

# Performance Evaluation Profesional Assistance Personel in East Kalimantan Province

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**ABSTRACT:** Performance evaluation of Professional Assistance Personnel (TPP) carried out by supervisors through the Daily Report Companion (DRP) application can be seen that in filling out DRP there are still many who have not carried out routinely (every day) or every activity. There are still many TPPs who fill out the DRP only to meet the minimum evaluation standard for work, namely 140 hours without a complete description and some are not in accordance with the activities carried out. In addition, the provision of qualitative performance evaluation by assistants with a higher level is still not effective because there is no detailed explanation of the assessment.

The purpose of this research is to explain how the performance evaluation of TPP in East Kalimantan Province. Qualitative research methods with a case study approach have been used in this study. Researchers conducted structured interviews with 12 research informants and conducted a perception survey of 235 TPP respondents in East Kalimantan Province.

The results of the TPP qualitative evaluation research on the aspect of loyalty to work are 61.6%, the initiative and innovative aspects are 72.5%, the cooperation network expansion aspect is 78%, the DRP accuracy aspect is 71%, and the capacity aspect as a companion is 55%.

Further research on TPP's performance evaluation process needs to be carried out to establish performance evaluation standards with performance measures that are in accordance with the main tasks and functions according to TPP's position.

**KEY WORD:** Performance Evaluation, Performance, Village Assistance, Daily Report Companion (DRP), Professional Assistance Personnel (TPP)

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## I. INTRODUCTION AND LITERATURE REVIEW

In Law Number 6 of 2014 concerning Community Empowerment Villages, one way is by providing assistance. Assistance activities are carried out by providing companion and management human resources in planning, implementing and monitoring village development. The implementation of village community assistance activities nationally is carried out by Professional Assistance Workers (TPP) through the Village Community Assistance and Empowerment Program (P3MD) which is regulated in the Decree of the Minister of Villages, Development of Disadvantaged Regions and Transmigration Number 40 of 2021 (Kepmendes PDTT Number 40 of 2021) concerning Village Community Assistance Technical Guidelines.

So that the central party can easily evaluate the results of TPP's performance, a new innovation was introduced in 2021 with the Daily Report Companion (DRP) application system which shows mentoring performance quantitatively and evaluates performance qualitatively. The results of the TPP performance evaluation in East Kalimantan Province are assessed based on the position as follows:

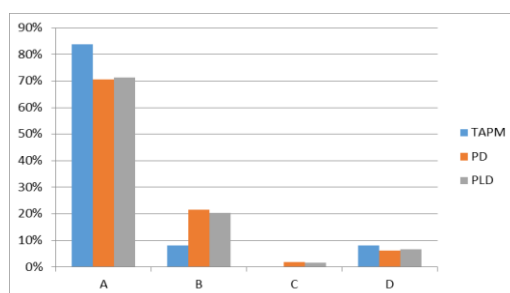


Figure 1: Graph of TPP Performance Evaluation Results in East Kalimantan Province from June to September 2021

Source: Decree of the Head of BPSDM PMDDTT Number 341 of 2021

From the graph it can be seen that there are still TPPs who have C and D assessment results. From the DRP dashboard it is known that many TPPs in filling out the DRP have not done it routinely (every day) or per activity. TPP filled in the DRP only to meet the minimum work evaluation standard, namely 140 hours without a complete description and some were not in accordance with the activities carried out. In addition, performance evaluation at a higher level is still less effective because detailed explanations do not yet exist. So there needs to be a change so that the results of the assessment are more subjective.

**Performance evaluation**

In developing an organization effectively and efficiently, performance evaluation is the key to making a policy or program for human resources to be better. According to (Dessler 2015: 330) performance evaluation means evaluating employee performance in the present or in the past relative to their performance standards.

According to Widyaningrum (2012:20-21), performance evaluation can be measured through predetermined work standards consisting of:

1. Number of jobs, this dimension shows the amount of work produced by individuals or groups as a standard requirement for work.
2. Quality of work, each job has certain quality standards that must be adjusted by employees to be able to do it according to the provisions.
3. Timeliness, each job has different characteristics, for certain types of work must be completed on time, because it has a dependence on other jobs.
4. Attendance, a certain type of work requires the presence of employees in doing it according to the specified time.
5. The ability to cooperate, for certain types of work may have to be completed by two or more employees, so that the need for collaboration between employees is needed.

