In terms of professional development, all six teachers actively seek opportunities to enhance their knowledge and skills



by attending workshops and seminars and participating in MGMP (Musyawarah Guru Mata Pelajaran). In maintaining portfolio archives, male teachers with varying levels of experience generally perform at a good or satisfactory level. Thus, work experience does not necessarily correlate with higher professionalism in each component over time.

**Table 4.** Domain 4 Performance Evaluation Results

Domain 4 Components	Male Teachers (%)						Female Teachers (%)						
	14-18Yr	AS	AM 14-18Yr	YW 8-13Yr	BL 14-18Yr	BT 8-13Yr	Amr 14-18Yr	ET 14-18Yr	NT 8-13Yr	HT 14-18Yr	ST 14-18Yr	FK 8-13Yr	MS 8-13Yr
4.A. Engaging in Reflective Practice	58.		75	75	91	75	50	75	75	75	66	100	75
4.B. Documenting Student Progress	50		58	75	50	75	58	75	58	75	100	100	91
4.C. Engaging Families and Communities	56		50	50	87	81	87	56	50	50	81	100	68
4.D. Contributing to School Community and Culture	58		75	75	100	100	75	100	75	75	100	100	91
4.E. Growing and Developing Professionally	68		81	75	100	81	75	81	93	85	81	100	81
4.F. Acting in Service of Students	75		75	75	100	91	83	75	100	91	91	100	91
Achivement Levels	62		68	70	88	83	66	81.	75	68	100	100	75
Category		Ample	Ample	Ample	Very Good	Good	Ample	Good	Good	Fair	Good	Very Good	Good

In contrast, female teachers demonstrate different strengths based on the observations. They conduct self-evaluation through various forms of pretests and posttests, including reflection questions. Most female teachers maintain a class or personal journal to document student learning products in their portfolios. Additionally, five female teachers have received government certification, indicating higher motivation and work ethic in achieving professional recognition.

## Discussion

On average, the level of achievement of each variable of gender and work experience for Domain 1 is 79%-81%(Male-Female), 80%-80% (8-13yr-14-18yr), meaning that it does not show that there were differences in performance in the Preparation and Lesson Planning domain. Differences in the result of variable gender are in line with the observation data, which is the performance of six male teachers in Domain 1 demonstrates several key indicators of effective teaching practices. All teachers prepare clear and structured lesson plans (RPP for Kurikulum-13 and teaching modules for Kurikulum Merdeka), along with attendance lists and daily journals. However, one teacher failed to submit their lesson plan to the principal before class. Different results from female teachers that demonstrate strong performance in Domain 1.

All six female teachers effectively prepare structured and clear lesson plans. Teaching resources vary, integrating technology like videos and PPTs; time management is well-planned and executed according to curriculum requirements, ensuring that lessons are completed on time with added activities like ice-breaking sessions. Evaluation planning is robust, incorporating pre-tests, post-tests, group discussions, and interactive activities, allowing for diverse learning styles. It is aligned with the findings by [Iswadi and Karlina \(2021\)](#), which state that teachers' performance in creating effective learning conditions so that there is an increase in students' abilities is not influenced by the gender of the teachers. However, the results of this study differ from those found by [Martin et al. \(2019\)](#) and [Scherer et al. \(2021\)](#), who found that educators with female gender significantly showed higher attitudes and confidence in terms of preparation and lesson planning, communications and time management compared to male educators in online learning. Regarding work experience as another factor related to teacher performance, it was found that teachers with 8-13 years and 14-18 years of experience demonstrated almost the same performance across each component of Domain 1. Only a few teachers showed slightly better performance in certain indicators, such as lesson design, adapting instruction to students' learning styles, and evaluation planning. The research findings by [Zakiah and Byre \(2021\)](#) concluded that work experience affects the work performance of MTs Negeri 1 Ende teachers. However, the findings in this evaluation study did not show a relationship between work experience and the performance of teachers' lesson preparation and planning.

The evaluation results for Domain 2 as for the gender variable in the average achievement level shows 80% (male)- 88% (female) while the work experience is 83% (8-13yr)- 85%(14-18yr). The observations reveal distinct differences in classroom management between male and female teachers. Female teachers consistently demonstrate a high level of performance in creating a respectful learning environment, developing collaborative learning cultures, and managing classrooms effectively. They engage students through motivational activities, structured lesson plans, and diverse teaching methods like discovery learning and project-based learning. They also effectively integrate classroom resources and provide consistent support for positive student behaviour, fostering an inclusive and productive learning environment. In contrast, while male teachers also show commendable performance, there are variations in their effectiveness. The performance of male teachers varies more widely, suggesting that while many achieve high standards, there is a need for greater consistency across all male teachers. Ultimately, both male and female teachers demonstrate strong classroom management skills, but female teachers tend to maintain higher and more consistent standards across all observed components, regardless of their years of experience.

This result is in line with research conducted by [Pulungan \(2019\)](#), which found that female teachers are relatively better than male teachers in terms of class management in relation to student learning achievement. Research by [Valente et al. \(2019\)](#) found that female teachers on all three dimensions of EI (Emotional Intelligence) tested, that is, emotional perception, emotional expression, and emotional regulation, showed better results, and because all these

dimensions are better than, it correlates with the discipline of their class management. In relation to work experience as the second variable, teacher performance related to class management is not so influenced by the length of time the teacher works. This finding is in line with the results of [Suharto \(2022\)](#), which found that class management is not influenced by cognitive, social, linguistic, and/or physically complex experiences.

