

# Development of a Holistic Teacher Performance Evaluation Model at Catholic High Schools in Manado

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## ARTICLE INFO

Article history:

Received: April 19, 2026; Received in revised form: May 24, 2026; Accepted: May 30, 2026;

Available online: June 01, 2026;

## ABSTRACT

This study aims to develop a holistic and contextual teacher performance evaluation model for Catholic senior high schools in Manado. The study is motivated by the limitations of existing evaluation systems, which tend to focus primarily on pedagogical and professional aspects and have not fully integrated personality, social, and spiritual dimensions. The research approach combines theoretical analysis with empirical findings obtained through needs assessment and field study, resulting in a model construction that is relevant to the context of Catholic education. The findings indicate that the current evaluation system remains administrative and partial in nature and is not yet supported by comprehensive evaluation instruments. Therefore, a holistic teacher performance evaluation model was developed, encompassing five main dimensions: pedagogical, professional, personality, social, and spiritual. This model is designed as an integrated evaluation system oriented toward the comprehensive development of teachers and aligned with the values of Catholic education. The implications of this study highlight the importance of transforming evaluation systems toward a more comprehensive approach, utilizing multidimensional instruments, and strengthening both teacher professionalism and spirituality. The developed model has the potential to be utilized as a conceptual framework for schools, teachers, educational foundations, and policymakers in improving educational quality. However, this model remains conceptual and requires further empirical validation through subsequent studies to examine its feasibility, practicality, and effectiveness in broader implementation.

**Keywords:** Catholic Education, Holistic Model, Teacher Performance Evaluation.

## INTRODUCTION

Education is a strategic process in developing the quality of human resources capable of facing the increasingly complex dynamics of global social, cultural, economic, and technological change. In the context of national development, education plays a fundamental role in shaping Indonesians

who are faithful, have character, are knowledgeable, creative, and socially responsible, as emphasized in Law Number 20 of 2003 concerning the National Education System (Republic of Indonesia, 2003). Education is not only directed at achieving academic competence, but also at the formation of whole human beings who possess moral integrity, social skills, and humanitarian awareness. This perspective aligns with Dewey's (1916) thinking, which emphasizes education as a social process to prepare individuals to actively participate in democratic life. This is reinforced by the UNESCO report through *Learning: The Treasure Within* (Delors, 1996), which emphasizes the four pillars of education: learning to know, learning to do, learning to live together, and learning to be. Entering the 21st century, education has experienced a significant paradigm shift from merely transferring knowledge to transforming humans as a whole. Education is required to develop not only cognitive abilities but also 21st-century skills such as critical thinking, creativity, collaboration, communication, character, as well as digital literacy and adaptation to artificial intelligence. The UNESCO report, "Reimagining Our Futures Together" (UNESCO, 2021), emphasized that the world of education faces multidimensional challenges in the form of technological disruption, social inequality, humanitarian crises, and changing global values, requiring a new educational paradigm that is more humanistic, inclusive, and oriented towards a new social contract for education that integrates intellectual, social, moral, and spiritual dimensions.

In the Indonesian context, improving the quality of education remains a strategic challenge. The results of the Programme for International Student Assessment (PISA) show that Indonesian students' literacy achievements in reading, mathematics, and science are still below the OECD average (OECD, 2023). This indicates that the learning process has not fully developed higher-order thinking skills, problem-solving, and meaningful learning. On the other hand, the educational transformation policy through the Independent Curriculum requires teachers to be reflective, contextual, and student-centered learning facilitators. In this context, teachers are the most crucial factor in improving the quality of education.

As key actors in education, teachers play a highly strategic role. Law Number 14 of 2005 concerning Teachers and Lecturers affirms that teachers are professionals tasked with educating, teaching, guiding, training, assessing, and evaluating students (Republic of Indonesia, 2005). Various studies have shown that teacher effectiveness significantly influences student learning outcomes (Hattie, 2009). However, teacher performance is a multidimensional construct determined not only by pedagogical and professional competence but also by moral integrity, work ethic, relational skills, commitment to service, and the educator's spirituality. Day (2004) emphasized that moral and spiritual dimensions contribute significantly to the consistency and quality of teachers' professional practice.

Developments in contemporary educational studies indicate that teacher professionalism is determined not only by technical competence but also by teacher identity (Beijaard, Meijer, & Verloop, 2004), a professional identity formed through experience, values, reflection, and sociocultural context. Teachers function not only as instructors but also as shapers of school culture and role models. Therefore, teacher performance evaluations need to consider the dimensions of professional identity, institutional values, and moral and spiritual orientation. The concept of values-based education (Lovat, Toomey, & Clement, 2010) emphasizes that quality education must integrate values throughout the educational process. Recent developments in educational evaluation studies indicate a paradigm shift in teacher evaluation from an administrative model to a more holistic, reflective model oriented toward continuous professional development. Modern evaluation models such as Danielson (2013) in *Enhancing Professional Practice: A Framework for Teaching\** and Marzano (2012) in *Teacher Evaluation That Makes a Difference\** emphasize the importance of comprehensive, reflection-based evaluations oriented toward teacher professional growth. Furthermore, holistic teacher assessment and spiritual leadership approaches in education (Fry,

2003; 2005) are increasingly emerging, particularly in the context of values-based schools, which emphasize the integration of cognitive, social, emotional, moral, and spiritual dimensions within a single evaluation framework. However, these studies are still dominated by the general education context and have not specifically developed a model for teacher performance evaluation based on religious values, particularly in the context of Catholic education in Indonesia. Therefore, there is still room for conceptual and empirical development to formulate a more contextual, integrative, and institutionally values-based model for teacher performance evaluation. Although various studies have addressed teacher performance evaluation, most are partial and focus on pedagogical and professional competencies. These studies have not integrated the social, moral, spiritual, and professional identity dimensions into a systematic and holistic evaluation model. Furthermore, studies on values-based teacher evaluation in the context of Catholic schools are still very limited, particularly those that measure the internalization of Catholic values in learning practices. Thus, there is a conceptual, theoretical, and empirical gap between the need to develop holistic teacher performance evaluation and the currently available models.

In the context of Catholic education, teachers serve not only as professionals but also as faith educators, moral guides, and Christian role models. Church documents such as *Gravissimum Educationis* (Second Vatican Council, 1965) and *Ex Corde Ecclesiae* (John Paul II, 1990) emphasize that Catholic education aims to form the whole person through the integration of faith, reason, morality, and culture. Therefore, teacher performance evaluations in Catholic schools should not only measure the technical aspects of learning, but also the quality of spirituality, moral integrity, and commitment to Evangelical values.

The urgency of this issue becomes even more apparent in the context of Catholic high schools in Manado City. Catholic schools exist in a pluralistic, dynamic society, and are impacted by social change and the development of digital technology. A preliminary study of four Catholic high schools in Manado City found that the implementation of teacher performance evaluation is still dominated by an administrative approach that focuses on learning tools, work discipline, and student academic achievement. Meanwhile, the dimensions of spirituality, moral exemplarity, service culture, pedagogical relationships, and internalization of Catholic values have not been systematically integrated into evaluation instruments. Initial interviews with school principals and teachers indicate that there is no teacher performance evaluation instrument specifically developed to address the characteristics of Catholic education. The instruments used are still general and unable to fully capture the dimensions of values, spirituality, and teachers' professional identity. Furthermore, understanding of holistic teacher performance evaluation remains uneven, resulting in evaluation being viewed more as an administrative mechanism than as a means of continuous professional development (OECD, 2005). Based on these various descriptions, there is an urgent need to develop a holistic teacher performance evaluation model that integrates the pedagogical, professional, social, moral, work ethic, spiritual, and values dimensions of Catholic education into a comprehensive and contextual evaluation system. Such a model would serve not only as a tool for assessing teacher performance but also as an instrument for continuous professional development that strengthens teachers' identities as professional educators and carriers of Christian values in educational practice. Thus, this study positions teacher performance evaluation not merely as an administrative supervision instrument, but as a holistic and sustainable value-based professional development system. This research is in the research and development phase of integrating modern evaluation approaches with value-based education. It is hoped that it will provide theoretical contributions to the development of educational evaluation studies and practical contributions to improving the quality of Catholic education in Indonesia, particularly in Catholic high schools in Manado City.

This research focuses on developing a holistic teacher performance evaluation at Catholic Senior High Schools (SMA) in Manado City. This focus is based on the need for a teacher performance evaluation model that assesses not only administrative and academic aspects but also comprehensively integrates pedagogical, professional, social, moral, and spiritual dimensions, in accordance with the characteristics of Catholic education. In the context of Catholic education, teachers serve not only as professionals tasked with implementing the learning process, but also as value educators, character builders, and role models for students. Therefore, teacher performance evaluation at Catholic Senior High Schools needs to be designed more comprehensively to reflect the quality of teacher performance as a whole, in accordance with the vision of Catholic education, which emphasizes the formation of the whole person (integral human formation).

Holistic teacher performance in this research is understood as a teacher's ability to carry out professional duties and responsibilities in an integrated manner, encompassing pedagogical, professional, social, moral, and spiritual dimensions. These five dimensions are viewed as interrelated and forming a unified whole, reflecting the quality of teacher performance in the educational process. The pedagogical dimension relates to teachers' ability to effectively plan, implement, manage, and evaluate learning in accordance with the characteristics, needs, and development of students. This dimension also encompasses teachers' abilities to develop active, creative, and innovative learning, oriented toward the development of higher-order thinking skills. The professional dimension relates to mastery of learning materials, the ability to apply relevant learning strategies and methods, the utilization of educational technology, and teachers' commitment to continuous professional development. This dimension reflects the level of teachers' academic and professional competence in carrying out educational tasks. The social dimension relates to teachers' abilities to build interpersonal communication, cooperation, and harmonious relationships with students, fellow teachers, education staff, parents, and the school community. These social skills are important in creating a conducive, humanistic, and collaborative learning climate. Furthermore, the moral and spiritual dimensions relate to personal integrity, work ethic, exemplary behavior, and teachers' commitment to Christian values in educational practice. This dimension positions teachers not only as instructors but also as moral figures and spiritual guides who play a role in character formation and the development of students' faith in accordance with the values of Catholic education. Theoretically, various studies show that commonly used teacher performance evaluation models are still dominated by competency-based and administrative approaches that emphasize pedagogical, professional, social, and personality aspects (Hattie, 2009; OECD, 2005). However, these approaches often fail to capture deeper dimensions such as spirituality, moral integrity, and character development, which are at the heart of values-based education. Several recent studies also indicate that teacher performance evaluations tend to be partial and do not fully reflect the complexity of teachers' roles in the modern educational process (Sugianti, 2024; Lubis & Anriani, 2023).

