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Evaluating Professional Development for Islamic Education Teachers in Palembang, Indonesia

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ABSTRACT

This study evaluates the effectiveness of a professional development program for Islamic education teachers organized by the Palembang City Government, Indonesia. Despite the growing number of teacher-training initiatives, empirical evaluations of programs specifically designed for Islamic education teachers remain limited, particularly at the local government level. Therefore, this study aims to examine the program's effectiveness in improving teachers' competencies using the Context, Input, Process, and Product (CIPP) evaluation framework. The study employed a sequential explanatory mixed-methods design. Quantitative data were collected through questionnaires from 66 Islamic education teachers, while qualitative data were obtained through interviews, observations, and document analysis. The quantitative results indicate very high levels of agreement across all CIPP components: 94.53% for context evaluation, 95.53% for input, 97.02% for process, and 98.51% for product evaluation. The findings also indicate improvements in teachers' professional, pedagogical, personality, and social competencies after participating in the program. These results suggest that the program effectively enhances teachers' instructional capacity and supports improvements in the quality of Islamic education. This study provides empirical evidence on the effectiveness of local government-led professional development programs and contributes to the application of the CIPP evaluation model in Islamic education policy contexts.

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1. INTRODUCTION

Islamic Religious Education plays an important role in fostering students' moral values, character development, and ethical awareness within formal education systems. In many contexts, Islamic education is expected not only to transmit religious knowledge but also to cultivate responsible attitudes and social ethics among students. The effectiveness of

Islamic education is therefore closely associated with the competence and professionalism of teachers who facilitate the learning process. Teachers are required to perform multiple roles, including delivering subject knowledge, guiding students' moral development, and encouraging responsible social behavior. Consequently, improving teacher competence has become a central strategy for enhancing educational quality and achieving meaningful learning outcomes. Previous studies have consistently emphasized that teacher competence significantly influences students' academic achievement, character formation, and overall learning effectiveness [1], [2]. For this reason, professional development initiatives are widely implemented to strengthen teachers' pedagogical, professional, social, and personal competencies, which are widely recognized as essential components of effective teaching practices in contemporary education systems [3].

Teacher professional development programs are typically implemented through training, workshops, mentoring, and collaborative learning communities. These initiatives aim to enhance teachers' pedagogical knowledge, introduce innovative instructional strategies, and improve assessment practices in response to evolving educational demands. A growing body of research highlights the importance of continuous professional development in improving instructional quality and enabling teachers to adapt to curriculum reforms and pedagogical innovations [4], [5]. Nevertheless, many studies report that professional development programs often fail to produce sustainable improvements in classroom practice. Although training activities may increase teachers' knowledge and awareness of instructional strategies, their long-term impact on teaching performance frequently remains limited [6]. These limitations are often associated with insufficient program evaluation, inadequate follow-up support, and a lack of alignment between training content and teachers' actual classroom needs. Consequently, the effectiveness of many teacher development initiatives remains uncertain, emphasizing the need for systematic evaluation to determine their relevance and long-term impact [7].

Program evaluation, therefore, plays a critical role in determining whether professional development initiatives achieve their intended objectives. Among various evaluation approaches, the Context, Input, Process, and Product (CIPP) model has been widely recognized as a comprehensive framework for assessing educational programs. The model provides a systematic structure for examining program relevance, resource readiness, implementation processes, and program outcomes. By analyzing these four components, policymakers and educational practitioners can identify program strengths and weaknesses and generate evidence-based recommendations for improvement. Previous studies demonstrate that the CIPP model has been effectively applied to evaluate teacher training programs, identify implementation challenges, and support the improvement of educational interventions [8], [9]. Consequently, the CIPP framework has been widely adopted in the evaluation of educational initiatives in various contexts, including teacher professional development and curriculum implementation programs [10]. Therefore, a systematic evaluation using a comprehensive framework, such as the CIPP model, is essential to assess program effectiveness and provide evidence-based recommendations for improvement. For instance, Salamah and Istiyono [6] applied the CIPP model to evaluate teacher professional training programs and found that systematic evaluation improves program effectiveness.

