



# IMPLEMENTATION OF THE CONTEXT INPUT PROCESS AND PRODUCT (CIPP) MODEL IN THE TEACHER PROFESSIONAL DEVELOPMENT PROGRAM STATE ALIYAH MADRASAH BY THE MINISTRY OF RELIGION IN RIAU PROVINCE

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<p><b>Received:</b> January 11<sup>th</sup> 2023 <b>Accepted:</b> February 11<sup>th</sup> 2023 <b>Published:</b> March 24<sup>th</sup> 2023</p>	<p>This study aims to examine the application of the context input process and product (CIPP) model to the professional development program for Madrasah Aliyah Negeri teachers by the Ministry of Religion in Riau Province. This study uses a qualitative method with an evaluative approach. Intensive data mining was then analyzed carefully at each stage. The research phase for the evaluation of teacher professionalism development programs in MAN throughout Riau Province refers to the CIPP design model. This model consists of four components, namely context, input, process, and product. The data used in this research comes from primary data and secondary data. Primary data, namely data that comes directly from the leaders and staff of the Ministry of Religion throughout Riau, the madrasa development department and teachers, supervisors, and heads of State Islamic Senior High Schools throughout Riau, while the data collection techniques in this study were observation, interviews, and documentation. The data analysis technique used in this evaluative research consists of three streams of activities or processes that occur simultaneously, namely: data reduction, data presentation, and conclusion/verification. The analysis shows that the MAN teacher development program in Riau has succeeded in increasing the number of MAN teachers who obtain educator certificates, and teachers are very enthusiastic when shown to attend training or workshops. However, there is still a need for increased guidance for improving teacher competence, as well as guidance for promotion and functional positions of teachers who have been certified. Another thing that needs to be considered is the absence of clear standard operating procedures for program support staff, so that the ability of implementing staff to carry out their functions is still not optimal.</p>

**Keywords:** CIPP; Professional; Teacher

## INTRODUCTION

Education is essentially the process of fostering the human mind which is the main potential of humans as thinking beings. With the development of thought processing, it is hoped that humans will increase their intelligence and also increase their thinking maturity, especially having intelligence in solving problems in their lives (Irjus Indrawan, Jauhari: 2021). Madrasah as a formal educational institution, systematically plan various environments, namely educational environments that provide various opportunities for students to carry out various learning activities. With these various learning opportunities, the growth and development of students is directed and encouraged to achieve the goals they aspire to. The environment is arranged and arranged in a curriculum which in turn is implemented in the form of a learning process (Oemar Hamalik: 2010). In the current era of globalization, the development of madrasahs has been so rapid and advanced in every corner of the country. The progress achieved does not necessarily contribute to community development or satisfy all parties, but there are weaknesses, deficiencies, obstacles that have an impact, both positive and negative. One aspect of madrasah which is a principle in every management of education is teacher professionalism. Where the principle of teacher professionalism is one of

the measurements or evaluations for the sustainability of every process of going back and forth the quality of education in madrasas.

The teacher as one of the elements of the learning system is a person who participates in helping the implementation of an individual's learning activities. Personality patterns and educational technical or professional abilities are two important factors that influence the effectiveness of educators' work (Redja Mulyahardjo: 2011).

In carrying out their duties a teacher must have a teacher professionalism in order to produce good performance. Based on the Regulation of the Minister of National Education of the Republic of Indonesia (Permendiknas) No. 16 of 2007 concerning Teacher Competency Standards it is stated that teacher competence includes pedagogical competence, personal competence, social competence, and professional competence. So that to assess the level of teacher performance is based on these four competencies. A teacher must cooperate with various parties including school principals, teachers, employees, and students in order to achieve optimal teacher performance.

Professional teachers besides having academic qualifications are also required to have competence, meaning that they have knowledge, skills, and behaviors that must be owned, internalized, and mastered in carrying out their professional duties (Martinis Yamin: 2010). For this reason, teacher professional development must continue to be fostered by the Ministry of Religion of the Republic of Indonesia as the agency that oversees formal religious education institutions such as the State Madrasah Aliyah (MAN). The Ministry of Religion, apart from having supervisory duties, is also responsible for all quality educational activities in State Madrasah Aliyah. The ability of the Ministry of Religion personnel in charge of coaching MAN is one of the determining factors in empowering teachers at MAN to further improve the quality of the learning process. The Ministry of Religion must have the right strategy in managing and empowering teachers so that they can continue to improve their professional abilities.

In accordance with the description above, it is clear that one of the main variables for improving the quality of MAN is the professional impact of teachers in developing and advancing the education management process. In accordance with the observations of researchers when conducting a preliminary study (grand tour), it was found that the professionalism of teachers in MAN was lacking as one of the aspects determining the quality of madrasas. This can be seen from every evaluation process for MAN carried out by supervisors or directly from Ministry of Religion personnel who focus more on curriculum elements, infrastructure and teaching staff. Even though it is clear that the professional factor of teachers in madrasah is very very important to be examined as one of the aspects or indicators in looking at, describing the back and forth of a school. The success of the professional attitude shown by the teacher's performance is an implication of the management process which shows and focuses on goals, targets, achievement of each result obtained both in terms of quality or quantity of the madrasah as a whole.

