



## CIPP Evaluation Model: Online In-service Teachers Training Program Conducted at English Language Education Study Program of Bengkulu University

**Kasmaini<sup>1</sup>, Syukri Hamzah<sup>2</sup>, Hadi Winarto<sup>3</sup>**

<sup>1</sup> Universitas Bengkulu, Bengkulu, Indonesia

<sup>2</sup> Universitas Bengkulu, Bengkulu, Indonesia

<sup>3</sup> Universitas Bengkulu, Bengkulu, Indonesia

Corresponding Email: [kasmaini@unib.ac.id](mailto:kasmaini@unib.ac.id)

**Abstract.** This study aims to evaluate the implementation of the teacher professional education program for teachers in positions that are carried out online at the Faculty of Education and Teacher Training at the University of Bengkulu. This research was conducted from September to November 2022 as a qualitative descriptive study. The instruments used were documentation, interviews, and questionnaires. Interviews were conducted with lecturers, PPG students, tutors, and school/madrasah policyholders. The questionnaire is used to see student or participant responses to the implementation of the online learning process. The CIPP evaluation model used focuses on evaluating the context, inputs, processes, and products. Sources of data were obtained from program managers, supervisors, PPG students, school/madrasah principals, tutors, and monitoring and evaluation (monev) results. The data analysis technique used is descriptive data analysis by interpreting the data from each evaluated aspect, then compared with predetermined criteria. Viewed from the context aspect, the FKIP UNIB PPG study program is under the Standard Operating Procedures as the organizer of PPG activities. From an input perspective, the PPG study program is supported by adequate human resources. All lecturers involved, educational staff, tutors, and students are by the program implementation guidelines. In the process aspect, the PPG FKIP UNIB study program has carried out PPG program activities following the SOP. This is evidenced by all the stages carried out in a structured and well-organized manner so that starting from the preparation and implementation processes go well. All well-patterned processes have an impact on the products produced. Referring to the high passing percentage of PPG participants and achieving a passing percentage proves the success of the PPG FKIP UNIB study program in implementing the PPG program. Other successes of the PPG study program have been accredited Superior.

**Keywords:** PPG, CIPP model program evaluation. Online English Study Program

### Introduction

The teacher is the most important component of the teaching and learning process. To create great graduates, a teacher must teach professionally. When it comes to teacher quality, four skills are required: personal, educational, social, and professional competence (Law of the Republic of Indonesia number 14 of 2005, item 8). Professionalism may be achieved in a variety of methods, including through training, seminars, and lectures.

The teacher professional education program (PPG) is one of the training programs in which teachers can engage. The government launched this program to address a variety of educational issues, including (1) a shortage of teachers (shortage), particularly in the outlying, leading, and lagging regions, (2) an unbalanced distribution, (3) under qualification, (4) teachers who are less competent (low competence), and (5) a mismatch between educational qualifications and the field in which they are in charge (mismatched).

The PPG program is a result of Law No. 20 of 2003 on the National Education System and Law No. 14 of 2005 on Teachers and Lecturers (UUGD). According to Article 1 of the

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UUGD, teachers are professional educators whose primary responsibility is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, basic education, and secondary education.

Furthermore, it is particularly controlled in Government Regulation Number 74, Article 2 of 2008 concerning teachers, which stipulates that teachers must have academic degrees, competencies, and educator certifications, as well as be physically and psychologically sound and capable of achieving national education goals. In this situation, the teacher must have a bachelor's degree and a professional educator credential gained via professional education.

It is essential to evaluate the PPG program that has been and is currently being implemented. The evaluation is carried out to ensure that the entire series of activities beginning with the recruitment process, program implementation, and program results are carried out per applicable procedures and regulations, thereby controlling and maintaining the quality of PPG FKIP Bengkulu University graduates.

There are two types of PPG programs, namely in-service PPG (PPG DALJAB) and pre-service PPG (PPG PRAJAB). These two types of ppg differ only in the participants who participate in them. PPG DALJAB was attended by undergraduate students who already had teaching experience while PPG PRAJAB was attended by undergraduate students who had no teaching experience. These two types of PPG are carried out by the PPG FKIP UNIB study program.

In connection with the PPG program, the University of Bengkulu through the Teaching and Education Faculty opened a special PPG study program. This study program is chaired by a program head who is assisted by some staff, both lecturers and administrative staff. This PPG study program has been accredited A in 2022 but there has been no evaluation of this study program. Here the researcher will evaluate starting from the context, input, process, and results and analyze the findings to provide input or improvements that need to be carried out by this program in the future. Researchers will only evaluate one of the study programs under PPG FKIP UNIB, namely the online English education study program. This online system was carried out because of the Covid 19 pandemic which did not allow participants and lecturers and tutors to meet offline. This online activity has taken place since 2020 until now (December 2022). Therefore researchers will evaluate within that time.