Similarly, Usman et al. [13] reported that the CIPP framework helps identify strengths and weaknesses in teacher development initiatives.

In Indonesia, several policies and initiatives have been introduced to strengthen teacher competence and professional capacity. These initiatives include teacher certification programs, professional education for teachers, and continuous professional development programs organized by educational institutions and government agencies. Within the context of Islamic education, teacher development initiatives are also implemented to enhance instructional quality and support effective curriculum implementation in schools [11], [12]. Despite the growing number of teacher professional development initiatives in Indonesia, empirical evaluations specifically focusing on Islamic education teachers remain limited. Most previous studies primarily examine general teacher training programs and rarely address the specific pedagogical and contextual challenges faced by Islamic education teachers. In addition, previous research tends to focus on national or institutional programs, while evaluations of teacher development initiatives implemented by local governments remain scarce. Furthermore, only a limited number of studies systematically apply comprehensive evaluation frameworks, such as the Context, Input, Process, and Product (CIPP) model, to assess teacher professional development programs in Islamic education contexts. This gap indicates the need for empirical studies that examine how structured evaluation models can be applied to assess and improve professional development initiatives specifically designed for Islamic education teachers [13], [14].

Unlike previous studies that primarily focus on general teacher training programs, this study specifically examines the professional development of Islamic education teachers at the local government level using the CIPP evaluation framework. The Government of Palembang City has implemented a teacher competency development program to strengthen the professional capacity of Islamic education teachers through training sessions, workshops, and collaborative professional learning activities. The program seeks to improve teachers' professional competencies and enhance the overall quality of Islamic education in schools. However, systematic evaluation of this initiative remains limited, particularly regarding program relevance, resource adequacy, implementation effectiveness, and its impact on teacher competencies. Therefore, this study aims to systematically evaluate the professional development initiative for Islamic education teachers implemented by the Government of Palembang City using the Context, Input, Process, and Product (CIPP) evaluation framework. By examining these four dimensions, this study provides empirical evidence on the program's effectiveness and contributes to the development of more effective teacher professional development policies within the context of Islamic education [15].

This study contributes to the literature in three ways. First, it provides an empirical evaluation of a professional development initiative designed for Islamic education teachers. Second, it applies the CIPP evaluation framework to local government educational policy. Third, it offers practical recommendations for improving teacher professional development programs in Islamic education settings. The findings of this study are expected to provide valuable insights for policymakers and educational institutions in designing more effective professional development programs for Islamic education teachers.

33 The sample size was determined using the Yamane sampling formula, resulting in 66 respondents from the population of 200 teachers. The sampling technique used was proportionate stratified random sampling, considering that the population consisted of several strata based on educational levels.

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25 A total of 66 teachers participated in this study. The respondents were drawn from several levels of basic education to ensure comprehensive representation of teachers involved in the implementation of the professional development program. The sample consisted of 27 elementary school teachers (SD), 13 Islamic elementary school teachers (MI), 13 junior high school teachers (SMP), and 13 Islamic junior high school teachers (MTs). The inclusion of teachers from both general and Islamic educational institutions was intended to capture variations in instructional practices and the integration of digital learning across different institutional contexts.

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59 For the qualitative phase, the participants were selected using a purposive sampling technique, in which respondents were chosen based on their direct involvement in teaching activities and their experience in participating in the teacher professional development program.

17 2.3 Research Procedure

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43 The research was conducted in several stages. First, a preliminary review of program documents and training guidelines was conducted to identify evaluation indicators based on the CIPP model [18]. Second, quantitative data were collected through questionnaires administered to 66 teachers participating in the program. Third, qualitative data were obtained through semi-structured interviews, observations, and document analysis to explain and enrich the quantitative findings. Finally, the quantitative and qualitative data were integrated to produce a comprehensive evaluation of the program.

20 2.4 Data Collection Techniques

Data were collected using multiple techniques to ensure the comprehensiveness and credibility of the research findings.

