



Evaluation of Teacher Learning Programs in Education Quality Madrasah Tsanawiyah Negeri 2 Bengkulu City

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Abstract: The quality of education in Indonesia is still quite concerning. One of the things that is shown by the evaluation of learning that looks perfect on paper, but still fails to provide real insight into what really needs to be improved in the learning program. This study aims to comprehensively evaluate the effectiveness of the teacher learning program implemented at Madrasah Tsanawiyah Negeri 2 Bengkulu City in an effort to improve the overall quality of education. This study uses a descriptive qualitative method, data analysis using the CIPP evaluation model approach (Context, Input, Process, Product). The results of the evaluation of the teacher learning program at MTsN 2 Bengkulu City have shown an increase in the quality of education, this is seen from the learning tools created by teachers that are in accordance with the guidelines, in the learning process teachers are skilled in opening and closing learning in class using various methods so as to improve student achievement in the academic field both at the regional and national levels. Thus, it can be concluded that the teacher learning program at MTsN 2 Bengkulu City has been able to improve the quality of education. Therefore, it can be suggested that to improve the quality of education, evaluation of the teacher learning program must be carried out continuously.

Keywords: Evaluation of Teacher Learning Program, Quality of Education, State Islamic Junior High School 2 Bengkulu City.

Abstrak: Mutu pendidikan di Indonesia masih cukup memprihatinkan. Salah satunya ditunjukkan dengan evaluasi pembelajaran nampak sempurna diatas kertas, tetapi masih gagal memberikan *insight* nyata tentang hal-hal yang perlu diperbaiki dalam program pembelajaran. Penelitian ini bertujuan untuk mengevaluasi secara komprehensif efektivitas program pembelajaran guru yang diterapkan di Madrasah Tsanawiyah Negeri 2 Kota Bengkulu dalam upaya meningkatkan mutu pendidikan secara keseluruhan. Penelitian ini menggunakan metode kualitatif deskriptif, analisis data menggunakan pendekatan model evaluasi CIPP (*Context, Input, Process, Product*). Hasil evaluasi program pembelajaran guru di MTsN 2 Kota Bengkulu telah menunjukkan peningkatan mutu pendidikan, hal ini terlihat dari perangkat pembelajaran yang dibuat oleh guru sudah sesuai dengan pedoman, dalam proses pembelajaran guru sudah terampil dalam membuka dan menutup pembelajaran di kelas dengan menggunakan metode yang beragam sehingga meningkatkan prestasi siswa dalam bidang akademik baik tingkat daerah maupun nasional. Dengan demikian, dapat disimpulkan program pembelajaran guru di MTsN 2 Kota Bengkulu sudah mampu meningkatkan mutu pendidikan. Disarankan untuk meningkatkan mutu pendidikan, maka evaluasi terhadap program pembelajaran guru harus dilakukan secara terstruktur dan berkelanjutan.

Kata kunci: Evaluasi Program Pembelajaran Guru, Mutu Pendidikan, Madrasah Tsanawiyah Negeri 2 Kota Bengkulu.



Introduction

The teacher learning program is a very important and strategic study to be discussed, because the teacher learning program is one of the determinants of the quality of education. As Firman Aziz et al. (2024) explained, the right learning program has a positive impact on students' emotional well-being, which is reflected in improving the ability to recognize and manage emotions, interact with peers, and face academic challenges better.¹ Sri Wahyuni and Nur Haryanti (2024) also added that learning programs with the right media have a significant positive impact on the quality of learning.² Therefore, to ensure that the learning program is carried out well, an evaluation is carried out to ensure that the program takes place effectively and continuously.³

Evaluation of the learning program that is carried out in a planned, directed, and in accordance with quality standards can make a significant contribution to improving student learning outcomes.⁴ Evaluation of the right program can improve learning strategies, adjust teaching approaches, and encourage the creation of a meaningful and quality learning

process, Evaluation that is carried out objectively, fairly, and continuously is an important foundation in creating adaptive and progressive education.⁵ Evaluation of educators can improve their competence in good classroom management in the selection of learning methods, media, teaching materials, and others as can motivate students to learn.⁶ Learning evaluation is useful in terms of making future decisions for the progress of students in particular and the world of education in general. Evaluation is also used to find the qualities and shortcomings in the learning system, so it tends to be used as a reason for the direction, and development of the completed learning system.⁷ Evaluation in accordance with procedures and principles can make teaching and learning activities carried out in schools can achieve maximum results, be able to find out shortcomings and obstacles and even solutions that can be applied so as to make the teaching and learning process more effective.⁸ Based on the above results, it can be concluded that the evaluation of learning programs in accordance with procedures can improve the quality of education.