Evaluation or performance appraisal conducted on employees aims to improve and improve organizational performance through improving employee performance. The benefits of evaluating employee performance can be felt by all three parties, namely employees, appraisers and organizations (Widyaningrum, 2020:13-14). These benefits are as follows:

**Table 1: Benefits of Performance Appraisal**

| Employee   | Evaluator   | Organization   |
|--|---|--|
| 1. Motivation to be better                                       | 1. Measuring employee performance and future improvement                            | 1. Effective communication about organizational goals                |
| 2. Increase job satisfaction                                     | 2. Develop a monitoring system  | 2. Increase the sense of togetherness                                |
| 3. Knowing the strengths and weaknesses                          | 3. Identify personal value enhancements   | 3. 3Develop the ability, skills and willingness of employees to work |
| 4. Knowing the standard results set                              | 4. Increase job satisfaction  | 4. Increase a broad view of employee duties                          |
| 5. There is good communication with superiors                    | 5. Provide understanding to employees about fear, confidence, hopes and aspirations | 5. Improving the achievement of organizational goals                 |
| 6. Discuss work problems with superiors and how to overcome them | 6. Develop and exchange ideas between appraisers and employees                      |  |
| 7. Good relationship between employees and superiors             | 7. Explain the organization's desire for employees to work better                   |  |
| 8. Employees can clearly see the context of their work           | 8. Good relationship between employee and appraiser (manager)                       |  |
|  | 9. Revision of targets and priorities   |  |
|  | 10. Motivate employees  |  |

Source: Widyaningrum, 2020

**Performance Evaluation Methods**

According to Sedarmayanti (2017: 506) the performance evaluation method is as follows:

1. Past Oriented Evaluation Method
  - a) Rating Scale, performance evaluation uses ratings as a measure, for example: very good (A), good (B), enough (C), moderate (D), less (E).
  - b) List of Questions, the evaluation consists of a number of questions that describe the level of behavior of a particular job.
  - c) Targeted Choice Method, this method is designed to increase objectivity and reduce subjectivity in assessment.
  - d) Critical Event Method, is a selection based on critical records of appraisers of employee behavior, such as very good or very bad in carrying out work.
  - e) Record of Achievement Method, this method is closely related to the critical incident method, only giving something good to what employees do.
  - f) Rating Scale associated with Behavior, is an assessment of work performance for a certain period of time in the past by associating the rating scale of work performance with certain behaviors.

- g) Field Observation Method, the appraiser goes directly to the field with HR experts.
  - h) Test and Observation of work performance, employees who are assessed are tested for their ability to pass written exams on various matters related to their work.
  - i) Comparative Evaluation Approach, this method prioritizes comparison of one's work performance with other employees with similar activities.
2. Future Oriented Evaluation Method
- This future-oriented evaluation method no longer uses employee assumptions as the object of evaluation, but employees are involved in the evaluation process.
- a) Self-evaluation, the evaluation is carried out by the employee himself in the hope of getting to know his strengths and weaknesses better so as to be able to identify aspects of work behavior that need to be improved in the future.
  - b) Management Based on Targets, evaluation in which employees and appraisers jointly set goals/targets for the implementation of work in the future.
  - c) Psychological Evaluation, the evaluation process carried out by psychologists to find out a person's potential related to the implementation of work.
  - d) Evaluation Center, an evaluation carried out through a series of assessment techniques and carried out by a number of assessors to determine a person's potential in carrying out greater responsibility.