Evaluation results from Domain 3 found the average gender performance and work experience of the teacher is as follows: 71%(male) – 86%(female) and 79%(8-13yr) – 78%(14-18yr). The observation and interview data show that male and female teachers have different disparities in course execution. Female teachers frequently outperform in several aspects of good teaching. They thrive at communication by actively engaging students in discussions and reflections, as well as using a variety of instructional methods to accommodate diverse learning styles. Female teachers are also highly receptive to their students' needs and foster a helpful learning atmosphere. Their capacity to incorporate real-life situations and promote critical thinking through a variety of evaluation methods, including interactive and written exams, contributes to their effectiveness. In comparison, while male teachers do well, there are several areas that may be improved. Some male teachers respond less consistently to pupils' urgent needs during lessons than their female counterparts.

Furthermore, male teachers are more likely to use traditional approaches, such as lectures followed by group discussions, which may not adequately serve students' different learning requirements. Male teachers can benefit from adopting some of the methods that female teachers use to improve their performance and student engagement. The results are similar to the findings of [Erawati et al. \(2020\)](#), which concluded that one of the teacher characteristics, that is, gender, has an influence on the performance of public junior high school teachers in Bengkayang District. Furthermore, the findings in [Aimah and Purwanto \(2019\)](#), which evaluated the performance of preparation, presentation, implementation/methods, personal characteristics, and lecturer/student interactions, the results were that male lecturers showed lower performance compared to female lecturers in terms of explaining material, using learning methods, and student enthusiasm. According to [Mert \(2019\)](#), with the high performance of female teachers in the implementation, it is possible that women face greater challenges or pressures when trying to achieve their career goals and have to work harder to demonstrate their abilities in the workplace.

However, a study by [Tambak et al. \(2022\)](#) conducted with consideration of the gender and length of teaching experience of lecturers in terms of competence showed that male lecturers tended to be better at using discussion methods than female lecturers. In terms of work experience, the results showed no difference in performance between teachers with 14-18 and 8-13 years of work experience. This finding is different from the results of [Qomariyah et al. \(2022\)](#), which found that work experience has a positive and significant impact on employability. However, [Graham et al. \(2020\)](#) found almost similar results to this study, which showed that the beginner-level teachers (0-3 years of experience) succeeded equally or better than the transition teachers (4-5 years of experience) but overall, the quality of teaching for both categories of teachers needs to be improved.

The findings for Domain 4 found the average gender performance and work experience of the teacher are as follows: 71%(male) – 86%(female) and 79%(8-13yr) – 78%(14-18yr). According to observation and interview data, male and female teachers have significantly different professional development paths. Male teachers exhibit effective reflection skills, but only a small percentage regularly incorporate self-evaluation throughout the course. Female teachers, on the other hand, excel at systematic lesson planning, the use of diverse teaching resources, and good time management, all of which contribute to the achievement of learning objectives. In terms of preserving portfolio records, female teachers are more consistent and detailed than their male counterparts, who tend to depend on pre-prepared materials. It could be stated that both groups display a commitment to professional growth, though female

teachers tend to achieve higher levels of formal certification and thorough documentation of student progress.

The findings of this study show differences with previous findings by [Philippou \(2019\)](#), who investigated the relationship between teacher professionalism from gender and years of work (1-10 years, 11-20 years, and 21-33 years), the results showed that male teachers had high professional motivation compared to female teachers, while for the working period factor it was found that teachers who had been teaching for a long time, experienced a decline in enthusiasm and motivation in their work caused by factors such as continuous work demands, stress, or feelings of boredom. In contrast to the results found in [Toropova et al.'s \(2021\)](#) study, which examined Swedish teachers regarding how satisfaction with being a teacher correlates with their professionalism, the results found that female teachers have higher job satisfaction than male teachers. It was further explained that this might be due to them accepting their traditional roles of caring, educating and teaching, while men may feel unsuitable for these roles and, therefore, dissatisfied. Another finding that is similar to the results of this study was found by [Tambak et al. \(2020\)](#), who observed teachers' characteristics, including gender and years of work. Results showed that gender did not affect the professionalism of Madrasah Aliyah teachers in Riau; however, there was a significant relationship between teachers' work experience (21-30 years) and their professionalism. In other words, a teacher with teaching experience between twenty-one and thirty years has a high level of teacher professionalism, which contributes positively to their teaching process. In contrast, teaching durations below ten years and above thirty years increased professionalism is not yet apparent.

## CONCLUSION

The evaluation of teachers' performance demonstrates significant disparities across gender and job experience characteristics in Domains 1–4. In Domain 1 (Preparation and Lesson Planning), male and female teachers attain comparable levels. Female teachers, on the other hand, score higher in Domains 2 (Classroom Management) and 3 (Implementation), where they excel at building structured learning environments and effectively engaging students through a variety of teaching methods and evaluations. In Domain 4 (Professional Responsibilities), male and female teachers also attain comparable levels. Meanwhile, work experience showed less relation to teacher performance with both work experience options in either school.

## Conflict of interests

There are no known conflicts of interest associated with this publication.

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