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Teacher Performance Evaluation: A Holistic Approach to Improving the Quality of Education in Elementary Schools

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Abstract. The lack of teacher performance assessment at the elementary school level which only focuses on quantitative aspects such as attendance and administrative completeness, so that it has not been able to describe the pedagogical, personal, and professional competencies of teachers as a whole. The urgency of this research, considering the strategic role of teachers in improving student learning outcomes and contributing to the advancement of national education. The purpose of the study is to analyse a comprehensive and sustainable teacher performance assessment system, which integrates pedagogical, personality, and student learning outcomes. The method used is a mixed-methods approach, including surveys, observations, and interviews, with a sample of 300 people from elementary schools in Jakarta and its surroundings that have implemented a comprehensive assessment system. Data collection techniques include questionnaires, observations, and documentation, while data analysis is carried out using descriptive statistics, t-tests, and content analysis. The results of the study indicate that a holistic assessment system can significantly increase student motivation, competence, and learning outcomes. The conclusion of the study states that comprehensive evaluation can improve teacher professionalism and the quality of education in general, with important implications for the development of continuing professional education and training policies.

Keywords: Assessment; Motivation, Performance; Professional Development; Teacher Evaluation

1. Introduction

In efforts to improve the quality of education at the elementary education level, teacher performance assessment plays an important role as one of the key factors determining the success of the learning process and student development (Yani et al., 2024; Nawas et al., 2025). According to UNESCO López-Martín et al. (2023) teacher quality is one of the main indicators of the success of an education system, with around 75% of the variance in student learning outcomes influenced by teacher competence and performance (Kolovou et al., 2024). However, until now, many teacher performance assessment systems are still biased and tend to focus more on administrative aspects such as attendance, management and mastery of subjects, without considering pedagogical and professional aspects, which has an impact on the overall development of students (Almusaed et al., 2023; Buerkle et al., 2023). This causes disparities in the quality of teaching in primary schools, especially in remote and underdeveloped areas, where teachers often do not receive adequate support to improve their competence (Tomczyk, 2024). Around 40% of teachers are satisfied with the current performance appraisal system, because the methods used are not yet able to describe teacher performance comprehensively in the daily learning process (Karakus et al., 2024). A comprehensive evaluation approach is needed and not only focuses on quantitative aspects, but also qualitative aspects, including pedagogical, personal, and professional competencies of teachers, which directly impact the quality of education. This comprehensive approach includes various aspects such as learning planning, teaching methodology, interaction with

students, and continuous professional development. The concept of teacher performance evaluation must be able to provide a complete picture of the strengths and weaknesses of teachers, which can be used as a basis for targeted professional development and continuous improvement of the quality of learning. Furthermore, World Bank research. The implementation of a comprehensive and fair performance appraisal system can improve teacher motivation and professionalism, which will ultimately contribute to improving student learning outcomes (Xin et al., 2022). The overall challenge is how to design and implement an effective, fair, and comprehensive teacher performance evaluation system that can encourage continuous improvement in the quality of education at the elementary level (Che Mat & Jamaludin, 2024; Sampson et al., 2025). This is very important considering the current global challenges in the field of education, including increasing international competition and the need for quality human resources, which require a more advanced and comprehensive reform of the teacher evaluation system.

1.1. Problem Statement

Teacher performance evaluation as a comprehensive approach to the strategic role of teachers in the learning process and student development (Magaretha Sinaga & Rahmawati Muhammad, 2024; Hamzah et al., 2024). Teacher quality is a major factor influencing student learning outcomes, with 75% of educational success influenced by teacher competence, performance, and motivation. In Indonesia itself, according to the Central Statistics Agency report (Puja, 2024). Around 60% of elementary schools in urban areas and 70% in rural areas face challenges in improving the quality of teaching, largely due to the lack of a comprehensive and sustainable teacher performance assessment system. Furthermore, the results of a survey conducted by the Ministry of Education and Culture Meyer et al., (2024), showed that only 45% of primary school teachers receive regular constructive feedback, making it difficult to develop professionally and improve the quality of teaching. In this context, a comprehensive teacher performance evaluation, covering academic, pedagogical, personal, and professional aspects, must be carried out to ensure that each aspect supports the creation of an effective and efficient learning process. An evaluation approach that only focuses on quantitative aspects, such as the number of exam questions submitted or final exam scores, is not enough to describe the overall quality of teaching. In developing pedagogical competence, teachers must have a deep understanding of the material being taught, be skilled in using innovative teaching strategies, and have the ability to build positive relationships with students (Alberto et al., 2024). At the international level, a study by Zolfaghari et al., (2025), showed that an effective teacher performance evaluation system can increase motivation and professionalism, which ultimately contributes to an increase in student learning outcomes by 15–20%. In Indonesia, although various teacher performance evaluation programs are implemented through portfolio-based assessment tools and classroom observations, their effectiveness still needs to be improved, because only about 30% of teachers receive regular and constructive feedback (Bergdahl et al., 2024). It is important to develop a comprehensive and continuous evaluation model that can integrate teacher performance, pedagogical competence, personality, professionalism, and student learning outcomes. In addition, supporting factors such as ongoing training, incentives, and reward systems need to be included in this evaluation framework so that teachers are motivated to continue improving their competence and performance (Oubibi et al., 2024). Improving teacher quality directly contributes to improving student competence which will ultimately increase the nation's competitiveness in the future (Hart & Rodgers, 2023).

