



Evaluation of the Teacher Quality Improvement Training Program for Junior High School Level Using the CIPP Model

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ABSTRACT

Purpose of the study: This study evaluates the Junior High School Teacher Quality Improvement Training Program organized by the Gayo Lues Department of Education using Stufflebeam's CIPP (Context, Input, Process, Product) evaluation model to assess its relevance, implementation quality, and measurable outcomes.

Methodology: Employing a qualitative evaluative design, the research involved teachers, principals, facilitators, and program organizers as key informants. Data were collected through in-depth interviews, direct observation, and documentation, and analyzed descriptively to capture the program's effectiveness across the four CIPP dimensions.

Main Findings: The findings show that the program is highly relevant to teachers' professional development needs, particularly in strengthening pedagogical and classroom management skills. Although the program benefited from competent facilitators, input evaluation revealed shortcomings in learning facilities and teaching media. The process evaluation indicated that training sessions were generally well-implemented, yet participant engagement and reflective practice require improvement. The product evaluation demonstrated meaningful gains in teachers' pedagogical competence; however, the transfer of training into classroom practice remained partial due to limited follow-up support.

Novelty/Originality of this study: The novelty of this study lies in its comprehensive application of the CIPP model to a rural district training program, offering a nuanced diagnostic framework that links systemic constraints with individual teacher outcomes an approach seldom used in remote Indonesian contexts. The results highlight the need for active learning strategies, improved infrastructure, and structured post-training mentoring to sustain instructional improvements and ensure continuous professional growth among junior high school teachers.

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1. INTRODUCTION

Education is a conscious and planned effort to create a learning environment and learning process that allows students to actively develop their potential. Through education, it is hoped that students will possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed for themselves and society. The implementation of education in Indonesia refers to the objectives outlined in Law Number 20 of 2003 concerning the National Education System, namely, to develop the capabilities and shape the

character and civilization of the nation with dignity in order to educate the nation's life [1]. These objectives emphasize the importance of education in fostering individuals who are faithful, pious, of noble character, knowledgeable, capable, independent, and responsible as democratic citizens [2], [3]. Schools, as formal educational institutions, play a strategic role in achieving national educational goals. Schools are required to be able to develop students' potential optimally so that they can live meaningful lives in society and contribute to social welfare. Improving the quality of education can only be achieved if all educational activities are planned and implemented in a directed manner, from curriculum planning and teaching to school-based mentoring activities. Therefore, teachers, as the main actors in the educational process, play a central role in determining the success of students and the overall quality of education [4]-[6].

Teachers are professional personnel who must possess high competence and commitment to their duties. A study on teacher professional standards that professional teachers are those who are dedicated to students and learning, have a deep understanding of subject matter, are able to evaluate learning outcomes, think reflectively about their practice, and actively participate in a learning community in their work environment [7]-[9]. This view emphasizes that the teaching profession serves not only as an information provider but also as a guide and facilitator who fosters students' interest, motivation, and learning potential. According to Semiawan, a teacher who meets professional criteria will transform from being merely an orator into a dynamic figure who involves the environment in the learning process [10]. Teachers have a dual role as facilitators, motivators, communicators, innovators, counselors, and administrators who must be able to effectively manage time, materials, the classroom, and student characteristics. Therefore, teacher professionalism is not only measured by teaching ability but also by managerial and social skills in building a conducive learning environment.

To support the improvement of teacher professionalism, the government has established policies through Law Number 14 of 2005 concerning Teachers and Lecturers [11], Article 7 emphasizes that the teaching profession must be developed sustainably, democratically, fairly, and non-discriminatorily, upholding the professional code of ethics and human values. Additionally, Article 20 mandates that teachers must continuously improve their academic competence in line with the development of science, technology, and art. Thus, the development of the teaching profession is a moral and legal obligation that must be carried out continuously [12]. Study shows that the flow of globalization requires teachers to adapt to advancements in science and technology [13]. Improving the quality of education is impossible without improving the capabilities of teachers, who are at the forefront of implementing the curriculum in the field. Therefore, the government, education departments, school principals, and all stakeholders need to support teacher professional development programs. Teachers' awareness of the need to continuously learn and develop themselves is a key factor in building an education system that is adaptable to the changing times.