### **Performance Evaluation Process**

In the performance evaluation process according to Nor (2018), the assessor must follow the performance appraisal process which consists of:

1. Setting performance standards, the organization must first create standards and performance measures to be used as benchmarks to compare the actual performance of employees. Standards set must be clear, terms that are easy to understand and measurable.
2. Communicating standards, performance measurement standards must also be communicated to the parties involved in performance appraisal, namely the appraiser and those being assessed. Appraisers are people who carry out assessments and are assessed are people whose performance is evaluated.
3. Measuring actual performance, after setting performance standards and communicating them to the parties involved, the third step is measuring actual performance which is the most difficult part of the performance appraisal process. This stage requires selecting appropriate measurement techniques such as personal observations, statistical reports, and written reports to measure performance.
4. Comparing actual performance with performance standards, at this stage, actual performance is compared with the desired performance or performance standards. This comparison can show the actual performance is better than the desired performance or, the actual performance is less than the desired or equivalent performance.
5. Provide feedback, when the actual performance is compared with the desired performance or performance standards, the results of the comparison must be communicated and discussed with the employee personally. The focus of the discussion is on communication and listening.
6. Take corrective action, after comparing actual performance with desired performance or performance standards, and pointing out gaps, hence, corrective actions such as training and development, demotion, transfer. Meanwhile, if the performance is the same or better than desired, decisions can be made such as awards or promotions.

### **Feedback Intervention Theory**

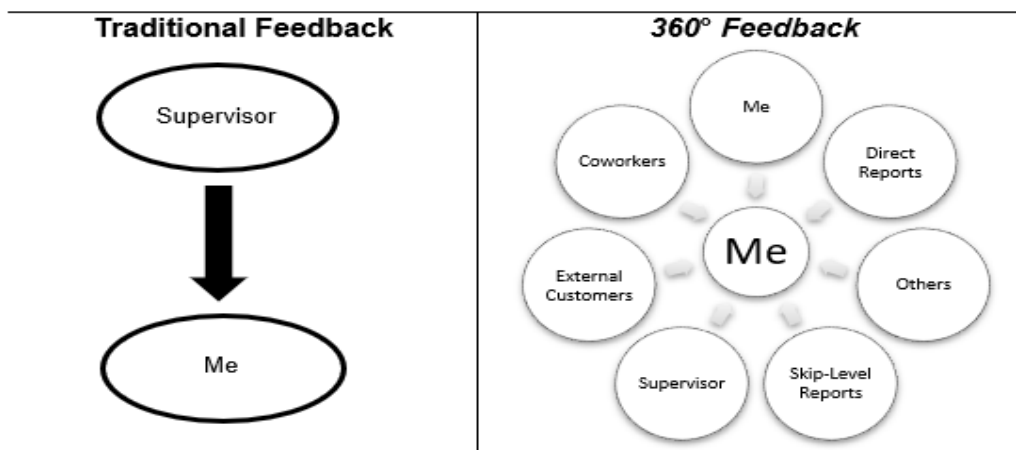
Feedback intervention theory shows that when faced with discrepancies between what is to be achieved and the feedback received, individuals are highly motivated to achieve better performance (Barends et al., 2016). The effect of performance feedback may also not always be effective, so that according to feedback intervention theory (Kluger & DeNisi, 1996) shows that the relationship between performance appraisal and work results is often very complicated and requires a moderator to mediate the effect.

### **360° feedback method**

Performance evaluation using the 360° feedback method has a format to take input from many different people around the employee. The data collected to fulfill these evaluations can measure things like employee behavior and capacities, improve skills like listening, planning, and goal setting, and concentrate on subjective areas for example teamwork efficiency, leadership characteristics, and provide ways of thinking or judgment. someone about the performance of other staff (Gasperz, 2013:580-581).

The 360° feedback method differentiates the substance of the evaluation by means of traditional feedback and 360° feedback involving parties around the employee being assessed (Sjandra, 2020). The

following is a picture of the difference in evaluation with the old way of traditional feedback and 360° feedback and a comparison of traditional feedback and 360° feedback:



**Figure 2: Differences between Traditional Feedback and 360° Feedback**

Source: Ilhamdi, 2022

**Table 2: Comparison of Traditional Feedback and 360°Feedback**

| Traditional Feedback  | 360° Feedback  |
|---|--|
| One target, many respondent   | Many target view respondent  |
| Classic inferencial static hold                                       | Sample is size to small to meet statistical assumptiontest maybe invalid       |
| Classic report are apporpriate such a showing respondent distribution | May not want to show respondent distribution since negaticvely motive feedback |
| No need speclaezed scoring sample size moderate distortion            | My need to use a trimmed   |
| Modest need for respondent anonimity                                  | Critical need respondent anonimity   |
| Few safeguard are necessary due to large sample size                  | Safeguard to fairness requirement do to use                                    |