¹Firman Aziz and Wulida Makhtuna, 'Assessing the Impact of Social-Emotional Learning Programs on Academic Achievement and Welfare of Elementary School Students', *Krisnadana Journal*, 4.September (2024), 52–56.

²Sri Wahyuni and Nur Haryanti, 'OPTIMIZING TEACHER COMPETENCE IN THE DEVELOPMENT OF DIFFERENTIATED LEARNING', *Dedicated Vehicle*, 7.1 (2024), 2–7.

³Khairiah Khairiah, 'The Role of the Evaluation Function in Educational Institutions (Learning Programs)', *NUANCES*, XV.1 (2022), 31–39.

⁴Nabillah Mujahadah Iskandar, 'Improving the Quality of Learning Through Effective Evaluation: A Review of Evaluation Practices and Methods', *Karimah Tauhid*, 3 (2024), 2270–87.

⁵Rangga Putera Boroallo and Danti Indriastuti Purnamasari, 'The Importance of Learning

Evaluation in Improving the Quality of Teaching in the Modern Era', *Journal of Community Service and Educational Research*, 3.4 (2025), 2632–38.

⁶Muhammad Firdaus, Al Fikri, and Neni Hermita, 'THE IMPORTANCE OF THE PROCESS OF INTEGRATING EVALUATION AS', *Journal of Imiah Basic Education (JIPDAS)*, 5.3 (2025), 2068–76.

⁷Tiara Khorii Indiaswari and Sri Katoningsih, 'Evaluation of the Role of Teachers in Storytelling Learning to Develop Early Childhood Listening Skills', *Journal of Obsession : Journal of Early Childhood Education*, 7.3 (2023), 3675–83
<<https://doi.org/10.31004/obsesi.v7i3.4675>>.

⁸Adisna Nadia Phafiandita and others, 'The Urgency of Evaluation of Learning in the Classroom', *JIRA: Journal of Innovation and Academic Research*, 3.2 (2022), 111–21
<<https://doi.org/10.47387/jira.v3i2.262>>.



The quality of education is often assessed by good conditions, conditions that are met, and complete components in education, these components are in the form of inputs, processes, outputs, educational personnel, facilities and infrastructure, and costs. *Educational input* is everything that must be available because it is needed for the process to take place, the educational process is the transformation of something into something else by integrating school *input* so that it is able to create a pleasant learning situation, motivation and high interest in learning.⁹ *Education output* is a school's performance that can be measured by its quality, productivity, efficiency, innovation, and work morale.¹⁰ The quality of education can also be seen from the level of literacy, with good literacy, then the intellectual quality is also good.¹¹ The quality of education is greatly influenced by the quality of *educational inputs, processes, and outputs*. *Educational inputs* (human resources, finance, students and others) that come from the environment that goes through the process in educational institutions, so as to produce outputs that ultimately return to the community and the environment.¹² Quality is the sequence of stages that are done to make improvements

to what has been done, so that the product produced can be even better.¹³ Thus, it can be concluded that the quality of education is the quality of *educational inputs, processes, outputs, and outcomes*.

However, the phenomenon in the field shows that the quality of education is still very concerning. As mentioned in Fitria Nur Auliah Kurniawati's research (2022), the problem of the quality of education in Indonesia can be seen from two aspects, namely macro and micro, from the macro scope in the form of a confusing and overly complex curriculum, uneven education, teacher placement problems, low quality teachers, and expensive education costs. Meanwhile, from the micro scope, in the form of monotonous learning methods, inadequate facilities and infrastructure, and low student achievement.¹⁴ Evaluation becomes a formality separate from the reality of the classroom. The resulting evaluation may look perfect on paper, but it fails to provide real insight into what really needs to be improved in the learning program.¹⁵ A similar phenomenon occurs in Bengkulu City, especially in MTsN 2 Bengkulu City where macro and micro problems also occur, such as teachers often spend valuable time filling out complicated

⁹Khairiah Khairiah and Sirajuddin Sirajuddin, 'The Effects of University Leadership Management: Efforts to Improve the Education Quality of State Institute for Islamic Studies (IAIN) of Bengkulu', *Journal of Islamic Education*, 7.2 (2019), 239–66 <<https://doi.org/10.14421/jpi.2018.72.239-266>>.