The novelty of this research also lies in the development of a teacher performance evaluation model based on a holistic-integrative approach. A holistic approach to educational evaluation is gaining increasing attention in recent literature because it is considered more capable of providing a comprehensive picture of the quality of individual performance in complex educational contexts. Holistic evaluation not only assesses work results, but also processes, values, and dimensions of human development as a whole (Naulandani et al., 2023). In this context, this study develops a teacher performance evaluation model that integrates pedagogical, professional, social, moral, and spiritual dimensions as an interrelated whole. Furthermore, the novelty of this study is also demonstrated through the integration of Catholic educational values in the teacher performance evaluation system. In contrast to conventional evaluation models that are value-neutral, this study places spirituality and morality as a fundamental part in teacher performance assessment. This is in

line with the view that performance evaluation in education does not only function as a measuring tool, but also as an instrument for professional development and the formation of a sustainable school culture (Muslikhin, 2024; Retnowati et al., 2025). Thus, the main novelty of this study lies in the development of a conceptual model of holistic teacher performance evaluation that: (1) integrates competency and value dimensions simultaneously, (2) includes the spirituality dimension in teacher performance evaluation, (3) is constructed based on a combination of theoretical studies and field findings in Catholic high schools, and (4) is developed in the context of Catholic education emphasizes integral human formation. Overall, this research provides a new contribution to the development of the teacher performance evaluation paradigm, moving from an administrative and technical-competence-based approach to a more holistic, contextual, and values-based evaluation model. This enriches educational evaluation studies with a more humanistic and spiritual approach, particularly in the context of Catholic education in Indonesia.

Based on this description, the focus of this research is directed at developing a holistic teacher performance evaluation model that integrates all dimensions of teacher performance comprehensively, contextually, and relevantly to the characteristics of Catholic high schools in Manado City. The developed evaluation model is expected to serve as a conceptual and operational foundation for assessing, mapping, and sustainably developing teacher performance to support the improvement of the quality of Catholic education.

## METHOD

### Type of Research

A research and development (R&D) design is a research approach that aims to produce a specific product while testing its feasibility and effectiveness through systematic stages. The product in question can be a model, instrument, or system designed to solve practical problems in education. The research and development process generally involves steps such as needs analysis, product design, development, validation, and gradual testing to ensure the quality of the resulting product. Therefore, R&D focuses not only on conceptual development but also on empirically demonstrating the product's functionality (Borg & Gall, 1983; Sugiyono, 2019). In the context of this research, a research and development design was applied to develop a holistic teacher performance evaluation model at a Catholic high school in Manado City. However, the resulting model remains at the conceptual construction level, relying on a synthesis of theoretical studies and limited empirical findings. The theoretical studies were used to formulate a conceptual foundation for comprehensive teacher performance evaluation, while empirical findings were obtained through a preliminary study to identify real-world needs and problems.

Consequently, the developed holistic teacher performance evaluation model has not undergone thorough empirical testing, particularly in the context of broader implementation. Therefore, this model remains hypothetical and requires further stages such as expert validation, limited trials, and broader field trials to test its validity, practicality, and effectiveness. This is in line with the view that an evaluation model needs to undergo a continuous testing process before it can be optimally implemented in the education system (Stufflebeam, 2003).

### Research Procedure

This research procedure was implemented using a research and development approach, but was limited to the conceptual model development stage. The research stages were carried out systematically through three main steps: a preliminary study, a theoretical review, and model development.

The first stage, the preliminary study, aimed to obtain a factual picture of the state of teacher performance evaluation in Catholic high schools in Manado City. At this stage, researchers collected

data through observation, interviews, and document analysis to identify various needs, problems, and weaknesses in the existing teacher performance evaluation system. The results of this preliminary study served as an empirical basis for formulating the direction of model development. The second stage is a theoretical study, conducted by comprehensively reviewing various literature, theories, and research findings relevant to teacher performance evaluation. This study covers evaluation concepts, performance assessment principles, indicators of teacher professionalism, and a holistic evaluation approach. The insights of experts, including Daniel L. Stufflebeam, who emphasized the importance of systematic and ongoing evaluation, were used as the basis for developing the model's conceptual framework (Stufflebeam, 1972). The third stage is conceptual model development, which involves drafting a holistic teacher performance evaluation model based on a synthesis of the results of the preliminary study and theoretical studies. At this stage, the researcher formulates the model's main components, such as evaluation objectives, assessment aspects and indicators, implementation mechanisms, and integrated evaluation procedures. The model produced at this stage is still hypothetical and conceptual, and therefore has not yet undergone empirical testing.

Therefore, this research procedure stops at the conceptual model design stage. Therefore, the resulting holistic teacher performance evaluation model requires further development through validation and empirical testing in subsequent research to test its validity, practicality, and effectiveness before being widely implemented in educational practice.

### **Research Location and Timeline**

#### **1. Research Location**

The research was conducted at four Catholic high schools in Manado City:

- a. Frater Don Bosco Catholic High School, Manado
- b. Rex Mundi Catholic High School, Manado
- c. St. Ignatius Catholic High School, Manado
- d. St. Thomas Aquino High School, Manado

#### **2. Research Timeline**

The research period was 12 months, from October 2024 to October 2025, according to the 2024–2025 academic year calendar.

### **Research Subjects**

The subjects in this study were informants directly involved in implementing teacher performance evaluations at Catholic high schools in Manado City. The informants were selected purposively, considering their involvement and knowledge of teacher performance evaluation practices in their schools. The subjects included the principal as the person responsible for academic supervision, teachers as implementers of the learning process and the objects of performance evaluation, and other parties involved in implementing teacher performance evaluations at the schools.

The selection of research subjects was based on the consideration that they have experience, knowledge, and direct involvement in teacher performance evaluation practices, thus providing in-depth information relevant to the research focus. According to John W. Creswell (2014), in qualitative research, participant selection is carried out purposively, selecting informants deemed to have the best understanding of the phenomenon being studied. Therefore, this research subject is expected to provide comprehensive data regarding teacher performance evaluation practices and the need to develop a holistic teacher performance evaluation model in Catholic high schools in Manado City.

### **Data Collection Techniques**

The data collection techniques and instruments in this study used a combination of qualitative techniques aimed at obtaining initial empirical data and strengthening the conceptual foundation for model development. The techniques used included observation, interviews, questionnaires, and documentation studies.

Observations were conducted to obtain a direct overview of the implementation of teacher performance evaluation in Catholic high schools in Manado City. Through observations, the researcher observed the performance assessment process, the instruments used, and the involvement of relevant parties in the evaluation. The instrument used in the observations was an observation guideline sheet compiled based on teacher performance evaluation indicators.

Interviews were used to gather in-depth information from informants, such as principals and teachers, regarding experiences, obstacles, and needs in implementing teacher performance evaluations. The interviews were semi-structured, providing researchers with a guideline for questions while still allowing for further development of information in the field. The instrument used was an interview guide developed based on the research focus.

Next, a documentation study was conducted to complement the data obtained through observations and interviews. The documents analyzed included teacher performance assessment formats, evaluation reports, and school policies related to performance evaluation. The instrument used was a document analysis sheet, which helped researchers identify the alignment between existing practices and the ideal evaluation concept.

Furthermore, to strengthen the development of the conceptual model, this study also utilized a literature review technique. This technique involved examining various scientific sources, such as books, journals, and previous research results relevant to teacher performance evaluation holistically. The results of this literature review served as the basis for developing the conceptual framework for the developed model. The use of various data collection techniques was intended to obtain comprehensive and complementary data (triangulation), thereby enhancing the validity of the research data. This aligns with Sugiyono's (2019) opinion that the use of various data collection techniques in qualitative research aims to increase data credibility. Furthermore, the use of interviews, observation, and documentation as primary techniques in qualitative research is also supported by John W. Creswell (2014), who emphasized the importance of in-depth data collection through various sources.

### **Data Analysis Techniques**

Based on the characteristics of this research, which focuses on developing a conceptual model and utilizing qualitative data from preliminary studies and literature reviews, the data analysis technique employed is an interactive and continuous qualitative data analysis. The data analysis technique in this study employed a descriptive qualitative analysis approach. The analysis was conducted from the data collection stage to the conclusion drawing, with the aim of gaining a deep understanding of the state of teacher performance evaluation and formulating the developed conceptual model. The data analysis process refers to the interactive model proposed by Matthew B. Miles and Michael Huberman (1994), which includes three main stages: data reduction, data presentation, and conclusion drawing.

Data reduction was carried out by selecting, focusing, and simplifying data obtained from observations, interviews, and documentation. At this stage, researchers grouped data based on themes relevant to teacher performance evaluation, such as assessment aspects, evaluation mechanisms, and challenges encountered in the field. Next, the data was presented in a systematic narrative form, making it easier for researchers to understand data patterns, relationships, and trends. This data presentation also serves as the basis for interpreting the research findings. The final

stage is drawing conclusions and verification, which involves formulating the meaning of the analyzed data and drawing conclusions relevant to the research objectives. The resulting conclusions are then used as the basis for developing a conceptually holistic teacher performance evaluation model.

Furthermore, to strengthen the model development, the results of the empirical data analysis are combined with the results of the literature review using a conceptual synthesis technique. This technique integrates field findings with relevant theories, resulting in a model with a strong empirical and theoretical basis. This aligns with the view of John W. Creswell (2014), who emphasized that qualitative data analysis aims to construct meaning through in-depth interpretation of data and integration with theoretical frameworks.

## RESULTS AND DISCUSSION

### Research Findings

The research findings in the study "The Development of Holistic Teacher Performance Evaluation in Catholic High Schools in Manado City" were obtained through a data collection process that included interviews, Focus Group Discussions (FGDs), observations, and document review. The use of various data collection techniques was carried out to obtain a comprehensive and in-depth picture of the implementation of teacher performance evaluation, the need for developing holistic evaluations, and the characteristics of Catholic education in Catholic high schools in Manado City. This aligns with the opinion of Creswell, J.W., & Creswell, J.D. (2018), who emphasized that the use of multiple data sources in qualitative research is important to increase the validity and credibility of research findings.