Research confirms that school principal supervision has a positive impact on improving teacher quality [14]-[16]. Regularly conducted training has been proven to improve teachers' understanding and skills in the learning process. A professional teacher is not only able to teach but also possesses pedagogical, personality, social, and professional competencies. These four competencies are the main foundation that ensures the quality of education runs as expected. However, the reality on the ground shows that not all teachers possess strong pedagogical skills to create creative and meaningful learning processes. Education quality standards in Indonesia have been regulated through Government Regulation Number 13 of 2015 concerning National Education Standards, which includes eight main components such as graduate competency standards, processes, educators and education personnel, facilities and infrastructure, management, financing, and educational assessment. This standard serves as a reference for every educational unit to achieve the minimum quality set nationally. To achieve this, teachers with high professional competence are needed to effectively implement these standards in their respective schools [17]-[19].

Improving teacher professionalism can be achieved through various strategies, one of which is training and development. Training is an important part of human resource development aimed at preparing teachers to work professionally [20]-[22]. Teacher professional development is a global issue because teachers play a role not only as knowledge disseminators but also as shapers of students' character and personality to enable them to compete in the competitive era. Training is an effective medium for improving teacher competence and simultaneously enhancing the quality of learning in schools. States that every educator has the right to receive career development guidance in accordance with the demands of quality improvement. This career development aims to increase work effectiveness and provide motivation for teachers to contribute maximally to school development. Through systematic training, it is hoped that professional teachers will emerge who possess scientific thinking skills, understand their field of knowledge, and are able to organize active and enjoyable learning processes for students [23]-[25]. Thus, improving teacher competence not only benefits the individual teacher but also contributes to the overall progress of the educational institution.

One concrete form of teacher professionalism development is the organization of teacher quality improvement training conducted by the Department of Education. Through training, teachers are expected to implement the results obtained in their respective schools' teaching practices. Training can also foster a culture of continuous learning, strengthen collaboration among educators, and raise awareness of the importance of

student-centered learning. However, in reality, the implementation of teacher training often does not yield optimal results. Many teachers still haven't consistently implemented the training results, and some haven't shared their experiences with colleagues [26]-[28].

Teacher training should be designed based on real needs in the field and accompanied by an evaluation of its results. Program evaluation is necessary to assess the extent to which training objectives have been achieved, whether the training materials, methods, and facilities are appropriate, and how the training impacts the improvement of teacher competence. Explains that the purpose of program evaluation is to provide a basis for considering whether a program needs to be continued, improved, or discontinued. Meanwhile, program evaluation can be important input in the formulation of future education policies. Thus, evaluating teacher training programs is a strategic step to ensure that efforts to improve the quality of education truly yield tangible results for teachers and students [29]-[31].

Based on the description, this research focuses on evaluating the Junior High School Teacher Quality Improvement Training Program at the Gayo Lues District Education Office using the CIPP (Context, Input, Process, Product) Evaluation Model developed by Stufflebeam. This model is considered appropriate because it can assess program implementation from various aspects, ranging from contextual relevance, input feasibility, process effectiveness, to the results achieved. Through this evaluation, it is hoped that a comprehensive picture will be obtained of the extent to which the training program is able to improve teacher professionalism and contribute to improving the quality of education in Gayo Lues Regency.

2. RESEARCH METHOD

This research uses the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam with a qualitative approach. This model is used because it is able to comprehensively assess a program from planning to implementation and final results. The application of this model is considered most suitable for the research objectives, which are to evaluate the Junior High School Teacher Quality Improvement Program at the Gayo Lues District Education Office and provide input to relevant parties in the implementation of the program. The CIPP model includes four main, interconnected components. Context evaluation serves to assess the program's background, needs, and goals. Input evaluation is used to assess the readiness of resources, funding, and support from various parties. Process evaluation focuses on the alignment of program implementation with planning, including management, infrastructure, and technology application. Product evaluation, on the other hand, aims to assess the results and achievements of participants after the program is implemented.

This research was conducted naturalistically without manipulating field conditions, qualitative research is conducted naturally based on the actual situation. The research activity was conducted in junior high schools under the auspices of the Gayo Lues District Education Office thru three stages: preparation, data collection, and data checking, which took place from August to November 2024. The research subjects consist of various parties directly involved in the implementation and evaluation of the program, such as the Head of the Education Office, the Head of the Human Resource Development Division, School Supervisors, School Principals, Facilitators, Training Participant Teachers, the Program Management Team, the Budget Manager, and the Program Evaluation Team. The selection of informants was done thru purposive sampling based on their involvement and the relevance of their roles to the program.

