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The online evaluation of the teacher certification program using the CIPP model

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ABSTRACT

The Teacher Certification Program (PPG) is a government initiative to enhance teachers' competency and standardization in Indonesia. Program organizers are Teacher Training Institutions (LPTKs) that have met specified requirements regarding preparation, human resources, infrastructure, and supporting policies. Evaluation of the PPG Program is crucial, especially for recently implemented programs by LPTKs. Evaluation of the PPG Program in this study was carried out using the CIPP Model, an evaluation model in terms of Context, Input, Process, and Product. The evaluation was carried out using a qualitative descriptive approach using observation, documentation, interviews, and survey instruments. The PPG program focused on 204 students, 28 lecturers and 38 teachers over 94 days. The evaluation results show that the PPG Program implemented for the subjects received a good and excellent rating, with a context assessment directly proportional to the process and product, both of which are excellent. The input assessment is deemed satisfactory, leading to favorable outcomes despite the weakness in the student-to-human-resources ratio. These results indicate that the program was executed well, meeting content and process aspects, leading to an excellent product. Simultaneously, the input, characterized by an imbalanced ratio of students to human resources, does not pose a hindrance if implementation control is executed effectively.

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INTRODUCTION

Education is one of the absolute necessities for civilization and human's wellbeing. Despite rapid technological advancements, education remains a dynamic process that adapts to the ongoing digitalization trend. Digital transformation offers great potential for change in the education and schooling system (Timotheou et al, 2023). In this context, education serves as a mediator for acquiring and honing technological literacy, enabling its application in the current complexities of daily life. It underscores the pivotal role of education in enhancing quality and sustaining a progressive system (Syukri et al., 2019). Educational components are not exempt from the imperative for actors to continually enhance their competence and self-quality to align with the evolving landscape.

The teacher is one of the most critical context and input elements in education. The teacher serves as the orchestrator of the learning environment, taking on roles such as planner, implementer, and evaluator of the teaching and learning process in the classroom. Achieving these roles effectively requires professional competence, emphasizing the cyclical nature of the teaching process (Zein, 2016). However, the actual quality of teachers often falls short of the desired standards. Many teachers are perceived as lagging in keeping pace with technological advancements and reluctant to embrace innovation in their teaching methods (Fanreza, 2018).

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In addition, teachers' low interest in reading is a barrier to making meaningful changes in the teaching and learning process (Veirissa, 2021). Despite proposed solutions such as performance monitoring, cluster formation, scholarships, and teacher mobilization programs, motivating teachers to actively participate in competency programs remains challenging (Nugroho et al., 2022).

A prevalent paradigm suggests that the learning process concludes upon completing formal education and assuming the role of a teacher. This perspective implies that a teacher's duties are confined to fulfilling a divine calling (Wahyuni, 2016). Even judging from the development of digitalization and technology, learning should be an ongoing, perpetual process, even for teachers. Numerous advancements continue to parallel the progression of time, necessitating continuous professional development. Stimuli to foster teacher expertise depend on the attention of the teacher's human resources developers associated with the government or professional institutions (Li et al., 2023). These entities play a crucial role in refreshing, selecting, and cultivating professional competence among teachers who have fulfilled their teaching responsibilities over a specific period. The Teacher Certification Program (Pendidikan Profesi Guru or known as PPG) is a new alternative orientation initiated by the government, providing teachers with opportunities to update their knowledge and competence.

The Teacher Certification Program (PPG) is a government program in for teachers to produce qualified teachers with professional competencies, such as pedagogic, personality, social and professional following statutory provisions. In PPG, teachers are trained in the latest competencies needed in education, following the development of generations (Aljilji, Kurejsepi, 2023). Today's students adopt high quality knowledge as a result of technological developments, so teachers and schools cannot survive in the traditional allowance system. It is the competence of forward-thinking teachers who can become future innovating education. Competence is a pivotal element in the educational process, reflecting the extent to which an individual has mastered their field and can apply it in their performance (Suranto, 2012). Within the PPG program, teachers undergo a transformative process, enhancing their ability to select and master teaching materials and plan, develop, and implement productive teaching and learning processes in line with teacher professional competency standards (Zulfitri et al., 2019). This program output is certified teachers according to the standards set by the Ministry of Education and Culture of the Republic of Indonesia. However, to ensure that all elements meet the standards, it is necessary to conduct periodic tests for teachers to measure their competence. In the context of evaluation and assessment, it is imperative to administer appropriate treatment before measuring outcomes (Malawi & Maruti, 2016). This involves implementing training programs that offer treatment alongside refreshments and scientific updates, preparing teachers for assessments that measure the quality of their knowledge across various fields and achievements in each region.