The Teacher Certification Program has not been effective in improving the quality of learning in MAN. it is necessary to revitalize the management process of teacher professional development to boost the quality of learning in MAN. Is it possible for teachers who still always use learning methods that tend to be expository approaches will have an impact on improving the quality of graduates and madrasas. In this kind of approach, the teacher explains the lesson dominantly, teacher center. There is no opportunity for students to discuss and be creative with subject matter. In the end, of course, the expected results will be reversed, in the sense that the quality of graduates is not good, and will have an impact on the quality of education in MAN.

In addition, what needs to be considered is whether the Ministry of Religion, supervisors, and the Head of Madrasah provide full support in creating a good working environment for teachers. The work environment is a place where someone does work, so comfort and work safety need to be created so that someone can work comfortably and calmly. In the researchers' observations, it was found that the working environment conditions at MAN were not conducive, including the crowded teacher assembly room, plus piles of books and student assignments on the teacher's desk which made the space look even narrower. This certainly creates an uncomfortable atmosphere for teachers to work in.

Training activities also appear to be less organized on a regular and systematic basis for increasing the professionalism of MAN teachers in Riau Province. Even though training is an activity that can directly support the effectiveness of teachers in improving their abilities and skills in learning activities. Teachers who take part in training, in theory their knowledge and skills will be wider and increased, so as to improve teacher performance. Training programs are very much needed for new teachers and old teachers to improve their performance, and this must be pursued in a planned and systematic way by the Ministry of Religion assisted by supervisors and Madrasah Heads.

Mental development of teachers is also needed, but this is often neglected. The Ministry of Religion needs to review the conception of teacher development in this field. The Ministry of Religion must pay attention to the internal conditions that play a role in the teacher's daily activities, for example one of these internal conditions is motivation. Talking about motivation requires an in-depth understanding of the concept of motivation itself, where motivation comes from the word motive which means the power contained within the individual, which causes the individual to act or act.

The Ministry of Religion as the manager and organizer of formal education in MAN needs to properly manage teacher professional development. The duties and responsibilities of advancing madrasah including the professional development of teachers are a shared obligation. This is in line with what was expressed by M. Ngalim Purwanto that in this modern era it is no longer possible for a head or leader to carry out all the roles needed by his group. The competence of a leader today lies in the ability to choose assistants (people who carry out certain skills) so that they

can carry out all functions. The ability to form a team of expertise can meet all the needs of group members (M. Ngalim Purwanto: 2010).

From the description above, it can be understood that it is very necessary to evaluate the professional development program for teachers of Madrasah Aliyah Negeri in Riau Province. Evaluation of educational programs is educational supervision in a special sense, aimed at the institution as a whole. School supervision which is defined as program evaluation can be equated with institutional validation and accreditation. Roswati explained the benefits of program evaluation: (a) providing input whether a program was discontinued or continued, (b) notifying which procedures needed to be improved, (c) notifying strategies or techniques that needed to be removed/replaced, (d) providing input whether the same program can be applied elsewhere, (e) provides input where funds should be allocated, (f) provides input whether the theory/approach regarding the program can be accepted or rejected (Roswati: 2008).

Based on the description described above, it can be seen that an evaluation of the teacher professional development program in MAN is needed which has been carried out by the Ministry of Religion Regional Office of Riau Province and the Ministry of Religion at the Regency/City level in Riau Province. There are several evaluation models for a program that can be carried out. After doing some considerations, the researcher chose the CIPP model. The choice of the CIPP model is because this model can evaluate a basic and comprehensive teacher professionalism development program in educational institutions which will start from the realm of context, input, process, and product.

In line with the above, the CIPP model was chosen because it has several advantages, namely: (a) Evaluators can carry out evaluations when the program has not started and while the program is in progress. (b) The CIPP model is intended to serve the needs of those who plan and implement programs. (c) Decisions under the CIPP Model will result in an accurate assessment of whether or not program needs and objectives have been met. (d) The CIPP model includes both formative and summative evaluations. Formative evaluation is intended to make decisions, while summative or retroactive evaluation is mainly to provide information about accountability (Mahmudi: 2011).

Based on the description above, the researcher is interested in conducting research by raising the title Application of the Context Input Process and Product (CIPP) Model in the Professional Development Program for State Madrasah Aliyah Teachers by the Ministry of Religion in Riau Province.

### **METHODOLOGY**

This study uses a qualitative method with an evaluative approach. The qualitative research model is a type of research that produces findings that cannot be achieved using statistical procedures or other quantification methods. Qualitative research can be used to examine people's lives, history, behavior, organizational functionalization, social movements, or kinship relations (Straus, Anseirn and Juliet Corbin: 2011). Intensive data mining was then analyzed carefully at each stage. The research phase for evaluating teacher professionalism development programs in MAN throughout Riau Province refers to the CIPP design model from Daniel L. Stufflebeam. This model consists of four components, namely context, input, process, and product (Suharsimi Arikunto and Cepi Syafruddin Abdul Jabar: 2012).

