EVALUATING TEACHER PERFORMANCE BASED ON GENDER USING THE *CHARLOTTE DANIELSON* EVALUATION MODEL

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Abstract. The objective of this research is to assess teacher performance in public senior high schools in the Maluku Barat Daya (MBD) district, with a focus on gender as a variable. Four primary components were utilized to evaluate teacher performance, which include lesson planning and preparation, class management, lesson implementation, and professional responsibility. Data were gathered from a total of twelve teachers, comprising six females and six males, employing the Charlotte Danielson Evaluation Model. The research employed a mixed-methods approach, initially utilizing qualitative methods such as interviews, observations, and document analysis, followed by quantitative analysis using the Charlotte Danielson model performance assessment rubric questionnaire. The outcomes indicated that both female and male teachers exhibited strong skills in lesson planning and design. In terms of class management, female teachers demonstrated excellent performance, whereas male teachers exhibited good performance. In the aspect of lesson implementation, female teachers displayed excellent performance, while male teachers were rated as good. Professional responsibility was assessed as good for both gender groups. The conclusion drawn is that gender does have an impact on teacher performance in terms of class management and lesson implementation
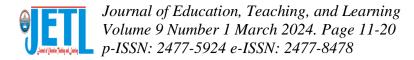
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I. INTRODUCTION

Teachers, as the forefront of education, who directly engage with students in every learning process, need to possess high qualifications, competence, and dedication in order to produce students of high quality in the fields of academics, skills, character, and spirituality. According to Rohman (2020), it is also emphasized in Law Number 20 of 2003 concerning the National Education System, as stated in Chapter XI, Article 39 paragraph (2), that educators, who are professional personnel, have several responsibilities, including planning, conducting the learning process, providing guidance, and training. There are at least three factors that can influence the effectiveness of a teacher's performance in becoming a professional, as viewed from the aspects of management, including planning, implementation, and supervision or evaluation by school leaders. These factors are psychological, individual, and organizational (Putri & Edwarman, 2023). Individual factors such as gender are one of the indicators that can influence a person's performance. Gender roles in the workplace can impact equality between men and women in terms of access, opportunities, and treatment at work (Leovani et al., 2023). For example, women can hold leadership positions in schools, and men are not always the default choice for leadership, as women have the same right to lead, as well as in employment.

Widodo & Elyas (2020) assert that gender identity and roles in the present era have been influenced by global changes, encompassing social, cultural, political, and economic aspects, which are related to ways of thinking, acting, behaving, and also social identities (social relationships). Meanwhile, Evans et al. (2021) affirm in their research on "Gender gaps in education: The long view" that the complexity of gender gaps in education and their development can have broad societal and economic impacts, considering the educational disparities between women and men and the gender gaps in workplace participation that may still persist.

The gender gap in the comparison between male and female teachers in schools is found in Public High School 12 and Public High School 13 in MBD District, each of which has 11 male teachers (Public High School 12) and 8 male teachers (Public High School 13), 25 female teachers (Public High School 12), and 34 female teachers (Public High School 13). In the results of the preliminary research, conducted with the aim of understanding the process and progress of teacher performance evaluation based on gender, both schools did not conduct gender-specific performance evaluations. In this case, performance evaluations were conducted in a general manner. The outcomes indicate that in Public High School 13, it was observed that the school principal conducts teacher performance evaluations twice a year, divided into each

semester. These performance evaluations take the form of academic supervision. The supervision results indicate that some teachers' teaching performance has decreased in the aspect of the learning process, while others have shown improvement. Regarding professional responsibility, the school principal conveyed that some of the teachers in this school have demonstrated improvement by becoming instructional leaders as part of the implementation of the Merdeka Curriculum.

The preliminary research results at Public High School 12 found that the school has not conducted teacher performance evaluations for the past 2-3 years due to the hindrance caused by the Covid-19 pandemic from 2020 to 2022. These evaluations will resume in the odd semester of the 2023/2024 academic year. However, in the years preceding the pandemic, the school principal conducted teacher performance evaluations twice a year. It was found that some teachers at Public High School 12 still exhibit conservative teaching practices in their classrooms, while in other aspects such as lesson planning and preparation, teachers perform well. Similarly, in terms of professional responsibility, almost the majority of teachers at Public High School 12 hold certified teacher status. Therefore, a comprehensive teacher performance evaluation tool that has been recognized as a framework in previous research is needed. Therefore, the researcher chose Charlotte Danielson's evaluation framework to be used to evaluate teacher performance, which includes lesson preparation and planning, class management, implementation, and professional responsibility.