Evaluating educational programs involves a systematic process of seeking information, making decisions based on analytical results, and addressing values, objectives, benefits, effectiveness, and alignment with predetermined criteria and objectives. Programs designed to influence behavior, such as those targeting teachers, can profoundly bridge the gap between theory and practice when learning is integrated into practical experiences; consequently, evaluating the correctness and effectiveness of such programs becomes crucial (Zhao et al, 2023). In educational organizations, evaluation is the same as implementing supervision, namely reviewing efforts to collect specific data to measure the success of implementing a program and provide suggestions and input for improvements (Bahri et al., 2022). Routine evaluations by educational institutions are vital to determining the feasibility of continuing, revising, or terminating implemented programs (Munthe, 2015). This also has a good impact on the institution to gain the trust and integrity of the community for a measure of the professionalism of implementing a program.

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Educational evaluation serves as a mechanism for assessing the education system to scrutinize the educational process undertaken at a specific time (Mahmudi, 2011). The evaluation of an education program is a study crafted, executed, and reported to offer insights, formulate policies, or determine steps for program enhancement. Evaluation, conducted systematically, in detail, and through rigorously tested procedures (Purnomo et al., 2022). This cycle needs to be carried out to assess the effectiveness of activity implementation, starting from preparation, and implementation, to producing outputs for measuring success. Evaluation of educational programs can be done using various models, one of which is Context, Input, Process, and Product (CIPP) model. CIPP is an evaluation model developed by Stufflebeam and Shinkfield, carried out in a comprehensive, systematic, and sustainable manner by collecting, analyzing, and interpreting various data or information about program activities and characteristics to determine the level of implementation (Djuanda, 2020). There are four stages to evaluate the program through the CIPP model.

First is the context evaluation, which involves assessing the situation (Jaya & Ndeot, 2019). The focus of the context evaluation study includes human resources, availability of supporting facilities, budget allocations, and implementation procedures. The purpose of this context evaluation is to find out the strengths and weaknesses of the implementation in making decisions related to program achievements. Second is the input evaluation, encompassing training subjects, module procurement, and their implementation in the program (Turmuzi et al., 2022). Various aspects of program implementation, such as material deepening, independent assignments, good practices, and reflection, are considered to observe the stimulus and response arising from the input to the program. Third is process evaluation, oriented toward the sustainability of program activities conducted following the guidelines for plans and objectives (Muyana, 2017). Process evaluation looks at program stimulus and response, interaction, independent assignment, initiative, communication, and other matters related to the process. Fourth is product evaluation, measuring the expected abilities after participating in the program (Hasanudin et al., 2021). The final input, graduation, achievement, and output results constitute the product in question. All stages of the CIPP evaluation are executed to assess the program comprehensively.

Based on this background, this study aims to evaluate the Teacher Certification Program (PPG) conducted by a private university in Aceh, namely Bina Bangsa Getsempena University. The results of this evaluation seek to understand the readiness for implementation, the process of implementing the program, and the graduation rate as a product of the program. This assessment forms a crucial part of the achievements in the readiness for implementing the program and accomplishing the goal of producing professional teachers as envisioned by the government.

RESEARCH METHOD

This study aims to evaluate the Teacher Certification Program (PPG) using the CIPP Model, employing descriptive qualitative approach through observation, documentation, interviews and survey. Observation and documentation instruments were videos and reports on program preparation, implementation, and evaluation from the organizers, namely the PPG management unit, while interviews and surveys covered questions about program implementation, processes, and results taken from respondents, namely PPG students and lecturers. The in-depth investigation aims to evaluate the program and measure the success of achieving teacher competencies (Dalimunthe & Suranto, 2022). The ultimate goal of this evaluation is to examine the implementation of the online PPG Program by identifying data, facts, processes, and results from implementing the program on the subject.