The location of this research is at the State Madrasah Aliyah in Riau Province. For ease of data collection, the researchers determined 3 MANs to be research locations, namely: MAN 1 Indragiri Hilir, MAN 1 Indragiri Hulu, and MAN 1 Pekanbaru. The data used in this research comes from primary data and secondary data. Primary data, namely data that comes directly from the leaders and staff of the Ministry of Religion throughout Riau, the madrasa development department and teachers, supervisors, and heads of State Islamic Senior High Schools throughout Riau, while the data collection techniques in this study were observation, interviews, and documentation. The data analysis technique used in this evaluative research uses the Miles and Huberman model, which consists of three streams of activities or processes that occur simultaneously, namely: data reduction, data presentation, and conclusion/verification (Matthew B. Miles and A. Michael Huberman: 2013).

### **RESEARCH RESULT**

Based on the research findings, researchers have conducted an analysis according to the parts and aspects of the evaluation using the CIPP model in teacher career development programs. The findings have also been analyzed by comparing them to the criteria for the success of program implementation. In order to provide support for the description of the evaluation analysis, the following discussion is carried out so that the results of the evaluation can be understood holistically, and give the true meaning of the research results.

#### **1. Context Evaluation**

The evaluation carried out on the context aspect is the initial stage to find out the needs analysis for the lecturer career development program, the basic foundation for the lecturer career development program, and the objectives of the MAN teacher professional development program in Riau. For more details on the direction of the discussion, the results of the analysis will be presented in the Context evaluation in table 4.3 below:

**Table 4.3: Context Based Evaluation Results  
program evaluation criteria**

Aspect	Information		Evaluation Findings	Quality			Decision
	Yes	No		T	M	R	
1. Analysis need	√		Well identified basic needs, especially the need for guidance so that all teachers obtain educator certificates. However, there is still a lack of identification of sustainable development for certified teachers.		√		The success criteria are fulfilled in terms of the need to certify teachers. Even though there have been professional development activities for certified teachers, it can still be assessed as weak in terms of needs analysis in terms of continuing development for teachers. Based on this analysis, the needs analysis aspect is categorized as "Medium" (M), so that the professional development program for MAN teachers must continue to improve its quality.
2. Base program	√		The juridical basis of the program is in accordance with government laws and regulations and the Decree of the Ministry of Education. and the Indonesian Ministry of Religion	√			The evaluation criteria are met and the assessment is categorized as "High" (T) thus the juridical basis can be used, maintained and developed as the basis for the MAN teacher professional development program
3. Objective program	√		The program objectives are formulated and can accommodate needs, especially in teacher certification efforts. The goals are also guided by the guidelines for implementing the MAN teacher professional development program issued by the Ministry of Religion of the Republic of Indonesia. However, the elaboration still does not cover continuous teacher professional development		√		The evaluation criteria are sufficiently met, the assessment of objectives determines that the formulated program objectives have accommodated aspects of the basic needs of teacher certification, but do not lead to continuous teacher professional development so that they can be assigned "Medium" (M) quality, so objectives must be added to the formulation regarding continuous teacher professional development .

In table 4.3 above it can be seen that the results of the analysis of contexts from three aspects, two aspects are still categorized as "Medium" (M), and one aspect is categorized as "High" (T), none is categorized as "Low" (R). If the categorization is carried out using a qualitative descriptive technique with a percentage, the calculation result is 77.78%, thus overall the aspects in the context section are categorized as quite good.

The needs analysis evaluation data for the teacher professional development program are directed at whether the criteria have been identified appropriately by the MAN teacher professional development policy holders in Riau. From the results of the analysis, it was obtained data that the professional development needs of MAN teachers in Riau were: (1) Fulfillment of the number of teachers who have educator certificates, and (2) Improved performance of teacher professionalism. The identification of this need is quite good, so this aspect is categorized as "Medium".

Training needs analysis is the most important stage in organizing training. If the determination of training needs is inaccurate, then the direction of the training will be distorted and not directed. That is, the training is less effective. It should be emphasized that the training needs analysis stage is the key to the effectiveness of the training program (M. Kamil: 2010). From this opinion it is clear that an appropriate needs analysis will greatly determine the effectiveness of a training program or workshop.

Analysis of training needs is the level or level of implementation of training needs analysis which includes organizational, work and individual levels. At the organizational level, the analysis is intended to look at the general

weaknesses found in the organization. For example, the unit or field that needs the most training based on the performance achieved. Analysis of training needs at the job level aims to determine the types of skills, knowledge and attitudes needed to carry out tasks related to certain jobs. For example, archivist work requires any kind of skills, knowledge or attitude to make archivist work better. Furthermore, an analysis of training needs at the individual level aims to find out which of the employees will attend certain training (DI. Yogyakarta, Regional Civil Service Agency, accessed December 12, 2022).