The outcomes of this preliminary research contrast with the research conducted by Lalupanda et al. (2019), which evaluated certified teachers at Public High School 1 Waingapu, East Sumba Regency, using the Charlotte Danielson version of teaching performance evaluation. The results which categorized as proficient were lesson planning and preparation also implementation, while class management and professional responsibility by teachers was categorized as basic. Also to Rohman (2020), in a research related to the influence of competence on teacher performance in Madrasah Tsanawiyah (MTs) throughout Sumedang Regency who have civil servant (PNS) status, found that the strength of teacher performance in terms of each competence is more significantly influenced by pedagogical competence and professional competence compared to the influence of personality competence and social Both of these outcomes indicate that teacher performance improvement and/or decline are indeed influenced by each competence and its elaboration, but not only in terms of the professional aspect and certification status but can also be influenced by other factors, such as experience, education level, and gender. The research by Sigurdardottir et al. (2022) demonstrates the influence of gender on educator evaluations, resulting in bias in teaching. For male teachers, their subject knowledge is perceived as better, while female teachers are perceived to excel in service and interpersonal relationships. However, in another previous research conducted by Aimah & Purwanto (2019) which evaluated five performance elements, namely preparation, presentation, implementation/methods, personal

characteristics, and teacher/student interaction, the results showed that male professors exhibited lower performance compared to female professors in terms of material explanation, use of teaching methods, and student enthusiasm. According to previous studies (Boring, 2017; Mengel et al., 2019), male teachers are perceived to be more knowledgeable and have persuasive classroom leadership skills, although in reality, students gain more knowledge from female teachers than male teachers. However, other studies (Iswadi & Karlina, 2021; Kawehilani, 2011) show a different statement, particularly before and during the pandemic. Male teachers' teaching effectiveness was rated lower in comparison to female teachers, especially in lesson planning, ability to ask questions, variety of teaching methods, and how to close the lesson, where female teachers were considered ahead.

The use of the Charlotte Danielson evaluation model in assessing the performance of male and female teachers has not been widely done, because this evaluation model in previous studies was used to assess overall teacher performance without reviewing gender aspects The gaps found in previous studies suggest that gender can be one aspect to consider when preparing teacher performance evaluations in schools. With a greater number of female teachers compared to male teachers, conducting comprehensive performance evaluations may involve using an evaluation model that aligns with assessment standards for teachers, such as the Charlotte Danielson model, consisting of four domains each domain is further comprised of five to six components, totaling 22 components (Batubara et al., 2022; Utomo et al., 2019). Guided by the preliminary research and previous outcomes, it has been observed that the quality of teacher performance before and after obtaining a professional degree is not different. The existence of disparities in teacher expertise lies in the realm of professional responsibility, and teacher performance improvement or decline can be attributed to individual factors. Therefore, the aim of this research is to evaluate teacher performance based on gender, using four main components, namely lesson planning and preparation, class management, instructional implementation, and professional responsibility. Hopefully, the findings of this study can provide management strategy implications for Principals of Public High School 12 and Public High School 13 of Southwest Moluccas that Charlotte Danielson's evaluation instrument can help and inform about the effectiveness of male and female teachers' performance in the school.

II. METHODS

The type of research applied is an evaluation research conducted on teachers in two public schools in the MBD District area. To analyze the data, a quantitative approach was employed, which utilized a questionnaire in the form of the Charlotte Danielson Teacher Performance Assessment Rubric. Additionally, a qualitative approach involving interviews, document analysis, and observations was used to ensure the accuracy of the assessment rubric data. Both methods aimed to explain and contextualize the collected data. Quantitative data analysis was performed by calculating the total scores of

each item in the assessment rubric using a Likert scoring (4 scoring) system and processed using the following formula:

$$The\ final\ score = \frac{The\ final\ score}{The\ maximum\ score} \times 100\% \qquad (1)$$

The research subjects included the school principal, the vice-principal in charge of the curriculum, six male teachers born between 1965-1990 (three uncertified, three certified), and six female teachers born between 1965-1990 (one uncertified, five certified). Out of these twelve teachers, six of them had 5-13 years of teaching experience, and the other six had 14-18 years of teaching experience. The performance assessment rubric was provided to the school principal, and during the teacher's instructional sessions, the school principal and the author used the performance assessment rubric as a guide for evaluation and observation. Furthermore, interview techniques were conducted by distributing questions using Google Forms (if any were missing, the author contacted the teachers directly through WhatsApp), which were shared with the school principal, the curriculum vice-principal, and the teachers. The collected data were then analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and verification.

