

Evaluation Of A Professionalism Development Program For Tsanawiah Madrasah Teachers In Langkat District (CIPP Model: Context, Input, Process, And Product)

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ABSTRACT

The purpose of this study was to evaluate the Professionalism Development Program for Madrasah Tsanawiyah Teachers in Langkat Regency (CIPP Model: Context, Input, Process, Product). This research technique is qualitative. Teachers, supervisors, and the head of the Medan BDK became research informants. The data comes from primary and secondary sources. Researcher observation, source triangulation, method triangulation, and researcher triangulation are approaches to ensuring the correctness of data. Observations, interviews, and documentation are all forms of data collection. The conclusion that can be drawn from the results of the study and the findings of the analysis of data on the assessment of the professionalism development program for madrasah tsanawiyah teachers in Langkat Regency (CIPP Model: Context, Input, Process, Product) is that the program is implemented according to plan and goes well and according to plan, implementing learning by forming study groups, then practicing and displaying the results made for widyaswara learning designs to encourage training participants to innovate in the future by utilizing multimedia-based learning media, which will continue to develop along with technological updates in the future.

Keywords: Evaluation, Program, Development of Teacher Professionalism

A. INTRODUCTION

The use of multimedia-based learning media is very useful for madrasah teachers in conveying learning. Multimedia-based learning media are crucial in the teaching and learning process. According to (Arsad , 2014), multimedia learning materials used in the teaching and learning process can inspire and motivate students, increase interest in learning, and even have a psychological impact.

The Ministry of Religion of Langkat Regency collaborated with the Medan BDK to hold training on multimedia-based learning media for madrasa teachers on June 6–11, 2022, at the Langkat Regency Ministry of Religion office as part of an effort to increase the professionalism of madrasa teachers. Teachers are expected to understand and use the knowledge and information gained through this training program to promote successful school management processes and rapid development.

This effort is necessary because, according to previous observations, some teachers still do not use multimedia as a learning aid. The use of straightforward PowerPoint presentations to communicate material to students is the only use of multimedia in routine learning activities. This is based on pre-survey findings that researchers conducted in several MTS schools in Langkat District. Pre-survey findings show that madrasa teachers really need training in multimedia-based learning materials. With the help of this training course, teachers should be able to create interesting learning multimedia.

B. LITERATURE REVIEW

2.1. Program Evaluation

The evaluation of the CIPP model program is generally known and applied by evaluators. The CIPP model describes more than other models; this model relies on the view that the results of learning projects are influenced by different variables, for example, the quality of students and climate, program objectives and the techniques and instruments used to execute the actual program. The assessment of this model is planned to see the presentation of different aspects of the program with certain rules; in the end, an overview and assessment appear about the quality and deficiencies of the program being assessed.

The substance of the assessment is to make choices about educational plans. Broadly speaking, the most common way to describe, obtain, and create data that is useful for deciding on options is to make choices. According to (Farida, 2008), there are three kinds of choices that can be taken as further assessments: These choices are: (1) choices related to learning progress; (2) choices related to people such as teachers and students; and (3) choices related to school authority guidelines. For example, what is meant by an appropriate education system, and what are the guidelines for individual schools?

According to Arikunto (Arikunto, 2014) as a whole, the CIPP Evaluation Model is an assessment model that looks at programs that are assessed as a framework and can be described as

follows: (1) Assessment planning: at this stage, matters relating to the implementation of the assessment refer to several fields, including the individual to be associated with the assessment, the financial plans that are required and must be provided in the implementation of the assessment, compiling the implementation of the assessment, determining the design level of work and obligations, and the time to start compiling the assessment as well as disclosing and submitting the results. (2) In the implementation of the assessment, there are several stages carried out in carrying out the assessment of educational programs in relation to the CIPP model in particular: (a) emphasizing the educational curriculum to be assessed At this stage, the evaluator finds out what will be assessed and what plans will be used; consequently, the pilot project is directed at an instructional organization or a few schools assigned as a pilot project. (b) gathering information. At this stage, the evaluator recognizes the basic sources of data and the instruments used to collect them. After everything is ready, the evaluator collects data. The normal source is parties who are in principle directly related to the learning system, for example, students, educators, school pioneers, organizations, and school boards of trustees. Also, local regional delegates speak to parents and make certain conspicuous calls.