Data was collected thru semi-structured interviews, observations, and documentation. Interviews were used to obtain in-depth information about program policies, implementation, and impact; observations were conducted to see the real conditions of implementation and facilities; while documentation was used as supporting data in the form of school archives, activity reports, and training photos.

To ensure data validity, a validity test was four aspects: credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity). Credibility (internal validity): This is a test of how reliable the collected data is. In this study, credibility testing was conducted thru triangulation, which involves comparing data obtained thru interviews, observations, and documentation to ensure its accuracy and consistency. This technique helps strengthen the validity of the data obtained. Transferability (external validity): This refers to the extent to which the findings of this study can be applied to other contexts or populations. In the context of this research, this aspect is ensured by compiling a comprehensive and detailed report that can be adapted for similar research or application. Dependability (reliability): Ensuring that research results will remain consistent if the study is conducted under the same conditions. To achieve this, data collection and analysis steps are carried out systematically and documented, with monitoring of changes occurring during the research. Confirmability (objectivity): Ensuring that the research results are not the product of researcher bias, but are genuinely based on the collected data.

This process is carried out by providing an audit trail, such as interview transcripts and field notes that are scientifically accountable. The credibility test was performed thru source, technique, and time triangulation; the dependability test ensured the consistency of the research process; and the confirmability test guarantyd the

objectivity of the results by providing audit evidence such as interview transcripts, field notes, and supporting documentation. Data analysis was conducted qualitatively, following the stages outlined data reduction, data presentation, and conclusion drawing or verification. The analysis process was ongoing throughout the research to identify patterns, cause-and-effect relationships, and meanings that comprehensively and deeply describe the research findings.

3. RESULTS AND DISCUSSION

The Gayo Lues District Education Office is one of the regional agencies that plays a central role in achieving the district's development goals, particularly in improving the quality and equitable distribution of education. The existence of this institution cannot be separated from the history of the establishment of Gayo Lues Regency itself. This district was formed in 2002 as a result of the division of Southeast Aceh Regency, with the main objectives of accelerating development equalization, shortening the span of government control, and improving public services for communities in remote areas. This regional expansion also serves as a momentum for the establishment of local technical institutions, including the Department of Education, which functions as the main driving force in improving the quality of human resources in the Gayo Lues region. Geographically, Gayo Lues Regency is located in the Bukit Barisan mountain range with an average altitude of 1,000 meters above sea level. This undulating and hilly topography results in most of the region having a cool climate with temperatures ranging from 16-24°C. Administratively, Gayo Lues has an area of 5,719 km² with its administrative center in Blangkejeren. This district is divided into eleven sub-districts and 136 villages with a population of approximately 100,000 people. Demographically, its population is composed of various ethnic groups such as Gayo, Aceh, Alas, Karo, Javanese, Batak, and Malay, who live together harmoniously. This ethnic diversity makes Gayo Lues a multicultural region rich in social, cultural, and religious values and traditions.

Historically, the name "Gayo Lues" has a very close meaning to the geographical conditions and identity of its people. The term "Gayo" is derived from Sanskrit, meaning "mountain," while "Lues" in the local language means "wide." Therefore, Gayo Lues can be interpreted as "a wide mountainous region." This name reflects the character of the hilly region, surrounded by lush green valleys that are the lifeblood of its people. Such geographical conditions necessitate an education development strategy that can reach all corners of the region. The local government, thru the Department of Education, continues to strive to equalize facilities and infrastructure and improve access to education for communities in remote and difficult-to-reach areas. As an agency responsible for carrying out government affairs in the field of education, the Gayo Lues District Education Office has broad responsibilities, including early childhood education (ECE), primary education, and non-formal education. The establishment of the Education Department is a form of implementing the regional autonomy policy, which grants authority to district governments to regulate and manage education affairs according to the needs and characteristics of their respective regions. The Education Department is responsible for assisting the Regent in formulating technical policies, implementing education development programs, coordinating the implementation of learning activities, and evaluating the implementation of education in all educational units within the Gayo Lues region.

