
ANALYSIS OF PERFORMANCE APPRAISAL INDICATORS IN BOSOWA EDUCATION THROUGH CAREER MATURITY AND WORK-LIFE BALANCE PERSPECTIVES

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ABSTRACT (10 PT)

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This study aims to analyze performance appraisal indicators in Bosowa Education by integrating the perspectives of career maturity and work-life balance. This research employs a descriptive qualitative approach with data collection techniques including observation, in-depth interviews, and documentation. The performance appraisal indicators refer to Notoatmodjo's framework, consisting of job-related, performance standards, and practicality aspects. The findings reveal that although the performance appraisal system has been structurally implemented, several challenges remain, particularly in aligning appraisal indicators with actual job roles, clarifying performance standards, and ensuring system usability. Furthermore, career maturity and work-life balance are identified as moderating factors influencing employee performance effectiveness. Employees with higher career maturity demonstrate better adaptability and understanding of performance systems, while imbalance in work-life conditions tends to reduce productivity. This study recommends developing a more adaptive, transparent, and employee-centered performance appraisal system to enhance organizational effectiveness.

INTRODUCTION

Human resources play a critical role in determining organizational success. Employee performance is a key indicator reflecting how effectively organizational goals are achieved (Hasibuan, 2013). Therefore, organizations must develop performance appraisal systems that are objective, measurable, and capable of representing employees' actual contributions.

Performance appraisal is not merely an evaluation tool but also serves as a strategic instrument for employee development. According to Notoatmodjo (2003), an effective performance appraisal system must meet three essential criteria: it must be job-related, based on clear performance standards, and practical in its implementation. These criteria ensure that performance evaluation is relevant, fair, and easy to apply.

In the context of Bosowa Education, performance appraisal systems face dynamic challenges, including diverse job roles, multiple responsibilities, and increasing professional demands in the education sector. These complexities often lead to discrepancies between appraisal indicators and actual work performed.

Moreover, psychological and social factors such as career maturity and work-life balance significantly influence employee performance. Career maturity reflects an individual's readiness to make appropriate career decisions and adapt to job demands (Super, 2017). Employees with higher career maturity tend to have clearer career goals and better adaptability.

On the other hand, work-life balance has become increasingly important in modern organizations. It refers to an individual's ability to balance professional responsibilities and personal life (Greenhaus et al., 2003). Poor balance often leads to stress, burnout, and decreased productivity.

This study aims to analyze performance appraisal indicators in Bosowa Education by examining their alignment with job roles, clarity of standards, and practicality, while also considering the influence of career maturity and work-life balance.

METHOD

This study employs a qualitative descriptive research design to explore and analyze the implementation of performance appraisal indicators within Bosowa Education, particularly in relation to career maturity and work-life balance. The qualitative approach is considered appropriate because this research seeks to understand social phenomena, employee experiences, and organizational practices in their natural context, rather than to test hypotheses through statistical measurement.

Research Approach and Design

The qualitative descriptive approach allows the researcher to capture in-depth insights into how performance appraisal systems are perceived and implemented by employees. According to Creswell (2014), qualitative research is suitable for examining complex organizational phenomena that involve human perceptions, behaviors, and interactions. This approach is further supported by Miles, Huberman, and Saldaña (2014), who emphasize that qualitative methods enable researchers to interpret meaning from participants' perspectives.

In this study, the descriptive design is used to systematically describe the existing performance appraisal system at Bosowa Education, focusing on three main indicators: job-related, performance standards, and practicality (Notoatmodjo, 2003). Additionally, the study integrates two contextual variables career maturity and work-life balance to provide a more comprehensive understanding of performance outcomes.

Research Setting and Participants

The research was conducted within the organizational environment of Bosowa Education, which represents a dynamic educational institution with diverse employee roles and responsibilities. The participants of this study consist of employees from various functional units, including administrative staff, academic support personnel, and management representatives.

Participants were selected using a purposive sampling technique, which allows the researcher to choose individuals who are considered most relevant to the research objectives (Patton, 2002). The selection criteria include:

1. Employees who are actively involved in performance appraisal processes
2. Employees with varying lengths of work experience
3. Employees who represent different job roles and responsibilities

This sampling strategy ensures that the data collected reflects diverse perspectives and provides a comprehensive understanding of the phenomenon under study.

Data Collection Techniques

To obtain rich and reliable data, this study employs multiple data collection techniques, namely:

- a. In-depth Interviews

In-depth interviews were conducted to explore participants' perceptions, experiences, and understanding of the performance appraisal system. This method allows the researcher to capture detailed narratives and uncover underlying meanings that may not be observable through other methods (Kvale & Brinkmann, 2009).

b. Observation

Observation was carried out to examine actual practices related to performance appraisal, including employee interactions, workload distribution, and organizational routines. This technique helps validate interview data by providing direct evidence of workplace realities.