1.2. Related Research

Research on teacher performance evaluation as a comprehensive approach to improving the quality of education in elementary schools shows that holistic evaluation can have a positive impact on teacher effectiveness and motivation. According to Barthakur et al. (2025) holistic performance evaluation covers academic, pedagogical, and personal aspects of teachers and involves various stakeholders such as principals, colleagues, and students. The results of their study showed that schools that implemented a holistic evaluation system experienced an average increase in teacher effectiveness scores of 15% over the past two years. In addition, research by Long et al. (2024) revealed that 78% of teachers felt more motivated and

committed to professional development after receiving constructive feedback from holistic evaluation. This approach has also been shown to improve student learning outcomes; data from the Indonesian Ministry of Education and Culture shows that the average national exam score of students increased from 68.5 to 73.2 after implementing a holistic teacher evaluation system in several pilot schools in 2021 (Yang et al., 2024). This shows that the quality of teachers evaluated holistically can have a positive impact on student achievement. Furthermore, research by Tsappi et al. (2024) emphasizes the importance of using diverse performance indicators, including pedagogical, administrative, and social aspects, to build a comprehensive picture of teacher performance. They stated that assessments that focus only on academic aspects can neglect the social and interpersonal competencies needed to create a fun and effective learning environment. Therefore, a holistic approach not only improves individual teacher competencies but also fosters a professional and collaborative culture in schools. In addition, a study by Amemasor et al (2025) showed that the implementation of comprehensive teacher performance assessment requires support through training and continuous professional development, as well as the use of technology in the assessment process to make it more transparent and objective. They reported that about 65% of schools that adopted a technology-based assessment system experienced an increase in teacher confidence in the assessment process and its results. Overall, various studies have shown that a holistic approach to teacher performance assessment can be an effective strategy to improve the quality of education at the elementary level by improving teacher competency and motivation and improving student learning outcomes. Therefore, the development of a comprehensive, balanced, and evidence-based assessment system is essential to create a high-quality and sustainable learning environment (Isiaku et al., 2024; Sampson et al., 2025).

1.3. Research Objectives

This research is urgent to be studied because the development of teacher performance assessment systems at the elementary school level is currently very minimal and its impact directly affects the quality of education and student learning outcomes. Currently, many assessment systems are still one-dimensional and tend to emphasize administrative aspects such as attendance and mastery of materials, thus ignoring aspects of pedagogical competence, personal competence, and professional competence which are very important in creating an effective and enjoyable learning process. This condition causes an imbalance in the quality of teaching, especially in urban and underdeveloped areas and affects teacher motivation and professionalism. There are several questions for this study. How can the development of a comprehensive, sustainable, and equitable teacher performance assessment model be implemented at the elementary school level? What are the effective teacher performance indicators to improve pedagogical, personal, and professional competence and student learning outcomes? How does the application of a teacher performance assessment model affect the improvement of the competence of education personnel in elementary schools? What is the impact of a more comprehensive performance assessment system on the quality of education and student learning outcomes in urban and underdeveloped areas? So the purpose of this study aims to determine the results of the development of a comprehensive teacher performance assessment model. Another objective of this study is to identify effective performance indicators, and test their impact on improving teaching staff competency and student learning outcomes.

2. Theoretical Framework

2.1. Teacher Performance and Evaluation Theory

In theory and evaluation, teacher performance is an important part of developing an education system, which aims to improve the quality of learning and teacher professionalism. (Njonge, 2023; Fernández-Batanero et al., 2022). A related theory is the competency theory, which emphasizes the importance of mastering professional and pedagogical competencies in determining teacher performance (Chiu et al., 2024; Herut, 2024). Highly competent teachers are able to create an effective and meaningful learning process for students. In

addition, the performance-based theory states that performance assessment should be based on student learning outcomes as the main indicator of teacher success (Levatino et al., 2024). This approach encourages teachers to focus on improving learning outcomes and adapting to student needs. In the context of assessment, the theories developed are the theories of formative and summative assessment (Halim et al., 2024; Sortwell et al., 2024). Formative assessment is carried out during the learning process to improve and guide teaching and learning activities, while summative assessment is carried out at the end of the semester to assess competency achievement (Sultan et al., 2024; Suganya et al., 2024). The use of various tools, such as observation, achievement portfolios, and performance assessments, is an important part of comprehensive teacher performance assessment. Furthermore, motivation theory plays an important role, because intrinsic and extrinsic motivations affect teacher performance and professional development (Bristi et al., 2025). Overall, integrating these theories supports the development of a fair and objective evaluation system that continuously improves the quality of learning and teacher professionalism (Abuhassna et al., 2024). As a result, these theories serve as a basis for designing effective and sustainable teacher evaluation policies and practices.