Furthermore, the findings of this study are also based on a holistic education perspective, which views teacher evaluation as not solely oriented towards academic and administrative aspects but also encompasses social, personal, moral, and spiritual dimensions. This view aligns with the concept of holistic education proposed by Miller, J.P. (1996), which states that education should develop all aspects of the human being holistically, including intellectual, emotional, social, and spiritual.

#### 1. The Reality of Teacher Performance Evaluation Implementation

Based on interviews, focus group discussions (FGDs), observations, and document studies at four Catholic high schools in Manado City, findings indicate that teacher performance evaluations are generally conducted routinely and in a structured manner. Schools have evaluation tools, supervision documents, and a teacher performance assessment mechanism implemented by the principal and relevant parties. The evaluations primarily focus on pedagogical and administrative aspects, such as lesson planning, teaching and learning process implementation, discipline, and the completeness of learning materials.

Observations and interviews revealed that teachers have demonstrated responsibility in carrying out their teaching tasks in accordance with school standards and applicable education policies. Furthermore, Catholic educational values such as discipline, service, responsibility, and character development have been integrated into the school culture and educational process. This is reinforced by the school's vision, mission, and programs, as well as various spiritual development activities implemented within the school environment.

However, the research also indicates that the implementation of teacher performance evaluations has not fully adopted a holistic approach. The evaluation instruments used still focus primarily on administrative and pedagogical aspects, while the social, personality, and spiritual aspects of teachers have not been explicitly formulated in measurable and systematic assessment indicators. Evaluations of the dimensions of character, role models, social relations, commitment to

service, and spirituality of teachers remain general, subjective, and not yet integrated into a comprehensive evaluation model.

Thus, the objective conditions of teacher performance evaluation implementation in Catholic high schools in Manado City indicate that the evaluation system has been functioning well in the technical aspects of learning. However, a more holistic, integrative, and contextual model for teacher performance evaluation is still needed, in keeping with the characteristics of Catholic education, which emphasizes the comprehensive development of competencies, character, social, and spiritual aspects.

## 2. What is the Gap Between Current Teacher Performance Evaluation Practices and the Need for Holistic Teacher Performance Evaluation in the Context of Catholic Education?

Based on interviews, focus group discussions (FGDs), observations, and document studies at four Catholic high schools in Manado City, a gap was found between current teacher performance evaluation practices and the need for holistic teacher performance evaluation in the context of Catholic education. Teacher performance evaluations implemented in schools generally focus on administrative and pedagogical aspects, such as the availability of learning materials, the implementation of the teaching and learning process, discipline, and student academic achievement. The evaluation instruments used also place greater emphasis on meeting formal educational standards and supervising learning. Meanwhile, Catholic education demands the holistic development of teachers who are not only competent in academic and pedagogical aspects, but also possess personal integrity, social skills, a spirit of service, moral exemplarity, and spirituality that reflect Christian values. However, research findings indicate that the social, personality, character, and spiritual aspects of teachers have not been explicitly formulated and measured in the evaluation instruments used in schools. Assessments of these dimensions remain general, subjective, and have not been conducted systematically and sustainably.

Furthermore, there is no evaluation model specifically designed to suit the characteristics of Catholic education, one that integrates pedagogical, professional, social, personality, and spiritual dimensions in a balanced manner. Current evaluation practices also do not fully incorporate self-reflection, character development, or formative approaches that support holistic teacher development. Thus, the main gap lies in the suboptimal integration of holistic and spiritual values within the existing teacher performance evaluation system. This situation indicates the need to develop a holistic teacher performance evaluation model that is more comprehensive, contextual, measurable, and aligned with the vision of Catholic education. This ensures that evaluation functions not only as an administrative assessment tool but also as a means of comprehensive teacher development and guidance.

## 3. Dimensions of Developing a Holistic Teacher Performance Evaluation Concept

Based on theoretical studies and field findings through interviews, focus group discussions (FGDs), observations, and document studies at Catholic high schools in Manado City, it was found that the concept of holistic teacher performance evaluation is formed by several interconnected dimensions that support holistic teacher development. These dimensions emphasize not only academic and professional competencies, but also humanitarian, character, social, and spiritual aspects, in accordance with the character of Catholic education.

The first dimension is the pedagogical dimension, which encompasses teachers' abilities to plan, implement, and evaluate the learning process effectively according to student needs. This dimension is evident in the development of learning materials, the use of learning methods, classroom management, and the ability to assess learning outcomes.

The second dimension is the professional dimension, which encompasses teachers' abilities to master learning materials, develop personal competencies, demonstrate professional responsibility, and adapt to developments in educational science and technology. This dimension also encompasses teachers' commitment to improving the quality of education and their professional work ethic.

The third dimension is the social dimension, which relates to teachers' abilities to build positive relationships with students, fellow teachers, school leaders, parents, and the community. In the context of Catholic education, the social dimension is reflected through attitudes of cooperation, communication, caring, service, and the ability to create a harmonious and humanistic educational atmosphere.

The fourth dimension is personality, which encompasses moral integrity, exemplary behavior, discipline, responsibility, emotional stability, and the teacher's character as an educator. Field findings indicate that personality is viewed as crucial because teachers serve not only as instructors but also as role models for students in their daily lives.

The fifth dimension is the spiritual dimension, which is a key characteristic of Catholic education. This dimension encompasses the internalization of Christian values, a spirit of service, love, honesty, caring, self-reflection, and teacher involvement in fostering the faith and character of students. The research findings indicate that the spiritual dimension is viewed as a crucial element in shaping the identity and quality of teachers in Catholic high schools, although it has not been optimally accommodated in the existing evaluation system.

Overall, the research findings indicate that the concept of holistic teacher performance evaluation in Catholic high schools in Manado City is built on the integration of pedagogical, professional, social, personality, and spiritual dimensions. These five dimensions complement each other in supporting the comprehensive development of teachers in accordance with the vision of Catholic education which emphasizes the formation of the whole person.

#### 4. Conceptual Model Design for Holistic Teacher Performance Evaluation

Based on theoretical studies and field findings through interviews, focus group discussions (FGDs), observations, and document studies at Catholic high schools in Manado City, a conceptual model for holistic teacher performance evaluation was developed as an integrated, comprehensive, and contextual evaluation system in accordance with the characteristics, values, and vision of Catholic education. This model is designed not only to assess the technical aspects of learning but also to support the holistic development and guidance of teachers as educators, role models, and servants within the Catholic educational community.

The conceptual model for holistic teacher performance evaluation is built on five main dimensions: pedagogical, professional, social, personality, and spiritual. The pedagogical dimension assesses teachers' abilities to plan, implement, and evaluate learning. The professional dimension emphasizes mastery of material, professional responsibility, and continuous competency development. The social dimension assesses teachers' abilities to build relationships, communicate, collaborate, and serve students and the school community. The personality dimension focuses on teachers' integrity, exemplary behavior, discipline, and moral responsibility. Meanwhile, the spiritual dimension is a key characteristic that assesses the internalization of Christian values, a spirit of service, love, self-reflection, and teacher involvement in fostering students' faith and character.

In this model, the evaluation process is conducted continuously through a formative and reflective approach, so that evaluation serves not only as an assessment tool but also as a means of coaching and professional development for teachers. Evaluation is carried out using various techniques and data sources, such as learning observations, supervision, document assessment, teacher self-reflection, interviews, and input from the principal, colleagues, and students.

Furthermore, this conceptual model places Catholic educational values such as love, service, responsibility, discipline, cooperation, and respect for human dignity as the primary foundation for developing evaluation indicators. Thus, teacher performance evaluation is oriented not only toward administrative and academic achievements, but also toward the formation of teachers' character and spirituality as Catholic educators.

Overall, the conceptual model design for holistic teacher performance evaluation at Catholic high schools in Manado City is an evaluation model that is integrative, humanistic, and based on Christian values, which aims to support the improvement of teacher quality as a whole in accordance with the vision of Catholic education in forming individuals who are faithful, have character, are professional, and are able to serve others.

#### 5. Conceptual Feasibility of the Developed Holistic Teacher Performance Evaluation Model

Based on the analysis of interview data, Focus Group Discussions (FGDs), observations, documentation studies, and a synthesis of theoretical studies and previous research findings, the developed holistic teacher performance evaluation model is conceptually feasible for use in Catholic high schools in Manado City. The conceptual feasibility of the model is demonstrated by the following findings:

- a. Suitability to school needs. The developed model includes evaluation components that align with the school's actual needs, namely evaluation of pedagogical, professional, personality, social, and spiritual competencies, as well as teacher contributions to the culture and mission of Catholic education. These components are considered capable of describing teacher performance more comprehensively than evaluations that have previously focused on administrative and learning aspects.
- b. Integration of assessment dimensions. The model integrates academic, professional, moral, social, and spiritual aspects into one evaluation system. This integration is considered relevant to the characteristics of Catholic schools, which emphasize not only the quality of learning but also character formation and the appreciation of Christian values.
- c. Clarity of model components. The model structure consists of interrelated components of context, input, process, and outcome. Each component has indicators that can be identified and observed in the practice of educational delivery in schools.
- d. Alignment with the vision and mission of Catholic schools. Findings indicate that the indicators developed in the model reflect the core values of Catholic education, such as service, role modeling, integrity, responsibility, caring, and fostering the faith of students.
- e. Ease of implementation. Principals, vice principals, and teachers stated that the model components can be implemented by utilizing existing evaluation mechanisms in schools, such as academic supervision, learning observations, self-assessments, peer assessments, and teacher performance document reviews.
- f. Completeness of evaluation data sources. The model utilizes various sources of information, including observation results, performance documents, teacher self-reflections, leadership assessments, peer assessments, and student feedback. The use of multiple data sources is considered to provide a more objective and comprehensive picture of teacher performance.
- g. Relevance to developments in education policy. The model's components are linked to teacher competency standards, teacher performance evaluation, ongoing professional development, and strengthening character education, which are part of national education policy.
- h. Stakeholder acceptance. The results of the focus group discussions (FGDs) indicated positive acceptance of the developed model from school principals, teachers, and foundation

administrators, as it was deemed capable of addressing the need for a more comprehensive teacher performance evaluation and aligned with the identity of Catholic schools.