Data is also related to the description of the substance or learning materials, input, especially the preparation and support of information sources, and processes, especially related to the suitability of interactions with materials and contributions, as well as parts of various offices and foundations, as well as products. assessment of educational programs (c) Coordination of Information Data: The evaluators coordinate the data so that many people (in this case, the group of evaluators) can effectively describe and use it. Data disaggregation combines coding, coordination, insertion, and planning for data repetition. (d) Examination of Information Data: At this stage, the evaluator selects and applies adequate data investigation methods. The specific determination used depends on the focus point of the assessment and the assessment instrument used. (e) Reporting of Evaluation Results Information: At this stage, the evaluator decides the most ideal way to report the results of the assessment. At this stage, it is decided whether to use formal or casual techniques. In addition, the final report must contain detailed, measurable information. (f) Reuse of Data Data management and assessment are necessary for the progress of education plans. Even though, judging from the results of the assessment, the education program is sufficient, criticism, changes, and changes to batik are still needed considering the various forces that affect schools in general.

The stages of program evaluation with a subjective methodological framework are: determining the motivation behind the assessment, the time frame for the assessment, and other supporting elements such as openness to the program; Decide on the investigation unit that refers to the people involved in the program (administrators, members, funders, utilization of program results, program supporting components); Define, for example, the type of information to be collected, how to describe the information, and how to close it. The following is a program evaluation procedure using a qualitative approach.

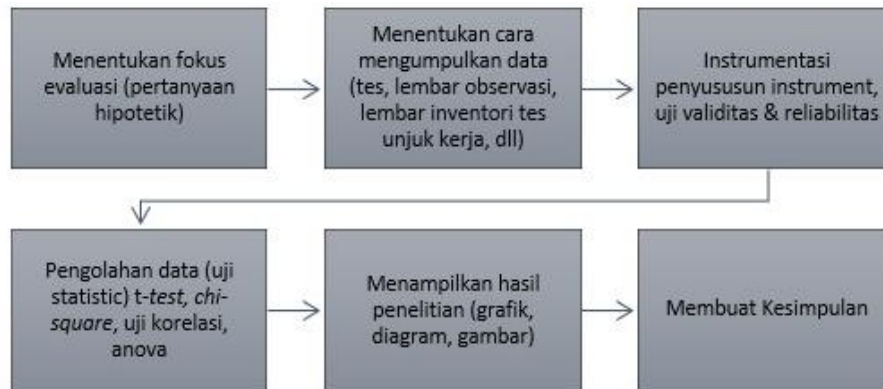


Figure 1. Stages of program evaluation using a qualitative approach

2.2. Teacher Professionalism

Based on Law of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers, Article 10 explains that teacher competence includes pedagogical, personality, social, and professional competencies. Teachers must have skills to organize the implementation of learning, assess learning outcomes, and help students realize their talents and interests. (Mulyasa, 2007), as quoted by the School Speaker Community Group, states that academic skills are the ability of educators to supervise student achievement, which basically includes:

1. Gaining instructive understanding or formation
2. Understanding students
3. Education plan/prospectus of progress
4. Lesson plans
5. Implementation of instructive and dialogical learning
6. Use of learning innovations
7. Assessment of learning outcomes (EHB)
8. Increased students' ability to solve their various possibilities

Improvements must be made to further develop teacher skills, both in terms of mentality and the various technological capabilities that must be mobilized. To make this happen, teachers must have perspectives including: (1) scientific abilities; (2) skills; and (3) an understanding of the purpose. (Syaefudin, 2013) revealed that the quality of certified educators can be used as a prerequisite for obtaining expert teachers: (a) Certified educators are teachers who are truly experts and capable in the field in which they work. To be able to choose to teach according to the conditions of students, teachers need to build relationships and correspondence with them. (b) As educators, we must have the capacity to help students be creative. (c) A capable educator is one who has the right vision, mission, and different imaginative activities. A capable educator has the following characteristics: (1)

has assurance of the student's learning process; (2) dominates the topic from top to bottom and how to present it; (3) is ready to reflect on what he is doing and get from his experience; (4) it is important to study areas in conditions that allow them to continue working on their impressive skills. To be able to achieve skills that impress educators, efforts that can be made are:

1. Increasing Expert Norms (Ability of Individuals and Social Experts)
2. Skills test (both new and old educators).
3. Highlighting the nature of the teacher above the number, even if partly, is needed.
4. Occasional instructor assessment
5. Proficient event turn (in service preparation)
6. Implementation of a set of principles
7. Considering some of the things that ended, the consequences for the teacher include:
 - a. The instructor skills test must be carried out from the start of registration so that certified educators are obtained.
 - b. It is necessary to provide encouragement to qualified instructors with the aim of encouraging them to progress.
 - c. To ensure the nature of schooling, it is important to conduct regular assessments of instructors according to the field of study they rely on.
 - d. According to the suitability of instructional expert administration, instructors need to refresh their insights endlessly.
 - e. The instructor association must resolve the requirements of a governing set of rules in a considerate manner.

So, it is clear that efforts to develop the impressive skills of madrasah educators are not only based on encouragement and free effort from actual instructors but must also be supported by associations or researchers. So there is a combination of efforts and the teaching approach itself, which is regulated and modified efficiently by the relevant parties. No less important is the task of the boss and director, especially in completing concentrated, modified, and consistent scholastic supervision. It is best if all groups take part, so that the extraordinary skills of the madrasah instructors will be more easily recognized in practice.

2.3. Multimedia-based learning media

Learning media functions as a container and channel for information during the learning process, moving from the information provider, in this case the teacher, to the recipient of the information, especially students. In a broader sense, Yusufhadi Miarso defines media as anything that can be used to arouse interest and generate ideas, emotions, and students' motivation to learn. (Manu, 2020).

All fields of learning media function as tools for teaching and educational advancement. Using all of them to live, feel, and develop competence can support the learning process. According to (Choifin, 2017), learning media is a real method for distributing educational information and materials such as books, films, audio recordings, etc. When achieving the intended goal, education can run smoothly. The effectiveness of each learning medium depends on how ready and able teachers and students are to interact and relate to the knowledge they have. (Alwi, 2017). By processing and conveying information and material at that time, the use of learning media during the performance instruction stage will greatly help the continuity of learning. (Hayes, Hardian, & Sumekar 2017).

The use of instructional media must be planned in accordance with the educational plan in order to achieve the learning objectives, and this is based on an assessment, namely producing appropriate learning. Learning media in particular really helps students understand the material. (Nazhiroh, 2021). Multimedia is also a medium that is easily accessible as a result of rapid innovation. (Ningsih, 2021) Multimedia is the presentation of data, messages, or study materials as a collection of various designs, messages, sounds, films, and activities that are combined into one unified whole. (Indriani; 2018). Multimedia is a collection of ideas, talents, sounds, images, activities, and films that can be communicated spontaneously or methodically via a computer. (Tresnawati, 2016) The words "multi," which means many or various, and "media," which means the method of disseminating information, are the roots of the term multimedia. Multimedia really refers to the blending of multiple forms of text, reality, sound, images, and media on a single platform (Ali Mudlofer, 2017).

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C. RESEARCH METHOD

This type of research is called qualitative or descriptive research. As a result, this research process will provide descriptive data in the form of oral or written statements made by individuals and observed behavior. The purpose of this qualitative descriptive research is to identify scenarios or phenomena in their true form. (Sukmadinata, 2007)

The context, input, process, and product (CIPP) assessment model is one that researchers ultimately define. Because the CIPP scoring methodology is more thorough than that currently used, the researchers chose to use it. The researcher will also make the following suggestions after evaluating the CIPP model: 1) The program for developing the professionalism of madrasah Tsanawiyah teachers in Langkat Regency is successful and can be continued. 2) The program for developing the professionalism of madrasah Tsanawiyah teachers in Langkat Regency was continued with improvements. 3) The program for developing the professionalism of madrasah Tsanawiyah teachers in Langkat Regency was stopped. (Sukardi, 2015)