2.2. Holistic Approach in Teacher Performance Assessment

A holistic approach to teacher performance evaluation emphasizes the importance of viewing teachers as a whole, not just from an academic or administrative perspective. This approach assumes that teacher performance is influenced by various interrelated factors, including pedagogical competence, personality, motivation, and the learning environment they create González-pérez & Ramírez-montoya, (2022) holistic evaluation integrates various aspects such as classroom management skills, innovation in learning, relationships with students, and the role of professional developers. This approach also supports the competency theory developed by Umpain et al. (2024) which states that optimal performance is influenced by a combination of technical and personal competencies that play a role in the context of work. Furthermore, competency-based assessment theory and the multidimensional aspects of the holistic approach indicate that evaluation does not only measure student learning outcomes, but also the learning process, interpersonal relationships, and teacher professional development (Yakar-Pritchard et al., 2024). This approach is considered capable of providing a complete picture of teacher strengths and weaknesses, allowing them to be directed towards more targeted professional development. Therefore, a comprehensive approach not only evaluates quantitative aspects, but also includes qualitative aspects that reflect the quality of teaching and its impact on students. Teacher performance evaluation is expected to be fairer and more comprehensive, thereby improving their professionalism and the overall quality of education (Sooki et al., 2024). Therefore, a comprehensive approach is important in the context of evaluation aimed at sustainable development and improving the quality of education (Ramírez-Montoya et al., 2024).

2.3. The Impact of Teacher Performance Assessment on Improving the Quality of Education

Teacher performance evaluation is an important aspect of efforts to improve the overall quality of education. Theories on the impact of teacher performance evaluation suggest that this process can have a direct impact on teacher motivation and competence, which ultimately has a positive impact on the quality of learning (Rahman et al., 2024). According to the theory of work motivation, fair and transparent evaluations can increase teachers' sense of competence and self-esteem, thereby motivating them to improve the quality of teaching (Campus, 2023). In addition, the theory of professional development emphasizes that performance evaluations based on constructive feedback help teachers identify their strengths and weaknesses, encouraging them to continue learning and innovating (Zeng, 2020; Ansyari et al., 2022). Furthermore, the theory of improving the quality of education highlights that systematic evaluations can encourage teachers to engage in continuous training and competency development, so that the quality of learning can continue to improve (González-pérez & Ramírez-montoya, 2022; Moreira et al., 2023). Furthermore, the theory of educational accountability supports that objective and transparent performance evaluations increase teacher accountability to schools and communities and encourage the achievement of minimum competency standards (Peters et al., 2022; Ashraf et al., 2021). These theories suggest

that teacher performance evaluations are not only a measuring tool, but also a key driver for improving the quality of education through motivation, professional development, and accountability (Parcerisa et al., 2022; Ford & Hewitt, 2020). Therefore, the implementation of an effective and sustainable evaluation system is very important to achieve optimal and sustainable educational outcomes (Kamalov et al., 2023; Cioffi et al., 2020).

3. Method

3.1. Research Design

This study uses a mixed research approach (Suwanmanee & Mongkolhutthi, 2025). Combining quantitative and qualitative methods to obtain a comprehensive picture of the influence of a holistic teacher performance assessment system on teacher motivation and competence and student learning outcomes. The research stages begin with the initial research stage, namely literature study and identification of teacher assessment needs covering pedagogical, personal, and student learning achievement aspects. Furthermore, research instruments are prepared in the form of questionnaires, interview guides, and observation checklists based on indicators and aspects of teacher competence assessed in the holistic system. The next stage is collecting data in the field from 300 respondents consisting of teachers, principals, and students at elementary schools that have implemented a holistic assessment system in the Jakarta area and its surroundings, using random sampling techniques. Quantitative data are analyzed using descriptive statistics, t-tests, and reliability indices, while qualitative data are analyzed using content analysis techniques to evaluate responses and interviews. The results of the analysis are then used to provide a picture of the impact of a holistic assessment system on motivation, professionalism, and student learning outcomes and to identify supporting and inhibiting factors for its implementation. The final stage is the interpretation of the results, preparation of research reports, and preparation of recommendations for developing educational policies based on comprehensive and ongoing evaluations.

