

Evaluation of the Pre-Service Teacher Professional Education Using CIPP Model

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A B S T R A C T

The evaluation of the Professional Teacher Education Program for Social Science subjects at the State University of Padang uses the Context, Input, Process, and Product (CIPP) evaluation model. The context evaluation understands the background, needs, and regulations of the UNP Social Studies PPG. Input evaluation evaluates various aspects of the institution, including the curriculum, facilities, funding, and qualifications of lecturers and students. The process stage analyzes the overall implementation of the program. The product stage evaluates the knowledge, skills, results, and impacts of the PPG Social Studies program. Through interviews and questionnaires, the study method used both qualitative and quantitative methods. This study involved 184 pre-service PPG students in the field of social studies at UNP, recruited for the 2023/2024 academic year using the purposive sample approach. The strategies for analyzing qualitative data include: (1) data collection, (2) data reduction, (3) data presentation, and (4) verification and conclusion drawing. Quantitative descriptive analysis was done with SPSS version 25. The overall outcomes of the study, as determined by the CIPP model, fall within the good category. Students in this program have a good understanding of the educational context and are ready to enter the school environment. The program also ran well and met the set objectives, with adequate support to gradually develop students' teaching skills.



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INTRODUCTION

Improving the quality of education is a crucial issue in Indonesia. This aligns with the nation's vision and mission to educate the nation's life and nurture superior human resources. Amid various efforts made, the quality of teachers is one of the key factors in achieving these goals. Teachers are the most influential aspect in the implementation of education (Tjabolo & Herwin, 2020). The quality of education will systematically depend on

the quality of the teachers themselves (Nurhattati et al., 2020). Qualified teachers play a central role in enhancing the quality of education in Indonesia since they are the main figures who engage directly with students (Ismail et al., 2021; Sari et al., 2023). Qualified teachers not only have a deep understanding of the subject matter but are also able to transfer knowledge effectively and creatively. Having qualified teachers is critical to the education system and practice, as they greatly influence student success and the overall development of student potential (Sudarmono et al., 2021). This has a tight connection to the practice program in the implementation of professional teacher education in Indonesia (Musthofa et al., 2023).

Article 1 paragraph 1 of Law No. 14/2005 on Teachers and Lecturers (UUGD) states that teachers are professional educators with the main tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. Furthermore, Article 8 of the UUGD states that teachers must be in good physical and mental health, have academic qualifications, competencies, educator certificates, and be able to realize national education goals. In accordance with Article 17 paragraph (1) of Law Number 12 of 2012 concerning Higher Education that professional education is a higher level of education that follows undergraduate programs and prepares students for careers needing particular expertise.

Pre-service Teacher Professional Education (PPG) is an educational program that prepares teachers to become high-quality human resources to meet the ideal conditions of teachers in Indonesia, which include aspects of quantity, distribution, qualifications, and competence. PPG Pre-Service aims to produce novice professional teachers who embodied the values of Pancasila, have a commitment in voluntary work, can use digital technology, and produce innovative and creative things. (Mailool et al., 2020) stated that by participating in PPG Pre-Service teachers are equipped with abilities in both hard and soft skills, (Alruqi & Alharbi, 2022; Mena et al., 2023) including the utilization of technology as an approach to enhance the teaching and learning process. Then, (Shvardak et al., 2024) concluded that integrating digital technology effectively improves teachers' professional competence. Adequate teacher qualifications can advance education in the future (Smeplass & Leiufrud, 2022).

Despite the expectation that PPG Pre-Service will enhance teacher quality, the program encounters several challenges. Distortions in implementation, lack of serious evaluation, and participants' focus on certificate acquisition rather than competency improvement are some of the obstacles that need to be overcome (Mustofa et al., 2023). Previous research shows that pre-service PPG has not significantly improved teacher performance and competence (Mustofa et al., 2023; Fazriyah, 2022). This indicates the necessity of conducting comprehensive assessment and implementing ongoing enhancements to guarantee the program successfully attains its objectives. Findings from research (Li, 2024) reveal that teachers face various challenges in developing their competencies, such as difficulty in gaining access to comprehensive training. This indicates that the role of educational institutions is crucial in facilitating and supporting teachers to enhance their competencies.

