

## HOLISTIC PERFORMANCE ASSESSMENT AS AN INSTRUMENT FOR EMPLOYEE COMPETENCY DEVELOPMENT IN PUBLIC ELEMENTARY SCHOOLS

Darsono<sup>1a\*</sup>, Yuni Pantiwati<sup>2b</sup>

<sup>1</sup>S2 Master of Pedagogy Student, University of Muhammadiyah Malang, Jl. Raya Tlogomas No.246,  
Malang City, Indonesia

<sup>2</sup>Biology Education Study Program, Faculty of Teacher Training and Education, University of  
Muhammadiyah Malang, Jl. Raya Tlogomas No.246, Malang City, Indonesia

<sup>a</sup> [anasdarsono@webmail.umm.ac.id](mailto:anasdarsono@webmail.umm.ac.id)

<sup>b</sup> [yunipantiwati@umm.ac.id](mailto:yunipantiwati@umm.ac.id)

(\*) Corresponding Author

[anasdarsono@webmail.umm.ac.id](mailto:anasdarsono@webmail.umm.ac.id)

### ARTICLE HISTORY

**Received** : 06-07-2025

**Revised** : 07-08-2025

**Accepted** : 28-11-2025

### KEYWORDS

performance  
assessment,  
holistic approach,  
employee competence,  
professional  
development,  
SDN Rampal Celaket 1  
Malang City.

### ABSTRACT

Holistic performance assessment is an assessment approach that focuses not only on work outcomes, but also on the process, potential, and personality and social aspects of employees in the context of basic education. This study aims to analyze the application of holistic performance assessment as an instrument for employee competency development at SDN Rampal Celaket 1 Malang City. The research method used is qualitative descriptive with data collection techniques through observation, interviews, and documentation of school principals, teachers, and education staff. The results of the study show that holistic performance assessment is able to provide a comprehensive picture of employee performance through the integration of cognitive, affective, and psychomotor aspects. The application of this assessment contributes to the improvement of employees' professional, pedagogic, social, and personality competencies through reflective feedback and continuous development planning. In addition, the assessment process involving active participation between assessors and employees encourages a collaborative, transparent, and work-oriented work culture that is oriented towards improving the quality of educational services. The main obstacle found is the limited understanding and consistency of the implementation of assessments in the field, so continuous training and assistance are needed for schools. Thus, holistic performance assessment can be used as a strategic instrument in educational human resource management to build adaptive, reflective, and competitive employee competencies, in line with the demands of 21st century education transformation.

*This is an open access article under the CC-BY-SA license.*



## INTRODUCTIONS

Improving the quality of education cannot be separated from the quality of human resources in schools, especially employees and educators. In the context of modern education management, performance assessment is an important instrument to assess, monitor, and develop employee competencies to be able to carry out tasks professionally. However, the practice of performance assessment in many SDN Rampal Celaket 1 Malang City still tends to focus on administrative work outcomes and short-term performance achievements, so it does not fully reflect the potential and learning process of individuals on the job.

Performance assessment is a systematic process to assess the extent to which individuals carry out their duties and responsibilities in accordance with the standards that have been set. According to Armstrong (2020), performance assessment serves as a tool to identify the strengths, weaknesses, and needs of employee development. In the context of education, performance assessment not only assesses the work of teachers or education personnel, but also includes the learning process, discipline, and contribution to improving the quality of schools.

The holistic approach emphasizes a thorough assessment of the individual, including cognitive, affective, and psychomotor aspects (Bloom, 1981). According to Zohar and Marshall (2005), this approach is important because humans work not only with intellectual abilities, but also with emotional and spiritual dimensions. In the context of school employee performance, holistic assessment integrates the values of work ethics, social responsibility, and reflective ability in carrying out tasks. Thus, the results of the assessment are not just numbers, but become the basis for planning for the development of personal and professional competencies.