Questionnaire

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15 A structured questionnaire was distributed to 66 Islamic education teachers who participated in the professional development program. The questionnaire consisted of 20 items developed based on the four dimensions of the CIPP evaluation model and teacher competence indicators. The instrument used a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Interviews

Semi-structured interviews were conducted with selected participants, including program organizers and teachers who participated in the training program. The interviews aimed to explore participants' experiences, challenges encountered during program implementation, and perceived benefits of the program.

Observation

Non-participant observations were conducted during training sessions and workshops to examine the program’s implementation process directly.

Document Analysis

Relevant program documents were analyzed, including training materials, program reports, and institutional policy documents. These documents were used to support and triangulate the data obtained from questionnaires and interviews.

2.5 Operationalization of CIPP Evaluation Variables

The evaluation variables used in this study were derived from the four dimensions of the CIPP model. Each dimension was operationalized into specific indicators to guide data collection. The operationalization of the variables is presented in Table 1.

Table 1. Operationalization of CIPP Evaluation Variables

CIPP Component	Evaluation Focus	Indicators
Context	Program relevance and needs	Program objectives, institutional support, and teacher needs
Input	Program resources	Trainer competence, training materials, and facilities
Process	Program implementation	Training activities, participation, instructional strategies
Product	Program outcomes	Improvement of teacher competence, professional development impact

These indicators served as the basis for developing the questionnaire items and interview guidelines used in the study.

2.6 Instrument Validity and Reliability

The questionnaire's validity was tested using the Pearson product–moment correlation. The results showed that all questionnaire items had correlation coefficients ranging from 0.556 to 0.813, which exceeded the critical value ($r = 0.240$), indicating that all items were valid. The instrument's reliability was assessed using Cronbach’s Alpha to measure internal consistency. The reliability analysis showed that Cronbach’s Alpha was 0.773 for the program evaluation variable and 0.772 for the teacher competence variable, indicating acceptable reliability and consistency for data collection.

2.7 Data Analysis

Quantitative data from the questionnaires were analyzed using descriptive statistical techniques, including mean scores, frequency distributions, and percentage analyses, to describe respondents’ perceptions of the program's effectiveness across the CIPP evaluation components. Qualitative data from interviews, observations, and document analysis were analyzed using the interactive data analysis model, comprising data condensation, data display, and conclusion drawing. This analytical framework allowed researchers to systematically interpret qualitative findings and identify meaningful patterns in the data. The

integration of quantitative and qualitative findings provided a more comprehensive evaluation of the professional development program.

2.8 Trustworthiness of Data

To ensure the credibility and trustworthiness of the research findings, several strategies were applied. Data triangulation was conducted by comparing information obtained from questionnaires, interviews, observations, and document analysis to ensure data consistency and enhance the credibility of the findings. In addition, member checking was performed by confirming interview interpretations with participants to ensure the accuracy of the findings. These procedures enhanced the reliability and validity of the research results and ensured that the findings accurately represented the actual conditions of the program implementation.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1 Respondent Characteristics

A total of 66 Islamic education teachers participated in this study and completed the questionnaire used in the quantitative phase. The respondents were drawn from several levels of basic education to obtain a comprehensive representation of teachers involved in the professional development program in Palembang.

Gender Distribution

The gender distribution of respondents indicates that the majority were female teachers. Out of the 66 respondents, 40 teachers (59.1%) were female, while 26 teachers (40.9%) were male. This distribution reflects the current demographic composition of Islamic education teachers participating in the professional development program organized by the Palembang municipal government.

Age Distribution

The respondents represented a wide range of age groups, indicating diversity in teaching experience. The largest proportion of participants was in the 51–55-year age group (23.9%), followed by teachers aged 36–40 years (22.4%), 41–45 years (19.4%), and 31–35 years (17.9%). Smaller proportions were observed among teachers aged 46–50 years (10.4%) and 20–30 years (6.0%). Overall, the data indicate that the majority of respondents were experienced teachers who provided valuable perspectives in evaluating the effectiveness of the professional development program.