The subjects in this evaluation were the PPG Program at Bina Bangsa University Getsempena (UBBG) in Category 2 in 2022, consisting the following major: Mathematics

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Education (33 participants), Indonesian Education (35 participants), English Education (35 participants), Physical Education (66 participants), and Early Childhood Education (35 participants). This activity was carried out from 25 August to 22 December 2022. UBBG was chosen to evaluate the program's implementation because UBBG, as an LPTK, had just been granted a permit to implement the PPG program in 2021. These conditions made researchers use PPG Program at UBBG as the research subject to analyze and evaluate the implementation of this program, especially at the beginning of the implementation permit. This study investigated whether the program run according to the standards set by the Ministry of Education and Culture of the Republic of Indonesia.

Evaluation of the PPG Program, online at UBBG, was carried out in four CIPP stages: (1) Context consisting of UBBG qualifications in terms of human resources, school partnerships, and program provisioning and funding, (2) Input consisting of modules, students, and learning facilities, namely the Learning Management System (LMS), (3) Process consisting of from program activities in deepening the material, preparing action plans, implementing action plans, to reflection, as well as discussion forums to see the ease and difficulties of students in implementing the program, (4) Products in the form of program results seen in performance tests and Knowledge Tests in Student Competency Tests PPG (UKMPPG). The data analysis technique follows these steps: (1) data collection, (2) data reduction, (3) data presentation, and (4) verification and drawing conclusions based on skills to simplify and manage data without destroying the complexity and context of the data.

FINDINGS AND DISCUSSION

Evaluation of the PPG Program implemented at UBBG was carried out using the Stufflebeam CIPP Model, consisting of four stages: context, input, process, and product. These four stages were conducted in implementing the online program, following government policies stipulated in the Decree of the Director General of Learning and Student Affairs Number 007/B1/SK/2017 regarding Higher Education Institutions to Host Pre-service Teacher Professional Education Program Pilots. Taking into consideration the requirements and logistical capacities of program organizers as well as the capabilities of the LPTKs, the decision was made to execute the program online. The subsequent sections provide detailed descriptions of each stage of the evaluation process.

Context Evaluation

UBBG is one of the LPTKs organizing the PPG Program online because it has the required human resources based on the qualifications (Table 1) and the partnership of schools providing tutors based on predetermined conditions (Table 2).

Table 1. Distribution of Lecturer Human Resources in Field of Study based on Qualifications

Qualifications	Physical Education	Mathematics Education	Indonesian Education	English Education	Early Childhood Education
Doctor Degree certified lecturer	1	1	0	3	0
Master Degree certified lecturer	6	4	5	4	4
Total	7	5	5	7	4

Source: PPG UBBG Study Program Data (2022)

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Table 2. Distribution of Partner School Teacher HR Based on Qualifications

Qualifications	Physical Education	Mathematics Education	Indonesian Education	English Education	Early Childhood Education
Master Degree/Functional Position IV/A	1	1	1	3	1
Bachelor Degree/ Functional Position IV/A	5	6	7	3	10
Total	6	7	8	6	11

Source: PPG UBBG Study Program Data (2022)

Additionally, there is a need for a more in-depth analysis of the discussion forums involving the implementation of Human Resources (HR), considering the variations in the schools of origin of the teacher partners. This analysis should be facilitated by meeting to address shared perceptions and teaching systems in alignment with applicable regulations. According to the findings from interviews with the Head of the PPG Study Program, Coordinators across different fields of study, and Human Resources, the meetings conducted are presented in Table 3.

Table 3. Data on the Number of General and Special Program Implementation Meetings

Types of Activity	Physical Education	Mathematics Education	Indonesian Education	English Education	Early Childhood Education
Offsite Meeting	5 times	5 times	5 times	5 times	5 times
Structured Meeting	2 times	5 times	2 times	2 times	3 times
Unstructured Meeting	3 times	5 times	2 times	2 times	5 times
Total	10 times	15 times	9 times	9 times	13 times

Source: PPG UBBG Study Program data and results of interviews with HR in the field of study (2022)

The documentation data was then traced further to the PPG Program coordinator and the coordinator of each study program. The results of the interview showed that the context of study program readiness in selecting human resources is based on (1) lecturers who have educational certification, a minimum educational level of Master's Degree and functional level of Assistant Professor, (2) having tridharma (three pillars) experiences, especially in school and learning activities in school, and (3) technological literacy readiness, which is supported by software and communicates actively, especially using digital platforms. One of the five study program coordinators, the early childhood education (PAUD) study program, stated that they had human resources in the study program but not all met the required qualifications. Thus, they used lecturers from the elementary education study program.