The competence of school employees consists of professional, pedagogic, social, and personality competencies (Permendiknas No. 16 of 2007). This competency development requires a continuous coaching process through self-reflection, training, and evaluation based on performance assessment data. According to Spencer and Spencer (1993), competence is a fundamental characteristic of a person that is related to effective performance at work. By implementing holistic performance assessments, schools can identify areas for improvement as well as design development strategies based on individual and organizational needs.

A holistic approach to performance assessment offers a more comprehensive perspective, taking into account various dimensions of competence, including cognitive, affective, and psychomotor aspects. Through holistic performance assessment, assessments are not only focused on productivity or target achievement, but also on character development, professional attitudes, and collaboration between employees. Thus, this assessment has a dual function, namely as an evaluation tool as well as a means of self-development and continuous competency improvement.

Holistic performance assessment plays a dual role as an evaluation and development tool. The results of the assessment are used to provide constructive feedback, set development goals, and strengthen employee work motivation. According to Robbins and Judge (2019), an effective assessment system will improve job satisfaction and overall organizational performance. In the context of SDN Rampal Celaket 1 Malang City, this assessment supports a reflective, collaborative, and oriented culture towards improving the quality of education

In the context of SDN Rampal Celaket 1 Malang City, the application of holistic performance assessment is very relevant because the educational work environment demands a balance between academic ability, personality, and social skills. Teachers, administrative staff, and school principals need to be thoroughly assessed so that constructive feedback can be provided for competency development.

This study aims to analyze how holistic performance assessment can be used as an instrument for employee competency development at SDN Rampal Celaket 1 Malang City. The results of the study are expected to contribute to strengthening the performance management system based on reflection and collaboration, as well as become the basis for policy making to improve the professionalism of human resources in basic education institutions.

## METHOD

This study uses a qualitative descriptive approach, which aims to describe in depth the application of holistic performance assessment as an instrument for employee competency development at SDN Rampal Celaket 1 Malang City. This approach was chosen because it is able to reveal phenomena contextually and comprehensively based on the real experiences of informants in the field (Creswell, 2018).

The research was carried out at one of the Rampal Celaket 1 Elementary School in Malang City which has implemented an employee performance assessment system based on reflection and self-development. The research subjects included 10 school principals, teachers, and education staff, selected using purposive sampling techniques with consideration of direct involvement in the performance assessment process. Data Collection Techniques are collected through three main techniques, namely Observation, to observe the implementation of performance assessments and employee reflection activities in the school environment. In-depth interviews were conducted with principals and teachers to obtain information about the implementation, benefits, and challenges of holistic assessment. Documentation studies are in the form of a review of performance assessment documents, evaluation results, and employee competency development reports.

The data was analyzed using the interactive model of Miles and Huberman (2014) which included three stages, namely data reduction, data presentation, and conclusion/verification. The analysis process is carried out repeatedly to find the pattern, meaning, and relationship between performance assessment and employee competency improvement. To ensure the validity of the research results, sources and methods are triangulated techniques. Triangulation is carried out by comparing observation, interview, and documentation data to ensure the consistency of information and increase the credibility of findings.

## RESULT AND DISCUSSIONS

Based on the results of observations, interviews, and document analysis, several key findings were obtained related to the implementation of holistic performance assessment at SDN Rampal Celaket 1 Malang City which is the location of the research.

### 1. Implementation of Holistic Performance Assessment

The implementation of holistic performance assessment has been carried out through an evaluation mechanism based on self-reflection and feedback from school principals. The assessment includes three main dimensions, namely professional competence, social competence, and personality competence. Each employee conducts a self-evaluation of their work achievements, attitudes, and contributions to the school environment. This process is then continued with discussions with superiors to formulate a self-development strategy.

### 2. Employee Engagement and Response

School employees, including teachers and administrative staff, showed a positive response to this assessment system. They believe that a holistic approach provides an opportunity to obtain a fairer and more comprehensive assessment, not just based on figures or working documents. Employees also feel more appreciated because they are actively involved in the process of reflection and decision-making related to improving competence.