The execution of the Teacher Professional Education Programme (PPG), particularly the English education study program offered online by the Faculty of Teacher Training and Education at the University of Bengkulu, must be evaluated. As a result, the goal of this study was to assess the implementation of the PPG program at Bengkulu University's Faculty of Education and Teacher Training (FKIP). The purpose of this study is to learn about the context, input, process, and result of executing the PPG program at FKIP UNIB during the Covid-19 pandemic, which runs from 2020 to 2022.

### **Theoretical Framework**

The CIPP (Context, Input, Process, Product) Model The CIPP model is one of the program assessment models that can be considered sufficient. Daniel L. Stufflebeam et al. (1967) created this model. Context evaluation, input evaluation, process evaluation, and product assessment comprise CIPP. The CIPP methodology tries to define program objectives by monitoring program activity implementation (Wrihatnolo, 2011). A program evaluation is a procedure that describes and assesses a program using certain criteria to aid in the formulation of better decisions and policies. The consideration is to facilitate the evaluator in describing and assessing the components being assessed, whether they comply with the provisions or not. Program evaluation according to Suharsimi Arikunto (2008: 18) is an attempt to accurately determine the level of implementation of a policy by knowing the effectiveness of each of its components. Meanwhile, Cronbach (1963) defines program assessment as an endeavor to offer knowledge to decision-makers. Based on the outcomes of implementing a decision program, four policies can be applied: a. Stop the program since it is seen that the program has no advantages or cannot be executed as envisaged. a. Revise

the program because some portions do not meet expectations (there are a few errors). c. Continuing the program since the program's execution reveals that everything went as planned and provided meaningful outcomes.

The CIPP Evaluation Model, in general, serves four types of decisions: a. Planning decisions that influence the selection of general and specialized goals. b. Decisions on formation or structure, whose tasks include assuring the appropriate strategy and process design to fulfill the objectives determined from planning decisions. c. Implementation decisions, in which evaluators seek the infrastructure to develop and enhance decision-making or execution, plans, techniques, and strategies to be picked. d. Recycling choices decide whether a program is continued, modified, or discontinued depending on current criteria (Tayibnapis, 2000:14).

There are various kinds of evaluation models in the implementation of program-based evaluation besides the CIPP model such as the evaluation of the Kirkpatrick model, the evaluation of the Wheel model from Beebe, the evaluation of the Provus model (Discrepancy model) and the Evaluation of the Stake model (Countenance model), (Wrihatnolo, 2011). This means that other evaluation models can evaluate a program.

Talking about the CIPP model, Stufflebeam (1973) says there are four different stages in the evaluation of the CIPP model in making a decision. Namely: Evaluation of the context that serves planning decisions, which helps plan decision choices, determines the needs to be achieved and formulates goals, then evaluates input for structuring decisions, namely helping organize decisions to determine available resources, alternatives taken, plans and strategies for achieving needs, as well as work procedures to achieve the intended goals. Furthermore, process evaluation serves implementation decisions, namely assisting decisions to what extent the program has been implemented, and finally, product evaluation serves recycling decisions.

The evaluation context is the description and specification of the program environment, unmet requirements, demographic and individual characteristics, and program objectives. Suharsimi (2008), by this, assembled various questions to realize this idea, including (a) what needs have not been addressed by program activities, (b) which development objectives are fulfilling needs, and (c) which goals are the simplest to attain.

The second stage of the CIPP model is input. Here the meaning of the evaluator describes the initial abilities of students or participants, teaching staff, administrative staff, and people involved in the process later. Here the evaluator manages decisions, determines existing sources, what alternatives are taken, and what are the plans and strategies to achieve needs. What is the working procedure to achieve it? In this case, the question could be: what are the teaching materials or curriculum provided to PPG participants to increase the percentage of graduates? How many participants felt helped by the curriculum being taught? How valuable is the material provided for the teaching needs of the participants in their schools?