III. RESULTS AND DISCUSSION

A. Results

The evaluation of teacher performance in both schools in MBD District was carried out through several stages, including planning and empirical studies to obtain initial data by conducting interviews with the school principal, the curriculum vice-principal, and teachers. This was followed by the data collection phase through classroom observations of the twelve teachers using the Charlotte Danielson Teacher Performance Assessment Rubric, document analysis, and interviews with selected teachers representing each gender. This assessment determined the teachers' performance falls into the categories of very good, good, sufficient, or inadequate. The evaluation of teacher performance based on gender in Domain 1: Preparation and Planning yielded the following results.

TABLE I
THE RESULTS OF MALE TEACHER PERFORMANCE EVALUATION IN DOMAIN 1

Components of Domain 1	Percentage (%) / Informants					
	AS	AM	YW	BL	BT	AMr
1.A. Applying knowledge of content and pedagogy that results from reflection	75	75	75	75	100	66.7
1.B. Recognizing and Mastering Student Characteristics	68.7	81.2	75	75	100	81.2
1.C. Developing	75	81.2	75	75	87.5	75
Learning Objectives						
1.D. Using resources such as teaching materials/learning sources effectively for both teachers and students	75	91.7	75	83.3	91.7	66.7
1.E. Planning systematic and sustained learning	68.7	81.2	75	62.5	87.5	75
1.F. Creating and analyzing student learning outcomes	75	75	62.5	75	81.2	62.5
Level of Achievement	75%	75%	75%	75%	100%	75%
Category	Good	Good	Good	Good	Very Good	Good

TABLE I-I
THE RESULTS OF FEMALE TEACHER PERFORMANCE EVALUATION IN DOMAIN 1

Components of Domain 1	Persentase (%) / Informan					
	ET	NT	HT	ST	FK	MS
1.A. Applying knowledge of content and pedagogy that results from reflection	75	66.7	75	83.3	91.7	91.7
1.B. Recognizing and Mastering Student Characteristics	93.7	87.5	100	75	93.7	75
1.C. Developing Learning Objectives	81.2	87.5	93.7	75	93.7	87.5
1.D. Using resources such as teaching materials/learning sources effectively for both teachers and students	83.3	75	75	75	100	100
1.E. Planning systematic and sustained learning	93.7	93.7	93.7	68.7	100	87.5
1.F. Creating and analyzing student learning outcomes	87.5	75	81.2	81.2	100	81.2
Level of Achievement	75%	75%	83.3%	75%	100%	87.5%
Category	Good	Good	Good	Good	Very Good	Very Good

From the results shown in Table I, there are several male teachers with performance assessment results falling into the "satisfactory" category. These include teacher AS in components 1B and 1E (68.7%), teacher YW in component 1f (62.5%), teacher BL in component 1E (62.5%), and teacher

AMr in components 1A, 1D, and 1F (66.7%, 66.7%, 62.5%). Among these components, component 1E, which involves planning systematic and sustained learning, appears to be a skill that some of these teachers have a satisfactory understanding of and apply. However, for teachers AM and BT, their performance shows that both of them have good, even very good, abilities for each component of Domain 1, with final scores ranging between 75%-100%. This means that these two teachers can prepare and plan their teaching comprehensively and holistically.

In Table I-I, two teachers were found to have their performance assessments at a sufficient level in two components. Specifically, NT teacher scored 66.7% in component 1a, which involves the application of knowledge and reflection in teaching, and ST teacher scored 68.7% in component 1e, which pertains to systematic and sustainable lesson planning. The other four female teachers, namely ET, HT, FK, and MS, demonstrated preparation and lesson planning with satisfactory, and even highly satisfactory, evaluation scores, as indicated in the evaluation data for teachers FK and MS.

Regarding the results of the performance assessment rubric conducted by the school principal, in Domain 2, Class Management, which is divided into five components, each gender of teachers achieved the following scores.