Based on the problems and challenges from the previous research findings, it is possible that the Pre-Service PPG in Social Studies at the State University of Padang could face similar challenges. Therefore, it is very important to review and evaluate this Pre-Service PPG program with a comprehensive approach. The purpose of this research is to evaluate the Pre-Service Teacher Professional Education (PPG) Program in Social Studies at the State University of Padang (UNP) using the CIPP model. The CIPP model is an evaluation model that has offer distinct advantages compared to other program evaluation models due to its effective and suitable methodologies for evaluating programs (Burke & Hennessy, 2021). The advantages of the CIPP model include providing a theoretical structure that is able to direct the assessment of the overall quality and benefits of the program, as well as identify and correct errors observed in the evaluation process (Tuna & Bas, 2021). This model allows for systematic evaluation by considering various dimensions such as context (environmental factors), input (resources), process (curriculum implementation), and product (outcomes) (Harris et al., 2022) of the UNP Social Studies Pre-Service PPG program. The results of this study are expected to provide useful information for UNP in improving the PPG Pre-Service of Social Studies program to be more effective and have a positive impact on teacher competence.

RESEARCH METHODS

In a study on the evaluation of the UNP Pre-Service PPG of Social Studies, the researcher used a mixed-method approach that combines qualitative and quantitative methods (Irene, 2023). This approach allows researchers to gather a comprehensive understanding of the program by collecting data from various sources and using different data analysis techniques. The researcher carried out the qualitative approach by collecting data through interviews with PPG of Social Studies lecturers. The interview guide served as the research instrument. Then, the quantitative approach was carried out using data collection techniques in the form of Google Forms questionnaires distributed to PPG Pre-service Social Studies students. The combination of qualitative and quantitative methods provides a more complete and nuanced understanding of the Pre-Service Social Studies PPG Study Program. Qualitative data offers a deeper understanding of the viewpoints and personal experiences of PPG social studies lecturers, and quantitative data offers empirical evidence of the program's effectiveness. Qualitative data analysis techniques follow the following steps: (1) data collection; (2) data reduction; (3) data presentation; and (4) verification and conclusion drawing based on skills to simplify and manage data without destroying the complexity and context of the data. The quantitative approach involves conducting validity and reliability tests on questionnaires distributed to UNP Pre-Service PPG of Social Studies participants. Furthermore, quantitative descriptive analysis was carried out to describe the variables, as they were using data in the form of numbers generated from the actual situation (Mohajan & Haradhan, 2021).

This study uses the CIPP (Context, Input, Process, and Product) evaluation model to evaluate the PPG Pre-Office program in Social Studies. Many educational evaluation studies recommend the CIPP evaluation model as an evaluation method. This model provides a systematic analysis of education, allowing educators to review the entire educational decision-making process, including evaluating a comprehensive range of indicators at each stage (Zhao et al., 2024). The CIPP evaluation model focuses on the context of the program, the inputs into the program, the processes in the program, and the products of the program (Irene, 2023). Context analysis helps researchers gain a deeper understanding of the background, objectives, and constraints of the program. In this stage, the focus is on the curriculum, facilities, funding, student qualifications, and lecturer qualifications used in the PPG program. Researchers assess the inputs to determine whether they are adequate and appropriate to achieve the program objectives. In the process stage, it examines the implementation of the program. This stage involved assessing the actual activities and procedures carried out during the program's implementation. The open-ended questionnaire focuses on implementation methods, lecture methods, media, interaction, and assessment. The evaluators evaluate the program's adherence to the plan, taking into account the precision and excellence of its execution. The product stage focuses on knowledge and skills, as well as the program's outcomes and impact. Evaluators assess the program's results in relation to the context stage's goals and objectives.