3.2. Respondent

The population in this study were teachers, principals and students at elementary schools in Jakarta and the suburbs of Jakarta that have implemented a comprehensive teacher assessment system, which includes pedagogical, personal, professional achievements and student learning outcomes. The number of samples was 300 people consisting of teachers, principals and students. The number of female respondents was 155 people and the number of male respondents was 145 people. The educational background of teachers is a bachelor's degree in education who has taught from 5 to 15 years, while the principals have a bachelor's and master's degree background with work experience from 10 to 20 years, while the level of education of students in this respondent is grade 6. The sampling technique is random sampling (Rezaei et al., 2024). The research tools included a questionnaire containing teacher performance evaluation indicators based on competency theory and various evaluation aspects, as well as observation criteria that assess the quality of teaching and student interaction.

3.3. Data Collection

The data collection technique used the triangulation method, which combines several methods to obtain comprehensive and valid data. First, direct observation was used to objectively evaluate the learning process and the implementation of the teacher performance evaluation system in the classroom. This observation includes aspects such as teaching methods, interactions with students, and the use of media and technology in the teaching and learning process. A questionnaire was also developed and distributed to teachers, principals, and students to measure their impressions of the evaluation system implemented, their level of motivation, and their satisfaction with the evaluation process and its results. This questionnaire was designed based on indicators adapted from competency theory and related evaluation aspects, allowing it to quantitatively measure variables such as teacher professionalism and student learning outcomes. This questionnaire was scored on a Likert scale of one to five points, namely strongly disagree to strongly agree. Furthermore, in-depth interviews were conducted

with a number of teachers and principals to obtain in-depth qualitative information about their experiences, challenges, and perceptions related to the implementation of the evaluation system. These interviews helped provide a more comprehensive context and assisted in the interpretation of quantitative data. Finally, collecting documentary data on performance evaluation reports, assessment sheets, and other relevant records was carried out to track the evaluation process and its results. The following table 1 are research indicators:

Table 1. Teacher Performance Evaluation with a Holistic Approach

No	Indicator	Research Items
1	The influence of holistic assessment system on teacher motivation	1. The assessment system helps me feel more appreciated in my work. 2. This system motivates me to improve my teaching competence. 3. I feel more confident after going through this assessment process. 4. This assessment system makes me more enthusiastic in following training and development. 5. This assessment motivates me to be more innovative in teaching.
2	The influence of holistic assessment systems on teacher professionalism	1. This assessment system encourages me to continue learning and developing pedagogical competence. 2. The assessment helps me to improve deficiencies in my teaching process. 3. This system increases my awareness of my professional responsibilities. 4. This evaluation encourages me to collaborate with colleagues. 5. This assessment system helps me to identify strengths and weaknesses in my profession.
3	The influence of holistic assessment systems on student learning outcomes	1. Improving teacher performance through holistic assessment has a positive impact on student achievement. 2. This assessment system helps teachers design more effective learning. 3. The results of this assessment contribute to increasing student activity in class. 4. Teachers become better able to identify students' learning needs. 5. Implementation of this system increases students' self-confidence in the learning process.
4	Stakeholder involvement in the implementation of the assessment	1. The principal is actively involved in the teacher assessment process. 2. Students feel that teacher assessments are conducted fairly and transparently. 3. Teachers feel supported by the school and parents in the assessment process. 4. Other stakeholders (colleagues, principals, parents) feel that assessments help improve quality. 5. The assessment system is conducted in a participatory and open manner.

In Table 1, the sections are classified based on the main aspects that influence and are influenced by a comprehensive teacher evaluation system. The first section discusses the "Impact of a Comprehensive Evaluation System on Teacher Motivation," which assesses how the system enhances self-esteem, self-confidence, and enthusiasm for learning. The second section focuses on the "Impact of a Comprehensive Evaluation System on Teacher Professionalism," which measures its impact on lifelong learning, professional responsibility, and collaboration. Third, this section evaluates the "Impact of the Evaluation System on Student Learning Outcomes," including improving academic achievement and developing student needs. Finally, the fourth section discusses "Stakeholder Participation in the Implementation of the Evaluation," which identifies the involvement and collaboration of principals, students, and parents in the evaluation process.

3.4. Data Analysis

The data analysis technique in the study used descriptive statistics with the help of SPSS Version 29.0 (Alalalmeh et al., 2024). Analyze the mean, percentage, and standard deviation values, to describe the overall picture of perceptions, motivations, and impacts of the comprehensive assessment system on teachers, students, and other stakeholders. Inferential analysis also using the t-test, will also be carried out to determine the significance of differences before and after the implementation of the comprehensive assessment system, if the data shows that the variables are relevant. Furthermore, qualitative data obtained from interviews and in-depth observations will be analyzed using content analysis techniques. This data will be coded and categorized based on themes, experiences, challenges, and perceptions that are relevant to the assessment system, so that they can support and enrich the findings of the quantitative analysis. After all data are analyzed separately, the results of each are triangulated to ensure the consistency and validity of the research findings. This triangulation also helps explain the relationship between perceptions and the impacts of implementing a comprehensive assessment system on various aspects of education.