Source: Ilhamdi, 2022

**Elements of the 360° Feedback Method**

In the 360° feedback method, performance evaluation is carried out by several elements as follows:

- a) Colleagues, namely co-workers of the employee to be assessed who know the employee directly.
- b) Direct supervisor, namely the direct supervisor who oversees the work or performance of the employee concerned.
- c) Subordinates, namely subordinates who are under the control of the employee being assessed.
- d) Customers, namely customers who are directly related to the business process with the employee (if needed).
- e) Suppliers, namely suppliers who deal directly in business processes with the employee (if needed).

An illustration of the performance evaluation process using the 360° feedback method is shown in the following figure:



**Figure 3: Parties Involved in the 360° Feedback Method**

Source: Ali, 2013:6

- a) Top Management, top management involvement is used to evaluate middle level managers. But in small organizations, top managers also evaluate the performance of lower-level managers and senior employees.
- b) Supervisors, supervisors being superiors are the most appropriate position to evaluate the performance of their subordinates. This is because they interact directly and have accurate information about the performance of their subordinates.
- c) Colleagues, this assessment of co-workers is the most widely used because of the accuracy of the information that is expected to be obtained from those who work continuously together so that they know for sure the performance of their colleagues.
- d) Direct Subordinates, subordinates can also be asked to evaluate the performance of their superiors even now students are asked to evaluate the performance of their teachers.
- e) Self-Assessment, in conducting employee assessments, honesty is expected. The results obtained are mostly intended for self-development of employees.
- f) Customers, customers if needed can be asked to evaluate the performance of the employees who interact with them.

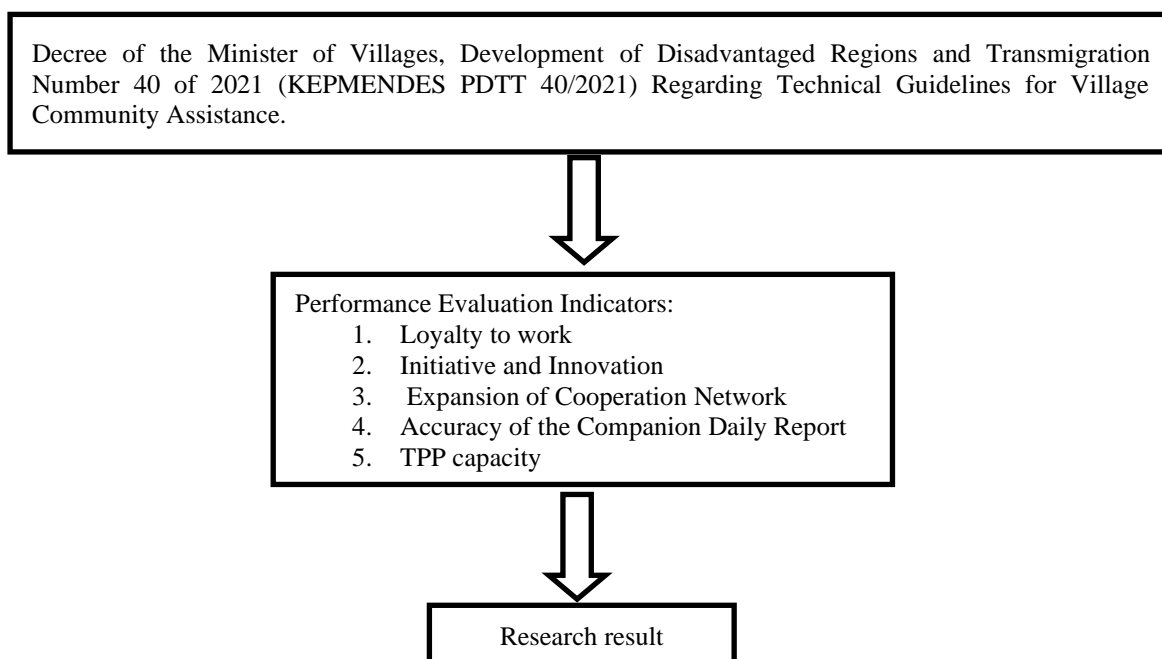
In order for this method to be measurable and on target, performance evaluation using the 360° feedback method must ensure that the measurement targets are only the following:

- a) Behavior and competence.
- b) Feedback on how others think of the individual.
- c) Aimed at skills such as the ability to listen, plan, and set targets or goals.
- d) The evaluation focused on subjective areas such as cooperation, character and leadership effectiveness.