- i. Consistency between theory and field findings. The indicators in the model are a synthesis of theoretical concepts, previous research findings, and needs identified in the field. Therefore, all dimensions included in the model have a clear conceptual and empirical basis.
- j. Conceptual feasibility of the model. Based on the overall data obtained, the holistic teacher performance evaluation model meets the criteria for conceptual feasibility due to its theoretical foundation, empirical support from field findings, clear components, relevant indicators, and alignment with the characteristics and needs of Catholic high schools in Manado City.

The main research findings indicate that the developed holistic teacher performance evaluation model is conceptually feasible for use as a framework for teacher performance evaluation in Catholic high schools in Manado City because it integrates pedagogical, professional, personality, social, and spiritual dimensions in an integrated manner, in accordance with the characteristics of Catholic education.

### **What is the reality of teacher performance evaluation implementation in Catholic high schools in Manado City?**

Based on interviews, focus group discussions (FGDs), observations, and document studies at four Catholic high schools in Manado City, it was found that teacher performance evaluations are generally conducted routinely and in a structured manner. Schools have evaluation tools, supervision documents, and a teacher performance assessment mechanism implemented by the principal and relevant parties. The evaluations primarily focus on pedagogical and administrative aspects, such as lesson planning, teaching and learning process implementation, discipline, and the completeness of learning materials.

Observations and interviews revealed that teachers have demonstrated responsibility in carrying out their teaching tasks in accordance with school standards and applicable education policies. Furthermore, Catholic educational values such as discipline, service, responsibility, and character development have been integrated into the school culture and educational process. This is reinforced by the school's vision, mission, and programs, as well as various spiritual development activities implemented within the school environment.

However, the research also indicates that the implementation of teacher performance evaluations has not fully adopted a holistic approach. The evaluation instruments used still emphasize administrative and pedagogical aspects, while the social, personality, and spiritual aspects of teachers have not been explicitly formulated in measurable and systematic assessment indicators. Evaluations of the dimensions of character, exemplary behavior, social relations, commitment to service, and spirituality of teachers remain general, subjective, and not yet integrated into a comprehensive evaluation model. Thus, the objective conditions of teacher performance evaluation implementation in Catholic high schools in Manado City indicate that the evaluation system has been implemented in the technical aspects of learning, but still requires the development of a more holistic, integrative, and contextual teacher performance evaluation model in accordance with the characteristics of Catholic education, which emphasizes the comprehensive development of competencies, character, social, and spiritual aspects.

Based on field data and theoretical foundations, there is both congruence and significant gaps in teacher performance evaluation practices in Catholic high schools in Manado City. In terms of congruence, field practice indicates that teacher performance evaluation has been implemented in the administrative and pedagogical aspects, and is supported by the internalization of Catholic educational values within the school culture. This finding aligns with the theoretical basis, which

asserts that Catholic schools emphasize not only academic aspects but also moral, spiritual, and service values as part of their educational identity. Thus, there is an initial alignment between school practices and the normative orientation of Catholic education.

However, on the other hand, there is a fundamental gap between the ideals of theory and the reality of practice. Theoretically, Catholic teacher performance evaluation requires a holistic approach, viewing teachers as whole persons encompassing moral, spiritual, social, personality, and service dimensions, and evaluating them through a comprehensive, reflective, and sustainable approach. Meanwhile, field findings indicate that these dimensions have not been systematically measured and integrated into the evaluation instruments used. As a result, important aspects such as exemplary behavior, spirituality, humanistic relationships, and commitment to service remain at a general level and have not been explicitly included in the teacher performance assessment system.

This gap indicates that teacher performance evaluation in Catholic high schools still tends to be partial and technical, despite being within an educational context that demands a holistic approach. Therefore, it can be critically emphasized that there is an urgent need to reconstruct the teacher performance evaluation model to better align with the character of Catholic education, which positions teachers as whole persons who are assessed not only by professional performance but also by the integration of values of faith, character, and service into daily educational practices. Therefore, the development of a holistic teacher performance evaluation model is relevant and urgent, because it functions as a bridge between the theoretical ideals of Catholic education and the reality of evaluation practices in schools, so that evaluation is not only administrative, but also transformative in shaping the quality of teachers as a whole.

### **What is the gap between current teacher performance evaluation practices and the need for holistic teacher performance evaluation in the context of Catholic education?**

Interviews, focus group discussions (FGDs), observations, and document studies at four Catholic high schools in Manado City revealed a gap between current teacher performance evaluation practices and the need for holistic teacher performance evaluation in the context of Catholic education. Teacher performance evaluations implemented in schools generally focus on administrative and pedagogical aspects, such as the availability of learning materials, the implementation of the teaching and learning process, discipline, and student academic achievement. The evaluation instruments used also place greater emphasis on meeting formal educational standards and supervising learning.

In our opinion, based on a comparison of field data and theoretical frameworks (in Chapter 2: Evaluation Theory, Catholic Education Concept, Holistic Teachers, Teacher Professional Standards), a clear gap exists between current teacher performance evaluation practices at four Catholic high schools in Manado City and the need for holistic teacher performance evaluation within the context of Catholic education.

Empirically, teacher performance evaluation practices are still dominated by administrative and pedagogical approaches. Assessments focus more on formal aspects such as the availability of learning materials, the implementation of the teaching and learning process, discipline, and student academic achievement. The evaluation instruments used also tend to be formal and standardized and do not systematically measure the social, personal, moral, and spiritual dimensions of teachers.

Meanwhile, theoretically, teacher performance evaluation should function not only as an administrative control tool but also as an instrument for professional development and the formation of a character-based educational culture. Michael Armstrong (2014) emphasized that performance evaluation is part of a performance management system that not only measures achievement but also guides the continuous improvement of individual contributions. Similarly,

Peter Drucker (2007) emphasized that performance management must be results-oriented while simultaneously developing individual effectiveness within the organization.

In the educational context, teacher professional standards also encompass four core competencies: pedagogical, professional, social, and personal, as well as ethics, accountability, and a commitment to continuous development. However, in practice, evaluations do not fully reflect the complexity of these standards, particularly regarding the social, personal, and ethical-spiritual dimensions of responsibility.

On the other hand, the concept of Catholic education demands a broader and more integrative approach. Catholic education positions teachers as whole individuals, who are assessed not only on technical performance but also on the integration of the values of love, service, integrity, and spirituality into daily educational practices. Evaluation from this perspective is holistic, multidimensional, and oriented toward continuous development, not merely administrative assessment. This aligns with Michael Fullan's (2016) view, which emphasizes that improving the quality of education requires changes to the evaluation system that encourage professional learning and strengthen the overall capacity of teachers.

Thus, the main gap lies in the difference in orientation: evaluation practices in schools remain administrative-formal and partial, while theoretically, whether in teacher professional standards, performance management theory, or Catholic education, evaluation demands a holistic, integrative, and transformative approach. This situation demonstrates the need to develop a holistic teacher performance evaluation model capable of bridging the gap between normative-theoretical demands and empirical practice in the field.

### **Dimensions Forming the Concept of Holistic Teacher Performance Evaluation**

Based on findings from four Catholic high schools in Manado City, it can be concluded that the implementation of education in each school demonstrates a commitment to the distinctive values of Catholic education, albeit with varying emphasis according to each school's vision and mission. Regarding spirituality, teachers in all four schools demonstrate engagement in the practice of faith through self-reflection, prayer, and internalizing Christian values in daily tasks, although the level of systematization in performance evaluations varies. Regarding the aspect of exemplary faith, teachers are seen as important figures who exemplify a life of faith for students, particularly through attitudes, words, and behaviors that reflect Gospel values. Regarding pastoral care, it was found that teachers not only carry out teaching duties but also engage in student mentoring, character development, and pastoral school activities, although not all of these are structured in a formal evaluation system. Meanwhile, regarding the aspect of culture of love, all four schools demonstrate a climate of warm, respectful, and caring relationships, which are characteristic of Catholic education and are reflected in daily interactions within the school environment. Regarding the dimension of integrity in life, teachers in each school generally demonstrate a commitment to discipline, responsibility, and consistency between taught values and actual actions, although their measurement in performance evaluations has not been explicitly and systematically integrated.

Overall, the research findings indicate that the four Catholic high schools in Manado City have lived out the core values of Catholic education: spirituality, exemplary faith, pastoral care, a culture of love, and integrity in life in daily educational practices. However, these values have not been fully internalized in a holistic teacher performance evaluation system, necessitating the development of an evaluation model capable of capturing all these dimensions in a structured and measurable manner in accordance with each school's Catholic educational vision.

Based on field findings at the four Catholic high schools in Manado City and the theoretical framework on teacher performance, Catholic educational values, and school needs, we believe that

holistic teacher performance evaluation can be constructed as an integrative, contextual, and transformative assessment model.

Empirically, teacher performance evaluation practices in schools still focus on pedagogical and administrative aspects, while the dimensions of spirituality, exemplary faith, pastoral care, a culture of love, and integrity of life are present in school cultural practices, but have not been systematically structured in evaluation instruments. On the other hand, theoretically, teacher performance evaluation functions not only as a tool for measuring the achievement of competency standards, but also as an instrument for professional development and the formation of a character-based school culture. Michael Armstrong (2014) emphasized that a performance management system must include both measurement and continuous individual development. Similarly, Peter Drucker (2007) emphasized that performance management is not only oriented towards efficient results, but also towards increasing the effectiveness and contribution of individuals within the organization.

In the context of Catholic education, theory emphasizes that teachers are whole individuals who are assessed not only by their professional competence but also by the integration of faith, morality, and service values into their daily lives. Catholic educational values such as love, justice, solidarity, service, and integrity form the foundation for a humanistic and transformative school culture, so teacher performance evaluations should ideally reflect all of these dimensions in a balanced manner. This aligns with Michael Fullan's (2016) perspective, which emphasizes that sustainable educational change requires holistically strengthening teacher capacity, not simply improving the technical aspects of learning.

Therefore, this conceptual synthesis confirms that the primary need for Catholic schools today is the development of a teacher performance evaluation model that addresses not only administrative and technical competencies but also captures the spiritual dimension and evangelical values that underpin Catholic education. A holistic evaluation model is urgently needed to bridge the gap between partial evaluation practices and the theoretical demands and distinctive values of Catholic education, which are integral and transformative.