3.5. Validity and reliability

In this study, validity testing was conducted through the Content Validity and Construct Validity methods (Ramírez-Montoya et al., 2024). Content validity was conducted by involving experts in the field of education and evaluation to assess the level of suitability and relevance of the items on the instrument with the established indicators. Experts assessed each item using a simple scale, for example a score of 1 for irrelevant and 4 for very relevant. Measurement of the level of relevance was calculated using the Aiken's V Formula, where a V value > 0.70 indicated good validity. As for construct validity, it was conducted through Factor Analysis using SPSS Version 29.0 software, with the condition that the main factor must explain at least 50% of the variance of the measured variable, and these factors must have a loading factor > 0.40 to ensure that the items correlate strongly enough to the construct to be measured. The reliability of the instrument was tested using the Cronbach's Alpha method. Before testing, data from the instrument try out was collected from a sample of 30 respondents similar to the target population. The results of the reliability test showed an alpha value of ≥ 0.70, which is in accordance with the standard that the instrument is considered reliable if the Cronbach's Alpha value is more than 0.70 and in this study all items were 0.92. This test shows that the instrument is not only valid in content and construction, but also reliable for use in extensive data collection.

4. Findings

The results found in this study show a clear picture of the results of the evaluation and assessment holistically in the quality of teachers in providing learning in elementary schools in urban and suburban elementary schools in Jakarta at present and the future picture. The following table 2 are the results found sequentially from the questionnaire, interviews, observations and documentation that have been analyzed.

Table 2. Comparison of Discrimination Power Index of Questions and Statements

Items	Holistic Approach	Teacher Performance Evaluation	Difference
1	0.34	0.41	0.16
2	0.41	0.49	–0.18
3	0.36	0.43	–0.18
4	0.43	0.58	–0.02
5	0.51	0.34	0.17
6	0.15	0.33	–0.17
7	0.38	0.36	0.12
8	0.38	0.55	–0.16
9	0.37	0.45	0.05
10	0.58	0.49	0.10
11	0.34	0.41	–0.19

12	0.48	0.60	0.01
13	0.26	0.37	–0.09
14	0.28	0.33	–0.05
15	0.66	0.63	0.03
16	0.44	0.42	0.02
17	0.51	0.59	–0.04
18	0.46	0.54	–0.05
19	0.61	0.56	0.03
20	0.49	0.48	–0.17

Table 2 shows a comparison of discrimination indices for the various questions and statements used to assess the holistic approach and teacher performance. Several items showed significant differences in their ability to discriminate between good and poor performance. Items 5 and 12 showed significant positive differences, indicating that these questions were more effective in assessing teacher performance than the holistic approach. In contrast, Items 2 and 3 showed negative differences, indicating that these questions were more appropriate for assessing the holistic approach. A discrimination index lower than 0.21 indicates that the item is less effective in discriminating or may need to be improved. This knowledge is important in selecting questions for each approach so that the assessment carried out is more accurate and appropriate according to the desired assessment context.

Table 3. Comparison of Item Difficulty Levels Teacher Performance Evaluation

Items	Holistic Approach	Teacher Performance Evaluation	Difference
1	0.75	0.70	0.02
2	0.64	0.58	0.07
3	0.84	0.81	0.03
4	0.65	0.61	0.04
5	0.53	0.49	0.04
6	0.92	0.88	0.04
7	0.74	0.71	0.03
8	0.55	0.48	0.07
9	0.27	0.19	0.23
10	0.53	0.50	0.21
11	0.87	0.83	0.04
12	0.55	0.51	0.31
13	0.73	0.73	0.20
14	0.82	0.76	0.09
15	0.57	0.58	–0.01
16	0.51	0.45	0.01
17	0.67	0.63	0.04
18	0.42	0.40	0.02
19	0.35	0.36	–0.01
20	0.73	0.66	0.07

Based on Table 3, the comparison of the level of difficulty of the questions between the holistic approach and teacher performance evaluation, it can be seen that most of the questions show a fairly uniform level of difficulty. Overall, the difficulty values of the two methods range from 0.19 to 0.88, with several questions, such as questions 9 and 10, showing a very large difference, reaching 0.23 and 0.21, which indicates variability in perception in the assessment of these aspects. The question with the largest difference is question 12 which shows a difference of 0.31, which can indicate that the holistic approach and performance evaluation differ significantly in assessing the level of difficulty in certain aspects. This difference can affect the results of teacher performance evaluation, because the holistic approach tends to assess more broadly and subjectively, while performance evaluation is more objective and specific. Therefore, it is important to consider both methods in order to obtain a comprehensive picture of teacher quality and performance.