The study population consisted of 184 students who participated in Pre-Office Teacher Professional Education (PPG) in the Social Studies Study Program wave 1 of the 2023/2024 academic. As for the sample, it was chosen on purpose based on certain factors (Bhardwaj, 2019). This is called purposive sampling. The research instrument is in the form of a Likert scale with an assessment score of 5 (strongly agree), 4 (agree), 3 (neutral), 2 (disagree), and 1 (strongly disagree). A Likert scale is a psychomotor scale used in questionnaires and is one of the techniques that can be used in the evaluation of a program or policy planning to measure the attitudes, opinions, and perceptions of a person or group of people about Social Studies events (Faradila et al., 2020).

The quantitative data obtained is categorized based on the Respondent Achievement Rate (TCR) presented in Table 1 below.

No	Respondent Achievement Level	Category
1	85% - 100%	Very Good
2	66% - 84%	Good
3	51% - 65%	Fair
4	36% - 50%	Not Good
5	0% - 35%	Not Very Good

Table 1. Evaluation Rating Categories

Source: Sugiyono, 2017

RESULTS AND DISCUSSION

Results

The results of this study are presented through two stages. The first stage present the results of interviews with the lecturers of Social Studies PPG UNP, with the aim to get contextual understanding of the PPG Pre-Service of Social Study Program. Then, continued with the presentation focused on the results of distributing

questionnaires to PPG Pre-Service Social Studies students. This was done to obtain a thorough understanding of the data on the success of implementing PPG Pre-Service Social Studies.

Context Evaluation

The results of interviews with the Social Studies PPG lecturers said that the Social Studies PPG Program at UNP has high needs and is relevant to the current level of teacher needs. This is evidenced by the basis of competency development that is adjusted to the latest curriculum and user needs. However, the policy of admitting students with non-education needs to be reconsidered. The reason is that education graduates are better prepared to become teachers, and PPG no longer talks about educational material from undergraduate schools. This poses a risk for non-education students. Although Social Studies PPG students are treated the same in education and non-education, their study period is the same. The social studies PPG program requires collaboration with other institutions, including public and private schools, to enhance its effectiveness. This can be done through cooperation agreements with schools and involving schools as a place for students to practice teaching. Schools can also provide assistants for students in PL schools (as student teachers) to help them in the learning process.

Utilizing technology and educational innovation is a great opportunity to enhance the effectiveness of the PPG of Social Studies program. This institution has used the Learning Management System platform from the Ministry of Education and Culture, with complete features that support learning and assessment media. Infrastructure conditions and resources at this institution are very adequate and support the smooth implementation of the Social Studies PPG program. This is undoubtedly an important factor for the program's success. Institutional regulations and policies strongly support the implementation of Social Studies PPG program. In other words, this institution's policies and regulations handle the vertical of Social Studies PPG program implementation regulation. So there are no conflicting rules and this support is very helpful for teachers in carrying out their professionalism.

The evaluation of the overall context of Social Studies PPG implementation, including the needs, opportunities, conditions, and rules of the program at this institution has a high need and a great opportunity to develop. Adequate infrastructure and resources, as well as supportive institutional regulations and policies, are important factors for the smooth implementation of the program. However, the policy of admitting students from non-education needs to be reconsidered to increase the effectiveness of the program. To achieve the objectives of the Social Studies PPG program, we must optimize the use of technology, educational innovation, and collaboration with other institutions.

Input Evaluation

Interviews with the Social Studies PPG lecturers revealed that the Ministry of Education and Culture developed the PPG IPS Program Curriculum, taking user needs into account. One of the main challenges in implementing the PPG Social Studies Program is the diversity of student characteristics. This can affect classroom learning styles. To overcome this challenge, lecturers need to apply flexible and innovative learning strategies and be able to adapt to the individual learning needs of each student. UNP Social Studies PPG Program lecturers are ready to face the latest curriculum changes and learning approaches. The culture of UNP fosters openness to change and consistently promotes the professional growth of lecturers, urging them to stay updated with the newest advancements in education and social science.

The UNP Social Studies PPG program integrates theory and practice directly through field practice activities in schools. Students have the opportunity to apply the theory learned in the classroom in a real learning situation. UNP provides a variety of complete facilities to support the learning process of the Social Studies PPG Program, including wifi connection, computer lab, microteaching lab, geography lab, and history lab. The management of the social studies PPG program funding follows the rules set by the Ministry of Finance. This aims to ensure that program funds are used in an accountable and transparent manner. This endeavors to guarantee the responsible and transparent utilization of program funds. The admission criteria for PPG Social Studies students must meet two main criteria: passing the administrative requirements and passing the selection test.