### **Conceptual Model Design for Holistic Teacher Performance Evaluation**

Based on theoretical studies and field findings through interviews, focus group discussions (FGDs), observations, and document studies at Catholic high schools in Manado City, a conceptual model for holistic teacher performance evaluation was developed as an integrated, comprehensive, and contextual evaluation system aligned with the characteristics, values, and vision of Catholic education. This model is designed not only to assess the technical aspects of learning but also to support the holistic development and guidance of teachers as educators, role models, and servants within the Catholic educational community.

The conceptual model for holistic teacher performance evaluation is based on five main dimensions: pedagogical, professional, social, personality, and spiritual. The pedagogical dimension assesses teachers' abilities to plan, implement, and evaluate learning. The professional dimension emphasizes mastery of material, professional responsibility, and continuous competency development. The social dimension assesses teachers' abilities to build relationships, communicate, collaborate, and serve students and the school community. The personality dimension focuses on teachers' integrity, exemplary behavior, discipline, and moral responsibility. Meanwhile, the spiritual dimension is a key characteristic that assesses the internalization of Christian values, a spirit of service, love, self-reflection, and teacher involvement in fostering students' faith and character.

In this model, the evaluation process is conducted continuously through a formative and reflective approach, so that evaluation serves not only as an assessment tool but also as a means of coaching and professional development for teachers. Evaluation is carried out using various

techniques and data sources, such as learning observations, supervision, document assessment, teacher self-reflection, interviews, and input from the principal, colleagues, and students.

Furthermore, this conceptual model places Catholic educational values such as love, service, responsibility, discipline, cooperation, and respect for human dignity as the primary foundation for developing evaluation indicators. Thus, teacher performance evaluation is oriented not only toward administrative and academic achievements, but also toward the formation of teachers' character and spirituality as Catholic educators.

Overall, the conceptual model design for holistic teacher performance evaluation at Catholic high schools in Manado City is an evaluation model that is integrative, humanistic, and based on Christian values, which aims to support the improvement of teacher quality as a whole in accordance with the vision of Catholic education in forming individuals who are faithful, have character, are professional, and are able to serve others.

### **Conceptual Feasibility of the Developed Holistic Teacher Performance Evaluation Model.**

Based on interviews, focus group discussions (FGDs), observations, and document studies at four Catholic high schools in Manado City, it was found that the current teacher performance evaluation system tends to be oriented toward administrative aspects and teachers' fulfillment of formal duties. Evaluations focus more on the completeness of learning materials, attendance, teaching implementation, and fulfillment of school administrative requirements. Although these aspects are important, informants stated that existing evaluations fail to fully reflect teacher performance, particularly in aspects of personality, exemplary behavior, spirituality, commitment to service, interpersonal relationships, and teachers' contributions to student character development in accordance with Catholic educational values.

Observations indicate that teachers not only perform pedagogical functions but also serve as educators, mentors, role models of faith, and agents of character formation. However, these various roles have not been adequately accommodated in the evaluation instruments used by schools. This finding is reinforced by the results of the document study, which showed that available assessment indicators focus more on professional and administrative competencies, while affective, social, moral, and spiritual dimensions have not received adequate attention.

Based on a synthesis of field findings, theoretical studies, and previous research results, it can be concluded that the developed teacher performance evaluation model has strong conceptual feasibility. This feasibility is demonstrated by the alignment of the model's constructs with the essence of holistic education, which views teachers as whole individuals who carry out professional, pedagogical, social, moral, and spiritual functions in an integrated manner. The developed model assesses not only what teachers do but also how they carry out their role in building a learning environment that is humanistic, religious, and oriented toward the holistic development of students.

These findings align with the thinking of John P. Miller, who asserts that holistic education must develop all dimensions of the human person in an integrated manner, encompassing intellectual, emotional, social, moral, and spiritual aspects. Therefore, teacher performance evaluation should also reflect the presence of these various dimensions in educational practice. Furthermore, recent research indicates that a teacher performance evaluation system that focuses solely on administrative aspects fails to provide a complete picture of teacher competence and contributions to educational quality. Conversely, a holistic evaluation approach integrates pedagogical, professional, personal, and learning outcomes, making it more relevant for ongoing teacher professional development.

The conceptual feasibility of this model is also supported by research findings showing that holistic educational evaluation provides a more comprehensive picture of the quality of educational processes and outcomes because it encompasses cognitive, affective, social, and value aspects that

develop within both students and educators. Thus, the holistic teacher performance evaluation model developed not only meets academic and professional demands but is also relevant to the characteristics of Catholic schools, which place the development of faith, character, and humanity as an integral part of the educational process.

Based on these overall findings, it can be concluded that the developed holistic teacher performance evaluation model has adequate conceptual feasibility because it is built on an integrated theoretical foundation, previous research findings, the school's empirical needs, and the unique characteristics of Catholic education. This model provides a more comprehensive, contextual evaluation framework, and aligns with educational goals oriented toward the holistic personal development of teachers and students.

Overall, the research findings from four Catholic high schools in Manado City indicate that teacher performance evaluation has been implemented in a structured manner through academic supervision, performance assessments, and monitoring of learning administration. However, the evaluation system is still dominated by an administrative and pedagogical orientation, thus failing to fully capture the personality, social, moral, spiritual, exemplary, and service dimensions that are key characteristics of teachers in Catholic education. This finding indicates a gap between current evaluation practices and the need for holistic teacher performance evaluation. From a performance management perspective, this situation reinforces Michael Armstrong's (2023) view, which asserts that modern performance evaluation serves not only as a tool for measuring task achievement but also as a means for continuous individual capacity development. Therefore, teacher performance evaluation needs to be developed from a mere administrative instrument into a comprehensive professional and personal development instrument.

The research findings also identified that the concept of holistic teacher performance evaluation in the context of Catholic education is built upon integrated pedagogical, professional, social, personal, and spiritual dimensions. These dimensions align with the concept of holistic education proposed by John P. Miller (2019), who views education as a process of holistic human development encompassing intellectual, emotional, social, moral, and spiritual aspects. Furthermore, the research findings indicate that teachers in Catholic schools function not only as instructors but also as mentors, role models of faith, character builders, and servants of the educational community. These findings align with Michael Fullan's (2020) view, which asserts that improving the quality of education requires strengthening teachers' comprehensive capacity, encompassing professional competence, character, social relations, and moral commitment in carrying out educational duties.

Based on a synthesis of theoretical studies, previous research, and field findings, this study produced a conceptual model for holistic teacher performance evaluation that is integrative, contextual, and transformative. The model integrates five main dimensions: pedagogical, professional, social, personal, and spiritual, with a formative, reflective, and ongoing evaluation approach. The development of this model aligns with UNESCO's recommendations in the 2021 report "Reimagining Our Futures Together," which emphasizes the importance of an educational evaluation system oriented toward holistic human development, character formation, social responsibility, and humanitarian values. Therefore, the developed model is not only relevant to teacher professional standards but also aligns with the identity and mission of Catholic education, which places the development of faith, character, and service as an integral part of the educational process.

Furthermore, the research results indicate that the developed holistic teacher performance evaluation model has strong conceptual feasibility because it is built on an integration of the empirical needs of schools, theoretical foundations, previous research findings, and the distinctive values of Catholic education. This model addresses the limitations of the current partial evaluation

system by providing a more comprehensive, humanistic, and contextual evaluation framework. Therefore, this research confirms that teacher performance evaluation in Catholic schools must be understood as a process of developing teachers as whole individuals. Thus, evaluation is oriented not only toward academic and administrative achievement but also toward the growth of character, spirituality, integrity, and commitment to service, which are the essence of Catholic education.

### **Holistic Teacher Performance Evaluation Model**

Based on field research findings and academic discussions regarding the implementation of teacher performance evaluations at four Catholic high schools in Manado City, it was discovered that the current evaluation system still requires development to be more comprehensive, objective, and aligned with the characteristics of Catholic education. The currently predominantly administrative evaluation method has not fully accommodated the full dimensions of teacher professionalism, including aspects of character, spirituality, exemplary behavior, and Catholic values.

Based on this reality, this research produces a Holistic Teacher Performance Evaluation Model as a conceptual development designed to address the needs of Catholic schools for a more integrative evaluation system oriented toward ongoing teacher professional development. This model was developed through a synthesis of empirical findings, theoretical studies, and Catholic educational values, and is expected to serve as a more relevant, contextual, and applicable evaluation framework.

In line with the views of Linda Darling-Hammond and Daniel Stufflebeam (2017), teacher performance evaluation ideally serves not only as an administrative assessment tool but also as a means of reflection, coaching, and continuous improvement of educational quality. Therefore, the model developed in this study positions teachers as whole individuals who are assessed not only from pedagogical and professional perspectives, but also from the perspective of personality, social skills, character, and spirituality within the context of Catholic education.

Based on this, the following section presents a conceptual Holistic Teacher Performance Evaluation Model to affirm the primary objective of this study, namely the Development of Holistic Teacher Performance Evaluation in Catholic High Schools in Manado City.

#### **1. Basis for Model Development**

The development of the holistic teacher performance evaluation model in this study is based on conceptual and empirical foundations obtained through a systematic research process, integrating field findings, gap analysis, and identifying the need for a more comprehensive evaluation instrument. The results indicate that evaluation practices that tend to be administrative and partial do not fully reflect teacher competency comprehensively, necessitating a more holistic and integrated evaluation approach. This aligns with the views of Linda Darling-Hammond (2013), who emphasized the importance of evaluation encompassing pedagogical, professional, and character development dimensions as a whole, and Richard J. Stiggins (2004), who emphasized that evaluation must be continuous and oriented toward teacher professional development. Furthermore, findings by Susanto et al. (R. Susanto et al., 2025) indicate that holistic evaluation that integrates various dimensions of teacher competency and student learning outcomes can provide a more comprehensive picture of performance and support improvements in professionalism and learning quality. Therefore, the developed model serves not only as an assessment tool but also as a means of reflection and continuous professional development. Furthermore, this integrated, holistic approach is also supported by literature emphasizing that evaluation is an ongoing process that assesses not only outcomes but also learning, collaboration, and professional reflection. Andy Hargreaves (2012) emphasized that effective teacher professional development requires ongoing evaluation based on collaboration and reflection to improve the quality of learning (Hargreaves &

Fullan, 2012). Furthermore, Thomas R. Guskey (2000) stated that comprehensive educational evaluation must encompass the learning process and impact as part of continuous teacher professional development (Guskey, 2000). Therefore, the holistic teacher performance evaluation model developed in this study is not only conceptually relevant but also aligns with actual needs in the field and current educational research trends, as it systematically integrates various dimensions of teacher competency and supports the continuous improvement of professionalism and the quality of learning.