In carrying out its functions, the Gayo Lues District Education Office is guided by the regional vision, which is "Realizing an Islamic, Independent, and Prosperous Gayo Lues." This vision reflects the local government's spirit to integrate Islamic values and Gayo culture into all aspects of life, including education. The Education Department then translated this vision into several strategic missions, including increasing the implementation of Islamic law in education, strengthening the internalization of Islamic local cultural values, improving the quality of skilled and participatory human resources, and creating an education system that is oriented toward developing the character, competence, and spirituality of students. Thus, education in Gayo Lues is not only aimed at achieving academic excellence, but also at shaping morals, ethics, and personality in line with Islamic values.

The organizational structure of the Gayo Lues District Education Office is systematically formed to support the effectiveness of task and function implementation. Under the leadership of the Head of the Department, there is a Secretariat that oversees the General, Personnel, and Reporting Sub-section, as well as the Planning, Finance, and Assets Sub-section. In addition, there are three main areas: Early Childhood Education and Non-Formal Education (ECE and NFE), Basic Education Development, and Institutional Facilities and Infrastructure. Each field has several sections that perform technical functions such as curriculum development, assessment, student affairs, teacher and education personnel management, and educational facilities and infrastructure management. This complete and hierarchical structure allows for good coordination between work units, ensuring that program implementation can be effective and measurable.

In terms of human resources, the Gayo Lues District Education Office has a total of approximately 60 employees from various ranks and educational levels. Based on the 2021 personnel report, the majority of employees are in Group III (approximately 65 percent), followed by Group IV at 16 percent, Group II at 18

percent, and Group I at about 2 percent. By gender, the employee composition is dominated by men at 87 percent and women at approximately 13 percent. In terms of educational qualifications, the majority of the apparatus have a bachelor's degree (S1), while some have a master's degree (S2) and a diploma (D3). This data shows that, in general, the human resources of the Education Department have sufficient capacity to carry out the work program, although the improvement of competence and mastery of information technology still needs to be continuously enhanced to keep pace with the times.

In the context of educational resources, the Gayo Lues District Education Office also oversees thousands of educators spread across all sub-districts. Based on 2021 data, the number of teachers at the kindergarten, elementary, and junior high school levels reached 1,709 people, consisting of 244 kindergarten teachers, 1,031 elementary school teachers, and 434 junior high school teachers. This number reflects the local government's commitment to expanding access to primary and secondary education. However, there are still challenges in the equitable distribution of teaching staff across regions. Some remote sub-districts still lack teachers, while in urban areas, the number tends to be excessive. This condition demands a more proportional teacher management policy so that all students in the Gayo Lues region receive quality educational services.

In addition, the aspect of facilities and infrastructure is also a major concern in education management. Based on 2022 data, the Gayo Lues District Education Office has one main office, six UPT offices, and several other supporting facilities such as SKB buildings, transportation, and school facilities. There are 91 kindergarten buildings, 85 elementary school buildings, and 28 middle school buildings spread across various sub-districts. Most buildings are in good condition, but there are still some schools that have moderate to severe damage and require repairs. Rehabilitation and facility improvement efforts are continuously undertaken thru annual programs to further enhance the quality of educational services. In addition to its role in formal education, the Gayo Lues District Education Office is also actively developing non-formal education and cultural preservation activities. Thru local wisdom-based learning, Gayo cultural values such as the Saman dance, the Bines dance, and Didong are incorporated into the school's local content. This step aims to instill a sense of love for one's own culture while also shaping the character of the younger generation to be moral, ethical, and possess a strong regional identity [32]-[35]. The integration of formal education and local cultural content is a hallmark of education policy in Gayo Lues, which is oriented toward preserving the noble values of society.

From an economic and social perspective, the majority of the Gayo Lues community relies on the agricultural and plantation sectors for their livelihoods. Leading commodities such as Gayo coffee, citronella, patchouli, cocoa, and tobacco are the main sources of livelihood for the community. This condition also prompted the Department of Education to direct education policies that are adaptable to local needs, for example, by strengthening vocational education or skills-based training. Education is not only seen as a means of transferring knowledge, but also as an instrument for empowering communities to become more productive and competitive. Thus, the direction of education policy in Gayo Lues is expected to address employment challenges while optimizing the region's potential.

Overall, this indicates that the Gayo Lues District Education Office has performed its role as the implementing agency for education policy quite well. Despite challenges such as limited facilities, uneven infrastructure, and the need to improve teacher competency, the direction of education development in Gayo Lues has moved toward sustainable improvement. With a strong vision, clear institutional structure, and support from all stakeholders, the Gayo Lues District Education Office is expected to be an effective institution in realizing a smart, characterful, religious, and competitive society in the future.