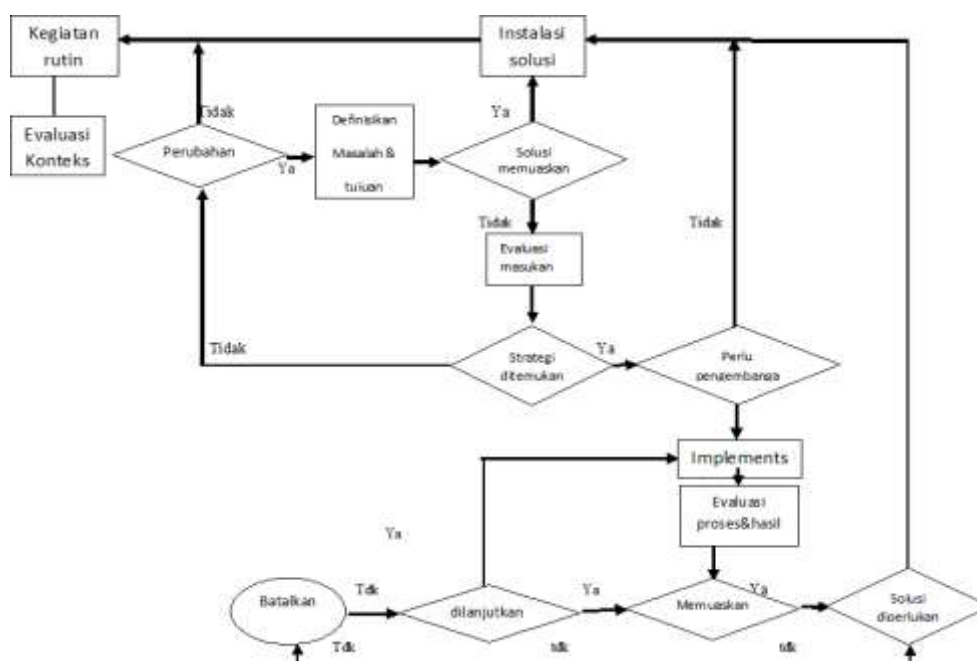
Next is the process evaluation stage. This stage aims to see how far the application of a program plan has been carried out in the field. One of the goals is to provide feedback to managers (deans and program heads) and PPG staff about how many activities in the program on the schedule have been carried out, judging from the previous activity plan, using good resources and an efficient way. Another aim of this stage is to guide in modifying the plan as needed because not all aspects of a plan can be determined by progress and also because some decisions will be made after that but not all need to know about them. Furthermore, this stage aims to periodically assess how program implementers accept and can carry out their respective roles. According to Worthen and Sanders (1981 in Wrihatnolo 2011), process assessment serves three purposes: identifying or forecasting the design of procedures during the implementation stage, giving information for program decisions, and ultimately serving as a record or archive of procedures that occur. In other words, process evaluation seeks to determine the extent to which the plan has been executed and which components require improvement. Finally, they serve as a record or archive of procedures

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The final stage is product or outcome evaluation. This evaluation aims to see the effect or benefits of the process. What changes can be seen from the initial entry and exit of participants? In line with this Sax (1980) says "to allow the project to make decisions regarding continuation, termination, or modification of the program". That is, a product evaluation can state if an organization or object being evaluated wants to be continued, stopped or repaired, or modified.

## Material and Method

This study is a qualitative descriptive study. The instruments used were documentation, interviews, and questionnaires. Interviews were conducted with lecturers, PPG students, tutors, and school/madrasah policyholders. The questionnaire is used to see student or participant responses to the implementation of the online learning process. The CIPP evaluation model used focuses on evaluating the context, inputs, processes, and products. Sources of data were obtained from program managers, supervisors, PPG students, school/madrasah principals, tutors, and monitoring and evaluation (monev) results. The data analysis technique used is descriptive data analysis by interpreting the data from each evaluated aspect, then compared with predetermined criteria.



**Figure 1**  
CIPP Model Workflow

- Identify the context being evaluated, namely the profile of the PPG study program FKIP UNIB as the organizer of the PPG program, the background of the study program, the composition of the program management, and the background of the PPG participants.
- Identify inputs, namely the PPG management team, criteria for lecturers who become teachers, tutor teachers, examiners, and PPG students.
- Identify the process, namely the implementation of PPG; starting from PPG implementation procedures to knowledge test activities.