Then, in addition to providing recommendations for the Madrasah Tsanawiyah teacher competency improvement program in Langkat Regency, the CIPP evaluation will also reveal the strengths of the program as well as crucial issues in each program's implementation. The program evaluated in this study is only focused on substantive technical training: multimedia-based learning media training in the work environment of the Ministry of Religion Office of Langkat Regency in 2022, namely on June 6–11, 2022, located in the Hall of the Office of the Ministry of Religion of Langkat Regency.

The subject of this research was finding data from the head of the Medan BDK, supervisors, MGMP administrators, and training participants. The data search starts with the head of the Medan BDK as a key informant, and then the next informant is determined based on the instructions of the Medan BDK head. This research was conducted at the Ministry of Religion of Langkat Regency, Jalan Diponegoro No. 1 Stabat, North Sumatra Province. This research is expected to be carried out in April, that is, after completing the revision of the research proposal on the topic being studied. Several data collection techniques are used, including observation, interview, and documentation. The analytical techniques used in this study were: data condensation; data presentation (data display); and drawing conclusions (conclusion or verification).

D. RESULT AND DISCUSSION

Teachers now choose multimedia-based teaching materials because they are innovative and interesting. In order to introduce the new learning model later in the classroom, an update is required. The results of observations and interviews with researchers revealed that some teachers still need knowledge about multimedia-based learning media, which are still being developed, and not much

training has been given to them. in connection with the application of developing more interesting multimedia-based learning materials, which include animation, video, and audio.

According to the findings of the interview researchers, teachers still use textbooks as their main teaching source, and very few teachers adopt the use of applications in the form of Microsoft PowerPoint teaching material slides. The training materials that are already used may need additional work to make them more visually appealing, as they are still somewhat basic. Teachers have little knowledge and training in using multimedia technologies to increase the attractiveness of educational materials. This is important because one of the components of digital information media needed today is digital learning media (Sitompul, 2022).

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Figure 2. Opening of multimedia-based learning media training



Figure 3. Implementation of multimedia-based learning media training

E. CONCLUSION

From the results of the research and the results of the data analysis that the researchers carried out, in this conclusion, the researcher will convey that the evaluation of the professionalism development program for Madrasah Tsanawiyah teachers in Langkat Regency in substantive technical training on multimedia-based learning media in Langkat Regency is viewed from four dimensions, namely context, input, process, and products. The following is an explanation of each dimension:

1. In the context of the Langkat Regency Madrasah Tsanawiyah teacher professionalism development program in substantive technical training of multimedia-based learning media training in Langkat Regency, it is concluded that: (a) the Langkat Regency Madrasah Tsanawiyah teacher professionalism development program in substantive technical training of multimedia-based learning media training already has an umbrella Laws include PP No. 17 of 2020 concerning career development for ASN teachers who have the same rights and opportunities to participate in competency development, both in the form of education and training, for a minimum of 20 hours of lessons in a year. (b) The education and training organization that manages training activities in implementing the training consists of 4 (four) people, 3 (three) people from the Medan Religious Education and Training Center, and 1 (one) local committee member, namely the Simdiklat Admin from the Office of the Ministry of Religion of Langkat Regency. The committee is in charge of arranging all the needs during the training until compiling the final implementation report.
2. From the input of the professionalism development program for Madrasah Tsanawiyah teachers in Langkat Regency on substantive technical training on multimedia-based learning media training in Langkat Regency, it is concluded that: (a) human resources are competent lecturers in delivering the material being taught; (b) training participants; and (c) facilities and infrastructure consisting of buildings, chairs, tables, infocus, laptops, internet quota, white boards, loudspeakers, and modules.