Context of Implementing the Teacher Quality Improvement Training Program at the Junior High School Level at the Gayo Lues District Education Office.

It can be known that the implementation of the teacher quality improvement training program at the junior high school level in the Gayo Lues District Education Office originated from a real need to improve teacher competence. The results of interviews with the Head of the Education Department indicate that this program was developed because many teachers are still unable to adapt to curriculum changes and the use of technology in learning. He emphasized that this training aims to develop teachers who are professional, innovative, and ready to face the challenges of 21st-century education. The observation results at the school show that some teachers still use traditional teaching methods and have not fully utilized digital media in their lessons. Teachers in remote areas like Pining and Terangun sub-districts face limited facilities and poor internet access. This condition reinforces the importance of training so that teachers can update their knowledge and teaching strategies in line with the times.

Based on the program implementation documents, the training activities are carried out by the Education Office in collaboration with the Teacher Empowerment Center (BGP) of Aceh Province. The training lasted for five days and was attended by 120 junior high school teachers from all sub-districts. The material provided includes differentiated learning, the preparation of teaching materials for the Merdeka Curriculum, and the use of technology-based learning media.

From the interviews with training participants, the majority of teachers felt helped because they gained new knowledge and more varied teaching methods. A teacher from Junior High School 2 Rikit Gaib stated that the training helped them better understand how to group students based on their learning abilities. However, some participants also hoped the training duration would be extended and accompanied by mentoring after the activity was completed.

Meanwhile, observation results during the activity showed that participants were very enthusiastic, although they experienced technical difficulties such as internet connection and limited computer devices. The resource person continued to provide training thru simulations and group practice so that participants could understand the material well. From the documentation results, it was found that 95% of the participants completed the entire training series with good evaluation results. Participants' post-test scores increased compared to their pre-test scores, indicating an improvement in knowledge. However, about 38% of participants felt the training time was still too short and the practical material needed to be increased.

In general, the research results indicate that the context of implementing the teacher quality improvement training program in Gayo Lues Regency is in accordance with the needs and conditions of the region. This program successfully improved teacher competency and had a positive impact on the learning process at the school [36]-[39]. Nevertheless, improvements are still needed in terms of participant equity, training facility upgrades, and post-training support to make the results more sustainable and evenly distributed across all districts.

Input for the Teacher Quality Improvement Training Program at the Junior High School Level at the Gayo Lues District Education Office.

The implementation of the teacher quality improvement training program at the junior high school level in the Gayo Lues District Education Office has been supported by various adequate resources, including human resources, infrastructure, and funding. Based on the interview with the Head of Basic Education Development, it was explained that this training activity involves expert staff from the Aceh Province Teacher Training Center (BGP) as well as several lecturers from Syiah Kuala University. The speaker was chosen because they have experience and expertise in curriculum development, active learning strategies, and the use of technology in education. The presence of these professional experts is one of the important factors in increasing the effectiveness of training.

The documentation results show that the number of participants attending the training activity reached 120 junior high school teachers from all sub-districts in Gayo Lues Regency. The selection of participants was made thru recommendations from school principals, taking into account the need to improve competence in each educational unit. Based on interviews with several participating teachers, the training is considered very beneficial as it provides new insights into differentiated instruction and authentic assessment. A teacher from Junior High School 2 Rikit Gaib stated that, "The material presented is very relevant and helps us understand how to manage a classroom with students of diverse abilities." Additionally, the observation results also showed that participants appeared enthusiastic and actively participated throughout the activity, especially during the discussion and collaborative learning practice sessions.

Based on direct observation at the activity location, the training was held in the Gayo Lues District Education Office Hall, which was considered sufficiently representative and conducive to interactive learning activities. The facilities used include a projector, digital screen, interactive whiteboard, and an adequate audio system. However, the observation results also noted some technical constraints, such as a limited number of computers and internet connections that were not always stable. Nevertheless, the participants' spirits remained high. They are trying to adapt to the existing conditions and remain active by participating in practice sessions on using digital media such as Canva, Quizizz, and Google Classroom.