### 3. Influence on Competency Development

Holistic performance assessment has been proven to increase employee motivation and awareness of the importance of continuous professional development. Teachers began to show improvements in the quality of lesson planning, discipline, and the ability to collaborate. Administrative personnel become more orderly, efficient, and responsible in carrying out their duties. In general, there has been a significant increase in the aspects of work attitude, responsibility, and orientation to the quality of educational services.

### 4. Obstacles Faced

Although the results were positive, there were several obstacles in its implementation, including time constraints, lack of understanding of the principles of holistic assessment, and the lack of standard guidelines that could be used as a common reference. In addition, some employees still consider performance assessment as a form of administrative assessment only, not as a means of self-development.

5. Impact on School Work Culture

The implementation of holistic performance assessments has fostered a reflective, collaborative, and open work culture in the school environment. Employees become more oriented towards quality improvement and lifelong learning. This strengthens the school's performance management system that focuses on sustainable human resource development.

### Data Reduction

Data reduction is carried out to filter, focus, and compile important information obtained from the results of observations, interviews, and documentation studies so that meaning can be drawn according to the research objectives. This reduction process is carried out continuously from data collection to the final analysis stage.

a. Initial Observation Data

From the results of observations in the school environment, it was found that the previous employee performance assessment process was still administrative and lacked emphasis on competency development aspects. After the implementation of holistic performance assessment, there is a change in the evaluation pattern to be more reflective and participatory. Self-reflection activities, group discussions, and regular coaching are important parts of the assessment system.

b. Interview Data

The results of interviews with school principals show that holistic performance assessments are considered more effective in assessing employee potential as a whole. The principal stated that this approach helps identify training and professional development needs. Meanwhile, some teachers and administrative staff revealed that this assessment made them more motivated, although there were still time constraints and understanding of assessment instruments.

c. Documentation Data

Document analysis in the form of assessment results, reflection reports, and employee development recaps showed an increase in scores on professional and social competency indicators compared to the previous period. The document also reflects a change in orientation from simply fulfilling tasks to continuous learning.

d. Reduction Results

After the screening and grouping process, four main themes were obtained as a result of data reduction, namely the application of holistic performance assessment to increase employee involvement in the evaluation process. Assessment acts as a reflective instrument that encourages sustainable competency development. There are still technical and conceptual obstacles in the implementation of assessments. A collaborative and open work culture is formed as a positive impact of the implementation of this system. This data reduction process is the basis for the presentation of data and the drawing of conclusions, which fully illustrates how holistic performance assessment functions as an instrument for employee competency development at SDN Rampal Celaket 1 Malang City.

### Data Presentation

The presentation of data is carried out after the reduction process to display the results of the research findings in a systematic and easy to understand manner. The data is presented in the form of descriptive narratives and thematic tables so that the relationships between variables can be clearly seen.



a. Form of Implementation of Holistic Performance Assessment

The implementation of holistic performance assessments at SDN Rampal Celaket 1 Malang City is carried out through several stages, namely planning, implementation, reflection, and follow-up. At the planning stage, the principal and assessment team compile assessment indicators based on professional, social, and personality competencies. At the implementation stage, each employee conducts a self-evaluation which is then confirmed through discussion with the principal.

The data shows that the active involvement of employees in the appraisal process creates a more open and collaborative work atmosphere.

Aspects Assessed	Assessment Indicators	Form of Assessment Activities	Field Findings
Professional Competencies	Task planning and execution	Interview, self-reflection	Employees are more aware of responsibilities and quality of work
Social Competence	Communication and collaboration	Observations, group discussions	Increased positive interaction between employees
Personality Competencies	Discipline, responsibility, work ethic	Self-evaluation and principal's feedback	There is an increase in discipline and integrity of work

b. Employee's Response to the Assessment

Most employees positively welcome the implementation of holistic performance assessment because it provides room for reflection and opportunities for self-improvement. Based on the results of interviews, 80% of employees stated that this system makes them more motivated at work. However, about 20% still have difficulty understanding the assessment format and instrument.

c. Competency Development Results

Documentation data shows an increase in average scores on annual performance assessments after the implementation of holistic assessments. Employees have progressed, especially in aspects of collaboration, discipline, and work innovation. In addition to improving individual performance, schools also reported an increase in the effectiveness of coordination between work units.

d. Supporting and Inhibiting Factors

The presentation of data shows that the main supporting factors are the commitment of school leaders and the existence of a reflective culture in the work environment. Meanwhile, the dominant inhibiting factors include time constraints, uneven understanding of assessment concepts, and the lack of regular training related to the implementation of competency-based assessments.