The selection of lecturers for the PPG Social Studies Program are based on their qualifications and experience in the fields of social science and education. Moreover, their placement is done by considering their expertise and areas of specialization, so as to ensure that each course is taught by competent and experienced lecturers. UNP develops the professionalism of Social Studies PPG lecturers through various training and development programs. Lecturers who teach in the Social Studies PPG program must at least have a minimum of Master's degree in Education, the majority of them have doctorate degree, supervision is mainly done through teaching attendance and assessment of PPG students.

Evaluation of inputs that include curriculum components, facilities, funding, student qualifications, and qualifications of lecturers of Social Studies PPG UNP program that the curriculum is relevant and integrated with practice. Adequate facilities and professional lecturers support the learning process. Program funding is well-managed and sustainable. Rigorous student admission criteria and lecturer selection ensure program quality. However, the learning process faces challenges due to the diversity of student characteristics. We need to continuously improve the professional development of lecturers to support curriculum changes and the latest learning approaches.

Process Evaluation

Based on the results of interviews with the Social Studies PPG lecturers, the teaching methods at Social Studies PPG UNP are relevant to the context of learning in schools, especially for the independent curriculum, which focuses on developing critical thinking and problem-solving. Lecturers use methods based on critical thinking and problem-solving through case studies and the development of question items that are aligned with the case. Diagnostic assessments map students' learning styles, using this data to vary media and teaching styles. The lecture structure was designed to encourage student participation through case-based learning, peer tutoring, and discussion. The type of learning media is selected based on the initial assessment that maps students' needs and learning styles. The effectiveness of learning media is measured through the achievement of learning objectives and evaluation results.

Socialization and evaluation meetings facilitate interaction between lecturers, students, and program managers. Lecture evaluation meetings strengthen the collaboration between lecturers, students, and program managers. The Ministry of Education and Culture's LMS platform conducts assessments in a structured and sustainable manner. The assessment method ensures that understanding of concepts, skills, and attitudes relevant to social studies subjects is measured. In conclusion, the process aspect of UNP's PPG of Social Studies program uses relevant teaching methods, integrates learning content with social and cultural contexts, and encourages interaction and collaboration. Assessment is structured and continuous to measure student learning achievement.

Product Evaluation

The results of interviews with UNP Social Studies PPG lecturers said that the UNP Social Studies PPG program is designed with a structured learning structure and clear core components. Hence, the students will gain an understanding of the philosophy of Indonesian education, learner characteristics, teaching and assessment principles, social and emotional intelligence, actual issues in social studies education, leadership, and teaching practices in schools. UNP PPG of Social Studies lecturers have extensive knowledge and skills in social studies education. They keep their knowledge up to date by keeping abreast of the latest research, participating in conferences and seminars, reading scientific journals and articles, and collaborating with other social studies education experts. Lecturers also have extensive experience in designing and delivering effective training and teaching materials, especially in the context of social studies learning. Their intention is to integrate technology into their teaching to enrich learners' learning experiences. Thus, UNP PPG of Social Studies lecturers are able to provide high-quality learning that is relevant to the needs of students in the digital era.

After conducting interviews with the Social Studies PPG lecturers, the researchers distributed questionnaires to PPG Pre-Service students in the first batch of the 2023/2024 academic year.

Respondent Characteristics

Researchers have distributed the first wave research instruments to Pre-Service Teacher Professional Education (PPG) students in the field of Social Studies (IPS) at the State University of Padang in 2024. The information regarding the characteristics of the participants in the study is provided in Table 2 below.