¹⁰Abd. Rahman Rabbani and Khairiah Khairiah, 'Evaluation of the Leadership Function in Improving the Quality of Elementary School Learning in Bengkulu', *Al-Khair Journal: Management, Education, And Law*, 2.2 (2012), 78 <<https://doi.org/10.29300/kh.v2i2.9312>>.

¹¹Jpbb Journal of Education and Cultural Language, 'The Benefits of Literacy to Improve the Quality of Education', *JPBB : Journal of Education, Language and Culture*, 2.1 (2023), 184–95.

¹²Islamic Education Management, 'TOTAL QUALITY MANAGEMENT: THE CONCEPT OF IMPROVEMENT', *SAP (Educational Article Arrangement)*, 6.2 (2021).

¹³A Jean Dwi, Ritia Sari, and Muhammad Giatman, 'The Leadership Role of School Principals in Improving the Quality of Education', 5.3 (2021), 329–33.

¹⁴Fitria Nur Auliah Kurniawati, 'REVIEWING THE PROBLEM OF LOW QUALITY OF EDUCATION IN INDONESIA AND SOLUTIONS', *AoEJ: Academy of Education Journal*, 13 (2022), 1–13.

¹⁵Nur Hidayah, 'Views on the Problem of Low Quality of Education in Indonesia', *Journal of Education and Counseling*, 4.4 (2022), 593–601.



assessment templates, making program accountability reports, or compiling evaluation instruments that they rarely use to the maximum, just to meet accreditation or audit demands, time and energy are drained on paper matters, Meanwhile, evaluation of qualitative data, such as in-depth observation of student motivation, class dynamics, or specific learning difficulties, is often overlooked. Based on the problems mentioned above, the author is interested in evaluating the teacher's learning program in the quality of education at MTsN 2 Bengkulu City such as the *context* of the learning program, *the input* of the learning program, *the learning* program process, and *the product of* the learning program in the quality of education at Madrasah Tsanawiyah Negeri 2 in the city of Bengkulu. By raising the title; "Evaluation of the Teacher Learning Program in the Quality of Education of Madrasah Tsanawiyah Negeri 2 Bengkulu City".

The purpose of this paper is to evaluate the teacher learning program in the quality of education at Madrasah Tsanawiyah Negeri 2 Bengkulu City. To facilitate the achievement of the purpose of this paper, the author formulates in four problems as follows; (1) What *is the context* of the teacher learning program in the quality of education of Madrasah Tsanawiyah Negeri 2 Bengkulu City; (2) How *to input* the teacher learning program in the quality of education of Madrasah Tsanawiyah Negeri 2 Bengkulu City; (3) How *is the process* of the teacher learning program in the quality of education of Madrasah Tsanawiyah Negeri 2 Bengkulu City; and (4) How *is the product of* the teacher learning program in the quality of education of Madrasah Tsanawiyah Negeri 2 Bengkulu City. The four formulations of the problem are discussed in the following section.

Methodology

The research entitled Evaluation of Teacher Learning Programs in the Quality of Education of Madrasah Tsanawiyah Negeri 2 in Bengkulu City aims to comprehensively evaluate the effectiveness of teacher learning programs implemented at Madrasah Tsanawiyah Negeri 2 Bengkulu City in an effort to improve the overall quality of education. This research uses a descriptive qualitative method. The sources of information in this study use various sources, both online media data and print media data, including scientific books, scientific articles both national and international, interviews with teachers, curriculum leaders, and madrasah heads related to the evaluation of learning programs and the quality of education at Madrasah Tsanawiyah Negeri 2 Bengkulu City. Data obtained through several stages of data collection, (1) Data reduction, which is the researcher in conducting analysis to emphasize, shorten, focus, remove unimportant things and arrange the data in such a way that it can draw conclusions or obtain the main findings, (2) Data display is a clear picture of the whole data which will ultimately be able to form a conclusion that is easy to understand and understand, (3) Conclusion *drawing*, which is to check the accuracy and validity of a research that has been undertaken. The evaluation in this study uses *the context, input, process, product* (CIPP) evaluation model approach. Context Evaluation means assessing needs, problems, and goals. Input Evaluation is intended to assess alternative approaches, action plans, staff plans, and financing. Process evaluation is intended to assess the implementation of the plan that has been set. And Product Evaluation aims to assess the results achieved, and the evaluation of these results can be divided into assessments of impact, effectiveness, sustainability and