Educational Background

Regarding educational qualifications, the majority of respondents held a bachelor's degree (S1), accounting for 83.6% of the participants (56 teachers). In addition, 10 teachers (14.9%) had obtained a master's degree (S2), while only one respondent (1.5%) reported having a high school diploma. The predominance of teachers with undergraduate and

graduate qualifications indicates that most participants met the academic standards required for professional teaching positions in Indonesia.

3.1.2 Quantitative Results of the CIPP Evaluation

The quantitative findings were analyzed using descriptive statistics to evaluate the effectiveness of the professional development program based on the four components of the CIPP evaluation model: Context, Input, Process, and Product. The analysis focused on the distribution of respondents' perceptions, measured on a five-point Likert scale from strongly disagree to agree strongly.

Context Evaluation

The results indicate that the context component received a very positive evaluation from respondents. More than 94% of respondents agreed with the program's relevance to their professional needs, indicating a very positive evaluation of the program's context. These findings suggest that the training program was well aligned with the professional challenges faced by Islamic education teachers. The high level of agreement indicates that participants perceived the program as relevant to their instructional needs and professional responsibilities. This finding suggests that the program design was closely aligned with teachers' real instructional challenges. When professional development programs reflect teachers' contextual needs, participants are more likely to engage actively and apply the knowledge they acquire in their classroom practices.

Input Evaluation

The input component also demonstrated very positive results. More than 95% of respondents expressed positive perceptions regarding the adequacy of program resources, including trainer competence, training materials, and supporting facilities. These findings indicate that participants perceived the program resources as sufficient and supportive for effective training implementation. The availability of competent trainers, well-structured learning materials, and adequate facilities contributed significantly to the program's overall success.

Process Evaluation

The process component obtained an even higher level of positive responses. The process component also received very strong positive responses, indicating that the program implementation was perceived as effective by most participants. The training methods, which included interactive lectures, group discussions, and practical workshops, were found to be engaging and beneficial for participants. Additionally, respondents indicated that the allocated time for each training session was adequate for understanding the training materials. These findings suggest that the program implementation was conducted in a structured and effective manner.

Product Evaluation

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Among the four components, the product component received the highest level of positive responses, suggesting that participants perceived significant improvements in their teaching knowledge and instructional skills after attending the program. Teachers reported applying the knowledge and instructional strategies from the training in their classroom practices. The results, therefore, indicate that the professional development program produced tangible benefits in terms of enhancing teachers' instructional competence. While the results demonstrate very high levels of agreement among participants, these findings should be interpreted with caution because the evaluation relied primarily on self-reported perceptions. Such data may be influenced by response or social desirability bias, in which participants tend to provide favorable responses, particularly when evaluating government-supported programs.

3.1.3 Teacher Competency Outcomes

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In addition to evaluating program implementation, the study also assessed perceived improvements in teacher competencies across four dimensions: professional competence, personality competence, pedagogical competence, and social competence.

Professional Competence

The results show that 91.0% of respondents expressed agreement or strong agreement that they possessed adequate professional competence after participating in the program. Teachers reported improved mastery of Islamic education subject matter and greater ability to integrate real-life contexts and digital technologies into their teaching practices.

Personality Competence

Personality competence achieved a very high evaluation, with 97.6% of respondents indicating agreement or strong agreement. The findings suggest that teachers demonstrated strong commitment, professional integrity, and the ability to serve as positive role models for students.

Pedagogical Competence

The pedagogical competence dimension also received a positive evaluation, with 93.3% of respondents selecting agreement or strong agreement. Teachers indicated that they were capable of implementing diverse instructional strategies, understanding student characteristics, and managing learning processes effectively.

Social Competence

The social competence dimension achieved the highest score among the competency indicators, with 99.2% of respondents expressing agreement or strong agreement. This finding indicates that teachers possessed strong communication and collaboration skills when interacting with students, colleagues, and the broader community.