The results of interviews with the coordinator of PPG Program stated that readiness for implementing the program was not only based on human resources but also facilities and supporting activities. Therefore, the coordinator, in coordination with the Vice Rector for Academic, Vice Rector for Finance, and the Dean of the Education Faculty, provides facilities such as (1) lecture rooms for carrying out the learning process with an internet connection, (2) rooms for meetings and discussions between lecturers and partner teachers, (3) meeting and accommodation for meetings outside the office, (4) admin staff outside of lecturers and coordinators, and (5) regular monitoring of program implementation. These facilities and activities can be used by the parties involved in the program for any needs during program implementation.

The program analysis showed that Offsite Meeting (RLK) was held by the PPG Study Program for all study programs. Both online and offline, structured and unstructured meetings were also held in each field of study. In average, there were overall five RLK

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meetings for all fields of study and two to three meetings for each field of study. In the context of program implementation, it meets the requirements that exceed the minimum standards with at least three-monthly meetings.

Evaluating the overall context of implementing the PPG Program, including human resources, infrastructure, and budgeting, along with establishing a scientific forum for exchanging common perceptions and program implementation practices, it can be concluded that, in this context, the program has yielded excellent results.

Input Evaluation

Based on the input, program evaluation can be seen from three types: modules, students, and facilities. The modules provided by the program consist of four modules compiled by the Organizing Team at the national level, consisting of three modules. It is used in the Material Deepening Session as a provision before students design an action plan for learning. To ensure that the teaching and learning media for the PPG Program run well online, interactions between lecturers, tutor teachers, and students were conducted through the Learning Management System (LMS). The management of this LMS was directly centralized by national administrators who work closely with information technology (IT) in LPTKs through meetings and training so that they have adequate capacity in the control system. The information is presented in Figure 1 based on the results of questionnaires and interviews with lecturers, teachers, and students, regarding the use of modules and their implementation using the LMS.

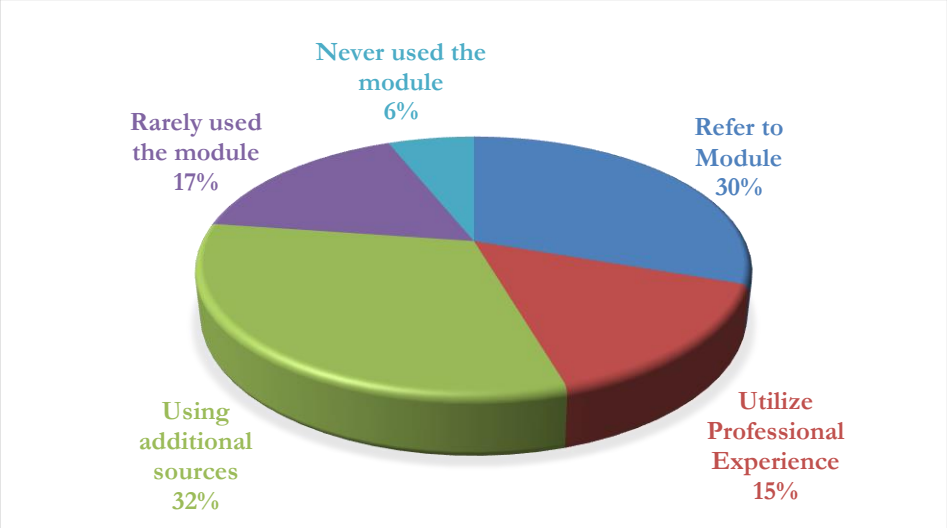

Figure 1. Percentage of HR using and not using the PPG Module

Regarding module utilization, 94% of Human Resources (HR) consistently incorporate modules in the teaching and learning process. Analyzing the data on module use, facilities, and distribution depicted in Figure 1 reveals that 30% of the usage pertains to modules, 32% involves additional sources, and 15% relies on research and professional experience. Concurrently, the Ministry of Education and Culture supports implementing the online program for students, lecturers, or tutors. This support includes provisions such as internet data credit, meeting rooms, discussion rooms, transportation, and accommodation for regular meetings. These resources adhere to standard input guidelines, ensuring that both general and specialized modules are provided, offering clear directions for program implementation and adequate facilities for independent program execution.