adaptability. While the analysis uses Huberman's theory.¹⁶

Discussion

The results of the evaluation of the CIPP model in the teacher learning program in the quality of education of Madrasah Tsanawiyah Negeri 2 Bengkulu City through four stages, namely; (1) the context of the teacher learning program in the quality of education of Madrasah Tsanawiyah Negeri 2 Bengkulu City; (2) *input* of teacher learning programs in the quality of education of Madrasah Tsanawiyah Negeri 2 Bengkulu City; (3) the process of teacher learning programs in the quality of education of Madrasah Tsanawiyah Negeri 2 Bengkulu City; and (4) the product of the teacher learning program in the quality of education of Madrasah Tsanawiyah Negeri 2 Bengkulu City.

Context of the Teacher Learning Program in the Quality of Education of Madrasah Tsanawiyah Negeri 2 Bengkulu City

Background Learning programs are a very important component in the quality of education which includes planning, implementation and assessment. The results of the evaluation of the learning program at the planning level; Includes objectives, methods and learning outcomes. In general, the planning program is made by the purpose, then the teacher component of MTsN 2 Bengkulu City has met the components of various learning

methods such as lecture methods, discussions, practices, and games according to the material and subject, but in these methods there are still weaknesses such as in the lecture method where students sometimes feel bored because learning is only one-way and monotonous. So that the learning process is not effective and the learning results are not optimal. Thus it can be concluded that *Context* The learning program at MTS Negeri 2 Bengkulu City includes planning, implementation and assessment of learning programs that have not been maximized.

The context of the learning program can improve the quality of education. As the results of research by Abdul Halim and Miswanto (2023) show that the quality of education can be improved through the formulation of strategies, maximizing the resources possessed and involving stakeholders.¹⁷ It is also supported by research from Zira Putri Faradila (2024) that planning is the first step in the learning process, a systematic and structured plan plays an important role in making the teaching and learning process active and interesting for students. Teachers make the best possible planning before learning takes place, because the learning that takes place affects the moral character and intellectual capacity of students.¹⁸ At the level of implementation of learning programs, it can also improve the quality of education. Professional teachers in the implementation of learning programs can improve the quality of education.¹⁹ Improving the quality of education can be seen from the

¹⁶M. Huberman, 'Linkage Between Researchers and Practitioners: A Qualitative Study', *American Educational Research Journal*, 1990, pp. 27(2), 363–391.

¹⁷Abdul Halim, 'Strategic Planning of Islamic Religious Education in Improving the Quality of Education at Madrasah Aliyah Qur'an Center Batam City, Riau Islands', *Didactic: Journal of Education*, 12.3 (2023), 203–14.

¹⁸Zira Putri Faradila, 'The Role of Planning in Realizing Active and Engaging Learning', *Karimah Tauhid*, 3, 6046–53.

¹⁹Sulastris, Fitria Happy, and Alfroki Martha, 'Professional Competence of Teachers in Improving the Quality of Education', *Journal of Education Research*, 1.3 (2020), 258–64.



role and learning process implemented by teachers. The role of creative and innovative teachers improves the quality of education.²⁰ At the level of assessment of learning programs, it can also improve the quality of education, as the results of research by Triasari Andayani and Faisal Madani (2023) explain that through effective learning assessment, it can provide meaningful and constructive feedback to students, so that it can motivate students who then improve academic achievement.²¹ Learning assessments play an important role in ensuring that children receive quality education and reach their full potential. Learning assessments that are carried out comprehensively and systematically can identify strengths and weaknesses in the teaching and learning process, provide constructive feedback, and encourage continuous improvement so that it can improve the quality of education.²²