3.1.4 Summary of Quantitative Findings

Overall, the findings indicate that the professional development program received very positive evaluations across all components of the CIPP model. This pattern of consistently high responses indicates that the program was perceived not only as relevant but also as practically useful in supporting teachers' instructional competencies. Among the four components, the product dimension demonstrated the strongest perceived impact, indicating that the program meaningfully improved teachers' instructional knowledge and classroom practices.

Although the context component recorded slightly lower scores compared with other dimensions, it still reflected a high level of perceived relevance to teachers' professional needs. This finding implies that while the program was generally aligned with teachers' needs, further refinement in aligning training content with teachers' specific professional challenges may enhance program effectiveness.

Regarding teacher competencies, the highest score was observed in social competence (99.2%), while professional competence recorded the lowest percentage (91.0%). This result indicates the need for continued efforts to strengthen teachers' subject-matter mastery and digital pedagogical skills among Islamic education teachers.

3.2. Discussion

The findings of this study indicate that the professional development program for Islamic education teachers in Palembang was evaluated positively across all components of the CIPP evaluation model. The high level of agreement among respondents suggests that the program effectively addressed teachers' professional development needs and contributed to improving instructional competencies. These results reinforce the theoretical assumption underlying the CIPP evaluation model that effective program evaluation should consider contextual relevance, resource adequacy, implementation processes, and program outcomes simultaneously. By examining these interconnected components, the CIPP framework allows researchers and policymakers to identify both strengths and areas requiring improvement in educational interventions.

3.2.1 Context Evaluation

The context evaluation results demonstrate that the professional development program was perceived as highly relevant to teachers' needs. Most respondents agreed that the training objectives, curriculum content, and program goals aligned with the educational challenges faced by Islamic education teachers. This indicates that the program was designed based on an appropriate needs assessment process. Previous studies emphasize that professional development programs are more effective when they are aligned with teachers' contextual needs and institutional priorities. Training programs developed through systematic needs analysis tend to improve teacher engagement and instructional effectiveness [1], [4]. These findings highlight the importance of context evaluation in ensuring that professional development initiatives remain relevant and responsive to teachers' professional environments.

3.2.2 Input Evaluation

61 The results of the input evaluation show that respondents perceived the program resources as adequate and supportive. Participants reported positive perceptions regarding trainer competence, training materials, and supporting facilities. These findings indicate that the program benefited from sufficient human and institutional resources. Trainer competence is widely recognized as a key factor influencing the success of professional development programs. Trainers with strong pedagogical expertise are better able to facilitate meaningful learning experiences for teachers [2]. In addition, the availability of well-structured learning materials and appropriate facilities significantly supports participant engagement and learning outcomes [19].

3.2.3 Process Evaluation

The process evaluation results show that the professional development program was implemented effectively. Participants indicated that the training sessions used interactive approaches, including discussions, collaborative activities, and practical workshops. Interactive and participatory learning approaches are considered more effective than traditional lecture-based training methods. Such strategies encourage teachers to reflect on their instructional practices and apply newly acquired knowledge in their classrooms [3]. Collaborative learning environments also allow teachers to exchange professional experiences and develop innovative teaching strategies [20].

3.2.4 Product Evaluation

21 Among the four CIPP components, the product evaluation received the highest level of agreement. This finding is consistent with previous studies reporting positive impacts of professional development programs on teacher competencies [21], [22]. However, the level of agreement observed in this study appears relatively higher than that reported in several previous evaluations of teacher training programs, which often indicate more moderate levels of participant satisfaction [23].

The very high levels of agreement observed across the CIPP components may be influenced by several contextual factors. First, the program was organized directly by the local government, which likely ensured adequate institutional support, training resources, and administrative coordination. Second, the program emphasized interactive learning strategies such as workshops, collaborative discussions, and practical activities, which tend to increase teacher engagement and satisfaction. These conditions may have contributed to participants' highly positive perceptions. However, high levels of perceived effectiveness do not necessarily guarantee substantial improvements in classroom practices, as positive perceptions may not always translate into measurable instructional changes.