The withdrawal was carried out after the process of data reduction and presentation, with the aim of finding the meaning, relationship patterns, and implications of the application of holistic performance assessment on employee competency development at SDN Rampal Celaket 1 Malang City. The verification process is carried out on an ongoing basis through re-checking data from various sources to ensure the validity and consistency of research findings.

1. Withdrawal of data analysis results

Based on the results of data analysis, several main conclusions were obtained: Holistic performance assessment provides a comprehensive picture of the performance of school employees. The assessment is not only focused on administrative achievements, but also on attitudes, work processes, collaboration, and professional responsibilities. This assessment functions effectively as a competency development instrument. Employees receive reflective feedback that helps them recognize their strengths and weaknesses, so they can plan more targeted professional development steps.

There has been a positive change in the school's work culture. The application of holistic assessments fosters a reflective, participatory, and collaborative work culture between employees, as well as strengthens communication between leaders and staff. The main obstacles are in the technical aspects and understanding of the concept.

Some employees still have difficulty understanding the assessment format, while the limited implementation time hinders the deep reflection process. This shows the need for advanced training and mentoring to increase the effectiveness of implementation.

## 2. Data Verification

To ensure the validity of the conclusions, verification is carried out through triangulation of sources and methods. The results of interviews, observations, and documentation show the suitability of the information, so it can be concluded that the research findings are consistent and reliable. In addition, the member checking process is carried out by asking for confirmation from key informants (principals and teachers) on the results of the analysis, to ensure that the researcher's interpretation does not deviate from the reality on the ground.

## 3. Implications

The results of this study emphasize that holistic performance assessment can be an alternative performance evaluation model oriented to human resource development in the basic education environment. This model can be applied in a sustainable manner as part of a school performance management system that emphasizes aspects of learning, reflection, and *continuous improvement*.

## DISCUSSION

The results of the study show that the implementation of holistic performance assessment at SDN Rampil Celaket 1 Malang City has a significant impact on improving the competence of employees, both teachers and administrative staff. These findings reinforce the view that performance assessments that are carried out comprehensively covering cognitive, affective, and psychomotor aspects are able to produce more meaningful evaluations than traditional assessments that focus only on administrative work outcomes.

Holistic performance assessments function not only as an assessment tool, but also as a medium for self-reflection and professional learning. Employees are encouraged to recognize their strengths and weaknesses, and develop relevant development plans. This is in line with Armstrong's (2020) theory which states that effective assessments are those that are able to foster self-awareness and encourage continuous improvement. In the context of SDN Rampil Celaket 1 Malang City, reflective activities facilitated by the principal encourage the emergence of collective awareness about the importance of improving the quality of educational services.

The application of holistic performance assessment has been proven to improve employees' professional, social, and personality competencies. Teachers become more creative in designing learning, improving discipline, and strengthening teamwork. These findings are in line with the opinion of Spencer and Spencer (1993) that competence is a characteristic that can be developed through experience, coaching, and feedback. Thus, holistic assessment functions as a mechanism for strengthening competencies based on reflection and collaboration.

This study also found a transformation of work culture from being administrative to more participatory and collaborative. Through open dialogue between leaders and staff, trust and ownership are formed in the assessment process. These results reinforce the view of Robbins and Judge (2019) that an appraisal system that involves the active participation of employees can increase job satisfaction and organizational commitment.