Needs analysis provides information about the urgency of education and training towards solving gaps. By taking a needs analysis, information will be obtained to prepare training plans. That is, the direction of training depends on the needs analysis. Without the information obtained through needs analysis, the teacher training program is less focused and does not match what teachers need. And the needs of training participants are indeed very diverse, but of course this will find a point of commonality in the objectives so that a training program can be held that carries certain material according to the needs of the training participants.

The results of the analysis of context evaluation of the legal basis for the professional development of MAN teachers in Riau in general, as well as specifically the analysis of the context evaluation of the legal basis for training and workshop activities as a support for teacher professional development, it can be concluded that the legal basis for the professional development of MAN teachers in Riau by The Provincial and District/City Ministry of Religion in Riau are appropriate and good, therefore categorized as "high".

The legal basis of education is assumptions originating from the applicable laws and regulations, which are used as the starting point in education, especially national education. Meanwhile, according to Made Pidarta, the legal basis is defined as standard regulations as a foothold and starting point in carrying out certain activities (Made Pidarta: 2013).

The results of the evaluation of the objectives of the teacher professional development program are in accordance with the objectives of implementing MAN teacher professional development in Riau, namely increasing teacher insight, increasing the ability to provide education and teaching to students or increasing teacher performance, and increasing welfare in the profession of a certified teacher. Based on the analysis, this aspect category was determined to be "Medium" (M).

It will be difficult for teachers to improve performance without intervention from training programs and professional teacher workshops. Because they work regularly and there is always work to be done. If there is a problem in the work that lasts a relatively long time, it will affect the smooth running of the work. For this reason, there is a special time for teachers to carry out the learning process, namely by participating in training programs and workshops in accordance with their competencies which can be expected to be able to complete work smoothly (Rosidah: 2008).

Based on the results of the evaluation of the context component which includes an analysis of the needs of the teacher professional development program, the legal basis of the program, and the goals of teacher professional development, it can be concluded that the results of the evaluation of the context component show that the Ministry of Religion Regional Office of Riau Province and the Regency/City Ministry of Religion have been sufficiently capable of identifying needs, determine the legal basis of the program, and determine program targets, as well as being very feasible and believed to be able to carry out a lecturer career development program well. The measurement results with qualitative descriptive analysis techniques in this section of the context show a rate of 66.67%, and are categorized as quite good.

**2. Evaluation of Input (Input)**

The results of the evaluation carried out in the input section are carried out on aspects of curriculum preparation, resource persons or mentors, participants, organizers, and financing plans. Analysis of the five aspects in this input section can be observed in table 4.4. following:

Input Evaluation Results based on success criteria program evaluation

Aspect	Information		Evaluation Findings	Quality			Decision
	Yes	No		T	M	R	
1. Curriculum	√		Curriculum materials according to needs, clear procedure design, main strategy and alternative strategies exist.	√			The criteria for success are met very well, so the curriculum aspects can be categorized as "high" (T), so that the program is expected to be directed and run well according to the curriculum function.

2. Nara source or mentors	√		The classification of resource persons is seen as capable of carrying out their duties with more than 20 years of experience working in practical education in madrasas. However, there were complaints that there were not many resource persons, especially in more routine coaching, where the number of madrasa supervisors was only one person for each MAN. So that coaching in the teacher's view is less varied.	√		The evaluation criteria are sufficiently met and the assessment is categorized as "medium" (M) thus it can be determined that the resource persons or program mentors are quite worthy, especially in the education and training programs and workshops. However, it is necessary to increase the number of madrasa supervisors in each MAN so that the form of direct guidance to teachers is more varied.
3. Participant	√		The program subject teachers are all teachers who teach at MAN, both civil servants and honorary. Because these two teacher components greatly determine the quality of education services for students and the quality of education in MAN.	√		The evaluation criteria were met so that the assessment was categorized as "high" (T). Thus it could be said that the program participants were right on target and could be used as subjects for teacher professional development programs.
4. Organizer	√		Placement of committee staff resources according to their expertise, although some staff are still inexperienced and do not understand the focus of the program, they still provide excellent service. The standard operating procedures for the duties of each committee staff are clear.	√		The evaluation criteria were met, but due to the lack of staff understanding of the focus of the lecturer career development program, this aspect was categorized as "medium" (M), clear operational standards, so supervision and guidance only needed from the program leader so that staff performance was maintained properly.
5. Draft Financing	√		The design of program financing is in accordance with agency capabilities and program needs and analyzed to be able to support program financing effectively	√		The success criteria have been met, so the financing design aspect is classified as "high" (T), so that it can support financing needs effectively. Only strict financing supervision is needed, especially since stakeholder commitment is very high in terms of financing.

In table 4.4 above it can be seen that the results of the analysis of the input from the five aspects, there are 4 aspects (80%) which are categorized as "high" (T), and 1 aspect (20%) are categorized as "medium" (M), and there is no aspects categorized as "low" (R). If the categorization is done through a qualitative descriptive technique with a percentage, then the calculation results are 93.33%, thus overall the aspects in the context section are categorized as good

The results of the analysis of the curriculum show the accuracy of the suitability of the quality of the material with the needs. Meanwhile, the procedure design for program implementation in the curriculum is also clear and structured. Document review analysis shows that the procedures for the professional development of MAN teachers in Riau have been systemically formulated and have clear procedures in planning their implementation.