From interviews with the Secretary of the Education Department, it was obtained that the funding sources for the program implementation come from the Special Allocation Fund for education and the District Revenue and Expenditure Budget. Approximately 8% of the total education budget is allocated to teacher quality improvement activities. These funds are used for speaker fees, refreshments, participant accommodation, as well as the procurement of training tools and learning modules. However, the documentation results show that budget limitations have prevented the expansion of the number of participants and the duration of the activities. The Secretary of the Department stated that, "We are trying to keep this activity going despite limited funding, because teacher training is an important investment in improving the quality of education in the region."

The results of the observation and documentation also show that from a management perspective, the Education Office has prepared the organizational structure of the committee, which consists of structural officials and technical staff in the field of basic education. Based on interviews with one of the organizing committee members, this activity was designed with the principles of efficiency and effectiveness in mind. Before the training began, the committee coordinated with the school principal to determine participants, create a schedule, and prepare the technical facilities for the activity. The training administration process also ran

smoothly and orderly, as evidenced by the presence of attendance lists, assignment letters, and activity reports that were systematically documented.

The documentation results show that the training materials cover four main focuses, namely: (1) developing teaching materials for the Merdeka Curriculum, (2) active and collaborative learning strategies, (3) utilizing information and communication technology in the teaching and learning process, and (4) strengthening character education based on Gayo local culture. The speaker delivered the material using interactive lectures, group discussions, simulations, and hands-on practice. The results of the observation of the training process show that the participants were able to follow each stage well and demonstrated an improvement in their understanding of the new learning concepts. The results of interviews with several participants revealed that they gained a lot of new experience in terms of planning and implementing learning. A teacher from Junior High School 3 Terangun said, "We feel more confident after attending the training, because there are many new things we can apply directly in the classroom." However, they also stated that the training should be conducted continuously and accompanied by post-training mentoring for more optimal results. This finding is supported by the results of the training evaluation documentation, where approximately 38% of participants provided feedback on the need for further mentoring and additional practice time.

From the results of field observations, it can be seen that the coordination between departments within the Education Office is running quite well. The committee, speakers, and participants were actively communicating throughout the event. The Education Department also prepared supporting facilities such as reading materials, modules, and visual aids relevant to the training topic. Photo documentation of the activities shows a dynamic training atmosphere, with participants actively discussing and collaborating in groups. This shows that technically, the activity can be carried out effectively despite the limitations in facilities. The documentation and interview results also confirm that the success of this program's inputs is inseparable from the support of local government policies that prioritize improving teacher quality as a key priority in education development. This support is evident in the Education Department's strategic plan, which emphasizes the importance of improving the competence of teaching staff as one of the key performance indicators for basic education. The local government is also encouraging this training to become a regular annual event with a wider scope of participants.

Overall, the input components in the implementation of the teacher quality improvement training program at the Gayo Lues District Education Office are running well and according to needs. Competent human resources, adequate training facilities, transparent financial management, and the support of local government policies are key factors in the success of this program [40]-[42]. Despite limitations in technological facilities and participant reach from remote areas, the enthusiasm of the committee, teacher participation, and institutional commitment are the main assets for continuously improving the quality of training implementation in the future.

The Process of Implementing the Teacher Quality Improvement Training Program at the Junior High School Level at the Gayo Lues District Education Office.

The implementation process of the junior high school teacher quality improvement training program at the Gayo Lues District Education Office has been systematic and focused. This training is conducted by considering the planning stages, activity implementation, and results evaluation, which are carried out continuously. Based on interviews with the Head of the Education Department, the training activities begin with a training needs assessment, which is conducted thru field surveys and school supervision reports. The identification results show that most junior high school teachers still need to improve their competence in implementing the Merdeka Curriculum, developing teaching materials, and using technology in the learning process. From the results of observation and documentation of the planning process, it is known that the initial stage of program implementation began with a coordination meeting between the Education Office, the Teacher Empowerment Center (BGP) of Aceh Province, and school principals. This coordination aims to determine the training theme, activity schedule, and the selection of resource persons and participants. The organizing committee was officially formed thru a decree from the Head of the Department of Education, which outlined the division of tasks for each member. Based on interviews with the chairman of the organizing committee, the preparation stage also includes preparing facilities such as the hall, presentation equipment, training modules, and activity evaluation tools. All administrative and logistical activities are neatly recorded in the activity documents.