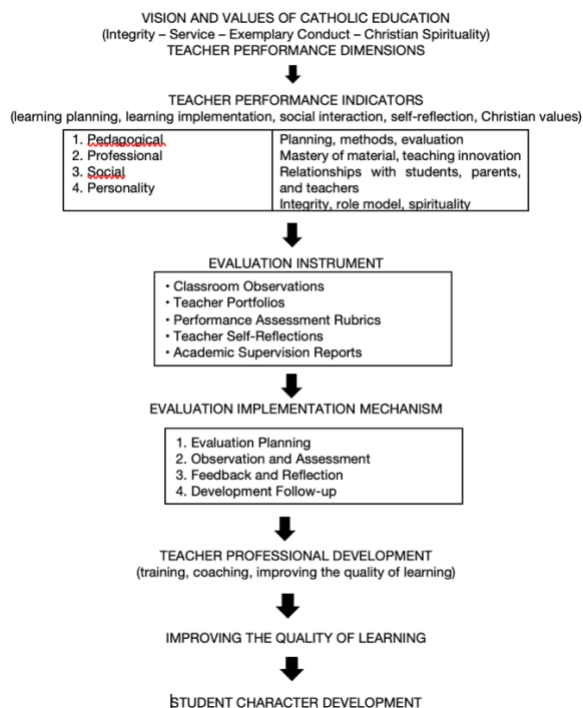
Building on this foundation, the development of this model is also based on empirical findings obtained through interviews, observations, questionnaires, and document studies at four Catholic high schools in Manado City. Interviews with principals, teachers, and other stakeholders indicate that teacher performance evaluation has been implemented through various mechanisms, such as academic supervision, classroom observations, and assessment of learning documents. Furthermore, document studies indicate the use of evaluation instruments such as teacher portfolios, supervision reports, and competency assessment rubrics. Observations provide a concrete picture of learning implementation, teacher-student interactions, and the implementation of educational values in teaching and learning activities. Thus, these findings provide a comprehensive empirical picture of the current state of the teacher performance evaluation system in these schools and serve as an important basis for formulating the holistic teacher performance evaluation model developed in this study.

## 2. Objectives of Developing a Holistic Teacher Performance Evaluation Model

The development of a holistic teacher performance evaluation model in this study aims to provide an evaluation system that is comprehensive, integrative, and relevant to educational needs. It focuses not only on administrative aspects but also encompasses various dimensions of teacher performance as a whole. This model integrates pedagogical, professional, social, and personality dimensions as a whole in assessing teacher performance holistically, resulting in a more accurate and comprehensive picture, while also supporting reflection and continuous professional development. This aligns with the views of Linda Darling-Hammond (2013) and Richard J. Stiggins (2004), who emphasize that teacher evaluation must be ongoing, based on various competency dimensions, and oriented toward professional development. This is supported by the findings of Susanto and team (2025), which show that holistic evaluations that integrate various sources such as observation, portfolios, and feedback are more effective in improving teacher motivation and professionalism. Thus, the holistic teacher performance evaluation model serves not only as an assessment tool but also as a strategic instrument for improving the quality of learning and education as a whole, including in the context of Catholic education, which emphasizes Christian values such as integrity, exemplary behavior, and responsibility in shaping the character and spirituality of students.

## 3. Design of a Holistic Teacher Performance Evaluation Model

### a. Holistic Teacher Performance Evaluation Model in Catholic High Schools



**Figure 1.** Academic Description of the Model

### 1) The Value Foundation of Catholic Education

Figure 1 shows that this model is rooted in the vision of Catholic education, which emphasizes the formation of the whole person through the values of integrity, service, exemplary behavior, and Christian spirituality. These values serve as the basis for assessing teacher performance, not only academically but also morally and spiritually.

### 2) Dimensions of Teacher Performance

The holistic teacher performance evaluation model assesses four main dimensions:

- a) Pedagogical  
The teacher's ability to design, implement, and evaluate learning.
- b) Professional  
Mastery of subject matter and the ability to continuously develop competencies.
- c) Social  
The teacher's ability to build positive relationships with students, parents, and the school community.
- d) Personality and spirituality: integrity, exemplary behavior, responsibility, and the appreciation of Christian values.  
These four dimensions are interconnected and shape the overall professional quality of teachers.

### 3) Evaluation Indicators and Instruments

Each dimension is translated into teacher performance indicators, which are then measured through various evaluation instruments, such as classroom observations, teacher portfolios, performance assessment rubrics, self-reflection, and academic supervision reports. The use of these various instruments allows for a more objective and comprehensive evaluation.

### 4) Evaluation Implementation Mechanism

This model implements a systematic evaluation mechanism through several stages:

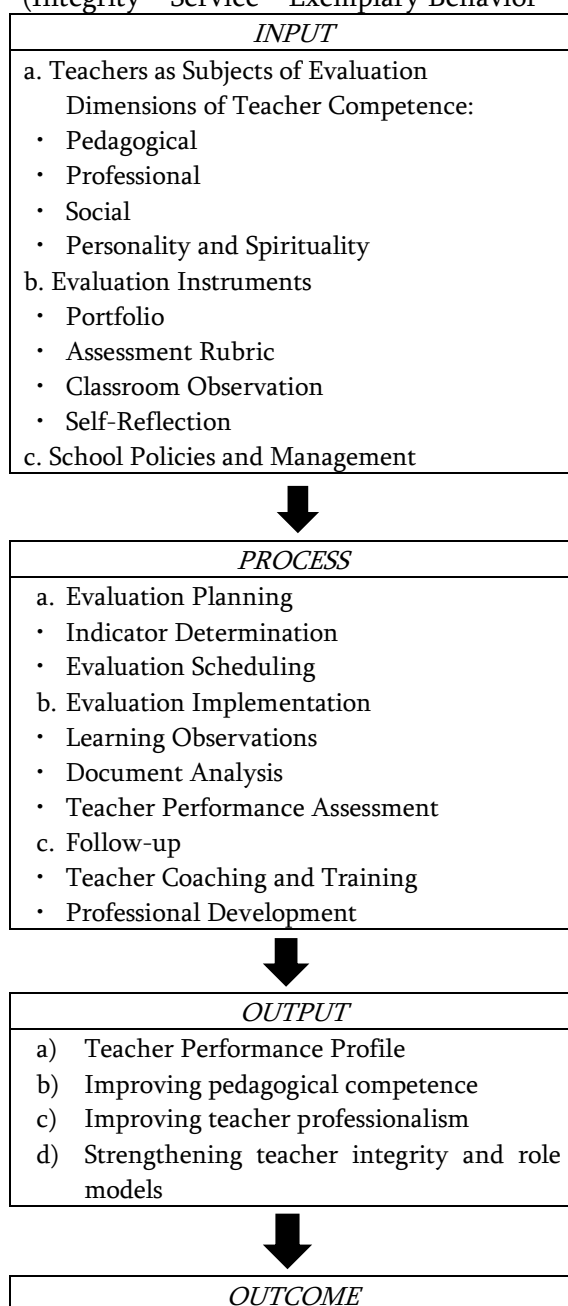
- a) Evaluation planning, namely determining indicators, instruments, and an evaluation schedule.

- b) Evaluation implementation, through classroom observations and assessment of learning documents.
  - c) Feedback and reflection, which provide teachers with the opportunity to understand the evaluation results.
  - d) Follow-up, in the form of teacher coaching and professional development programs.
- 5) Impact of the Evaluation Model

Implementation of this model is expected to: improve the professional quality of teachers, improve classroom learning practices, and support the formation of student character in accordance with Catholic educational values.

a. Holistic Teacher Performance Evaluation Model (Input–Process–Output–Outcome)

**CORE VALUES OF CATHOLIC EDUCATION**  
 (Integrity – Service – Exemplary Behavior – Spirituality)



- |  |
|--|
| a) Improving the quality of learning         |
| b) A positive learning environment           |
| c) Strengthening student character           |
| d) Realizing the goals of Catholic education |

**Figure 2.** Holistic Teacher Performance Evaluation Model

#### 1) Inputs

In figure 2, The input stage describes the various components that are the basis for implementing teacher performance evaluation. These components include teachers as evaluation subjects, dimensions of teacher competency to be assessed, evaluation instruments used, as well as policy support and school management. At this stage it is also emphasized that teacher performance evaluation must pay attention to pedagogical, professional, social dimensions, as well as the teacher's personality and spirituality.

#### 2) Process

The process stage is the core of implementing the holistic teacher performance evaluation model. This process includes planning evaluations, implementing assessments through learning observations and document analysis, providing feedback to teachers, as well as follow-up in the form of coaching or professional development. A systematic and reflective evaluation process allows teachers to understand the evaluation results and make continuous improvements.

#### 3) Outputs

The output of this evaluation model is a more comprehensive picture of teacher performance. The evaluation results not only show the teacher's level of pedagogical and professional competence, but also reflect the integrity, exemplary and quality of the teacher's social interactions in the school environment.

#### 4) Outcomes

The outcome of implementing this evaluation model is improving the quality of learning and strengthening the character of students. In the context of Catholic education, teacher performance evaluation not only aims to improve academic quality, but also supports the formation of students who have faith, character and strong moral values.

### 4. Structure and Components of the Holistic Teacher Performance Evaluation Model

The holistic teacher performance evaluation model in this study was systematically structured, taking into account interrelated components: evaluation dimensions, indicators, instruments, and evaluation implementers. This approach emphasizes the holistic assessment of teacher performance through the integration of pedagogical, professional, social, and personality dimensions, as stated by Linda (Darling-Hammond, 2013), who emphasized that teacher evaluations must comprehensively reflect various aspects of competency. Furthermore, John Hattie (2009) emphasized the importance of teacher-student interaction and the teacher's role as a facilitator in successful learning, which served as the basis for formulating teacher performance indicators.