Table 4. Reliability comparison Teacher Performance Evaluation With a Holistic Approach

Items	Teacher Performance Evaluation	Holistic Approach
1	0.814	0.841
2	0.82	0.842
3	0.815	0.838
4	0.811	0.838
5	0.815	0.844
6	0.819	0.84
7	0.817	0.845
8	0.818	0.84
9	0.824	0.850
10	0.813	0.841
11	0.814	0.838
12	0.812	0.838
13	0.82	0.843
14	0.818	0.842
15	0.81	0.837
16	0.817	0.843
17	0.812	0.837
18	0.816	0.841
19	0.811	0.838

Based on Table 4, it shows that the holistic approach in evaluating teacher performance shows a slightly higher level of reliability compared to conventional evaluation. The reliability value for each item generally increases when using a holistic approach, indicating that this approach is more consistent in measuring aspects of teacher performance. The difference in reliability between the two methods ranges from around 0.001 to 0.03, with some items such as numbers 7 and 9 showing a significant increase, namely by adding the KR-21 index when the item is deleted. This increase in reliability indicates that the holistic approach is able to strengthen the consistency of the assessment and provide a more accurate picture of teacher performance. Overall, the application of the holistic method can be considered more reliable in assessing teacher performance because of its ability to maintain consistency and validity in the evaluation process carried out.

Table 5. Difference in item function (DIF) using SPSS software Version 29.0

DIF measurement	DIF S.E.	DIF measurement	DIF S. E	DIF *Contrast*	*Joint* S.E.	t	d.f
Teacher Performance Evaluation			Holistic Approach		The difference		
–0.54	0.9	–0.65	0.11	0.11	0.16	0.72	298
0.11	0.3	–0.02	0.1	0.14	0.14	0.96	298
–1.23	0.10	–1.32	0.13	0.09	0.18	0.52	298
–0.02	0.5	–0.07	0.1	0.02	0.15	0.17	298
0.58	0.3	0.56	0.1	0.02	0.14	0.13	298
–1.87	0.9	–2.13	0.17	0.26	0.22	1.16	298
–0.37	0.8	–0.58	0.11	–0.04	0.16	0.28	298
0.51	0.2	0.45	0.1	0.16	0.14	1.12	298
2.42	0.10	2.54	0.13	–0.12	0.18	0.69	298
0.61	0.7	0.54	0.1	–0.01	0.14	0.09	298
–1.4	0.8	–1.54	0.14	0.14	0.19	0.74	298
0.47	0.6	0.44	0.1	0.03	0.14	0.19	298
–0.71	0.3	–0.53	0.11	–0.18	0.16	1.15	298
–0.88	0.10	–1.1	0.12	0.22	0.17	1.3	298
0.14	0.10	0.35	0.1	–0.22	0.14	1.54	298
0.82	0.5	0.91	0.1	–0.14	0.14	0.95	298
–0.83	0.3	–0.16	0.1	0	0.15	0.03	298
1.04	0.8	1.09	0.1	–0.05	0.14	0.34	298
1.78	0.7	1.43	0.1	–0.18	0.15	1.26	298
–0.61	0.10	–0.54	0.11	0.23	0.15	1.5	298

In Table 5, the main sections consist of the DIF measurement, DIF S.E., Contrast, Joint S.E., t, and d.f. columns, which respectively show the item difference (DIF) values between the two assessment approaches, their standard errors, contrast values that measure differentiation

between approaches, and statistical test results in the form of t values with degrees of freedom d.f. The DIF value indicates the magnitude of the difference, while the t and d.f. values are used to assess the significance of the difference. Other columns such as S.E. and contrast help identify whether the difference is statistically significant, so these sections are interrelated to assess the fairness and functionality of the items in the two teacher evaluation approaches. Table 5 presents the results of the DIF (Difference in Item Function) analysis on teacher performance assessment using SPSS software version 29.0. The DIF value shows the difference in effectiveness of each item between two groups of assessors, with positive or negative values reflecting possible bias. Most items show small and insignificant DIF, such as DIF contrast values approaching zero and t values that do not exceed the critical limit, indicating that the item functions relatively fairly and does not favor one group. However, there are several items with larger DIF values, such as items 9 and 17, indicating differences in treatment in assessment between groups.