In interviews with ten teachers and lecturers representing each study program (two representatives per program), it was found that the modules provided do not delve deeply into material content. Instead, they serve as instructions and outlines of learning references,

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supplemented with a few examples. Consequently, instructors and teachers draw on relevant reading sources, research experience, and professional teaching expertise to assist students in identifying problems, formulating alternative solutions, and designing learning tools. Most civil service teachers emphasized that the references within the modules closely align with existing school problems, facilitating an easy adaptation of the teaching and learning process to school-related challenges.

Furthermore, based on the student input, they came from five provinces: Aceh Province, Banten Province, DKI Jakarta, West Java Province, and East Java Province. The distribution of the number of inputs is presented in Figure 2.

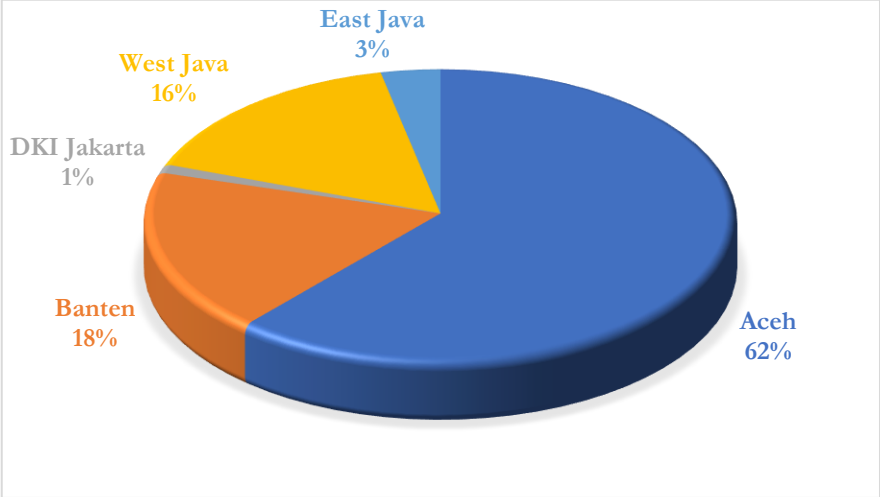

Figure 2. Diagram of the number of inputs and origin of students

Figure 2 shows that the distribution of students in the PPG Program spans five provinces, with Aceh province dominating. The distribution is determined through a national-level selection process, ensuring LPTKs do not independently select students. Instead, students self-report their willingness to participate in the program. The ratio of lecturers, tutor teachers, and students are as follows: Physical Education Study Program 7: 6: 68 (10 students are handled by 1 lecturer and 1 teacher), Mathematics Education Study Program 5: 7: 33 (7 students are handled by 1 lecturer and two teachers), Indonesian Language Education Study Program 5: 8: 35 (7 students are handled by 1 lecturer and 2 teachers), English Education Study Program 7: 6: 35 (5 students are handled by 1 lecturer and 1 teacher); and the early childhood education (PAUD) study program 6: 11: 35 (7 students are handled by 1 lecturer and 3 teachers). These results indicate that three study programs exhibit a balanced ratio of human resources. However, the Physical Education Study Program holds a distinctive advantage in student support compared to its human resource numbers. Conversely, the Early Childhood Education Study Program has more tutor teacher resources than the number of students enrolled in the PPG Program.

Overall, evaluation of the input for the implementation of the PPG Program in terms of the use of modules, students, and LMS, showed transparent administration. Hence, it can be concluded that the inputs are good.

Process Evaluation

The PPG program in Position Category 2 2022 was implemented from 25 August to 22 December 2022, divided into four sessions. Based on each session, the number of meetings achieved is detailed in Table 4.

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Table 4. Data on the Number of Program Implementation Achievements

Type of Meeting	Physical Education	Mathematics Education	Indonesian Education	English Education	Early Childhood Education
Material Deepening (14 days)	100%	100%	100%	100%	100%
Development of Learning Media (23 days)	100%	100%	100%	100%	100%
Comprehensive examination (3 days)	100%	100%	100%	100%	100%
Professional Placement (54 days)	100%	100%	100%	100%	100%
Total	100%	100%	100%	100%	100%

Source: PPG UBBG Study Program data taken from implementation data based on PPG LMS (2022)