- d) Identify the product, namely Ukin and UP results, in the form of the average results of Ukin and UP teaching assessments

The research location used in this study was the PPG FKIP UNIB Study Program for interviews and taking documents while the questionnaire was distributed online with the Google form application to PPG FKIP UNIB participants. This study was carried out from October 2022 to December 2022. In this study, data was gathered through documentation, interviews, and questionnaires. To make it easier for researchers to evaluate the collected data, the researcher refers to the assessment indicators derived from the data components as follows:

**Table 1**  
Evaluation Indicator

CONTEXT	INPUTs	PROCESS	PRODUCT
PPG Profile	Lecturer	PPG	PPG Guide
Program background	Teacher	tutorimplementation	Ukin and UP
PPG Manager	Teacher examiner	procedures	assessment results
Participant background	PPG students	Workshop activities activities Monitoring and evaluation	Online

The expected results of this research are the disclosure of various information about the implementation of the Teacher Professional Education Program (PPG) at the Faculty of Tarbiyah and Teacher Training, Bengkulu University, especially English language education study programs which are conducted online starting from 2020 until now. This information can then become one of the faculties' bases for determining PPG management policies in the future.

## Results and Discussion

### Results

In this section, the results and discussion are carried out simultaneously. Each result will be immediately evaluated. Based on the research that has been done through documentation, interviews, observations, and questionnaires, the following data are obtained:

#### CONTEXT

##### ***FKIP UNIB PPG Study Program Profile***

The PPG study program was established on December 18 2018 with the implementation decree: 1137/KPT/I/2018 with Study program code no. 86904. At the beginning of the establishment of this teacher professional education study program, there were six lecturers with the qualifications of three doctors and three masters. As a parent of professional programs under the faculty of teaching and education, there are several study programs under the PPG study program. There are nine study programs namely elementary school teacher education (PGSD) study program, English education, Indonesian language education, Chemistry Education, Biology Education, Mathematics Education, Guidance and Counseling (BK), Early childhood education (PAUD), and Sports Physical education and health (PJOK). These study programs accept participants in positions and pre-positions. As is well known, the difference between PPG Daljab and PPG Prajab lies in the participants or students who take part. PPG Daljab was attended by participants who already had teaching experience or who had already taught, while PPG Prajab was attended by participants who had no teaching experience.

The vision of the FKIP UNIB PPG Study Program is Becoming the Leading Teacher Professional Education Study Program in Producing Strong, Competitive, and Educational

Professional Teachers. The mission of the Teacher Professional Education Study Program (PPG) is The Teacher Professional Education Study Program is to prepare teaching professionals who can plan, manage resources and responsibly implement professional services according to standards, evaluate programs and services, and be able to carry out strategic development of professional organizations. PPG Study Program Mission with details:

- a) Organizing education and learning of the teaching profession that educates professionally.
- b) Researching teacher professional education with the status of Intellectual Property Rights (IPR).
- c) Organizing community service based on the educational needs of the teaching profession.
- d) Develop a professional, transparent, and accountable teacher education governance system.
- e) Establish mutually beneficial partnerships with various parties following the needs of teacher professional education and community development.

### **Objectives of the Teacher Professional Education Study Program (PPG)**

- a) The implementation of teacher professional education and learning based on national teacher competency standards that produce teachers who are certified educators who have the following qualifications: a) Professional teachers in primary and secondary education who can plan, implement, manage, evaluate, and carry out strategic development of professional organizations based on knowledge, character nation, innovative and accountable to improve the quality of education; b) Practitioners of the teaching profession who can help the community individually or in groups in professionally alleviating problems based on knowledge, national character, innovative and accountable to improve the quality of effective everyday life; and c) Teacher professional researchers who can design, implement.
- b) The implementation of education to produce prospective professional educators who are competent, independent, and have leadership and entrepreneurial spirit.
- c) Produce the development of learning systems with the application of science and technology.
- d) The realization of expanding the network of partnerships with various parties in the fields of education, research, and community service.

### **Background of the FKIP UNIB PPG Study Program**

The mandate of the 1945 Constitution Article 31 paragraph (3) as an amendment states that the government seeks and organizes a national education system that fosters religion, piety, and noble character in the framework of teaching the nation's life, which is governed by law. Teachers are professional educators whose primary responsibility is to educate, teach, guide, lead, train, assess, and evaluate students in early childhood education, basic education, and secondary education. Article 42 of RI Law No. 20 of 2003 mandates educators to have minimal credentials and certification by a teaching authority, to be physically and psychologically sound, and to be capable of achieving national education goals.