TABLE II
THE PERFORMANCE EVALUATION RESULTS OF MALE TEACHERS IN TERMS OF DOMAIN 2

Domain 2 Components	Percentage (%) / Informants					
	AS	AM	YW	BL	BT	AMr
2.A. Fostering a mutually respectful learning environment	75	100	75	100	75	62.5
2.B. Developing a learning culture in the classroom	75	100	87.5	75	75	87.5
2.C. Classroom Management	75	93.7	75	87.5	81.2	62.5
2.D. Supporting positive student behavior	66.7	75	75	83.3	75	66.7
2.E. Arranging the classroom space	75	83.3	83.3	75	83.3	75
Level of Achievement	75%	91.7%	75%	83.3%	75%	75%
Category	Good	Very Good	Good	Good	Good	Good

TABLE II-I
THE PERFORMANCE EVALUATION RESULTS OF FEMALE TEACHERS IN TERMS OF DOMAIN 2

Domain 2 Components	Percentage (%) / Informants					
	ET	NT	HT	ST	FK	MS
2.A. Creating a mutually respectful learning environment	93.7	87.5	100	75	100	87.5
2.B. Developing a learning culture in the classroom	93.7	87.5	100	87.5	100	81.2
2.C. Classroom Management	93.7	93.7	93.7	75	100	93.7
2.D. Supporting positive student behavior	83.3	75	100	83.3	100	91.7
2.E. Arranging the classroom space	91.7	75	83.3	75	83.3	83.3
Level of Achievement	91.2%	75%	100%	75%	100%	89.5%
Category	Very Good	Good	Very Good	Good	Very Good	Very Good

In component 2A, two teachers, AM and BL, were assessed as highly satisfactory, while AS, YW, and BT were rated as good, and AMr received a sufficient rating. Moving on to component 2B, three teachers, AM, YW, and AMr, received a highly satisfactory assessment, while AS, BL, and BT received a good assessment. Next, in component 2C, AMr received a sufficient assessment, AS, YW, and BT received a good assessment, and AM received an excellent rating for this component. In the following component, 2D, only two teachers received a sufficient score, AS and AMr, while AM, YW, BL, and BT were rated as having good performance. Lastly, in component 2E, all male teachers were assessed by the school principal and received a satisfactory level of performance evaluation.

Unlike the male teachers' performance ratings, female teachers demonstrate good and very good performance ratings in each of the five components of Domain 2. Starting with component 2A, according to the school principal's assessment, ET, NT, HT, FK, and MS are rated as highly satisfactory in their performance, while ST is rated as satisfactory or proficient. In component 2B, five female teachers are also rated as highly satisfactory or proficient in developing a learning culture in the classroom, including ET, NT, HT, ST, and FK, while MS is rated as good for this component.

Moving on to component 2C, overall, ET, NT, HT, MS, and FK receive an excellent rating, while ST is rated as good in classroom management during instruction. Next, in component 2D, HT, FK, MS, and ST demonstrate their ability to support positive student behavior with excellence, while NT understands and uses some of the components in managing the classroom well. The final component, 2E, which involves classroom arrangement, four female teachers excel in their ability in this aspect: ET, HT, FK, and MS, while NT and ST have a good understanding of this component.

Furthermore, in Domain 3, Learning Implementation, which is divided into five components related to teachers' abilities and competencies in carrying out instruction, the scores obtained for the twelve teachers are as follows:

TABLE III
PERFORMANCE EVALUATION RESULTS OF MALE TEACHERS
IN TERMS OF DOMAIN 3

Domain 3 Components	Percentage (%) / Informants					
	AS	AM	YW	BL	BT	AMr
3.A. Communicating learning objectives and content clearly to students, both orally and in writing	75	75	75	75	87.5	62.5
3.B. Applying questioning techniques and discussions	66.7	75	75	75	75	66.7
3.C. Actively engaging students in learning	68.7	81.2	75	81.2	93.7	87.5
3.D. Using feedback assessment for students	66.7	75	75	75	83.3	50
3.E. Being responsive to students' needs during instruction	58.3	75	75	75	91.7	66.7
Level of Achievement	75%	75%	75%	75%	75%	50%
Category	Good	Good	Good	Good	Good	Less