Based on the documentation study, it is known that the program implementation process runs 100% under the supervision of the PPG Program coordinator, sub-coordinators of each field of study, IT periodic reports, and a monitoring system at the national level. The results of interviews with the organizers (the person in charge, program administrator, secretary, and sub-coordinator of each field of study) reveal that there is an internal monitoring system for program implementation following the allotted time, thus allowing for smooth implementation. Moreover, questionnaires and interviews with daily implementers, namely lecturers and tutors, indicate an average meeting duration of 200-250 minutes in two synchronous daily sessions and asynchronous discussions lasting 150-200 minutes. During the 200-250-minute sessions, lecturers and teachers collaborate to discuss module content, review student presentations on problem identification and solution plans, and prepare learning materials. This involves referencing modules and other reading sources the PPG program organizer provides, supplemented by journals and assessment rubrics. Student assignment reviews are conducted based on predetermined LMS indicators.

Further insights from in-depth discussions and interviews with students reveal additional unstructured interactions beyond LMS monitoring. These interactions, through WhatsApp groups and informal meetings outside the synchronous schedule, have an average intensity of 250-360 minutes per week. Discussions in these forums cover program-related questions and answers, sharing professional experiences, updates on student conditions in different locations, and preparation and debriefing for the final test. Such unstructured communication, a testament to the dedication and commitment of lecturers, is considered instrumental in achieving the program's goals and success. These informal exchanges are also deemed valuable for students, providing additional information not covered in synchronous meetings and serving as potential material for further questions in asynchronous discussions.

Overall, evaluation of the PPG Program implementation process is evaluated regarding the implementation of the teaching and learning process through synchronous and asynchronous as well as free and unstructured discussions. The process is carried out with an average time allocation of 250 minutes per day through the LMS and 60 minutes per day through other applications with discussions related to the program. The process indicates excellent results.

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Product Evaluation

The Teacher Professional Education Program is expected to produce output in the form of professional teachers according to the existing Education Standards in Indonesia. This output is measured based on passing grade results in the PPG Student Competency Test (UKMPPG), divided into Performance and Knowledge Tests. The Performance Test is conducted in two types of assessment: the Teaching Practice assessment accompanied and the Portfolio. Portfolio assessment consists of four main aspects: carrying out research and publications, self-reflection, seeking knowledge in scientific forums, and producing learning innovations, as well as two additional aspects: achievement and community service. This performance test is assessed by a team of teachers at the LPTK who have taken part in the assessment selection and received a registration number as assessors. Meanwhile, the Knowledge Test is carried out simultaneously by the Ministry of Education and Culture through online-based tests. The abilities tested include attitude knowledge, pedagogical knowledge and field knowledge. Based on the UKMPPG, product evaluation is measured based on graduation achievement data for each study program, as displayed in Table 5.

Table 5. Data on the Number of UBBG Student UKMPPG Graduates Category 2 in 2022

Qualifications	Physical Education	Mathematics Education	Indonesian Education	English Education	Early Childhood Education
Pass UKMPPG	62	26	26	32	28
Fail UKMPPG	4	7	9	3	7
Total	66	33	35	35	35

Based on the results of the product competency in Table 5, it is acknowledged that 85% passed. According to interviews with the study program coordinator, the UKMPPG passing rate is supported by additional activities outside the program. These activities involve online meetings discussing necessary documents and practical learning with tools aligned with the program curriculum. In contrast to performance tests, particularly in knowledge tests, the study program coordinator organizes special activities to prepare students for knowledge tests, focusing on solving questions based on scientific fields. In certain study fields such as Physical Education, Mathematics, Indonesian, and English, this additional activity significantly supports teacher development by reinforcing concepts at an advanced level. Based on questionnaires and interviews with students, student failures can be attributed to various factors. These include not taking the Knowledge Test due to time mismatches, challenging UKMPPG questions, and a lack of focus on question-solving despite the preparations and resources provided by each study program. In evaluating the overall implementation of the PPG Program in terms of the number of student graduates across five different study programs, it can be concluded that the program has yielded excellent results.

The aim of implementing this PPG program is to provide professionalism training and refresh educational information to teachers in Indonesia. Improving the quality of education is a crucial objective, and teachers play a central role as educational agents who directly interact with students. One essential competency that requires enhancement is teaching practice and ability (Tao, et al, 2023). This teaching competency is influenced by many factors, including the community environment, education, teaching period, self-evaluation of teaching ability, and self-evaluation of teaching. Through this program, teachers are trained to analyze their own potential and utilize students' learning situations with professionalism standards set by the Indonesian Ministry of Education.