3.2.5 Teacher Competency Development

18 The findings also demonstrate improvements across four dimensions of teacher competence: professional, personality, pedagogical, and social competence. Among these dimensions, social competence received the highest level of agreement from respondents. Strong social competence enables teachers to establish positive relationships with students,

colleagues, and the broader school community. Effective communication and collaboration skills contribute to the creation of supportive learning environments and improved educational quality [24]. However, professional competence recorded the lowest percentage among the four dimensions, indicating the need for further efforts to strengthen teachers' subject-matter mastery and digital pedagogical skills. Continuous professional development is therefore essential to help teachers adapt to evolving educational and technological demands [25].

3.2.6 Implications

The findings suggest several implications for educational policy and practice. Professional development programs should be designed based on comprehensive needs assessments to ensure they are relevant to teachers' professional challenges. In addition, adequate program inputs, including qualified trainers, relevant learning resources, and supportive facilities, are essential for achieving effective training outcomes. Training programs should also prioritize interactive and collaborative learning strategies to enhance participant engagement and knowledge application. Continuous evaluation using comprehensive frameworks such as the CIPP model is necessary to monitor program effectiveness and support evidence-based improvements in teacher professional development initiatives. In addition, the findings contribute to the theoretical understanding of program evaluation in teacher professional development by demonstrating how the CIPP model can be applied to systematically assess program relevance, implementation quality, and competency outcomes in Islamic education contexts.

Overall, the results indicate that the evaluated program has made a meaningful contribution to improving the competencies of Islamic education teachers in Palembang. However, continuous evaluation and sustained institutional support remain essential to ensure the long-term effectiveness of such professional development programs.

This study offers several contributions to the literature on teacher professional development. First, it provides empirical evidence on the evaluation of a professional development program specifically designed for Islamic education teachers, a topic that remains relatively underexplored in existing research. Second, the study extends previous research by demonstrating the application of the CIPP evaluation framework in evaluating teacher development initiatives at the local government level. Third, the findings highlight how structured professional development programs can strengthen multiple dimensions of teacher competence within the context of Islamic education.

3.2.7 Limitations and Future Research

Despite the valuable findings obtained in this study, several limitations should be acknowledged. First, this study was conducted within a specific regional context focusing on Islamic education teachers in Palembang, which may limit the generalizability of the findings to other educational settings. Second, the study relied primarily on self-reported questionnaire data, which respondents' subjective perceptions may influence.

Future research is also recommended to examine the long-term effects of professional development programs on teachers' instructional practices and student learning

outcomes. Longitudinal studies would provide deeper insights into how training programs influence teaching effectiveness over time. In addition, further research could explore integrating digital technologies and innovative pedagogical approaches in professional development programs to better support teachers in adapting to rapidly evolving educational environments.

4. CONCLUSION

This study evaluated a professional development program for Islamic education teachers in Palembang using the CIPP evaluation framework, encompassing context, input, process, and product dimensions. The findings reveal that the program was positively perceived across all components, indicating that it was relevant to teachers' needs, adequately supported, and effectively delivered. The program also contributed to strengthening teachers' competencies, particularly in social, pedagogical, professional, and personality domains. A major contribution of this study is the use of the CIPP evaluation model to systematically assess a teacher professional development program within the context of Islamic education at the local government level. The results demonstrate that the CIPP framework is effective in providing a holistic evaluation by integrating aspects of program relevance, resource availability, implementation quality, and outcome achievement.

In terms of theoretical contribution, this study enriches the literature on teacher professional development by showing how a structured evaluation framework can be applied to generate evidence-based insights for program improvement. In practice, the findings underscore the importance of designing professional development initiatives that are contextually relevant, well-resourced, and supported by interactive and reflective learning approaches. However, this study is limited by its reliance on self-reported data and its focus on a specific regional context, which may restrict the generalizability of the findings to other educational settings. Future studies are encouraged to explore the long-term effects of such programs on classroom practices and student outcomes. Further research could also investigate the role of digital technologies and innovative pedagogical strategies in enhancing the effectiveness of teacher professional development programs. The findings are expected to provide useful insights for policymakers and educational institutions in designing more effective and contextually relevant professional development programs for Islamic education teachers.

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