- (d) funds or budget sourced from APBN DIPA Ministry of Religion, cq. Religious Education and Training Center for North Sumatra Province, Medan Region.
3. In the process of the professionalism development program for Madrasah Tsanawiyah teachers in Langkat Regency in the substantive technical training of multimedia-based learning media training in Langkat Regency, it was concluded that: (a) the program was carried out according to plan, participants who were called to the training then registered in the Simdiklat application, then participants were required to create an account for the ANDALIMAN Application (Medan BDK Training Support Application) to the implementation of the training, which all went well and according to plan, (b) Widyaswara provided material that was very easy to understand and practice in daily learning. (c) Widyaswara masters the method of presenting the material; the methods used are lectures, discussions, studies, questions and answers, and practice. (d) Lecturers use media in presenting their material; the media used are laptops, Infocus, loudspeakers, slides, PPT, Google Forms, Google Sites, and SlideMaster. (e) Implementation of learning by forming study groups and then practicing and displaying the results made for learning designs. Widyaswara encourages training participants to continue to innovate, and in the future, applications and multimedia-based learning media will continue to develop. (f) training participants make Google forms, Chamtasia, slide masters, power points, use Bandi Cam applications, run letters, make learning videos, interactive slides, graphics, and photos.
 4. As the product of the professionalism development program for Madrasah Tsanawiyah teachers in Langkat Regency in substantive technical training for multimedia-based learning media training in Langkat Regency, it was concluded that: (a) the use of the chamtasia and bandi cam applications, namely to record all activities on a desktop computer, can be carried out by the teacher; (b) the use of the slide master application, namely to make power point and presentation themes more interesting and to make it easier for the teacher to deliver material; (c) the use of the Google Form application, namely to make a list of attendees and ask questions for the teacher.

F. SUGESTION

From the results of the research and the results of the data analysis that the researchers conducted, the researchers will submit suggestions regarding the evaluation of the professionalism development program for Madrasah Tsanawiyah teachers in Langkat Regency in substantive technical training on multimedia-based learning media in Langkat Regency in terms of four dimensions, namely context, input, process, and product, as follows:

1. Suggestions and input from the context aspect: ASN teachers have the same rights and opportunities to take part in competency development, both in the form of education and training, for a minimum of 20 hours of lessons in a year. This is stated in Government Regulation Number

17 of 2020 regarding career development. Therefore, BDK Medan should not limit the number of participants who can take part.

2. Suggestions and input from the input aspect: the training facilities must be adequate so that participants feel comfortable, such as the existence of a micro-teaching building and a special training building in Langkat Regency.
3. Based on suggestions and input from the process aspect, the Medan Religious Education and Training Center (BDK) needs to foster the willingness and skills of training participants so they can innovate with new models, media, and methods according to the times and technology.
4. Suggestions and input from the product aspect (products and results): to find out how effectively the training is carried out, the Ministry of Religion needs to recruit new supervisors with qualification standards as mandated in Permendiknas No. 12 of 2007 concerning Standards for School and Madrasa Supervisors, hereinafter functioning subject teacher deliberations (MGMP) as a professional organization that seeks to maximize the professionalism of its members.

G. RECOMMENDATION

From the results of the research and the results of the data analysis that the researchers conducted, the researchers will submit recommendations regarding the evaluation of the professionalism development program for Madrasah Tsanawiyah teachers in Langkat Regency in substantive technical training on multimedia-based learning media in Langkat Regency in terms of four dimensions, namely context, input, process, and product, as follows:

1. Regarding training participants, in terms of context, the Medan BDK should not limit participants who can take part in training to having at least 2 years of teaching experience and having never attended similar training.
2. Regarding facilities and infrastructure in the input aspect, the Medan BDK should be equipped with a microteaching laboratory.
3. Regarding the implementation of the process aspect, BDK Medan and Widyaswara should encourage training participants to continue to innovate; in the future, applications and multimedia-based learning media will continue to develop.
4. Regarding the evaluation of the product aspect, BDK Medan and Widyaswara should have a way to evaluate the alumni participating in the training to find out how effectively the training is carried out so that the training materials can be implemented in madrasahs.

Thus, it can be recommended that the context, input, process, and product aspects of the substantive technical training program for multimedia-based learning media in Langkat Regency in 2022 be continued with improvements.

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