### **Composition of PPG FKIP UNIB management**

**Table 2**  
Composition of PPG FKIP UNIB management

No	Name	Position
1	Drs. M. Arifin, M.Pd	Chairman
2	Ir. Ahmad Nezar	Vice Chairman
3	Irwandi Ansori, M.Sc	Secretary
4	Rio Kurniawan, M.Pd	Academic Coordinator

5	Ir. Titin Rachmawati	Cooperation Coordinator
6	Dr. I Wayan Dharmayana, M.Psi	Quality Assurance Coordinator
7	Ananda Meidiyansyah, ST	Institutional IT Coordinator
8	Sandra Francisco, SM	Financial Manager
9	Feri Noferman, M.Pd	PGSD study coordinator
10	Dr. Nina Kurniah, M.Pd	Coordinator of PAUD Studies
11	Drs. Tono Sugihartono, M.Pd	Coordinator of Physical Education Studies
12	Drs. Bambang Djunaidi, M.Hum	Indonesian Language Study Coordinator
13	Ildi Kurniawan, M.Pd	Coordinator of English Studies

### **Background of PPG FKIP UNIB Participants**

Requirements for Pre-service PPG Student Candidates in 2022

1. Indonesian Citizen (WNI);
2. not or have never been registered as a Teacher/School Principal in Basic Data Education (Dapodik);
3. 32 (thirty-two) years of age on December 31 of the year of registration;
4. have a diploma with an undergraduate academic qualification (S-1) or diploma four (D-IV) which is registered on the Higher Education Data Base (PD-Dikti) or recorded on the data unit basis of the Foreign Diploma Equalization Unit for graduates from overseas universities country;
5. have a cumulative grade point average (GPA) of at least 3.00 (three points zero);
6. have a certificate of physical and mental health (submitted at the time of reporting);
7. have a certificate of good behavior (submitted at the time of reporting);
8. have a certificate of being free from narcotics, psychotropics, and other addictive substances (NAPZA) (submitted at the time of reporting);
9. signing an integrity pact; and following the selection stages, namely administrative selection, substantive tests, and interview tests.

Seeing the requirements of the participants above, it can be concluded that PPG FKIP UNIB participants came from all regions in Indonesia. Particularly in the field of English study batch 1 category one. Here you can see participants from Bengkulu province (Bengkulu city, Muko-Muko districts, Lebong, Rejang Lebong, North Bengkulu), West Nusa Tenggara province (Dompu, West Lombok, Mataram), Palembang province (Muara Enim).

### **INPUTS**

All lecturers involved in teaching in the PPG program have met the criteria set by the Ministry of Education and Culture as follows: a. Minimum academic qualification is master or equivalent; b. Have a background in the field of education/non-education per the field of science/expertise being taught; c. Has the lowest academic functional position Expert Assistant; d. Have an educator certificate/other certificate and/or be able to demonstrate specific expertise; e. Preferably have teaching experience in school. The requirements to become a Mentor Teacher in the PPG Study Program are as follows: (1) Have an educational qualification of at least an undergraduate or applied bachelor's degree that is the same or allied with the field of study of PGSD; (2) Have an educator certificate in the field of PGSD/other certificates and/or be able to demonstrate expertise specific to the field of study of PGSD; (3) Has a functional position as low as a young teacher. Preference will be given to teachers who have the functional positions of primary teacher and middle teacher in elementary schools; and (4) Preference will be given to having experience as a tutor, as evidenced by a certificate or certificate as a tutor. The requirements for becoming a Lecturer/Teacher from an educational practitioner element in the PPG Study Program are as follows: a. Have an educational qualification of at least an undergraduate or applied

undergraduate degree; b. Have specific expertise relevant to the PPG program; c. Have teaching experience as a teacher/lecturer/teacher/tutor, at least 5 (five) years. Students/Participants of PPG FKIP UNIB in the field of English studies.

**Table 3**

Table of the number of Online students in the Field of English Studies

Year	Amount
2020	61
2021	34
2022	67

## PROCESS

### *PPG Implementation Procedures*

#### 1. PPG Implementation Procedures

In the early stages, the admin of PPG activities created learning accounts in the network that teachers and students could access in online learning interactions. After all account facilities are created, the activity admin informs all teachers and students to access their respective accounts accompanied by a password. During online learning through the LMS application, the teacher guides the participants in completing assignments related to strengthening pedagogical and professional competencies. To ensure the entire online learning process, the activity committee provides the following guidelines:

1. Informing several regulations related to education in general, then focusing on the teacher field, especially the 4 standards (SKL, SI, Process Standards, Assessment Standards);
2. Observing the Decree of the Director General of Islamic Education no. 4504 of 2018 concerning the SKL/CPL PPG Program at PTKI and attachments;
3. Accompanying students studying/working to produce workshop outputs in the form of demonstrating teacher skills and competencies. The work is stored in the form of Files (individual-group-class) on the flash disk provided by the committee;
4. Providing ice-breaking/energizing (games, quizzes, etc.) in between activities to generate enthusiasm/motivation and eliminate boredom;
5. Provide structured assignments and independent assignments for Saturday to complete the task of strengthening these competencies and skills.
6. Provide an assessment of the process and results of each student's workshop on the form provided by the committee.