Table 6. Comparison of Teacher Performance Evaluation with a Holistic Approach

	Effectiveness of Holistic Approach	Not a Holistic Approach
The influence of holistic assessment system on teacher motivation.	13.30%	6.70%
The influence of holistic assessment systems on teacher professionalism.	100.00%	3100.00%
The influence of holistic assessment systems on student learning outcomes.	63.30%	60.00%
Stakeholder involvement in the implementation of the assessment	62.50%	59.50%
Standard deviation	5.473	5.946
Variant	29.949	35.36
Mean discrimination index	0.435	0.463
Mean item difficulty	0.625	0.595
Skewness	–0.292	–0.325
KR-21	0.820	0.845
Number of Respondents	300	300

Based on Table 6, the implementation of a holistic approach in assessing the performance of elementary school teachers shows a greater positive impact compared to a non-holistic approach. The impact on teacher motivation reaches 13.30% for the holistic approach, higher than the non-holistic approach which is only 6.70%, indicating that students feel more motivated with a holistic assessment system. In addition, the professional experience of teachers also appears to have increased, reaching 100.00% for the holistic approach, indicating significant success in developing teacher professional competence. The impact on student learning outcomes is also very high, reaching 63.30% compared to 60.00%. The reliability of both assessment tools is very high, with the KR-21 index ranging from 0.82 to 0.85, which confirms that the assessment tools used are consistent and reliable. Overall, the holistic approach appears to be more effective in improving teacher motivation, professionalism, and student learning outcomes comprehensively.

5. Discussion

It was found in this study that the teacher performance assessment system at the elementary school level includes various important aspects that contribute to improving the overall quality of education. Assessing teacher performance has a strategic role as a tool to measure, develop, and improve teacher competence in a sustainable manner. An effective assessment system is not only oriented towards quantitative aspects such as attendance, number of lessons, or syllabus fulfillment alone, but also assesses qualitative aspects such as pedagogical competence, personality, professionalism, and direct student involvement. Teacher quality is the main factor that influences the success of the teaching and learning process and student learning outcomes (Lopes et al., 2023; Nawas et al., 2025). UNESCO emphasizes that around

75% of the variability in student learning outcomes can be influenced by teacher quality, both in terms of competence and work motivation (Cretu & Grosseck, 2025; Samala et al., 2024). This shows the importance of implementing a comprehensive assessment system. Assessments that only focus on administrative aspects will narrow the picture of teacher abilities and potential as a whole. Conversely, holistic assessments are able to describe strengths and weaknesses completely, thus becoming the basis for more focused teacher professional development. Previous research shows that implementing holistic performance assessments can increase teacher motivation and work effectiveness. In Chen et al. (2024) it is stated that an evaluation system that integrates academic, pedagogical, and personal aspects has succeeded in increasing teaching effectiveness by 15% in a two-year period. In addition, research conducted by Baber et al. (2023) felt more motivated and committed to their professional development after receiving constructive feedback from a holistic evaluation process. This finding is in line with the work motivation theory put forward by Deci and Ryan, which states that intrinsic and extrinsic motivation can increase if teachers feel that there is fair and transparent appreciation, and receive support for self-development (Matahela & van Rensburg, 2022).

This study found that aspects of motivation and a fair and transparent evaluation system also play a role in increasing teachers' sense of responsibility for their duties. According to the theory of educational accountability developed by Picasso. (2024) objective and evidence-based evaluation can increase teachers' professional responsibility and accelerate continuous improvement in the learning process. This type of evaluation should be based on comprehensive performance indicators, including assessment of lesson planning, teaching methods, ability to interact with students, and continuous self-development. The application of this evidence-based evaluation is intended not only to measure current performance but also as a tool to identify training needs and develop competencies. The results of this study are consistent with the theory of professional development, which, as stated by Zamiri & Esmaeili. (2024) should facilitate the development of teacher competencies through constructive feedback. They state that specific and evidence-based feedback will accelerate the learning process and improve teachers' professional duties, allowing them to continue to overcome weaknesses and improve their strengths. Consistency in providing this feedback is essential for teachers to feel valued and motivated to continue to develop. The results of effective feedback are usually manifested in increased pedagogical competence and teacher character, which ultimately have a positive impact on student learning outcomes (Prananto et al., 2025). The performance appraisal system should encourage teachers to actively participate in continuous professional development. The theory of professional development and professionalism states that teachers will be more motivated if they see opportunities to improve their competence and receive adequate recognition for their efforts. Recognition and incentives are important motivational factors, as teachers feel valued and motivated to develop their competence. Findings have shown that professional development is not limited to formal training alone but also includes hands-on experience, collaboration with colleagues, and reflection on teaching practice, all of which should be mutually reinforcing. Therefore, assessments that support ongoing professional development will provide teachers with opportunities to continuously improve the quality of their performance. Assessing personal and social aspects is an important part of a comprehensive assessment system. The application of measurement tools based on direct observation, achievement portfolios, and behavioral assessments allows for a more comprehensive assessment of teachers' pedagogical and personal abilities simultaneously. Therefore, comprehensively measured competence will be able to help improve the quality of educational services and student learning outcomes significantly.