Table 2: Research Respondents

Description	Amount	Percentage
Gender		
Male	44	23.91%
Female	140	76.08%
Age		
20 – 25 years	31	16.84%
26 – 30 years	146	79.34%
31 – 35 years	6	3.26%
>36 years	1	0.54%
Educational Background		
Education	167	90.76%
Non-Education	17	9.23%
Reasons for Participating in Pre-Service PPG		
Getting teacher certification	88	47.82%
Career development	16	8.69%
Pursue a career as a professional teacher	26	14.13%
Enhance competence as a teacher	29	15.76%
Following curriculum changes	6	3.26%
Increasing credibility and motivation	11	5.97%
Following parents; advice	1	0.54%
Making it easier to get a job: become an ASN and PPPK	7	3.80%

Source: Data Processed (2024)

Based on Table 2 above, it can be concluded that the research respondents were dominated by the female gender (76.08% or as many as 140 people), and the smallest were male respondents (23.91% or as many as 44 people). Furthermore, the age is dominated by the generation aged 26 to 30 years (146 people or 79.34%), followed by the generation aged 20 to 25 years (31 people or 16.84%), then the generation aged 31 to 35 years (6 people or 3.26%) and the fourth position is over 36 years old (1 person or 0.54%). Then the respondent's educational background is dominated by the respondent who has education background. Then for the educational background of the respondents is dominated from education as many as 167 people or 90.76% and the smallest is non-education respondents are as many as 17 people or 9.23%. Lastly, the motivations for participating in the Pre-Service PPG were diverse, but the main factor was teacher certification, which accounted for 88 people or 47.82%. This was followed by 29 individuals (15.76%) who wanted to enhance their teacher competence, 26 individuals (14.13%) who aspired to become professional teachers, 16 individuals (8.69%) who ran for career development, 11 individuals (5.97%) who wanted to enhance their credibility and motivation, 7 individuals (3.80%) who targeted to simplify the job application process and become an ASN and PPPK, 6 individuals (3.26%) who were motivated by curriculum changes, and 1 individual (0.54%) who followed parental advice.

Descriptive Analysis

The results of quantitative data processing are carried out to determine the Respondent Achievement Rate (TCR) of each model. The results of TCR respondents from each model were processed using SPSS Version 25. The following is a descriptive analysis of the categorization of questionnaire answers.

Table 3. TCR Results of the Context Evaluation Model

Indicator	Total Score	Mean	TCR	Category
Understanding Background	684	3,72	74,34	Good
Understanding School Conditions	754	4,10	81,95	Good
Ability to Select and Design Learning Media	765	4,16	83,15	Good
Understanding Student Diversity	765	4,16	83,15	Good
Understanding the Educational Context	761	4,14	82,71	Good
Understanding Student Characteristics	757	4,14	82,28	Good
Average		4,07	81,26	Good

Source: Data Processed (2024)

The findings of the data analysis indicate that all six indicator items included in the context evaluation model, as assessed by 184 respondents using the Respondent Achievement Rate (TCR), fall within the "good" category. Items 3 and 4 achieved the highest TCR score of 83.15, followed by items 5, 6, and 2. Item 1 achieved the lowest TCR score of 74.34.

The results of the Respondent Achievement Rate (TCR) on the input evaluation model are presented in table 4.

Table 4. TCR Results Input Evaluation Model

Indicator	Total Score	Mean	TCR	Category
Understanding the Concepts of Inclusion, Diversity and Justice in Education	664	3,61	72,17	Good
Dynamic Curriculum	738	4,01	80,21	Good
Resource Availability	736	4,00	80	Good
Availability of Facilities and Infrastructure	732	3,98	79,56	Good
Quality of Teaching Staff	715	3,89	77,71	Good
Teaching Skills and Experience	756	4,11	82,17	Good
Academic Qualifications	765	4,16	83,15	Good
Analytical Capabilities	747	4,06	81,19	Good
Average		3,97	79,52	Good

Source: Data Processed (2024)

Based on the analysis of the Respondent Achievement Rate (TCR) data on the input evaluation model for 8 indicator items selected by 184 respondents, indicate that all items are in the good category, with the highest level in items 7, 6, 8, 2, 3, 4, 5, and the lowest in item 1.