TABLE III-I
PERFORMANCE EVALUATION RESULTS OF FEMALE TEACHERS
IN TERMS OF DOMAIN 3

Domain 3 Components	Percentage (%) / Informants					
	ET	NT	HT	ST	FK	MS
3.A. Communicating learning objectives and content clearly to students, both orally and in writing	93.7	75	100	81.2	100	81.2
3.B. Applying questioning techniques and discussions	100	66.7	100	91.7	100	91.7
3.C. Actively engaging students in learning	87.5	75	93.7	93.7	100	75
3.D. Using feedback assessment for students	75	75	83.3	66.7	100	66.7
3.E. Being responsive to students' needs during instruction	83.3	83.3	100	83.3	100	58.3
Level of Achievement	87.5%	75%	100%	83.3%	100%	75%
Category	Very Good	Good	Very Good	Good	Very Good	Good

From the data presented for male teachers, it is found that all teachers, AS, AM, YW, BL, BT, demonstrate a good level of performance achievement (75%), while AMr is still less proficient in organizing instruction, as indicated by a performance achievement level of 50%. The performance assessment data of female teachers show that there are three teachers who achieve a very proficient level of performance, indicating the implementation of instruction in accordance with each aspect of Domain 3. These three teachers are ET, HT, and FK, with percentages of 87.5%, 100%, and 100%, respectively. Meanwhile, the other three teachers demonstrate a proficient ability, showing the implementation of instruction in line with the five components. These teachers include NT with 75% (good), ST (good), and MS with 75% (good).

Domain 4 in the Charlotte Danielson teacher performance assessment consists of six aspects used to evaluate teacher competence in the realm of professional responsibility. The performance assessment results for each gender of teachers are as follows.

TABLE IV
PERFORMANCE EVALUATION RESULTS OF MALE TEACHERS
IN TERMS OF DOMAIN 4

Domain 4 Components	Percentage(%) / Informants					
	AS	AM	YW	BL	BT	AMr
4.A. Engaging in self-assessment as part of learning reflection	58.3	75	75	91.7	75	50
4.B. Engaging in self-assessment as part of learning reflection	50	58.3	75	50	75	58.3
4.C. Participating in communication with parents and the community	56.2	50	50	87.5	81.2	87.5
4.D. Participating in the school and professional community	58.3	75	75	100	100	75
4.E. Striving to develop professionalism as a teacher	68.7	81.2	75	100	81.2	75
4.F. Providing service to students as part of a teacher's responsibility	75	75	75	100	91.7	83.3
Level of Achievement	62.5%	68.8%	70.8%	88%	83.3%	66.7%
Category	Enough	Enough	Enough	Very Good	Good	Enough

TABLE IV-I
PERFORMANCE EVALUATION RESULTS OF FEMALE TEACHERS IN TERMS OF DOMAIN 4

Component Domain 4	Percentage (%) / Informants					
	ET	NT	HT	ST	FK	MS
4.A. Engaging in reflective learning as part of self-evaluation	75	75	75	66.7	100	75
4.B. Engaging in reflective learning as part of self-evaluation	75	58.3	75	100	100	91.7
4.C. Participating in communication with parents and the community	56.2	50	50	81.2	100	68.7
4.D. Participating in the school and professional community	100	75	75	100	100	91.7
4.E. Striving to enhance professionalism as a teacher	81.2	93.7	87.5	81.2	100	81.2
4.F. Providing service to students as part of the teacher's responsibilities	75	100	91.7	91.7	100	91.7
Level of Achievement	81.3%	75%	68.8%	100%	100%	75%
Category	Good	Good	Enough	Very Good	Very Good	Good

Based on the level of achievement, it shows that male teachers who demonstrate their professional responsibility with a good category are BT teachers (83.3%), while those in the excellent category with an achievement rate of 88% are BL teachers. The four other teachers, namely AS, AM, YW, and AMr, still fall into the category of fairly good achievement. For female teachers who fulfill their professional responsibilities with a good category are ET (81.3%), NT (75%), and MS (75%). HT teachers show an achievement level of 68.8%, which is fairly good. Finally, FK and ST teachers achieve an excellent level of 100% or execute their responsibilities professionally. In each of the evaluation domains of Charlotte Danielson, male teachers demonstrate achievement levels for Domain 1 (Planning and Preparation), Domain 2 (Class Management), Domain 3 (Implementation), and Domain 4 (Professional Responsibility) within the range of 71%-80%, which falls into the "Good" category. Female teachers exhibit achievement levels for Domain 1 (Planning and Preparation) and Domain 4 (Professional Responsibility) within the range of 81%-83%, which is categorized as "Good," while Domain 2 (Class Management Teent) and Domain 3 (Implementation) achieve performance scores within the range of 86%-88%, which falls into the "Excellent" category.