After all stages of the workshop learning have been completed, PPG students carry out Field Experience Practice (PPL) activities for three weeks and then close with Performance Test testing activities. During this online PPG, students carry out PPL in their respective schools by recording or making videos of their teaching. the video is uploaded to the LMS with two durations. The first is the real duration in the field (4 JP) and the second is a 15-minute edited video. The evaluation criteria are different for these two kinds of videos. The first one is to see the teaching process (pre, whilst, and post-teaching) while the 15-minute one is to see the neatness of the classroom layout, audio, and the teacher's performance in teaching.

#### 2. PPL system

PPL applies a clinical supervision approach and reflective action with the principles of continuity, structure, and relevance to learning tools. Clinical Supervision is carried out via Zoom where lecturers and tutors sit in. During the PPL activity, it was



attended by school principals from participating schools, tutor teachers, and advisory lecturers.

### 3. PPL Procedures and Activities

PPL procedures and activities are carried out online. After students upload their videos, teachers, and lecturers through the LMS provide guidance and reflection on their PPL. This PPL activity takes place two to four times with a duration of 2 to 4 hours once taught.

1. Place of Activity. This activity was carried out at each participant's school because this was done online
2. Implementation Stages

PPL preparation includes the following activities: (1) Determination of classes that will be students for PPL, (2) Classroom arrangement and physical equipment in schools, (3) determination of Supervisors;, (4) coordination with school principals, Pamong Teachers, and supervisors, and PPL implementation schedules, (5) debriefing of Supervisors and Pamong Teachers; and (6) provision of PPL students.

The assessment process, assessment components, and passing criteria for PPL activities are as follows: (1) The assessment is carried out during the PPL, which consists of process and product assessments. In general, the assessment components consist of (a) the ability to package learning tools, (b) teaching practices, (c) non-teaching activities, (d) social and personality competencies, (e) portfolios, (f) PPL reports, and (g) ) PTK report. All aspects of the assessment use assessment instruments accompanied by descriptors, (2) Assessment is carried out by Pamong Teachers and Supervisors, (3) Students are declared to have passed PPL if they achieve a minimum average score of B (70), (4) The assessment is carried out during the PPL, which consists of process and product assessments. Process assessment includes teaching practice, non-teaching activities, and social aspects of personality, (5) Product assessment includes learning tools and PPL reports, and (6) Evaluation of PPL processes and products is carried out by supervising lecturers and tutors through the LMS.

## PRODUCT

The online PPG in the English field is carried out for one semester (3 months), with the following details: Online learning (including the preparation of activities), Workshop, PPL and Ukin, and Knowledge Test (UP). Assessment of the process and learning outcomes of PPG Study Program students is carried out using Benchmark Reference Assessment (PAP). PAP is intended to obtain an overview of the level of mastery of student learning outcomes. Courses taken by students include: (1) Material Deepening, (2) Development of Learning Devices, and (3) PPL.

## Discussion CONTEXT

Based on the documentation data regarding the context aspect, *FKIP UNIB PPG* study program has a complete organization framework which is stated in its vision, mission, and objectives. A clear vision and mission are crucial for enhancing an organizations's performance (Oghojafor et al., 2011) including in non-profit organizations (McDonald, 2007). Lubis and Hanum (2020) believe that organizational culture, which is reflected in the organization's vision, mission, and objectives, has a significant influence on generating the school's success. Concerning those notions, a strong organizational culture that is reflected in the vision, mission, and objectives of the school can also shape the overall school climate and reputation. A positive culture can create a welcoming and inclusive environment that fosters positive relationships, mutual respect, and trust among all stakeholders, including

students, teachers, parents, and the broader community. This can result in a positive school image, enhanced community support, and improved student recruitment and retention.

In addition, *FKIP UNIB PPG* also has a clear organizational structure and management. Its clear organizational structure and management can further support the school's success as it provides the framework for coordinating and directing faculty activities, ensuring that resources are allocated efficiently, roles and responsibilities are clearly defined, and decision-making processes are streamlined (Abualoush et al., 2018). This clear organizational structure helps establish lines of authority and communication that facilitate coordination and collaboration among different units or departments within the department. It ensures a well-defined hierarchy of roles and responsibilities, with clear reporting lines and decision-making channels. This can help avoid confusion, duplication of efforts, and conflicts, and promote smooth operations and effective resource management.