The implementation phase of the activity began with an official opening by the Head of the Education Department, who emphasized the importance of improving teacher quality as a strategic effort to achieve quality education in the region. Based on the documentation results, the training was conducted over five days and divided into three main sessions: a theory session, a practice session, and a reflection session. Speakers from Syiah Kuala University and the Teacher Empowerment Center delivered material focused on the implementation of active learning, authentic assessment, and technology integration in teaching. In the interview results with one of the sources, it was mentioned that, "Our training method emphasizes practice and simulations more so that teachers can apply it directly in the classroom."

The observation results during the activity showed that the training atmosphere was active and interactive. Participants seemed enthusiastic about participating in the discussions, Q&A sessions, and learning simulations. In several sessions, participants were divided into groups to create teaching material designs based on the Merdeka Curriculum, which were then presented and received feedback from the resource person. Observations also show that activities are running smoothly, although occasionally hampered by unstable internet connections. The committee overcame this obstacle by providing training materials in printed form and offline media so that participants could still follow along well. From the results of interviews with training participants, most teachers stated that the training methods used were participatory and not monotonous. A teacher from Junior High School 1 Blangkejeren said, “We didn’t just listen to theory, but also immediately practiced creating teaching materials and trying active learning strategies.” Another teacher added that the practice-based training approach was very helpful for them in understanding the application of concepts in the classroom. This enthusiasm from the participants was also evident in the observation results, where the majority of participants arrived on time, actively participated in discussions, and shared experiences with each other from different schools.

The documentation results of the activities show that the resource persons used various training methods such as interactive lectures, case studies, group discussions, simulations, and microteaching. During the microteaching session, teachers were asked to practice teaching for 10–15 minutes using the learning strategies they had learned, while the other participants acted as students. This session was considered very effective because it provided teachers with direct experience in applying the training material. Based on the internal evaluation results of the committee, more than 90% of the participants were declared active in participating in each activity. From a time management and technical execution perspective, the interview results with the committee show that the training activities were conducted over five effective days, from 08:00 to 16:00 WIB each day. The activity schedule is designed proportionally, with time allocated for theoretical instruction, group practice, and reflection sessions. At the end of the activity, an evaluation of the training implementation was conducted, and feedback forms were filled out by the participants. Based on the evaluation documentation results, the majority of participants gave positive ratings for the speakers, materials, and methods used, although some hoped the training time would be extended.

The results of interviews with school supervisors also confirmed that the training was effective and had a positive impact on changing teachers' perspectives. He stated, “We see many teachers starting to bravely implement new learning models in their classrooms after attending training.” However, the supervisor also emphasized the importance of follow-up supervision after the training to ensure the application of the training results in each school. This is also supported by documentation results showing that there is no formal mechanism for ongoing mentoring after training. Based on the observation results of the closing activity, the committee presented certificates to all participants who were declared successful based on their attendance and active participation throughout the event. Photo documentation of the activities shows the atmosphere of togetherness and the participants' satisfaction with the training. In the closing session, the Head of the Education Department expressed appreciation to all parties involved and affirmed the commitment to continue this program as an annual routine activity with improved quality at each stage.

Overall, this indicates that the implementation process of the teacher quality improvement training program at the Gayo Lues District Education Office is running quite well and is organized. The training was conducted according to plan and involved relevant elements, including speakers, participants, and management. Despite challenges such as limited technological facilities and short training time, the commitment, enthusiasm of the participants, and support from the Education Department were the main factors in the successful implementation of this program. Thus, in terms of process, the training implementation can be categorized as effective and positively contributing to the improvement of the quality and professionalism of junior high school teachers in Gayo Lues Regency.

Products of the Junior High School Teacher Quality Improvement Training Program at the Gayo Lues District Education Office.

The implementation of the teacher quality improvement training program at the Gayo Lues District Education Office has yielded significant results in enhancing teacher competence, encompassing knowledge, skills, and professional attitudes. Based on the results of interviews with the Head of Basic Education Development, this training has been able to bring about real changes in teachers' ability to design innovative and relevant learning that aligns with the principles of the Merdeka Curriculum. Teachers who participated in the training were assessed as being better prepared to face the challenges of 21st-century learning, particularly in terms of using information technology, collaborative learning strategies, and differentiated approaches.