In the context of Catholic education, the principle embodied in *Gravissimum Educationis* (Vatican Council II, 1965b) affirms that education must include the development of students' character and spirituality. Therefore, teacher performance evaluation focuses not only on academic aspects but also on the teacher's contribution to shaping moral, ethical, and religious values. Therefore, this evaluation model is designed to provide a comprehensive overview of the teacher's role as educator, guide, and role model within the school community.

Based on this dimensional framework, this evaluation model is further elaborated into more detailed operational components through the formulation of teacher performance indicators as a basis for measurable assessment.

#### a. Dimensions of Teacher Performance Evaluation

The first component of the teacher performance evaluation model is the evaluation dimension, which serves as the primary framework for assessing various aspects of teacher competency and professional behavior. This study adopted four main dimensions: pedagogical, professional, social, and personality and spirituality. The pedagogical dimension aligns with Marzano's (2007) opinion, which emphasizes the importance of effective planning, implementation, and evaluation of learning to support student learning outcomes. John Hattie (2009) emphasized that the quality of teacher-student interactions and appropriate teaching strategies significantly influence learning success. The professional dimension encompasses mastery of material and continuous competency development, in line with the principle of lifelong learning proposed by Darling-Hammond (2013). The social dimension emphasizes teachers' ability to build positive relationships with students, colleagues, parents, and the community, supporting the literature on the importance of social competence in a conducive school climate (Danielso, 2013). Meanwhile, the personality and spirituality dimensions reflect moral integrity, exemplary behavior, and the appreciation of Christian values, as outlined in *Gravissimum Educationis* (Vatican Council II, 1965b), which emphasizes holistic education for the formation of students' character and morals. By integrating these four dimensions, the evaluation model assesses not only teachers' academic performance but also their roles as educators, mentors, and role models within the Catholic school community.

#### b. Teacher Performance Indicators

The teacher performance indicator components in this evaluation model serve as operational benchmarks for systematically assessing the achievement of each dimension of teacher competency. The selection of indicators, such as lesson planning, reflects teachers' ability to design comprehensive learning tools, including lesson plans, method selection, and learning evaluation. This aligns with Linda Darling-Hammond's (2013) perspective, which emphasizes that quality planning is a critical foundation for effective teaching. In addition, indicators of learning implementation which include classroom management skills, explaining material, and creating a participatory learning atmosphere are supported by the findings of John Hattie (2009) which show that the quality of teaching practices and teacher-student interactions are the main factors that influence student learning outcomes.

The indicators of social interaction with students and the school community emphasize the importance of positive interpersonal relationships, which is consistent with empirical evidence that teacher social competence influences classroom climate and student engagement. Meanwhile, the indicators of integrity and exemplary behavior reflect aspects of teacher ethics and professionalism, which in many studies of teacher competence are seen as fundamental to establishing a conducive school culture. Overall, the use of clear and structured indicators strengthens the validity and reliability of the evaluation and aligns with contemporary education literature that emphasizes the importance of multidimensional assessment to evaluate teacher performance comprehensively and contextually.

#### c. Evaluation Instruments

The third component of the holistic teacher performance evaluation model is the evaluation instrument, which serves to systematically and comprehensively collect data and information regarding teacher performance. This instrument includes classroom observations, which allow evaluators to directly assess the learning process, classroom management, and teacher interactions with students. This approach aligns with Danielson's (2013) perspective, which emphasizes that classroom observation is an important method for assessing teachers' pedagogical practices in a concrete and contextual manner.

In addition, teacher portfolios are used to document professional activities, learning tools, student evaluation results, and innovative work. This approach aligns with the principles of

continuous evaluation proposed by Stiggins (2004), which emphasize the need for documentation as a basis for reflection and professional development. The performance assessment rubric is based on clear indicators to ensure objectivity and consistency of assessment, in line with the multidimensional evaluation practices recommended by Marzano (2007) and Hattie (2009).

Another important instrument is teacher self-reflection, which encourages professional awareness and continuous improvement. This approach aligns with the principles of formative evaluation, which emphasize that evaluation is part of the continuous learning and professional development process (Stiggins, 2004). Furthermore, the use of this instrument is also aligned with Minister of National Education Regulation Number 16 of 2007 concerning Teacher Qualification and Competency Standards, which emphasizes that teacher performance assessment must comprehensively encompass pedagogical, professional, social, and personality competencies (Ministry of National Education, 2007). Thus, this combination of instruments allows for teacher performance evaluation to be conducted holistically, objectively, and relevant to the context of Catholic education, while also encouraging the overall improvement of teacher professionalism.

#### d. Evaluation Implementers

The final component of the holistic teacher performance evaluation model is the evaluation implementers, namely the parties involved in assessing teacher performance. Evaluation implementation is collaborative to ensure the objectivity, accuracy, and relevance of the assessment. The principal acts as the academic leader responsible for conducting formal supervision, providing feedback, and formulating strategies for teacher professional development, in accordance with Minister of National Education Regulation Number 16 of 2007 concerning Teacher Qualification and Competency Standards, which emphasizes the principal's role in teacher performance evaluation (Ministry of National Education, 2007).

In addition to the principal, an academic supervision team consisting of the vice principal for curriculum or a senior teacher is also involved. This team approach enhances the quality of the evaluation by providing additional professional perspectives, in line with Danielson's (2013) view that supervision involving multiple evaluators can enhance assessment accuracy and support teacher professional development.

Teachers themselves also act as self-evaluators through self-reflection, which fosters professional awareness and continuous improvement. This approach aligns with the principles of formative evaluation proposed by Stiggins (2004) and emphasizes the importance of a reflective culture in teaching practice. By involving various actors within the school community, the evaluation process becomes more holistic, assessing not only pedagogical and professional aspects but also the social, personal, and spiritual aspects of teachers, thus supporting the goal of Catholic education to develop well-rounded educators with character.

With this structure and components, the holistic teacher performance evaluation model is expected to provide a more comprehensive, objective, and contextual assessment system. This model not only assesses teacher performance from the technical aspects of learning but also considers the social, moral, and spiritual dimensions, which are crucial to teacher professional development, particularly in the context of Catholic education.

Therefore, the holistic teacher performance evaluation model developed in this study is based on the theory of teaching effectiveness by John Hattie (2009) and the concept of teacher professional assessment by Robert J. Marzano (2007), which emphasizes the importance of comprehensively measuring teacher performance across multiple competency dimensions. Furthermore, this model aligns with UNESCO's holistic education principles, which emphasize the integration of intellectual, social, emotional, and moral aspects into the educational process. Structurally, this model consists of four main components: performance dimensions (pedagogical, professional, social, and personality and spirituality), performance indicators (learning planning and implementation,

social interaction, and integrity and exemplary behavior), evaluation instruments (classroom observations, portfolios, rubrics, and self-reflection), and evaluation implementers (principals, supervisory teams, and teachers as self-evaluators). With this structure, this model is able to assess teacher performance comprehensively, objectively, and contextually, not only in academic aspects but also in social, moral, and spiritual aspects. This holistic approach positions evaluation as a means of continuous professional development while supporting the formation of student character in accordance with the vision of Catholic education.

## 5. Implementation Mechanism for the Holistic Evaluation Model

Implementing a holistic teacher performance evaluation model requires a systematic and structured mechanism to ensure the evaluation process is effective, objective, and sustainable. This aligns with Hattie's (2009) perspective, which emphasizes the importance of feedback in improving teaching quality, and Marzano's (2007) perspective, which emphasizes that teacher evaluation must be integrated with professional development to produce a tangible impact on learning. The evaluation implementation mechanism is designed through several interrelated stages: evaluation planning, evaluation implementation, feedback and reflection, and follow-up. These stages not only assess teacher performance but also provide constructive guidance for the development of teachers' pedagogical, professional, social, and personal competencies, so that evaluation serves as a means of professional development while holistically improving the quality of education..

### a. Evaluation Planning Stage

The first stage in the implementation mechanism of the holistic teacher performance evaluation model is the evaluation planning stage. This is a crucial initial step because it lays the foundation for a systematic and targeted evaluation. During this stage, the school, particularly the principal, along with the academic supervision team, undertakes various preparations necessary for the teacher performance evaluation.

One of the main activities in this stage is determining evaluation indicators and instruments. Evaluation indicators are compiled based on the dimensions of teacher performance established in the evaluation model: pedagogical, professional, social, and personality and spirituality. These indicators are then translated into systematic evaluation instruments, such as classroom observation sheets, performance assessment rubrics, portfolio assessment formats, and teacher self-reflection guides.

In addition, this stage also involves the development of a teacher performance evaluation schedule. This scheduling aims to ensure that the evaluation process can be carried out in a planned manner and does not disrupt learning activities at the school. The evaluation schedule is usually developed periodically throughout the school year so that each teacher has the opportunity to be evaluated fairly and proportionally.

### b. Evaluation Implementation Stage

The second stage is the evaluation implementation stage, which is the process of collecting data and information regarding teacher performance based on established indicators. At this stage, evaluators, which can consist of the school principal and the academic supervision team, assess teachers' professional practices through various evaluation methods.

One of the main methods used is classroom observation. Through this observation, evaluators can directly assess how teachers plan and implement the learning process, manage the classroom, use learning methods and media, and interact with students. Classroom observations provide a concrete picture of the learning practices carried out by teachers in actual learning situations.

In addition to classroom observations, the evaluation implementation stage also includes the assessment of teacher documents and portfolios. This assessment is conducted on various

documents related to teachers' professional activities, such as learning materials, student evaluation results, professional development activity reports, and various works or innovations produced by teachers. Through document and portfolio analysis, evaluators can obtain more comprehensive information regarding teacher performance and professional development.

c. Feedback and Reflection Stage

The third stage in the evaluation mechanism is the feedback and reflection stage. This stage is a crucial part of the evaluation process because it aims to provide teachers with a deeper understanding of the evaluation results. During this stage, the evaluator and teacher hold a joint discussion regarding the performance evaluation results.

Through this discussion, the evaluator presents the assessment results objectively and constructively, while also providing teachers with the opportunity to express their views and reflect on their teaching practices. This dialogue process is expected to create an open and reflective atmosphere, so that the evaluation is not viewed as a judgmental process, but rather as a means of professional learning.

Furthermore, this stage also identifies strengths and areas for improvement in teacher performance. By understanding aspects that have gone well and those that still require improvement, teachers can plan more targeted self-development steps.

d. Follow-up Stage

The final stage in the implementation mechanism of the holistic teacher performance evaluation model is the follow-up stage. This stage aims to ensure that the evaluation results are truly used as a basis for teacher professional development. Without clear follow-up, the evaluation process has the potential to become merely an administrative activity that does not significantly impact the quality of learning.