## 1.2 Research Conceptual Framework

TPP performance appraisal is part of the organizational governance process, as well as a means of evaluating the work results of organizational members. The results of the performance appraisal are used as material for organizational development as well as for developing the capabilities of members to achieve organizational goals. And the evaluation is in accordance with the applicable provisions and regulations, namely the Decree of the Minister of Villages, Development of Disadvantaged Regions and Transmigration Number 40 of 2021.

To make it easier to understand the flow of this research, the following is a picture of the conceptual framework of this research:



**Figure 4: Research Concept Framework**

*Source: Processed by researchers, 2022*

### 1.3 Research Methodology and Data Analysis

This type of research is qualitative research, by describing and obtaining more detailed results regarding the evaluation of TPP performance in East Kalimantan Province in accordance with the Kepmendes PDTT Number 40 of 2021. The source of this research data is from interviews, as well as survey results based on respondents' perceptions of TPP performance evaluation. As well as data sources that support this research, namely the Decree of the Minister of Villages, Development of Disadvantaged Regions and Transmigration Number 40 of 2021 and Decree of the Head of the Agency for Human Resource Development and Empowerment of Village Communities, Disadvantaged Regions and Transmigration.

This research was conducted for Professional Assistance Personnel with positions in stages from the Provincial Level to the Village as TAPM, PD, and PLD and are in assignment locations spread across 7 districts in East Kalimantan Province. The regencies in question are Paser, Berau, Kutai Kartanegara, West Kutai, East Kutai, North Penajam Paser and Mahakam Ulu.

TPP evaluation indicators are:

1. Loyalty to Work: Feeling emotionally and psychologically attached to a job in an organization (Kurniawan, 2019). Obedience to regulations is one of the characteristics of loyalty, this obedience arises from the awareness that regulations are made to facilitate the implementation of organizational work.
2. Initiative and Innovation: TPP's awareness of making changes and updates to achieve organizational progress. Initiatives can have a direct effect on HR performance (Krauss, et al., 2012).
3. Expansion of Cooperation Network: Mechanism of achieving goals through a group of individuals to unite ideas to achieve organizational success (Arsyad, 2015).
4. Accuracy of the Companion Daily Report: A useful application for TPP reports and can be used by the Kepmendes control tool to evaluate TPP performance results. The Performance Evaluation has a weight of 100 consisting of 70% of the DRP results and 30% of the tiered evaluation qualitative evaluation.
5. TPP Capacity: TPP's ability to perform its duties and functions within the organization (Anggraini et al., 2016).

#### 1.3.1 Data Analysis

##### Validity and Reliability Test

In this study the validity and reliability tests were carried out on questions with the Guttman scale type, namely the type of measurement scale with firm answer choices including "yes - no" and "never - never". This list of questions will be conveyed to respondents via Google Form (GF) and the aim is to find out perceptions with the percentage of TPP answers to the questions given. Researchers tested the validity and reliability of the list of questions that would be distributed via GF to 30 respondents using the Statistical Product Service and Solutions (SPSS) tool. The results of the validity and reliability tests on 14 questions were all declared valid and their reliability was met. Testing the validity of the question instrument in this study was carried out by calculating the correlation value of each question item value to the total value of all questions in one variable. After rcount is obtained, then it is compared with r-table with a significance level of 5% and with N=30 in the value of r Product Moment,  $r\text{-table} = 0.361$ , if  $r\text{-count} > r\text{-table}$  then the item is declared valid, and if  $r\text{-count} < r\text{-table}$  then the item is declared invalid. The results of testing the validity of the 14 questions to the respondents in Table 3 are as follows:

**Table 3: Validity Test Results**

| Question | $r_{\text{count}}$ | $r_{\text{table}}$ | Criteria |
|----------|--------------------|--------------------|----------|
| 1        | 0,472              | 0,361              | Valid    |
| 2        | 0,440              | 0,361              | Valid    |
| 3        | 0,510              | 0,361              | Valid    |
| 4        | 0,474              | 0,361              | Valid    |
| 5        | 0,437              | 0,361              | Valid    |
| 6        | 0,431              | 0,361              | Valid    |
| 7        | 0,483              | 0,361              | Valid    |
| 8        | 0,450              | 0,361              | Valid    |
| 9        | 0,472              | 0,361              | Valid    |
| 10       | 0,434              | 0,361              | Valid    |
| 11       | 0,479              | 0,361              | Valid    |
| 12       | 0,509              | 0,361              | Valid    |
| 13       | 0,612              | 0,361              | Valid    |
| 14       | 0,568              | 0,361              | Valid    |

Source: Primary Data processed with SPSS (2022)

Instrument reliability testing can be done by calculating the Cronbach Alpha value of each variable (Sugiyono, 2017). The Cronbach Alpha method is measured based on the Cronbach Alpha scale from 0.00 to 1.00. The decision-making criteria for the Cronbach Alpha value are: If the Cronbach alpha value is  $> 0.6$ , then the research instrument is reliable and if the Cronbach alpha value is  $< 0.6$ , the research instrument is not reliable.

The results of testing the reliability of the Cronbach Alpha value for the questions in this study are in Table 4 as follows:

**Table 4: Reliability Test Results**

| Number of Questions | Cronbach Alpha | Criteria |
|---------------------|----------------|----------|
| 14                  | 0,783          | Reliable |

Source: Primary Data processed with SPSS (2022)

In this study, for structured interview questions, a credibility test of research data was carried out using triangulation, namely testing the correctness of data from various points of view. In this study, researchers used source triangulation which was carried out by checking data obtained through several sources. Data sources include PDTT Decree Number 40 of 2021, Provincial TAPM, Regency TAPM, PD and PLD. The data that has been obtained from various sources is described, categorized, which views are the same and which are different, then analyzed and generate conclusions.

**TPP Qualitative Performance Evaluation Aspects**

Giving a qualitative evaluation score is done by examining the TPP report on the DRP application and direct performance monitoring. The Qualitative Evaluation Score consists of five aspects, namely:

- a. Loyalty to work (range 0-20)
- b. Initiative and Innovation (range 0-20)
- c. Expansion of the cooperation network (with a range of 0-20)
- d. Accuracy of Village Facilitator's Daily Report (with a range of 0-20)
- e. Capacity as TPP (with score range 0-20)

Regarding the score on the qualitative aspect, the interview with the hospital stated that at the moment Evkin cannot be used as a performance reference standard because the weight is very small. The most influential is filling in the DRP while filling in the DRP is directly inputted by TPP without any verification or assistance as before by a supervisor 1 level above it. so if you have filled in the DRP, Evkin will automatically get at least a B.

Then in this study to find out TPP's perceptions of the qualitative evaluation assessment aspect, the researcher made a list of questions with problem items developed by the researchers themselves, TPP who were willing to answer questions spread through GF and became respondents in this study as many as 235 TPP consisting of 115 people PD and 120 PLD people. Perception results can be seen in Table 5 below.

**Table 5: Results of Respondents' Perceptions of Qualitative Performance Evaluation Aspects**

| Aspects of Qualitative Evaluation | Problem Items                              | Yes/Ever/OK/Yes | No/Never/Not OK/Not yet | Amount |
|-----------------------------------|--|-----------------|-------------------------|--------|
| Loyalty to Work                   | Having a job other than TPP                | 4%              | 96%                     | 100%   |
|                                   | Thinking of Looking for Another Job        | 24%             | 76%                     | 100%   |
|                                   | Carry out Obligations according to Duties  | 97%             | 3%                      | 100%   |
|                                   | Coordination with the Work Team            | 96%             | 4%                      | 100%   |
|                                   | Submit reports on time                     | 87%             | 13%                     | 100%   |
| Initiative and Innovation         | Facing Complicated Problems                | 60%             | 40%                     | 100%   |
|                                   | Giving Ideas or Ideas                      | 85%             | 15%                     | 100%   |
| Expansion of Cooperation Network  | Relations with the TPP on it               | 97%             | 3%                      | 100%   |
|                                   | Collaborating with third parties           | 59%             | 41%                     | 100%   |
| DRP accuracy                      | Routinely fill out the DRP                 | 64%             | 36%                     | 100%   |
|                                   | Understanding of using the Application     | 79%             | 21%                     | 100%   |
|                                   | Routine fills Evkin                        | 70%             | 30%                     | 100%   |
| Capacity as TPP                   | Understanding Basic Knowledge of Mentoring | 63%             | 37%                     | 100%   |
|                                   | Skilled in Mentoring                       | 47%             | 53%                     | 100%   |