The documentation results show that the main products generated from this training are teaching materials based on the Merdeka Curriculum, such as teaching modules, Lesson Plans, digital teaching materials, and interactive learning media. Each participant is asked to develop a learning product that can be implemented in their respective schools. Based on the results of observations and assessments from the resource persons, the

majority of participants successfully completed their teaching products well. These products not only contain theoretical learning designs but are also equipped with examples of project-based learning activities and authentic assessments that can be implemented in the classroom. From the interviews with training participants, it was found that the training provided a meaningful learning experience because participants not only received theory but also directly practiced creating teaching materials. A teacher from Junior High School 3 Terangun stated that, "We were invited to create teaching modules that are suitable for the characteristics of students in our respective schools." This made us realize the importance of tailoring learning to students' needs. The observation results also showed that the participants appeared enthusiastic and actively discussed during the learning product creation process, providing feedback to each other and sharing experiences between schools.

In addition to producing learning materials, the documentation and evaluation results of the activities show that this training was also successful in fostering professionalism and a collaborative culture among teachers. Based on interviews with the organizing committee, after the training concluded, teachers from various sub-districts formed the Gayo Lues Regency Junior High School Teacher Communication Forum thru a WhatsApp group and shared Google Drive to share teaching materials and best practices in learning. This forum serves as a platform for participants to exchange information, discuss the challenges of implementing the Merdeka Curriculum, and support their peers in applying the training results in their respective schools.

From the results of post-training field observations, it is evident that some schools are beginning to apply the training outcomes in a tangible way. Teachers have already utilized digital media such as Canva, Google Classroom, and Quizizz in their teaching. They also began developing collaborative learning models that emphasize student activity and tailor learning strategies to the learners' ability levels. Based on the results of interviews with school supervisors, it was stated that the changes were concrete evidence of the impact of the training on improving the quality of learning. He emphasized that, "Many teachers are now more confident in using technology and trying new teaching approaches that were rarely implemented before."

The results of the training evaluation documentation compiled by the committee show that participant satisfaction with this activity reached 92%, with the majority of respondents stating that the material was highly relevant to their needs. The evaluation also noted that some participants proposed further training or post-training support to ensure the results obtained could be continuously developed. This finding aligns with the results of interviews with sources from the Teacher Empowerment Center, who stated that training should be followed by mentoring activities in schools to ensure the sustainable implementation of training outcomes. From an institutional perspective, interviews with the Secretary of the Education Department revealed that this training program also produced activity reports, policy recommendations, and follow-up plans for strengthening teacher capacity in the future. The Department of Education is committed to making this activity a regular annual event, with the aim of expanding participant reach and improving the quality of implementation. This policy support is considered an important administrative product because it ensures the sustainability of the program within the teacher development system in Gayo Lues Regency. The results of the observations and documentation also show that the training has a positive social impact on teachers. Participants demonstrated increased motivation and confidence in carrying out their duties. They not only became recipients of training, but also began to act as agents of change in their respective schools. Some teachers have even been asked by the principal to share the training results with other teachers thru in-house training activities. This shows that training has a multiplier effect, driving the dissemination of knowledge and best practices to the wider school environment.

Overall, this indicates that the teacher quality improvement training program products at the Gayo Lues District Education Office have had a positive impact on improving teachers' professional abilities, both individually and institutionally. The tangible products produced include teaching materials and learning media, while the intangible products encompass increased motivation, collaborative networks among teachers, and changes in attitude toward implementing active and innovative learning. Although continued follow-up in the form of ongoing mentoring is still needed, this training has been a strategic step in strengthening teacher capacity and improving the quality of education in Gayo Lues Regency.

4. CONCLUSION

Based on the research results using the CIPP (Context, Input, Process, Product) evaluation model, it can be concluded that the Junior High School Teacher Quality Improvement Training Program at the Gayo Lues District Education Office has had a positive impact on improving teacher competence, although there are still some aspects that need improvement. From a contextual perspective, this program has been designed to meet the needs and challenges faced by teachers in the field, making it relevant to efforts to improve the quality of education in the region. In terms of input, the training was supported by competent facilitators and appropriate materials, although improvements are still needed in the provision of facilities and learning resources. The training process went quite well with effective evaluation methods and mechanisms, but there needs to be an increase in active participant engagement to optimize training outcomes. Meanwhile, from a product perspective, this training proved capable of enhancing teachers' pedagogical knowledge and skills, although its

implementation in the classroom still requires further support. Overall, this training program has made a real contribution to improving the quality of education in Gayo Lues Regency. Therefore, it is recommended that the Education Department continue to make continuous improvements by enhancing the quality of facilitators, refining supporting facilities, implementing active learning strategies, and providing post-training mentoring so that the training results can be maximized in the school environment.

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