There are several factors that cause the low professional quality of teachers. Even though the government has attempted regular coaching. One of the main things that must be considered is the suitability of the training and education curricula as well as other forms of coaching with the needs of teachers in solving problems in madrasas. The suitability of the training curriculum with the needs of schools and madrasas will have an impact on participants or institutions that send training participants. Bahrissalim and Fauzan explained that the design of the Education and Training curriculum as well as the MAN teacher development workshop should be designed with reference to the problems of the need to increase teacher competence in madrasas. These competencies are as educators, teaching staff, mentors and trainers so that the objectives and content of the curriculum are not only limited to mastering cognitive skills, but skills that are dominant and really needed by MAN teachers. In addition, after education and training, participating teachers should always be monitored and evaluated while in their respective schools to find out whether they have applied the skills acquired in the learning process and continued with mentoring programs (Bahrissalim and Fauzan: 2018).

Curriculum and training can be said that the design of the training curriculum can be understood as a plan that has been planned and organized which includes objectives, materials and methods used according to the needs of the institution which are then used as guidelines in the learning training process to achieve certain training objectives. Viewed from the aspect of curriculum components, experts agree that curriculum development is a process of developing these components. However, there is no agreement regarding the number of components and the names of these components.

Ralp Tyler in Zuhdi put forward four components, namely objectives, experience (material), organization and evaluation. Ornstein and Hunkins stated, "three components need to be considered in curriculum development, namely material (content), learning experiences (experiences), and the learning environment (educational environments)" (M. Zuhdi: 2011). Meanwhile, Ornstein uses the term curriculum anatomy which includes: goals (aims, goals, objectives); content material (content); learning activities (learning activities); and evaluation (Ornstein, Allan C and Francis P. Hunkins: 1998).

The components of objectives in the curriculum are very important to measure the extent to which students have mastered the learning material that has been taught. Without knowing what the goals of education are, it will be difficult for educational institutions and students to evaluate the success of education. Thus, each curriculum is obliged to set learning objectives about what students or their educational institutions want to achieve. The material taught must refer to educational goals. Brady emphasized that, "curriculum content can be defined at two important points; first, the contents of the curriculum can be interpreted as subjects in the teaching and learning process which include some factual information, knowledge, skills, concepts, attitudes and values. method in constant interaction" (Brady, Laurie: 1992).

Evaluation in curriculum design is an important stage as well as a major element in the curriculum that will provide information about the success or failure of curriculum implementation. The evaluation contains information that describes overall performance in the teaching and learning process. According to Print, evaluation is a source of information for education stakeholders to determine performance achievement in the teaching and learning process as well as to determine educational policies and decisions in curriculum development in the next period (Print, M: 1993). Supervision of the quality of education and training resource persons and professional development workshops for MAN teachers in Riau is directed at several aspects of ability, namely; targets achieved, material, use of methods, discussions, processes, motivation (Guidelines and Technical Training for Teachers, Ministry of Religion of the Republic of Indonesia., 2018).

From the point of view of the organizing staff, in terms of the quality of experience working at the Ministry of Religion of the Republic of Indonesia, the education and training committees and workshops are always carried out by staff who are experienced in their fields. It is clear that one of the keys to the successful management of training and workshops lies in the efficiency and effectiveness of the performance of the organizing staff, and of course it is supported by the direction of the leader. Thus, each staff member must understand the standard operating procedures for their respective duties, which are supported by a qualified chairman or activity leader.

**3. Process Evaluation**

Process evaluation focuses on evaluation aspects of whether the program is implemented according to procedures, efficient use of resources, analysis of the smoothness of the process during the program, identification of and attitude towards the advantages and disadvantages of the program, as well as program documentation activities. For more details, the analysis data will be summarized in table 4.5 below.

Process Evaluation Results based on Program Evaluation Success Criteria

Aspect	Information		Evaluation Findings	Quality			Decision
	Yes	No		T	M	R	
1. Implementati	√		The implementation phase has been carried out quite well		√		The criteria for success are met quite well, then the implementation aspects in accordance with procedures and