Despite the positive results, the implementation of holistic performance assessments still faces several obstacles, such as time constraints, uneven understanding, and the absence of standard guidelines. This challenge shows the need to strengthen the capacity of assessors and employees through training, workshops, and continuous mentoring. Without systemic support, holistic assessments risk reverting to administrative routine.

From these findings, it can be concluded that holistic performance assessment can be used as a strategic instrument in human resource management in schools. This assessment is able to bridge the evaluation and coaching functions, as well as foster a culture of reflection and lifelong learning. With this approach, schools not only assess performance, but also foster the character and competence of employees as agents of educational change.

This research presents *novelty* in the approach and application of performance assessment within SDN Rampal Celaket 1 Malang City through the concept of holistic performance assessment which functions not only as an administrative evaluation tool, but also as an instrument for developing employee competencies as a whole. The novelty of this research can be explained through the following aspects:

**Comprehensive and Reflective Assessment Approach** This study introduces an assessment model that integrates the three main domains of professional, social, and personality in one integrated assessment system. This model emphasizes a process of self-reflection and a two-way feedback dialogue between leaders and employees, so that assessment is not only top-down, but also participatory.

**Transformation of Assessment Function from Control to Development** Previous research has placed performance assessment as a tool for administrative supervision and assessment, this study confirms that assessment can function as a tool for fostering and developing employee capacity. Assessment is a means of learning, not just an evaluation of work results.

**The Integration of Humanistic Values in School Performance Management** This study proposes a performance management model based on humanistic values, such as reflection, collaboration, and empathy. Thus, performance assessments not only measure productivity, but also develop the moral and social aspects of school employees.

**Contribution to the Educational Human Resources Management System** This research provides a conceptual contribution in the form of a holistic performance assessment model that can be adapted as part of the educational human resource management system at SDN Rampal Celaket 1 Malang City. This model is relevant to support policies to improve employee professionalism and education quality in the era of digital transformation and independent curriculum.

Thus, the main innovation of this research lies in the development of a new paradigm of performance assessment that not only assesses, but also empowers school employees as reflective learners and active contributors to improving the quality of basic education.

## CONCLUSION

Based on the results of the research and analysis that has been conducted, it can be concluded that the implementation of holistic performance assessment is an effective and strategic approach in improving employee competence at SDN Rampal Celaket 1 Malang City. This assessment not only serves as a performance evaluation tool, but also as an instrument for continuous coaching, reflection, and self-development. Through a holistic approach, performance appraisal is not limited to administrative aspects and work outcomes alone, but also includes aspects of processes, attitudes, collaboration, and personality values that support the professionalism of school employees. This assessment model is able to provide a comprehensive picture of the potential and contribution of employees, thus assisting school principals in making more objective decisions related to coaching, awarding, and planning human resource development. In addition, the active involvement of employees in the process of self-reflection and feedback dialogue creates a more open, participatory, and collaborative work atmosphere. The culture of reflection built through this assessment plays an important role in encouraging increased work motivation, professional responsibility, and awareness of the importance of lifelong learning. The results of the study also showed a significant increase in the dimensions of professional, social, and personality competencies after the implementation of holistic assessment, which was characterized by an increase in employee discipline, work ethic, and collaborative ability.

However, this study found several obstacles, including time constraints, lack of understanding of the concept of holistic assessment, and the lack of standard implementation guidelines at the school level. Therefore, continuous training and mentoring are needed for all school components to be able to understand and implement holistic performance assessments consistently and effectively. Theoretically, this research strengthens a new paradigm in educational performance management, where assessment is no longer positioned as a control tool, but as a vehicle for learning and developing human resource competencies. Practically, the results of this study provide an alternative model in the employee evaluation system that is more humanistic, reflective, and oriented towards improving the quality of education. Thus, it can be emphasized that holistic performance assessment has the potential to be a key instrument in realizing professional, adaptive, and competitive management of educational human resources in the era of educational transformation in the 21st century.