Documentation

Document analysis was used to review organizational records, such as performance appraisal forms, job descriptions, and internal reports. This method provides factual and contextual data that support the findings obtained from interviews and observations.

The use of these three techniques reflects data triangulation, which enhances the credibility and validity of qualitative research (Denzin, 1978).

Data Analysis Technique

Data analysis in this study follows the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of three main stages:

1. Data Reduction

This stage involves selecting, simplifying, and organizing raw data obtained from interviews, observations, and documents. Irrelevant information is eliminated, while important data are categorized based on research themes.

2. Data Display

The reduced data are then presented in the form of narratives, matrices, or thematic descriptions to facilitate interpretation and understanding.

3. Conclusion Drawing and Verification

At this stage, the researcher interprets the data to identify patterns, relationships, and meanings. Conclusions are continuously verified through comparison with existing data to ensure their validity.

This analytical framework enables a systematic and rigorous interpretation of qualitative data, ensuring that findings are grounded in empirical evidence.

Theoretical Framework Integration

This study integrates multiple theoretical perspectives to strengthen its analytical framework. The primary theory used is performance appraisal theory proposed by Notoatmodjo (2003), which emphasizes three key indicators: job-related, performance standards, and practicality. These indicators serve as the main analytical lens for evaluating the effectiveness of the appraisal system.

In addition, the study incorporates organizational behavior theory from Robbins and Judge (2009), which highlights the importance of performance dimensions such as quality, quantity, timeliness, effectiveness, and independence. This theory provides a broader understanding of how performance is measured and evaluated in organizational settings.

Furthermore, the concept of career maturity is adopted from Super (2017), who defines it as an individual's readiness to make informed career decisions and adapt to professional demands. This theory is used to analyze how internal factors influence employee performance.

The study also integrates work-life balance theory from Greenhaus, Collins, and Shaw (2003), which conceptualizes balance in terms of time, involvement, and satisfaction. This perspective is essential for understanding the external factors that affect employee productivity and well-being.

By combining these theoretical frameworks, the study adopts a holistic approach to performance appraisal, recognizing that employee performance is influenced not only by technical evaluation systems but also by psychological and social factors.

Validity and Trustworthiness

To ensure the credibility and trustworthiness of the research findings, several strategies were employed:

1. Triangulation

Data were collected from multiple sources and methods to ensure consistency and reliability.

2. Member Checking

Participants were given the opportunity to review and confirm the accuracy of the data and interpretations.

3. Prolonged Engagement

The researcher spent sufficient time in the field to gain a deep understanding of the organizational context.

4. Peer Debriefing

Findings were discussed with colleagues to obtain constructive feedback and minimize bias.

These strategies align with qualitative research standards proposed by Lincoln and Guba (1985), ensuring that the study produces valid and reliable results.

RESULTS AND DISCUSSION

Job-Related Indicator Analysis

The findings reveal that the performance appraisal system at Bosowa Education has formally incorporated job-related indicators as suggested in human resource management theory. However, empirical data from field observations and interviews indicate a notable discrepancy between formal job descriptions and actual work practices.

Several informants reported that their daily responsibilities extend beyond their official job descriptions, particularly in administrative and academic support roles. For instance, employees assigned to administrative units are often required to perform additional operational and coordination tasks, especially during institutional events, accreditation processes, or peak academic periods. This multi-role phenomenon reflects a structural flexibility within the organization but simultaneously creates a misalignment between appraisal indicators and actual job performance.

From a factual standpoint, internal workload distribution data (as reflected in organizational reports and interview narratives) suggest that more than half of the employees experience overlapping responsibilities. This condition weakens the objectivity of performance appraisal because existing indicators are primarily designed for single-role job structures.

This finding supports previous studies indicating that rigid performance indicators are less effective in dynamic organizational environments (Robbins & Judge, 2009). Furthermore, Notoatmodjo (2003) emphasizes that job-related indicators must reflect actual job responsibilities to ensure fairness and accuracy.

Therefore, the current system at Bosowa Education can be categorized as partially job-related, as it aligns structurally but lacks contextual adaptability. This gap highlights the need for a more flexible and competency-based appraisal framework that can capture multi-dimensional job roles.

Performance Standards Analysis

In terms of performance standards, Bosowa Education has established formal benchmarks for evaluating employee performance. However, the effectiveness of these

standards is limited by inadequate dissemination and communication across organizational levels.

Empirical findings show that a significant proportion of employees do not fully understand the criteria used to assess their performance. Interview data indicate that employees often rely on informal interpretations rather than formal guidelines when assessing expected performance outcomes. This situation creates ambiguity and increases the likelihood of subjective evaluations.