B. Discussion

The outcomes obtained from this research indicate that, overall, teachers from both PUBLIC HIGH SCHOOL 12 and PUBLIC HIGH SCHOOL 13 schools in MBD Regency have met the performance assessment standards based on the Charlotte Danielson model. However, concerning the research factors, which are gender, differences have been found. Specifically, female teachers excel in meeting the performance standards with "Very Good" ratings in two evaluation domains, namely Domain 2 and 3, while they achieve a "Good" performance standard in Domain 1 and Domain 4. On the other hand, male teachers meet the performance standards with a "Good" rating across all evaluation domains.

Domain 1, Planning and Preparation, is the first domain developed by Charlotte Danielson because through this activity, we can see how teachers design and prepare classroom learning activities. This includes setting learning objectives, preparing the content to be delivered, selecting teaching models and methods, as well as the assessment methods used with students (Anggraini, 2021). In addition, teachers need to prepare by understanding the characteristics of students and adapting learning resources to the topics to be taught, so that the teacher's pedagogical competence is used effectively in developing content and learning activities (Ambara et al., 2019). In Domain 1, the research outcomes show that there is no difference between female and male teachers. This is consistent with the outcomes by Iswadi & Karlina (2021), who stated that teacher performance in creating effective learning conditions and improving students' abilities is not influenced by the gender of the teacher. Regarding the performance of the twelve teachers, it indicates that both female and male teachers have the same abilities and competencies in preparing and designing learning materials, regardless of age or length of service. Therefore, according to the researcher, both female and male teachers individually understand their job descriptions, and as a result, they can make decisions to implement curriculum demands that are appropriate in their teaching and authentic assessment. However, these research outcomes differ from those found by Martin et al. (2019) and Scherer et al. (2021), who found that female educators significantly exhibit higher attitudes and confidence in terms of preparation and planning of learning, communication, and time management compared to male educators, especially in the context of online learning.

Class management is the next domain developed by Charlotte Danielson to observe a teacher's performance in class management, which involves creating and providing a comfortable and safe environment for learning. ClasPublic High School agement is included in this evaluation because, according to Batubara et al. (2022), teachers can be assessed based on how well they can create a supportive learning environment and prevent students from becoming bored, both in the classroom and outside of it. This includes the teacher's efforts to serve students by creating engaging and creative learning methods. It is stated that the learning environment should be challenging and supportive in various aspects, such as classroom space, positive relationships with students, and

students' positive behavior. This contributes to their success in school, making teachers who are most favored by students more memorable due to their empathy, high expectations, and commitment to the well-being of students (Danielson, 2022). The outcomes based on gender indicate differences in performance for the Class Management domain, with female teachers demonstrating 88% Very Good performance, while male teachers achieve 80% Good performance. Although female and male teachers both fall into the same satisfactory category, in terms of achievement levels, female teachers show that they have the knowledge and ability to create and provide a classroom environment that supports students' learning activities not only in terms of cognitive aspects but also in supporting students' learning styles.

Male teachers have also been able to create a classroom environment that respects and supports each other, but the attention of some male teachers is still not optimal. For example, during discussions, some groups mostly engage in conversations with their peers. Although this behavior is also found in female teachers' classrooms, they are more capable of addressing it directly by reprimanding and even disciplining students. According to Nasution & Neviyarni (2022), class management is the teacher's ability to create an enjoyable learning environment and control disruptions when necessary. This outcome aligns with research conducted by Pulungan (2019) which found that female teachers are relatively better than male teachers in aspects of class management related to student learning achievement. In the research by Okoye et al. (2020) it was found that students' evaluations for male teachers focused more on the knowledge domain, while female teachers were noted for their patience and ability to explain concepts. Similar results were reported in the research by Valente et al. (2019) which found that female teachers excelled in all three dimensions of Emotional Intelligence (EI) tested, including emotional perception, emotional expression, and emotional regulation. Their proficiency in all of these dimensions correlated with their classroom discipline management. However, these results cannot be generalized to all schools and teachers because there may be other additional factors at play, such as the teachers' individual circumstances and the availability of supporting facilities that teachers can use for class management.