Source: processed by researchers (2022)

In the table above it can be seen the results of the study as follows:

1. Loyalty to work at the point of carrying out obligations is quite good even though there are 3% of TPP who have not carried out their obligations according to their duties and functions. However, around 24% of the respondents thought of looking for another job. In fact, 4% of TPP have other jobs.
2. Initiative and innovation in carrying out mentoring obligations and duties, 60% of TPP have faced complex problems, while 40% of TPP have never faced complex problems during mentoring activities. And for TPP who are able to provide ideas or ideas in mentoring activities as much as 85% and 15% of TPP have not been able to provide ideas or ideas in implementing mentoring activities according to the main tasks and functions of TPP.

3. Expansion of the cooperation network, namely how the relationship with the TPP on it is as much as 97% said it was good and 3% of respondents said it was not good. As for the question whether they have ever collaborated with other parties or third parties, 59% of respondents said they had and 41% of respondents said they had never.
4. From the results of respondents' perceptions of DRP accuracy, there were still as many as 21% of respondents who did not understand how to fill in the DRP and as many as 79% already understood. Then for respondents who carry out qualitative evaluations of TPP one level below it is still as much as 70% who do routinely and 30% do not routinely provide qualitative performance evaluations to TPP one level below.
5. Capacity as TPP is known that 63% of respondents have understood all basic knowledge about village assistance, and still 37% of respondents stated that they did not understand all basic knowledge of village assistance. As for skills in carrying out mentoring tasks, only 47% of respondents stated that they were skilled and there were still 53% of respondents who were not yet skilled in carrying out mentoring tasks.

#### **1.4 Findings and Interpretation**

The evaluation method is carried out by TPP regularly every month, both quantitative methods with an assessment score of 70% of the DRP filling by TPP itself and qualitative evaluation with a score of 30% conducted by TPP one level above, TPP's performance evaluation carried out every month can be felt the benefits by TPP itself, supervisors, and Kemendesa PDTT to see its effect on TPP performance, TPP performance evaluation in East Kalimantan Province uses an innovative method that involves TPP itself in providing performance evaluations and providing feedback. This method is a future-oriented assessment method, meaning that the evaluation is carried out by the employee himself in the hope of getting to know his strengths and weaknesses better so as to be able to identify aspects of work behavior that need to be improved in the future.

Evaluation of the qualitative performance aspect of loyalty to work is quite good judging from the presence and presence of TPP at the task location, the speed of response to instructions and requests for data, the timeliness of sending reports, the involvement and activeness and cohesiveness of the work team, this is as stated by Onsardi (2018) that loyalty is a person's loyalty and obedience to the organization where he works. The initiative and innovation aspects are also quite good in terms of TPP's ability to handle problems, facilitate empowerment activities according to knowledge capacity, build networks and provide ideas to villages. Likewise with the aspect of expanding the cooperation network seen from the ability to establish good communication and relations with fellow TPP, TPP one level above it, and all related parties such as villages, sub-districts and other third parties so that they are able to coordinate and cooperate in village development, this is in accordance with the principles of building social networks and cooperation. The accuracy of the DRP can be seen from the activeness of TPP in filling in the DRP every day, on time, detailed descriptions of activities, photos of activities and the suitability of the contents of the DRP with the results of verification and monitoring tests in the village in accordance with the tasks and functions of assistance by TPP, the capacity aspect as TPP is done by looking at TPP's ability in facilitating assistance in the village, ability and mastery of training activity materials, technical knowledge, confidence as well as knowledge and understanding of regulations or regulations related to assistance in the village.

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