Supporting data from organizational practice reveal that performance feedback sessions are not conducted regularly, and documentation of performance standards is not consistently updated or accessible. As a result, employees lack clear performance targets and measurable indicators of success.

This condition aligns with findings from prior research, which indicate that unclear performance standards reduce employee motivation and lead to perceptions of organizational injustice (Greenhaus et al., 2003). Moreover, Robbins and Judge (2009) argue that clearly defined and well-communicated performance standards are essential for improving accountability and productivity.

Thus, although performance standards exist at Bosowa Education, their implementation is not yet effective. The gap between formal standards and employee understanding represents a critical issue that must be addressed to enhance appraisal accuracy and employee satisfaction.

Practicality Indicator Analysis

The practicality of the performance appraisal system is another important dimension examined in this study. Findings indicate that the current appraisal system is perceived as relatively complex and not fully user-friendly.

From a factual perspective, employees reported that the appraisal process involves multiple steps, including form completion, managerial review, and administrative validation, which are often time-consuming. In addition, there is limited digital integration, causing inefficiencies in data processing and reporting.

Transparency is also identified as a major concern. Many employees stated that they do not receive detailed explanations regarding their appraisal results. Consequently, the evaluation process is perceived as a one-way assessment rather than a developmental tool.

These findings are consistent with human resource management literature, which suggests that overly complex appraisal systems reduce employee engagement and hinder effective implementation (Notoatmodjo, 2003). A practical system should be simple, transparent, and easily accessible to all stakeholders.

The current condition indicates that the practicality indicator is not fully achieved. Improving system simplicity and transparency, particularly through digitalization and feedback mechanisms, could significantly enhance the effectiveness of performance appraisal at Bosowa Education.

Career Maturity and Performance

Career maturity emerges as a significant internal factor influencing employee performance. Based on interview data, employees with higher levels of career maturity demonstrate better understanding of organizational expectations, clearer career planning, and stronger commitment to professional development.

These employees tend to actively seek feedback, participate in training programs, and align their individual goals with organizational objectives. They also show greater resilience in handling work pressure and adapting to changes in job roles.

Conversely, employees with lower career maturity often exhibit uncertainty regarding their career direction. This uncertainty is reflected in lower motivation, limited initiative, and difficulty in adapting to performance evaluation systems.

Empirical observations indicate that career maturity is closely linked to work experience, educational background, and access to professional development opportunities. Employees who have participated in training or mentoring programs show higher levels of career readiness compared to those who have not.

This finding is consistent with Super's (2017) theory, which highlights career maturity as a key determinant of individual career development and performance. In the organizational context, career maturity enhances employees' ability to respond effectively to performance appraisal systems.

Work-Life Balance and Performance

Work-life balance is identified as a critical external factor affecting employee performance. The study finds that many employees experience challenges in balancing professional responsibilities with personal life.

From a factual perspective, workload data and interview responses indicate that employees often work beyond standard working hours, particularly during peak academic periods. This condition affects their time balance, reducing opportunities for rest and personal activities.

In terms of involvement balance, employees report high levels of psychological engagement in work, which sometimes leads to emotional exhaustion. Meanwhile, satisfaction balance is affected by the perceived imbalance between effort and reward.

Several informants explicitly mentioned experiencing fatigue and stress due to excessive workload and limited recovery time. These conditions negatively impact productivity, concentration, and overall job performance.

These findings are supported by Greenhaus et al. (2003), who emphasize that work-life imbalance can lead to decreased quality of life and reduced organizational performance. In addition, prolonged imbalance may increase the risk of burnout, which further undermines employee effectiveness.

Therefore, improving work-life balance is essential for sustaining employee performance and organizational productivity.

Integrative Analysis: A Holistic Perspective

The integration of findings reveals that performance appraisal effectiveness at Bosowa Education is influenced by both structural and human factors. While the system is theoretically aligned with established indicators, its practical implementation is affected by organizational dynamics and employee conditions.

Career maturity acts as an internal enabling factor that enhances employees' ability to engage with performance systems. Meanwhile, work-life balance functions as an external moderating factor that influences employees' psychological well-being and productivity.

The interaction between these factors suggests that performance appraisal systems cannot be evaluated solely based on technical criteria. Instead, they must be understood within a broader organizational and human context.

This study highlights the importance of adopting a holistic approach to performance management, integrating technical, psychological, and organizational dimensions. Such an approach can improve not only appraisal accuracy but also employee satisfaction and long-term organizational performance.

CONCLUSION

This study concludes that performance appraisal indicators in Bosowa Education are conceptually appropriate but not yet optimally implemented. The indicators of job-related, performance standards, and practicality require improvement in terms of alignment, clarity, and usability.

Additionally, career maturity and work-life balance significantly influence employee performance. Therefore, organizations should develop adaptive, transparent, and employee-oriented appraisal systems while also promoting career development and work-life balance to enhance overall performance.

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