Furthermore, a well-designed management system encompasses various aspects such as planning, organizing, directing, and controlling, and ensures that these functions are carried out effectively and efficiently (Bhatia & Awasthi, 2018). Planning involves setting goals, defining strategies, and developing action plans to achieve the vision and mission of *FKIP UNIB PPG*. Organizing involves allocating resources, structuring tasks, and establishing systems and processes to achieve goals. Directing involves leading and motivating faculty and staff, setting expectations, and providing feedback and support. Controlling involves monitoring progress, evaluating performance, and taking corrective actions as needed. An effective organizational structure and management system also contribute to effective decision-making processes within *FKIP UNIB PPG*. Decisions related to curriculum development, student admissions, faculty hiring and retention, budgeting, and resource allocation, among others, need to be made in a timely and well-informed manner. A clear organizational structure and management system provides the framework for decision-making, ensuring that decisions are made by the appropriate individuals or teams, based on relevant information, and aligned with the overall goals and objectives of *FKIP UNIB PPG*.

Furthermore, an effective organizational structure and management system also facilitate accountability and transparency within *FKIP UNIB PPG*. Clearly defined roles and responsibilities, performance expectations, and evaluation processes can help establish a culture of accountability, where individuals are responsible for their actions and outcomes. Transparency in decision-making processes and communication can promote trust and confidence among faculty, staff, students, and other stakeholders, enhancing the overall effectiveness and success of the school. In other words, a clear organizational structure and management system are important factors that can contribute to the success of *FKIP UNIB PPG*. They provide the framework for coordinating and directing the activities of the faculty, ensuring efficient use of resources, effective decision-making processes, and fostering a culture of accountability and transparency. When combined with a positive organizational culture, as reflected in the vision, mission, and objectives of the school, they can contribute to the overall success and effectiveness of *FKIP UNIB PPG* in achieving its educational goals.

## **INPUTs**

The data gathered for this aspect shows that the PPG program provides specific criteria and requirements for becoming a teacher in this program. These criteria and requirements are likely designed to ensure that teachers are qualified and capable of effectively delivering the program's curriculum and achieving its educational goals (Bardach & Klassen, 2020; Khan et al., 2017; Kim et al., 2019). Having specific criteria and requirements for teachers is critical to maintaining the quality and effectiveness of a teacher education program like PPG. It ensures that teachers possess the necessary qualifications, knowledge, and skills to effectively teach and mentor aspiring teachers. These criteria and requirements may include some points: education and qualification, teaching experience, expertise in subject areas, pedagogical skills, and communication and interpersonal skills.

Teachers require to hold relevant academic degrees, such as a master's or doctoral degree in education or a related field. They may also need to meet certain certification or licensure requirements, depending on the local education authorities regulations. In addition, teachers are expected to have a certain level of teaching experience, either at the primary or secondary level, to demonstrate their practical knowledge of teaching and classroom management. They also should have expertise in specific subject areas, such as mathematics, science, social studies, or language arts, depending on the PPG program specialization as well as demonstrate effective pedagogical skills, including lesson planning, instructional strategies, assessment methods, and classroom management techniques. Furthermore, the teachers also need strong communication and interpersonal skills to effectively interact with students, colleagues, and other stakeholders in the PPG program. Having specific criteria and requirements for teachers can help ensure that teachers are well-prepared and qualified to deliver high-quality instruction to aspiring teachers in the PPG program. It can also contribute to the overall success of the program in producing well-trained and competent teachers who are equipped to meet the demands of the education field.

## **PROCESS**

In this process aspect, the detailed implementation procedures indicate that the instructional steps are well-designed. These procedures outline the systematic and structured approach teachers use to deliver effective instruction to aspiring teachers and can ensure that the teaching and learning process is organized, efficient, and aligned with the program's goals and objectives. Some key features of well-designed instructional steps include (1) Clear learning objectives, (2) Sequential and logical organization, (3) Appropriate instructional strategies, (4) clear instructions and materials, (5) Assessment and feedback, and (6). Differentiation and individualization (Merriënboer & Kirschner, 2017)

Instructional steps should clearly define the learning objectives or outcomes teachers aim to achieve. These objectives should be specific, measurable, and aligned with the overall goals and objectives of the PPG program. Clear learning objectives provide a roadmap for teachers to guide instructional planning and delivery. In addition, instructional steps should be organized sequentially and logically, following a coherent instructional design. This may include starting with an introduction or warm-up activity, followed by a presentation of new content, guided practice, independent practice, and assessment or evaluation activities. A well-organized instructional sequence helps students build upon their prior knowledge and scaffold their learning progressively. Appropriate instructional strategies also should incorporate appropriate instructional strategies that align with the learning objectives and students' needs. These may include lectures, discussions, demonstrations, hands-on activities, group work, or technology-based instruction, among others. Instructional strategies should be chosen based on the content being taught, the characteristics of the learners, and the instructional goals.