## ACKNOWLEDGMENT

The author would like to express his deepest gratitude to various parties who have provided support, guidance, and contributions in completing this research. Special thanks are conveyed to the Malang City Education Office for providing permission and administrative support so that this research can be carried out properly in the environment of SDN Rampal Celaket 1 Malang City. The author also conveys his sincere appreciation to the principals, teachers, administrative staff, and all employees of SDN Rampal Celaket 1 Malang City who have actively participated in the process of data collection, interviews, and field observations, so that the results of this research have depth and legitimacy that can be accounted for.

The author also thanks his colleagues and academic team in the university environment who have provided valuable input in the preparation of research instruments, data analysis, and manuscript refinement. Not to forget, appreciation was given to the family and friends for their unremitting moral support, prayers, and motivation during the research and writing process.

Finally, the author hopes that the results of this research can provide real benefits for the development of the employee performance assessment system at SDN Rampal Celaket 1 Malang City and become an inspiration for practitioners and researchers in developing human resource management innovations in the field of education. Hopefully all forms of support and cooperation that have been given will be good deeds and get a proper reward from God Almighty.

## REFERENCES

- Armstrong, M. (2017). *Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Delivering High Performance*. Kogan Page Publishers.
- Bafadal, I. (2019). *Elementary School Quality Improvement Management*. Jakarta: Bumi Aksara.
- Bass, B. M. (1999). Two Decades of Research and Development in Transformational Leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9–32. <https://doi.org/10.1080/135943299398410>
- Darling-Hammond, L., & Hyler, M. E. (2020). Preparing Educators for the Time of COVID... and Beyond. *European Journal of Teacher Education*, 43(4), 457–465. <https://doi.org/10.1080/02619768.2020.1816961>
- Mone. (2020). *Performance Assessment Guidelines for Elementary School Employees*. Jakarta: Directorate General of Teachers and Education Personnel.
- Gibson, J. L., Ivancevich, J. M., Donnelly, J. H., & Konopaske, R. (2012). *Organizations: Behavior, Structure, Processes* (14th ed.). New York, NY: McGraw-Hill.
- Guskey, T. R. (2020). *Get Set, Go: Creating Successful Professional Learning Communities*. Corwin Press.
- Handoko, T. H. (2018). *Personnel and Human Resource Management*. Yogyakarta: BPFE.
- Hasibuan, M. S. P. (2020). *Human Resource Management*. Jakarta: PT Bumi Aksara.
- Hargreaves, A., & Fullan, M. (2020). *Professional Capital: Transforming Teaching in Every School*. Teachers College Press.



- Ministry of Education and Culture of the Republic of Indonesia. (2007). Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. Jakarta: Ministry of National Education.
- Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. (2022). Performance Management Guidelines for Teachers and Education Personnel in Education Units. Jakarta: Ministry of Education and Culture.
- Lickona, T. (2012). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Bantam Books.
- Mangkunegara, A. P. (2017). *Human Resource Performance Evaluation*. Bandung: Refika Aditama.
- Mathis, R. L., & Jackson, J. H. (2011). *Human Resource Management* (13th ed.). Mason, OH: South-Western Cengage Learning.
- Marzano, R. J., Frontier, T., & Livingston, D. (2019). *Effective Supervision: Supporting the Art and Science of Teaching*. ASCD. OECD. (2020). *Teacher Appraisal: A Tool for Professional Growth*. OECD Publishing. <https://doi.org/10.1787/teacher-appraisal-2020>.
- Mulyasa, E. (2019). *Become a Professional Principal*. Bandung: Remaja Rosdakarya.
- Priansa, D. J. (2018). *Teacher Performance and Professionalism*. Bandung: Alfabeta.
- Robbins, S. P., & Judge, T. A. (2017). *Organizational Behavior* (17th ed.). Boston, MA: Pearson Education.
- Uno, H. B., & Lamatenggo, N. (2021). *Performance Theory and Measurement*. Jakarta: Bumi Aksara.
- Wibowo. (2020). *Performance Management* (6th ed.). Jakarta: Rajawali Press.
- Zainuddin, M., & Suryadi, A. (2023). *Competency-Based Performance Assessment in the Context of Basic Education*. Bandung: UPI Press.