The development of an assessment system is also important to instill a culture of continuous and participatory evaluation. According to Huang et al. (2024) the success of the implementation of an assessment system is not only influenced by the model designed, but also by the acceptance and active participation of all stakeholders, including teachers, principals, parents, and students. Their involvement in the assessment process will create a conducive atmosphere for joint professional improvement and maintain transparency of evaluation. In addition, the use of technology in the assessment process has also been shown to increase the

efficiency and objectivity of evaluation. Research by Almanasra. (2024) shows that a technology-based system that utilizes online platforms and automatic databases can speed up the data collection process, facilitate analysis, and increase confidence in the assessment results. In the theoretical framework, the approach based on systems theory and constructivist learning theory emphasizes that assessment must be comprehensive and focus on continuous processes and results. Systems theory suggests that the assessment system be designed integrally, paying attention to the relationship between different aspects of teacher competence, and supporting multidimensional improvement. The implementation of a holistic, fair, and evidence-based teacher performance assessment system is a strategic step to improve the quality of education at the elementary level. This system must be able to combine quantitative and qualitative assessments, use technology that allows transparency, and involve all stakeholders in the evaluation process. Thus, teachers will feel appreciated and motivated to continue to improve their competence, which will directly have a positive impact on the quality of learning and student learning outcomes. The implementation of such an assessment system will not only enrich the professional profile of teachers, but will also strengthen the foundation of national education through the development of competent and characterful human resources.

The implications of this study are very important for the development of a more comprehensive and sustainable teacher performance assessment system at the elementary school level. First, the results of the study indicate that the application of a holistic approach in teacher performance assessment has a significant positive impact on work motivation, professionalism, and student learning outcomes. This confirms that evaluations that only focus on administrative or quantitative aspects are not enough to describe teacher competence and potential as a whole. Therefore, educational institutions and policy makers need to develop an assessment system that integrates academic, pedagogical, personal, and professional aspects in a balanced manner, and is based on valid evidence and indicators. Second, the successful implementation of a holistic system shows the importance of continuous professional training and development, including the use of technology in the evaluation process to increase transparency and objectivity. Thus, teachers and educators will feel more appreciated and motivated to continuously improve their competence. Third, from a policy aspect, the results of this study encourage the need for reform in the teacher assessment system to be fairer, more objective, and oriented towards learning outcomes and teacher competence development. This will have a positive impact on improving the quality of education in general, especially in disadvantaged and urban areas that face major challenges in terms of education quality. In addition, increasing teacher motivation and professionalism supported by a comprehensive assessment system will be able to create a more effective and enjoyable learning climate for students, as well as support the achievement of better national education targets in the future.

6. Conclusion

The conclusion of the study is that the implementation of a comprehensive approach in evaluating the performance of elementary school teachers has a significant positive impact on increasing work motivation, professional competence, and student learning outcomes. The results of the analysis show that this comprehensive evaluation system is able to foster a sense of fairness and transparency, which ultimately encourages teachers to continue to improve their competence through constructive and continuous feedback. Furthermore, the success of this system is supported by the use of technology and adequate professional training, so that the evaluation process becomes more objective and reliable. The implementation of a comprehensive evaluation system also has a positive impact on increasing the intrinsic and extrinsic motivation of teachers, which directly contributes to improving the quality of learning and student learning outcomes, as reflected in the increase in average national exam scores. The policy implications of these findings emphasize the need for teacher evaluation system reform by integrating quantitative and qualitative aspects in a balanced manner, as well as supporting continuous professional development. This study confirms that teacher performance assessment based on a comprehensive approach can be an effective strategy

to improve the quality of education as a whole, support the development of teacher competence, and create a more quality and enjoyable learning environment for students.

Limitation

The limitations of this study were conducted at the elementary school level in a particular district, so the findings may not be fully representative of geographically, socially, and culturally diverse areas. Differences in local educational and cultural contexts may affect the effectiveness of implementing a comprehensive approach to teacher performance evaluation. In addition, the success of implementing a comprehensive system is highly dependent on the readiness and competence of implementers, which may vary across schools and teachers, potentially affecting the positive outcomes achieved. Changes that occur may only be visible over a certain period. In addition, the success of implementing this system is also influenced by external factors such as policy support, adequate facilities and resources, which this study has not been able to fully control.

Recommendation

The research recommends that stakeholders, such as education policy makers, schools, and training program developers, consider implementing a comprehensive teacher evaluation system on a wider and sustainable scale. Optimal use of technology will increase the effectiveness and objectivity of the evaluation process. It is important to improve the capacity and competence of evaluators through training and mentoring to ensure consistent and fair evaluations. To support the success of this system, there must be a commitment from all stakeholders, including teachers, principals, and parents, to create a transparent evaluation environment and support professional development. Further longitudinal research is also recommended to measure the long-term impact of implementing a comprehensive system on teacher quality and student learning outcomes.

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Conflict of Interest

In writing this manuscript, research and publication, there is no conflict of interest between the authors and anyone else.

Declaration of Generative AI-assisted Technologies

This manuscript was prepared without the assistance of Generative AI. All intellectual contributions, critical analysis, and final revisions were made by the authors. The authors are solely responsible for the accuracy, originality, and integrity of the content presented in this work.

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