One form of follow-up that can be implemented is the development of a teacher professional development program. This program can take the form of training, workshops, professional discussions, or other competency development activities tailored to teacher needs based on the evaluation results. Furthermore, schools can provide training or mentoring (mentoring and coaching) to teachers who require further support in improving specific competencies. This mentoring can be provided by the principal, senior teachers, or the academic supervision team so that teachers receive more intensive guidance in improving their teaching practices.

With a systematic implementation mechanism through these four stages, the holistic teacher performance evaluation model is expected to function optimally as both an assessment tool and a means of teacher professional development. Through a reflective and ongoing evaluation process, the quality of teacher performance can be continuously improved, ultimately contributing to the improvement of educational quality in schools, particularly in the context of Catholic education, which emphasizes character formation, exemplary behavior, and Christian values.

Therefore, the implementation of the holistic teacher performance evaluation model is systematically designed through four stages: planning, implementation, feedback and reflection, and follow-up, to ensure the evaluation is effective, objective, and sustainable (Hattie, 2009; Marzano, 2007). The planning stage includes establishing comprehensive evaluation indicators and instruments, including pedagogical, professional, social, and personality and spiritual dimensions, as well as developing a proportional evaluation schedule. The implementation stage emphasizes data collection through classroom observations, portfolios, and supporting documentation, in accordance with the principles of authentic assessment that assess teachers' actual practices (Black & Williams, 1998).

The feedback and reflection stage emphasizes constructive dialogue between the evaluator and the teacher, encouraging professional awareness and self-reflection for continuous

improvement, in line with the principles of reflective learning (Schön, 1983). The follow-up stage ensures that the evaluation results are utilized in professional development programs, mentoring, and coaching, so that evaluation is not merely administrative but plays a role in improving the quality of learning and character formation of students. This mechanism supports the goals of Catholic education which emphasize integrity, exemplary behavior, and Christian values, while also emphasizing evaluation as a means of comprehensive and holistic teacher professional development..

### **Advantages of the Holistic Teacher Performance Evaluation Model**

This holistic teacher performance evaluation model excels over traditional systems because of its comprehensive, integrative approach and focus on continuous professional development. In line with UNESCO's (2015) holistic education principles and the views of Hattie (2009) and Marzano (2012), this model assesses not only the technical aspects of learning but also the moral, social, and spiritual dimensions of teachers, including exemplary behavior and integrity. This makes the evaluation a comprehensive, contextual, and relevant instrument for Catholic education. The advantages of this approach are then reflected in the implementation of teacher performance assessments, which are conducted more comprehensively across each competency dimension.

- a. Teacher performance assessments are conducted more comprehensively

One of the main advantages of the holistic teacher performance evaluation model is its ability to assess teacher performance comprehensively, not limited to administrative or technical aspects of learning, but encompassing pedagogical, professional, social, as well as personality and spiritual dimensions in an integrated manner. This approach aligns with the view of Linda Darling-Hammond (2013), who emphasized that teacher performance evaluations must reflect the full range of competency dimensions to more accurately reflect a teacher's professional quality. Thus, evaluation results not only represent teaching ability but also the teacher's role as an educator who contributes to the holistic development of students' character and values.

- b. Evaluation is not merely administrative in nature, but also serves as a means of professional development.

The second advantage of the holistic teacher performance evaluation model is its role as a means of ongoing professional development, not simply an administrative tool. Unlike conventional evaluation practices, which tend to be reporting-oriented, this approach utilizes evaluation results as a basis for providing constructive feedback and planning for ongoing teacher competency development. This aligns with the view of Richard J. Stiggins (2004), who emphasized that effective evaluation must function as a formative learning tool to support the continuous improvement of teaching practice. Therefore, evaluation in this model serves not only as a control tool but also as a strategic instrument for teacher professional development.

- c. The evaluation model integrates academic and Christian values.

The advantage of this evaluation model is its ability to integrate academic and Christian values in a holistic teacher performance assessment. In the context of Catholic education, teachers not only act as instructors but also as educators who exemplify moral and spiritual values, so evaluation needs to encompass aspects of competence as well as exemplary behavior, integrity, and responsibility (Darling-Hammond, 2013). This aligns with the principles of Catholic education in *Gravissimum Educationis*, which emphasizes the formation of the whole person, encompassing intellectual, moral, and spiritual dimensions. It is also supported by research findings showing that holistic evaluation contributes to the professional development of teachers and the ongoing character formation of students (A. Susanto et al.,

2025). Therefore, this evaluation model assesses not only academic performance but also the role of teachers in fostering character and spirituality in students, in accordance with the vision of Catholic education.

d. Sistem Evaluasi Lebih Reflektif dan Berkelanjutan

The advantage of the holistic teacher performance evaluation model lies in its reflective and ongoing nature, which encourages teachers to continually evaluate and improve their teaching practices. Through self-reflection, teachers can identify their performance strengths and weaknesses, thus providing a basis for improvement and professional development. Furthermore, evaluations are conducted continuously within the development cycle, allowing the results to be used to design teacher competency improvement programs. This approach aligns with Richard J. Stiggins' (2004) view, which emphasizes that effective evaluation must be formative and oriented toward continuous professional development.

Therefore, it can be concluded that the holistic teacher performance evaluation model developed in this study has a primary advantage in its ability to comprehensively assess teacher performance by integrating academic aspects and Christian values. This model emphasizes not only pedagogical and professional competence but also encompasses the dimensions of integrity, responsibility, and teacher role models in the moral and spiritual development of students. This approach aligns with the Catholic educational principle of *Gravissimum Educationis*, which emphasizes the formation of the whole person, and is supported by Linda Darling-Hammond's (2013) view of the importance of comprehensive teacher performance evaluation. Thus, this model not only functions as an assessment tool, but also as a strategic instrument in shaping the character and spirituality of students while simultaneously improving the professional quality of teachers in a sustainable manner.

## CONCLUSION

Based on the research results, which integrate theoretical studies in the field of teacher performance evaluation with empirical findings obtained through field research, and supported by an in-depth needs analysis, this study produces a more comprehensive and contextual teacher performance evaluation model. The model was developed through systematic and directed stages, consistently referring to the research problem formulation and objectives. Therefore, the findings reflect the integration between the actual conditions in the field, the results of the needs analysis, and the developed model construction. The resulting model is a conceptual construct developed through a synthesis of theoretical foundations and empirical findings, thus having a strong academic foundation and relevance to the context of implementation in the field. Furthermore, this model can serve as a basis for further research for testing, validation, and further refinement to ensure its feasibility and effectiveness in practice. Therefore, based on the overall research process and results, the following conclusions can be formulated:

First. Based on theoretical studies and research findings, the reality of teacher performance evaluation in the field indicates that the evaluation process has generally been carried out routinely and in accordance with applicable regulations, primarily through academic supervision, assessment of learning administration, and observation of teaching performance in the classroom. However, the implementation still tends to be formal and administrative, with the primary emphasis on the pedagogical and professional aspects of teachers. Social, personality, and especially spiritual aspects have not been optimally addressed in the evaluation process. Thus, current teacher performance evaluations do not fully reflect the holistic assessments required by Catholic education. Second. Based on research findings, there is a significant gap between current teacher performance evaluation practices and the concept of holistic teacher performance evaluation in the context of Catholic education. Existing evaluation practices still tend to focus on administrative aspects,

learning techniques, and the achievement of formal performance indicators, thus not fully reflecting teacher performance. Meanwhile, the concept of holistic evaluation demands a more comprehensive assessment that incorporates personality, social, and especially spiritual dimensions as hallmarks of Catholic education. This gap indicates that current evaluations have not fully captured the essence of teachers' roles as educators, role models, and servants of the faith. Thus, the development of a more integrative and values-based evaluation model is needed to bridge this gap. Third. Based on the research results, the dimensions of developing a holistic teacher performance evaluation concept consist of five main aspects, namely pedagogical, professional, social, personality, and spiritual dimensions. These five dimensions do not stand alone, but are integrated with each other to form a complete picture of teacher performance as Catholic educators. The pedagogical and professional dimensions emphasize technical and academic competency aspects, while the social and personality dimensions describe the relational qualities and integrity of teachers in everyday life. Meanwhile, the spiritual dimension is a characteristic that emphasizes the role of teachers as role models of faith and servants in the educational community. Thus, these five dimensions together form a holistic, contextual, and Christian-values-based teacher performance evaluation framework. Fourth. This research has succeeded in developing a holistic teacher performance evaluation model that is compiled through the stages of needs analysis and model design in a systematic and directed manner. The resulting model includes five main dimensions, namely pedagogical, professional, personality, social, and spiritual, which are designed as a unified, more comprehensive and contextual evaluation system. This model is the result of a conceptual construction based on a synthesis of theoretical studies and empirical findings. It is intended as a basic framework that can be further developed and tested in subsequent research. Fifth, based on the results of the needs analysis, theoretical studies, and empirical findings in four Catholic high schools in Manado City, it can be concluded that the Holistic Teacher Performance Evaluation model developed in this study is conceptually feasible for use as a framework for evaluating teacher performance in Catholic schools. This feasibility is demonstrated by the suitability of the model's components to the actual needs of the schools, the relevance of indicators covering pedagogical, professional, social, personality, and spiritual aspects, and the integration of Catholic educational values with nationally applicable teacher competency standards.

The developed model has a strong theoretical foundation because it integrates educational evaluation principles from a holistic perspective, teacher performance theory, and a continuous improvement-oriented evaluation approach. Empirically, this model has received support from principals, teachers, supervisors, and education experts who believe it provides a more comprehensive picture of teacher performance than the current evaluation system. Furthermore, the model's structure, consisting of input, process, output, and follow-up components, is deemed to meet the principles of systematic, comprehensive, objective, and sustainable evaluation. Thus, the resulting Holistic Teacher Performance Evaluation model can be used as a valid conceptual model and is worthy of further testing at the implementation and effectiveness stages in subsequent development research. This conclusion indicates that the developed model not only meets academic and theoretical aspects but also has practical relevance to support the improvement of teacher performance quality and the strengthening of Catholic educational identity in Manado City Catholic High Schools.

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