on of the program according to procedures and schedules						schedules can be categorized as "medium" (M), the program is expected to run more regularly, with periodical analysis.
2. Efficient use of resources	√		The ability of the implementing staff to implement the program was good, although some did not understand the focus of the teacher professional development program.		√	The program's success criteria were met quite well, so that the category assigned was only "medium" (M). Several things must be addressed, namely the use of media must be more accessible to all participants. It is also necessary to increase learning for staff so that they can better understand the intent and duties of supporting the teacher professional development program.
3. Process program	√		The participants' learning strategies were quite effective. Competence of resource persons is quite good. Good communication between teachers as participants and mentors or resource persons. However, there are still mentors or resource persons who are less varied and the use of instructional media is still lacking.		√	The success criteria were met quite well, so the program process aspects were only categorized as "medium" (M), even though the program process in general could run well, all obstacles were always resolved quickly, therefore it was hoped that the preparations made would be better, especially in analyze the challenges that may arise during the program process.
4. Analysis Advantages and lack	√		The program implementers succeeded in finding the advantages and disadvantages of the program at the macro (general) level, but at the micro (specific) level it was still lacking		√	The success criteria are met quite well, so this aspect is categorized as "medium" (M). The strengths or advantages of the program identified during the program process should be maintained. While the deficiencies should be corrected or equipped immediately. However, the analysis needs to be improved for each activity in particular.
5. Documentation	√		The inclusion of activities in the form of files on computer data, printed document and photos well.		√	All success criteria are met and this aspect can be categorized as "high" (T) so that it can be maintained and developed in other programs.

In table 4.5 above it can be seen that the results of the analysis of the process from five aspects, there is 1 aspect (20%) which is categorized as "high" (T), and 4 aspects (80%) are categorized as "medium" (M), and there is no aspects categorized as "low" (R). If the categorization is carried out using a qualitative descriptive technique with a percentage, then the calculation result is 73.33%, thus overall the aspects in the context section are categorized as sufficient or medium.

The results of the evaluation show that the procedures and schedules for teacher career development have been carried out quite well by the mentors and the active involvement of the mentor subjects, namely MAN teachers in Riau. However, not all MAN teachers receive coaching, given the large number of teachers, while mentors or



supervisors are limited. So, the criteria for success in the aspect of compliance with procedures and schedules are met quite well.

The impact of the lack of supervisor visits to MAN was felt by MAN teachers in Riau. The development of teacher professionalism, which should be part of the supervisory academic supervision service, is not running optimally. For example, in the preparation of scientific work, guidance is obtained by the teacher from the head of the madrasa and they do not get it from the supervisor. The observation of learning was also not successful for the madrasah supervisor to all teachers, because the number of teachers supervised was very large compared to the number of supervisors who only had one madrasah. Some of the lesson plans that have been prepared by the teacher have never been checked by the madrasah supervisor. This of course results in monitoring that is academic in nature so that it is not carried out in the support of teacher professional development.

Analysis on the evaluation of aspects of the use of staff personal resources shows good availability in terms of numbers, but in terms of the ability to understand teacher professional development programs it is still lacking. The enthusiasm to succeed in a high program should be accompanied by good knowledge.

Improving staff performance needs to be carried out by the Ministry of Religion Regional Office of Riau Province and District/City. Staff performance should continue to be monitored by the leadership so that they continue to perform well and professionally. Some of the things that can be done include: (1) Understand the main problems faced by staff; (2) Facilitate staff criticism; (3) Take a personal approach; (4) Provide clear targets; (5) Appreciate performance improvement; (6) Give a firm warning; (7) Transfers or even termination of employment (<https://absenku.com/profesional/7-cara-mnngangkat-kinerja-karyawan-di-kantor/>)

The level of participation of MAN teacher professional development participants in Riau in all activities is very high, in terms of attendance it can be said to be quite good if assigned to attend training or workshops. This indicates that the seriousness of MAN teachers in Riau to work as professional teachers, and is legally recognized by the state through the provision of educator certificates is quite high. The implementation of such education and training is also called on the job training. Then there is also the implementation of this type of education and training where all implementation is carried out by other institutions, which specifically organize certain programs. So it is enough for an agency to send its employees to an institution that specifically organizes an education and training program, by paying a fee. This type of education and training is also known as "off the job training" (Rusdin: 2017).

An evaluation analysis of the communication links between mentors or resource persons, administrative staff, and MAN teachers in Riau remains the subject of teacher professional development showing quite good results with the conclusion that the communication links can be observed directly quite well, full of a strong sense of kinship, and in accordance with stakeholder expectations. Again, the drawback is only in terms of the number of mentors or madrasah supervisors who have not been able to accommodate the number of MAN teachers in Riau.

The quality of the implementation of the quality of education in madrasahs is highly dependent on the implementation of the skills of the madrasa head as a leader. The madrasa head is one of the factors that can encourage the achievement of the vision, mission, goals and objectives of the institution through programs that are implemented in a planned and gradual manner. In the success of education in madrasahs, a trustworthy headmaster is needed. Mulyasa said that trustworthy leaders of educational institutions were needed, especially to mobilize resources in relation to program planning and evaluation, learning facilities and resources, student services, madrasah and community relations, creation of a madrasah climate, and related to financial management (E. Mulyasa: 2011).