By established standards, the program has been optimally implemented. This encompasses HR qualifications, the conduct of general and specialized meetings for program-related discussions, analysis of inputs, including module availability and student participation,

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the meticulous execution of the process, guidance for students beyond the program, and the resulting achievements. The University of Bina Bangsa Getsempena has successfully concluded the program in adherence to applicable regulations, achieving satisfactory results with a product achievement rate of up to 85%. This aligns with the perspective that the quality of the educational process indeed influences the outcomes produced by a course or training (Depoo et al., 2022). Consequently, a robust process supported by adequate and optimal human resources and supporting facilities is imperative to attain a high-quality training product.

In its implementation, the LPTK program and the Committee, in this case the Indonesian Ministry of Education, have the same goal, namely training teachers and setting standards so that students become professional teacher output. As a committee setting standards and implementers executing the process, the implementation has been optimal, ensuring that the treatment aligns with the intended measurements. The success of teachers in passing the process and final exams indicates improved chances for graduates of professional teacher programs to enhance the quality of education (Fuentes et al., 2023). This condition implies that there is hope that graduates from the teacher professionalism program will have an impact on changes in the quality of education, especially in the implementation of the teaching and learning process in the classroom. This perspective also extends to the results of knowledge tests and teacher portfolios, where teachers' activeness in learning throughout life will challenge curiosity about the frequent changes in the field of education (Smeplass, et al, 2023). Global changes can reflect the shape of domestic policies and strengthen the focus on the need to improve education for aspects of social life.

The most significant challenge students face in achieving optimal results from the program arises during the nationally held Knowledge Test. This challenge aligns with the notion that the program does not fully align with student competence interests (Daud et al., 2020). The examination is perceived as less congruent with the implemented program, which emphasizes designing, implementing, evaluating, and reflecting on teaching skills. In contrast, the Knowledge Test features questions that require Higher Order Thinking Skills (HOTS) to attain the highest level of education. This demands a more intensive preparation and review for students engaged in teaching at the elementary and junior high school levels. Addressing this challenge necessitates additional intervention in basic pedagogic knowledge and theoretical principles to achieve optimal results in the final test (Janssen et al., 2023). Consequently, it is not uncommon to provide additional training and reinforcement to strengthen field knowledge and pedagogic final tests.

With its various paradigms and assumptions about linearity in measurement, the PPG training program is perceived to require continuous and rational enhancements. Certain competencies, especially for PPG student teachers, need constant updating and augmentation to bolster skills in coping with developments in the industrial era 4.0 (Suranto, 2020). Training and refreshers, coupled with knowledge updates, can enhance teacher effectiveness, ensuring they do not lag in terms of (1) information management using social media, web, and online applications and (2) mastery of communication using social media, web, and online applications that facilitate learning. However, further evaluations are required in the future to determine the long-term results and impacts of the program (Sari et al., 2019). This is essential for uncovering a broader and more meaningful impact. A comprehensive and transparent internal and external evaluation system at UBBG can be a meaningful input, especially in determining new innovations and input for future programs.

CONCLUSION

The Teacher Professional Education Program (PPG) is a competency and capacity-building program for teachers in Indonesia to become certified teachers and meet the standards of the Ministry of Education and Culture of the Republic of Indonesia. This program is held at

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selected and selected LPTKs with qualified human resources to maintain standardization of program implementation.

In addition to the selection of LPTK organizers, only selected human resources who can be involved in program implementation. National organizers also provide modules and learning references to ensure the monitoring and uniformity of program content. The transparent implementation of technical instructions, facilitated through regular meetings for shared perceptions and employing the Learning Management System (LMS) as a tool for program implementation, is meticulously controlled. Beyond technical guidance, a system, exclusively managed by the coordinator through IT at the LPTK, ensures no significant difference between online and offline program implementation.

As one of the LPTKs implementing the PPG Program, UBBG has received excellent evaluations in context, process, and product and gets good evaluation results in input. It shows that context is directly proportional to the process and product, even though the input is valuable. It means that if the context and process are carried out well, the product will also be excellent. Concurrently, input remains a challenge for Indonesia, especially given the substantial number of teachers awaiting treatment, debriefing, and selection to become certified teachers.

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