Table 5. TCR Results Process Evaluation Model

Indicator	Total Score	Mean	TCR	Category
Learning Planning Development	754	4,10	81,95	Good
Collaboration	753	4,09	81,84	Good
Classroom Teaching Ability	756	4,11	82,17	Good
Feedback	766	4,16	83,26	Good
Reflection	774	4,21	84,13	Good
Application of Theory in Learning	760	4,13	82,60	Good
Participation	755	4,10	82,06	Good
Average		4,12	82,57	Good

Source: Data Processed (2024)

Based on data analysis of Respondents' Achievement Level (TCR) on the process evaluation model from 7 indicator items selected by 184 respondents, it can be concluded that all items fall into the good category, with a total TCR average of 82.57.

The results of the Respondent Achievement Rate (TCR) on the product evaluation model are presented in Table 6 below.

Table 6. TCR Results of Product Evaluation Model

Indicator	Total Score	Mean	TCR	Category
Ability to Design Learning Media	736	4	80	Good
Understanding Student Needs	751	4,08	81,63	Good
Self-confident	753	4,09	81,84	Good
Skills in Creating Learning Media	757	4,11	82,28	Good
Understanding Learning Approaches	761	4,14	82,71	Good
Understanding the Situation in the Class	751	4,08	81,63	Good
Social and Communication Skills	753	4,09	81,84	Good
Developing Learning Strategies	759	4,13	82,5	Good
Knowledge and Skills of Professional Teachers	769	4,18	83,58	Good
Average		4,1	82,00	Good

Source: Data Processed (2024)

Based on data analysis of the Respondent Achievement Rate (TCR) on the product evaluation model of 9 indicator items selected by 184 respondents, it can be concluded that all items fall into the good category, namely with an overall TCR average of 82.00.

The results of the evaluation model components consisting of context, input, process, and product show that the implementation of the Pre-service PPG program in the field of social studies UNP is classified as good. The findings of this study can be elaborated upon in the subsequent discussion.

Discussion

Educational program evaluation is a procedure that aims to determine the quality and value of an educational program or process, with the main objective of making a value judgment about the implemented program. An evaluation is valid when conducted based on a clear and comprehensive index. The context, input, process, and product (CIPP) evaluation model is a management-based evaluation model that enables to evaluate program during and after implementation in the four dimensions of context, input, process, and output (Bilan et al., 2021).

This study aims to evaluate the UNP Social Studies Pre-Service PPG program in the first wave of the 2023/2024 academic year according to the CIPP model. Qualitative interviews with lecturers were conducted first to gain a contextual understanding of the Pre-Service PPG Social Studies Program. Interviews with social studies PPG lecturers on the context aspect revealed, based on their responses, that the UNP social studies PPG's context analysis indicated a significant need and development opportunity. This is evidenced by the high demand for qualified social studies teachers and high public interest in the social studies PPG program. UNP has adequate infrastructure and resources to support the implementation of the Social Studies PPG program. In addition, the Social Studies PPG curriculum according to national standards is designed to meet the needs and competencies required of professional social studies teachers.

The findings of (Riyad et al., 2020) state that the context component of the program was found to be good, which indicates that the program environment and objective conditions have been well analyzed. As supported by (Romijn et al., 2021) that it is important to prepare the PPG program in terms of context aspects in order to provide adequate preparation for prospective teachers in facing the reality of a diverse school environment. While PPG of Social Studies UNP has many beneficial aspects, there are still certain issues that require reconsideration, particularly with regards to the policy of admitting non-education students. Accepting students from non-educational backgrounds might open up opportunities for experts from other sectors to contribute to

the world of education. Nevertheless, additional research is required to assess their preparedness and proficiency in the domain of social studies education, as well as the influence it has on the overall efficacy of the program.

When the quantitative data on the context aspect was analyzed, it was concluded that all components fell into the good category with an average score of 81.26%. This context evaluation model shows that in general, UNP social studies pre-service PPG students have a good understanding of the educational context and readiness to face the school environment. (Salehi et al., 2021) asserts that this evaluation stage can help make better decisions about designing and setting program goals.