Improving the quality of archiving human resources can be done through: (1) implementing technical guidance that refers to competency standards in the field of archiving; (2) implementation of measurable educational and training activities in accordance with the demands of the curriculum for archival human resources; (3) fostering cooperative relations with related institutions/agencies through the establishment of TUK (Competency Test Sites) at ministries/agencies, regional governments, government and regional business entities as well as state universities to provide supporting facilities for the implementation of archival development activities; (4) administering in-position certification for all archival HR, performance appraisal team and archival assessors; (5) organizing a cadre of assessors in the field of archiving openly by involving the participation of archival HR and also the Indonesian Archivist Association (AAI); (6) organizing the provision of educational program assistance; and (7) streamlining the program for implementing archival HR work performance evaluation in accordance with the Work Quality Standards (SKHK) (Liyya Hernawati, Budi Santoso, and Sambas Ali Muhidin: 2022).

**4. Product Evaluation**

The evaluation carried out on product aspects is the final stage of the evaluation of the CIPP model which aims to analyze (1) Program implementation achievements; (2) Results for program participants; and (3) Results for MAN institutions throughout Riau as program developers. For more details, a summary of the product evaluation analysis is presented in the following table 4.6.

Product Evaluation Results based on Program Evaluation Success Criteria

Aspect	Information		Evaluation Findings	Quality			Decision
	Yes	No		T	M	R	
			The effectiveness of				There are still success criteria that

1. Achievement Program implementation	√		program implementation is not maintained, the performance of human resources is getting pretty good, and achievement of training objectives has not been maximized		√		have not been met, so this aspect is categorized as "medium" (M). The program has indeed been running quite well. However, it has not fulfilled the wishes of all MAN teachers in Riau for professional development. For this reason, the design of the program still needs to be revised and the quality of implementation and evaluation must be improved.
2. Results for program participants	√		Teacher competence enough increase; It's just too focused on the teacher certification program. Meanwhile promotion and functional positions of teachers are less guided.		√		The program's success criteria were met quite well, but it was still categorized as "medium" (M). This is because they do not protect all teachers, and there is still a lack of programs for coaching certified teachers. Program designs, procedures and implementation must be evaluated and improved in order to get better results for the professional development of MAN teachers.
3. Results for Institutions	√		The institution administering the teacher professional development program, namely the Ministry of Religion, has not experienced an increase in the quality of service quality. For that still have to improve the quality of the program.		√		The program's success criteria were met quite well, so the category was assigned "medium" (M). The teacher professional development program still needs to be evaluated so that it cannot be continued to become a project model for other institutions.

In table 4.6 above it can be seen that the results of the analysis of the product from three aspects, all or 3 aspects which are categorized as "medium" (M) so the success only reaches 66.67%. Nothing is categorized as "high" (T), and "low" (R). So overall the aspects in the product evaluation section are categorized as quite good or still classified as moderate.

Analysis of the evaluation of the impact on the participants or subjects of the MAN teacher development program, namely 135 permanent teachers. Most of the teachers stated that teacher professional development could not be used as feedback indicating that teacher professional development training had not been of maximum benefit to the professional development of all teachers in MAN throughout Riau, especially teachers who were already certified or said to be seniors who still lacked coaching programs. For young teachers who are trained to be certified, they can already be more motivated to improve their professionalism.

Since the certification provisions for teachers were enacted nationally, several regions have been constrained by various problems, both substantial and technical in nature. Substantially, the central and regional governments have not guaranteed equal distribution of teaching staff according to the needs of each region and the needs of each unit and level of education. The unavailability of tertiary institutions that are evenly distributed in all districts/cities will make it difficult for education staff (especially teachers) to pursue further education. Meanwhile, from a technical perspective, the support from the local government and educational unit organizations for continuing education costs for teachers and lecturers has not worked as it should (Sudirman and Agus Hakri Bokingo: 2017).

Teacher performance appraisal is one of the steps to formulate an effective and efficient teacher competency improvement program. Performance appraisal is intended to determine the teacher's actual ability to carry out learning. Based on this performance assessment, it will also be known about the strengths and weaknesses of teachers, according to their respective duties, both class teachers, subject teachers, and counseling guidance teachers. Teacher performance assessments are carried out periodically and systematically to determine their work performance, including their development potential (Wibowo: 2007).

Apart from having to undergo a performance appraisal, teachers also need to know their level of competence through a competency test. Competency tests are intended to obtain information about the real conditions of teachers in the education and learning process. Based on that, a profile of the teacher's competency level is formulated, as well

as determining its eligibility to be able to work more effectively (Deswarta: 2017). So, the purpose of the competency test is to assess and determine whether the teacher is competent in terms of the competency standards being tested. Thus, teacher competency improvement activities have strong rational and empirical considerations (Badrun Kortowagiran: 2011).

An analysis of the evaluation of the impact of the teacher professional development program for institutions was obtained by looking at the results of interviews and meeting notes that the results of the program for institutions can be described with the recognition from Riau which states that the Ministry of Religion takes lecturer career development seriously, and is running well. This certainly has an impact on increasing the quality of education delivery by institutions. This is proof of acknowledgment from the Riau Ministry of Religion regarding the improvement in the quality of education delivery by MANs throughout Riau. This fact raises the enthusiasm of stakeholders and other components or all personnel to improve the quality of MAN teachers to a better level.

The final analysis for all parts of the CIPP Model evaluation using qualitative analysis techniques with percentages, the recapitulation can be presented in table.