The process of implementing instruction, as stated by Danielson (2022), is closely related to the steps taken in Domain 1 and 2, as they serve as indicators of the success of Implementation (Domain 3). Both of these domains function as a foundation or basis that enables the achievement of successful learning objectives. According to Syarifuddin (2023) and Famaney & Wardani (2021), three main stages are required to implement a lesson plan (RPP) that aligns with standards: (1) The introduction stage includes preparing students mentally and physically, motivating them to learn, reviewing previous lessons, setting learning objectives, introducing the material, and explaining the activities; (2) The core stage involves selecting models, methods, media, and learning resources that align with students' characteristics and the subject matter; and (3) The closure stage includes a comprehensive evaluation of all activities. The results of the

teacher performance evaluation in the Implementation domain, when viewed from the perspective of gender, indicate differences between male and female teachers. In terms of the average percentage, male teachers scored 71% as "Good," while female teachers scored 86% as "Very Good." The data indicates that 71% of male teachers have successfully implemented their lesson plans (RPP) effectively in explaining the material, both verbally and with technological support. They have also successfully employed teaching methods such as Jigsaw and Project Based, as well as question-and-answer techniques and discussions that involve student participation, such as presentations and group activities. On the other hand, female teachers demonstrate that 86% of their performance in Implementation is at its maximum because they excel in following the standards of the three main stages and their components. During the introductory stage, they guide students to begin focusing their attention by recalling previous lessons, using their general knowledge to answer questions, and actively participating in group work or group discussions. Although the teaching conducted by both genders is satisfactory, in the question-and-answer sessions between teachers and students or among students, the classroom atmosphere in female teachers' classes appears to be more active with a variety of questions, including confirmation questions and questions that invite new discussions.

These outcomes align with the results of the research conducted by Erawati et al. (2020) in their research titled "The Influence of Innovation and Teacher Characteristics on Teacher Performance in Public Junior High Schools in Bengkayang Regency," which concluded that one of the teacher characteristics, namely gender, has an impact on the performance of public junior high school teachers in Bengkayang Regency. Furthermore, the research outcomes of Özgenel & Mert (2019), which utilized an evaluation scale by Özgenel with 5 sub-dimensions including teacher knowledge, lesson preparation, communication, instructional delivery, professional development, and professional attitudes and values, demonstrated that significantly, the performance of female teachers was higher than that of male teachers according to t-test results. Similar results were also obtained in the research by Aimah & Purwanto (2019) titled "Evaluating Teachers' Performance: A Need for Effective Teaching," which evaluated five elements of performance, including preparation, presentation, implementation/methods, personal characteristics, and faculty/student interactions. The results indicated that male faculty members exhibited lower performance compared to female faculty members in terms of explaining the material, using teaching methods, and student enthusiasm. The high performance of female teachers in implementation, according to Mert (2019), may be due to the fact that women may face greater challenges or pressures when trying to achieve their career goals and must work harder to demonstrate their abilities in the workplace. However, in the research conducted by Tambak et al. (2022) titled "Discussion Method Accuracy In Islamic Higher Education: The Influence Of Gender And Teaching Duration," the analysis, considering gender and teaching experience of

the faculty in terms of competence, showed that male faculty members tend to be better at using the discussion method than female faculty members. However, the overall use of this method is still less accurate.

The foundation of a teacher should not only be in the aspects of teaching and educating but also in enhancing their professional competence by undertaking various tasks related to their sustainability as professional educators. In other words, a teacher's dedication is not only seen in their efforts to improve themselves but also in their contributions to the school, as well as in their ongoing relationships with the families and communities they serve (Haan & Arifianto, 2022). All of these actions have a positive impact on students' learning experiences and their development. According to Danielson (2022), the success of a teacher depends not only on their performance while teaching but also on their ability to reflect, identify their strengths and opportunities, and analyze ways to continuously develop their competence. Therefore, it can be concluded from Danielson's statement that successful teachers are not only measured by students' academic achievements but also by their ability to support the development of students with different learning styles and unique potentials in each class. Latiana (2019) stated that professionalism can be defined as the extent to which an individual can perform their tasks professionally in their job. Meanwhile, an individual's competence and performance in their job are referred to as professionalism. In connection with this definition, according to Article 39, paragraph 2 of the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System, educators, as professionals, are required to design and implement the learning process, assess learning outcomes, provide guidance and training, conduct research, and contribute to the community. So, it means that if someone has been designated as an educator/teacher, their performance is expected to be good or even excellent in accordance with the established standards.