In the input aspect, lecturers stated that the Social Studies of PPG UNP curriculum was considered relevant and integrated with practice. Adequate facilities and professional lecturers support the learning process. The program has sufficient resources to support teaching and learning activities and program development. Students accepted into the program are those who have the potential and good ability to become qualified social studies teachers. The study conducted by K.C. and Baral (2023) reported that PPG is implemented by providing lessons and practices so that students achieve high levels of competence as expected in the curriculum. (Sari et al., 2023; Rengkuan et al., 2024) stated that the PPG program can run well and effectively if all its components can be fulfilled and implemented properly. Nevertheless, the wide range of student characteristics poses a challenge during the learning process. This can make it difficult for lecturers to adjust learning materials and methods to the needs of all students.

Based on the quantitative analysis of student responses related to input aspects, it can be concluded that all components fall into the good category, precisely at 79.52%. PPG Social Studies students have adequate academic qualifications and high motivation to learn and develop as professional teachers. The ability of students to analyze, understand, and apply concepts in the field of social science is very important for their success in this program. However, curriculum development must be enhanced to be more responsive to the needs of the teaching profession and important aspects such as inclusion, diversity, and equity in education.

In terms of process aspects, the lecturers of Social Studies PPG conduct the teaching process using relevant teaching methods, integrating learning content with social and cultural contexts, and encouraging interaction and collaboration. Assessment is carried out in a structured and sustainable manner to measure student learning achievement. The implication shows that the application of effective teaching methods in Social Studies PPG of UNP is positive. This is following the findings in Basaran et al., (2021) on the implementation of PPG lecturers strive to provide sufficient and adequate learning and training to students. This indicates that the lecturers stated that they have implemented learning methods according to their needs.

From the quantitative approach, it is concluded that the process aspect in the Pre-Service PPG program in Social Studies at UNP is classified in the good category as indicated in the overall average score of 82.57. This indicates that the social studies PPG program at UNP provides adequate support for the development of student teaching skills gradually. Students are provided many opportunities to apply the theoretical knowledge acquired in school through practical field experience. This helps students develop their teaching skills directly and prepares them for the challenges they will face in their careers as teachers.

Regarding the product aspect, from interviews with social studies PPG lecturers, it is concluded that UNP social studies PPG lecturers can provide quality learning that is relevant to the needs of students in the digital era. The Social Studies PPG program meets the needs of pre-service PPG students adequately and has a positive effect on student development. In the findings (Vali, 2021), it can be seen that in the product dimension of the CIPP model, continuous evaluation is a requirement for program development. This involves evaluating to identify program development requirements based on the CIPP model. It entails regularly evaluating and monitoring the program's development to verify its effectiveness in addressing the requirements of the target population.

From the quantitative data, the results of the answers of PPG social studies students concluded that all components fall into the good category, with an overall score of 82.00. The results of the Social Studies PPG program reflect sufficient preparation to become an effective and qualified teacher. This shows that the PPG program has been successful in preparing students to become teachers who are ready to teach with good quality.

CONCLUSION

Based on the results and discussion of the evaluation of the Pre-Service Teacher Professional Education (PPG) Social Studies Program using the CIPP model described above, several conclusions can be drawn. From the context aspect, the evaluation of the UNP Social Studies Pre-Service PPG program shows a good understanding of the students' educational context and readiness to face the school environment. From the input aspect, the evaluation of the UNP Pre-Service Social Studies PPG program is in the good category, meaning that the elements that are input in the implementation of the program can be implemented and achieve the stated objectives. From the process aspect, the Pre-Service PPG program in the field of social studies at UNP is in the good category that they can provide adequate support in the development of student teaching skills gradually. From the product aspect, it can be concluded that the PPG Pre-Service Social Studies program at UNP has been successful because it is in the good category. Overall, the results of the evaluation of the PPG Pre-Service Social Studies Program at the State University of Padang are in the good category.

The following are some possible suggestions: 1) In terms of the context aspect, students need to improve their understanding of the background, objectives, curriculum, and educational activities of PPG before enrolling in the program. 2) From the input aspect, various areas require additional focus, including the development of a more adaptable curriculum, the provision of optimal resources, and the acquisition of sufficient funds. 3) From the process and product aspects, since the evaluation results show that all items are well measured and with high scores, it is hoped that the program can be maintained and improved to increase the benefits for prospective professional teachers.

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