Furthermore, clear instructions and materials: Instructional steps should provide clear and concise instructions to guide teachers in delivering instruction effectively. This may include detailed lesson plans, teaching scripts, instructional materials, and resources needed for teaching. Clear instructions and materials help teachers stay on track, ensure consistency in instruction, and provide a clear framework for students to follow. Instructional steps should include assessment activities to gauge students' learning progress and provide feedback on their performance. This may include formative assessments, such as quizzes, assignments, or class discussions, as well as summative assessments, such as exams or projects. Assessment and feedback help teachers monitor students' learning and adjust instruction as needed. Instructional steps need also to incorporate strategies to differentiate instruction and meet students' diverse needs. This may include modifying instruction based on student's learning styles, abilities, interests, and backgrounds. Differentiation and individualization of instruction can ensure that all students have equal opportunities to learn and succeed. Therefore, well-designed instructional steps are an important aspect of the PPG program

implementation at FKIP UNIB. They provide a clear and organized framework for teachers to deliver effective instruction to aspiring teachers, aligned with the program's goals and objectives which can contribute to the success of the PPG program by facilitating meaningful learning experiences for students and helping them achieve the desired learning outcomes.

## **PRODUCT**

The complete exam is an overall evaluation of pedagogic theory and knowledge of the topic of study, encompassing essential content, advanced material, and meaningfulness (what, why, how) generated from workshop learning tools and extended on TPACK and HOTS features. The thorough test is designed to assess PPG Study Programme students' preparedness and adequacy of student competency before engaging in PPL (innovative learning practices). Students use lesson plans and learning tools that were prepared during the development stage of learning tools to be studied as material for comprehensive exams. Furthermore, the lecturer tests orally in an online manner which is carried out after peer teaching, UKin Learning and Ukin portfolio, and Knowledge Test (UP). Program participating students PPG In Service passed if 1) Passed all courses: Deepening of pedagogic materials and fields of study, Development of Learning Devices, and PPL. 2) pass UKM-PPG: Performance Test (UKin) and Knowledge Test (UP). Students who pass in-service Teacher professional education obtain a nationally valid Educator Certificate. As is known, the graduation rate for the teaching profession program (PPG) FKIP UNIB in 2022 in the field of English, especially category 1 batch 1, reached 80%. This is an achievement for the PPG FKIP University of Bengkulu program. Furthermore, the PPG study program has also succeeded in national accreditation so this study program is accredited A which starts on August 2, 2022, and until August 2, 2027.

## **Conclusion**


The results of the research related to the evaluation of the implementation of the online PPG program in the field of English studies using the CIPP method are summarized as follows: In terms of context, PPG FKIP UNIB has a good profile, appropriate background, qualified lecturers and diverse student backgrounds from all over Indonesia. Each category was attended by various students from different provinces in Indonesia. In terms of the input aspect, PPG FKIP UNIB is supported by adequate Human Resources. All lecturers involved in becoming teachers for PPG activities meet the government's qualifications, which include identity as evidenced by NIDN ownership, academic positions with a minimum rank of lecturer and more than 10 years of teaching experience, and having an Examiner Registration Number. In terms of educational staff, FKIP UNIB has adequate human resources. As for the tutor teacher who acts as PPL supervisor and Ukin examiner, PPG FKIP UNIB has a tutor teacher who is certified and has an Examiner Registration Number. PPG participants are technically those who satisfy the qualifications for participation and pass the screening stage exam administered by the Indonesian Ministry of Religion. In the process aspect, PPG FKIP UNIB has carried out PPG program activities following the Standard Operating Procedures issued by the Ministry of Research, Technology, and Higher Education. This is evidenced by the well-structured and well-organized implementation of all stages so that starting from the preparation and implementation processes go well. PPG FKIP UNIB directs all actions carried out by teachers and students with specific SOPs during the program implementation stage. This is evident in the activity guide handbook, supporting tools, and well organized activity schedules. (See the Activity Schedule). All well-planned and well-executed procedures in all PPG programs influence the goods produced. Referring to the high passing rate of PPG participants and reaching a passing rate of 80%, particularly category 1 batch 1 in 2022.

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