The results of the teacher performance evaluation at Public High School 12 and Public High School 13 in MBD Regency, examined by gender, are as follows: for male teachers, their performance is 73% rated as "Good," while for female teachers, their performance is 83% rated as "Good." These results indicate that 73% of male teachers and 83% of female teachers are aware of their duties and responsibilities as educators, not only serving as conductors of learning in the classroom but also being able to develop their professionalism by participating in the school community, professional communities, and providing maximum service to students. Although teachers have this awareness, it is found that some teachers in this evaluation are still less active in participating in communication with parents as part of the school's support individuals when assessed individually. The outcomes of this research differ from previous research conducted by Karaolis & Philippou (2019) titled "Teachers' Professional Identity," which examined the relationship between teacher professionalism based on gender and years of teaching experience (1-10 years, 11-20 years, and 21-33 years). The results of that research indicated that male teachers have a higher level of professional motivation compared to female

teachers, with the average score for male teachers (M 3.17, SD 1.01) being higher than the average score for female teachers (M 2.80, SD 1.02). Meanwhile, concerning the factor of years of teaching experience, it was found that teachers who have been teaching for a longer period may experience a decline in enthusiasm and motivation in their work, which could be attributed to various factors such as continuous job demands, stress, or feelings of burnout. In contrast to the outcomes of the research by Toropova et al. (2021) which examined teachers in Sweden, this research is related to how an individual's job satisfaction correlates with their professionalism. The results of this research showed that female teachers have higher job satisfaction than male teachers. Furthermore, it was explained that this might be due to the fact that women in this research are more satisfied with teaching jobs because they embrace their traditional roles in caregiving, nurturing, and teaching, while men may feel less suited for these roles and therefore less satisfied. Similar outcomes to the results of this research were found in a research conducted by Tambak et al. (2020) which examined two characteristics of teachers, namely gender and years of teaching experience. The t-test results indicated that gender does not influence the professionalism of Madrasah Aliyah teachers in Riau. However, there is a positive relationship between the length of a teacher's work experience (21-30 years) and their professionalism. In other words, a teacher with teaching experience ranging from twenty-one to thirty years exhibits a high level of professionalism, which contributes positively to their teaching process. Conversely, for teaching durations below ten years and above thirty years, an increase in professionalism is not yet apparent.

Previous findings that examined teacher performance such as those conducted by Utomo et al., (2019), Lalupanda et al., (2019), and Batubara et al., (2022) also used Charlotte Danielson's evaluation instrument with different results, including the results of Utomo et al.'s research, teachers showed Excellent performance in Domain 1 and Domain 3, while Domain 2 and Domain 4 teacher performance was Good; the results of research by Lalupanda et al., teachers only showed Good performance in Domain 1 and Domain 3, while Domain 2 and Domain 4 teacher performance was Enough; Batubara et al.'s research results, teachers showed Excellent performance in Domain 1, Domain 2, and Domain 3, but Domain 4 was Enough. The results of this study differ from the results of previous studies because previous studies assessed teacher performance as a whole, but this study did so by considering the gender of each teacher. This helps educational institutions understand that educator performance can differ between female educators and male educators. In other words, school leaders have the ability to support or assist teachers in improving certain aspects that require improvement. The results of this study cannot be generalized to other private or public schools as this study was conducted with a subject population of two public high schools in the MBD district. Also, since in this study, there was only one evaluation tool, Charlotte Danielson, and the researcher added a cross section to the classroom observations, it is possible that the trends of the measured variables will be limited. This

performance research using Charlotte Danielson's model could possibly be expanded in various educational contexts, such as school levels, school types, subjects, and so forth to provide more data regarding the extent to which the model can be adapted and effective in various educational situations today. In addition, to make the results of evaluation interpretation more comprehensive, future researchers can combine Charlotte Danielson's model with other assessment models to make the assessment dimensions more specific.

IV. CONCLUSIONS

Based on the research outcomes, it can be concluded that both female and male teachers plan and design their lessons effectively. Class management is performed excellently by female teachers, while male teachers demonstrate good performance. In terms of Implementation, female teachers exhibit excellent performance, while male teachers fall into the category of good. Professional responsibilities are evaluated as good for both gender groups. The research also indicates that gender influences performance in two aspects: class management and instructional deliver.

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