. Rekapitulasi Hasil Seluruh Aspek Evaluasi Model CIPP Program Pengembangan Profesional Guru

NO	Focus and Aspect	Quality		
		T	M	R
1	1.1. Needs Analysis		√	
2	1.1. The Juridical Foundation of the Program	√		
3	1.3. Program Objectives		√	
4	2.1. Curriculum	√		
5	2.2. Resource persons and madrasa supervisors		√	
6	2.3. Program participants	√		
7	2.4. Organizing staff		√	
8	2.5. Financing plan	√		
9	3.1. Implementation of the program according to procedures and schedules		√	
10	3.2. Efficient use of resources		√	
11	3.3. Program implementation process		√	
12	3.4. Analysis of advantages and disadvantages		√	
13	3.5. Documentation	√		
14	4.1. Achievement of program implementation		√	
15	4.2. Results for program participants		√	
16	4.3. Results for Institutions		√	
	Amount	5	11	-
	Final Analysis: Qualitative Techniques with Percentages $N = 3 \times 16 = 48$ $F = (3 \times T) + (2 \times M)$ $= (3 \times 5) + (2 \times 11) = 15 + 22 = 37$ $P = (37 : 48) \times 100 = 77,09$			

In table 4.7 above it can be seen that the results of the analysis of all aspects in the CIPP Model evaluation obtained 5 aspects (31.25%) categorized as "high" (T), and 11 aspects (68.75%) categorized as "medium" (M) . Furthermore, the calculation of the qualitative descriptive technique with the percentage obtained results of 77.09%, thus the overall evaluation aspect of the CIPP Model is categorized as quite good. From this analysis it can be concluded that the professional development program for MAN teachers in Riau organized by the Riau Ministry of Religion and the District/City Ministry of Religion has not gone well, and cannot be used as a reference or project model for other institutions.

**CONCLUSION**

Based on the results of an evaluation of the teacher professional development program carried out using the CIIP model evaluation from Stufflebeam which includes aspects of context, input, process, and product, the following conclusions are drawn:

1. Aspects of the context (context). Based on the results of an evaluation of the context component which includes the success of needs analysis, the basic foundation of the program, and the goals of teacher professional development, it can be concluded that the analysis and readiness of the Ministry of Religion of the Riau Regional Office and the Regency/City Ministry of Religion in Riau in designing the implementation of teacher professional development programs is sufficient or moderate.
2. Aspects of input (input). Based on the results of the evaluation carried out on the input aspect of several indicators, namely: curriculum design, analysis of available resources, and analysis of financing, it can be concluded that the three input aspects are as expected. However, there are still notes that efforts are needed to further complement the facilities and infrastructure, because from several aspects it is still lacking, especially if training is held in districts/cities. The quality of implementing staff is also felt to be lacking in supporting various teacher development activities. There were also suggestions from several teachers to increase the number of resource persons and madrasa supervisors. Based on this analysis data, the input of the MAN teacher professional development program in Riau is categorized as sufficient or moderate.
3. Aspects of the process (process). Based on the results of the evaluation of the process aspect which looks at the effectiveness of the implementation of the training program in terms of suitability of the procedure design curriculum and implementation schedule, efficient use of resources during the program, analysis of the program process, finding the advantages and disadvantages of the program, and analysis of activities documenting the procedures implemented . Most of the program achievement indicators have not been fulfilled properly, so that the process aspect is still classified as sufficient or moderate.
4. On the aspect of the product (product). Based on the results of the evaluation of the achievement component of the product aspect of teacher professional development, it can be concluded that the achievement of the objectives has been achieved quite well. The impact for teachers in achieving educator certification was well achieved, but post-certification teachers were not properly protected. Due to the lack of implementation of continuous coaching for post-certification teachers, the product aspect is still categorized as sufficient or moderate.

Analysis of the implications or consequences and consequences that arise with the implementation of policies or implementation of the MAN teacher professional development program in Riau, the flowchart of teacher professional development can be described as follows:



The MAN teacher professional development program should focus on the two categories of existing MAN teachers, namely coaching teachers to obtain teacher certification, and post-certification teacher development. The implications of the results of coaching MAN teachers in Riau which have been going well so far with the increasing number of MAN teachers in Riau obtaining educator certificates must be continued with a focus on coaching after or after certification. Analysis of the context and process which shows that there are still some staff implementing training and activities other than training who do not understand their duties in supporting MAN teacher professional development activities must be a concern, clear implementing instructions and standard operating procedures are needed for each staff. So that they clearly understand their respective duties and functions and run them optimally. Teacher participation in the process of teacher professional development programs, especially in training and workshops, is quite high. It must be accompanied by the availability of all types of coaching activities that are able to cover all teachers or an increasing quota of participants and reach all MANs in the districts/cities farthest from the provincial capital. If some of these notes are considered and pursued properly, then all stages of the evaluation in the CIPP model are carried out carefully, it is believed that the quality of the professional development of MAN teachers in Riau will increase.

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