The actual issue of *the context* of the national learning program is still concerning. As the results of research by Serdianus and Tjendanawangi Saputra (2023) stated that the problems that often arise are non-contextual learning planning, only using lesson plans that are already on the internet, and lack of time in preparing learning tools.²³ Novie Ary Priyanti et

al. (2023) stated that national education challenges in the form of gaps in access to technology, teacher readiness, and limited resources are obstacles in the implementation of modern learning.²⁴ Azizah Nurul Fadhilah (2021) mentioned several obstacles faced by teachers in the assessment process, namely the validity of the assessment results is doubtful, teachers are not qualified in conducting assessments, uncertain implementation times, developmental aspects that are considered too broad, the difficulty of applying assessment techniques, there are students who are classified as Children with Special Needs (ABK) in the classroom, and the characteristics of students who do not support the learning process.²⁵

Input of the Teacher Training Program in the Quality of Education of Madrasah Tsanawiyah Negeri 2 Bengkulu City

The input of the teacher's learning program in the quality of education is also an equally important component which includes students, educators, materials, resources (equipment and funds), as well as the vision, mission, and goals of education. To ensure the quality of education, it is necessary to evaluate the program and learning objectives. At the

²⁰Firda Agustina and others, 'The Role of Teachers in Improving the Stability of the Quality of LPI Learning in the Era of Globalization', *Journal of Religious Field Research*, 14 (2023), 94–99.

²¹Triasari Andayani and Faisal Madani, 'The Role of Learning Assessment in Improving Student Achievement in Primary Education', *Educatio Journal*, 9.2 (2023), 924–30 <<https://doi.org/10.31949/educatio.v9i2.4402>>.

²²Titin Sunaryati and others, 'Analysis of Test Instruments as an Evaluation Tool in Learning in Elementary Schools', *Journal of Basic Education Research*, XX (2024), 316–24.

²³Learning in and E R A REVOLUTION, 'The Role of ChatGPT Artificial Intelligence in Planning', *MASOKAN: Journal of Social Sciences and Education*, 3.1 (2023), 1–18.

²⁴Novie Ary Priyanti, Novan Habiburrahman, and Risnanda Dwi Andriani, 'Innovation Perspectives and Biology Learning Strategies in the Era of the 21st Century Education Revolution', *Journal of Educational Learning and Research*, 3.1 (2024), 507–12.

²⁵Azizah Nurul Fadlilah, 'OBSTACLES TO THE IMPLEMENTATION OF INFORMAL ASSESSMENT IN', *Early Horizons: Journal of Early Childhood Education*, 12.1 (2021).



learning program level, evaluations are carried out on students which include cognitive, affective, and psychomotor aspects. In the cognitive aspect, students already have quite good thinking skills, this is evidenced by student scores that are on average above the minimum completeness criteria (KKM) which is in line with the psychomotor aspect where students are able to practice the material contextually. In contrast to the previous two aspects, the affective aspect still encounters many obstacles, where students have low motivation to learn, and lack discipline in following the learning process in the classroom. Educators have implemented several methods to overcome these problems including classroom observation, asking for feedback from students at the end of the learning material. In line with this, the madrasah coordinates with the curriculum team and also conducts a review of teachers' teaching practices through supervision to map the weaknesses and strengths of teachers in teaching and the completeness of learning administration in the form of media, and materials in accordance with the vision, mission, and goals set by the madrasah. Thus, it can be concluded that the input of the learning program at MTsN 2 Bengkulu City includes students, educators, materials, resources (equipment and funds), as well as the vision, mission, and goals of education have not been maximized.

The input of learning programs in students can support the quality of education as explained by Esti Wahyu Kurniati (2021) that learning in a disciplined manner can improve student learning achievement.²⁶ Another researcher, Sri Lutfiwati (2020), also concluded that students' intrinsic and extrinsic motivation can affect their enthusiasm to meet their achievement needs and their behavior is directed towards optimal learning goals and outcomes.²⁷ In addition to students, educators are also able to improve the quality of education, that teachers with their facilities and competencies have a very important role in student motivation and achievement.²⁸ Professional teacher performance has a significant influence on students' academic achievement.²⁹ The learning facilities factor is also important in improving the quality of education, learning facilities are factors that can increase student learning achievement. Because the more complete the learning facilities have, students can learn well, facilitate, accelerate, and deepen students in the independent learning process. With the independent learning process, student learning achievements are obtained to the maximum.³⁰ The procurement of adequate learning facilities requires sufficient funds to improve the quality of madrasahs. With the available funds, the quality of education increases, such as the BOS and BOP fund programs, along with parental income plays an

²⁶ Esti Wahyu Kurniawati, Islamic Religion, and the State of Bengkulu, 'Evaluation of the Cipp Model Perspective Education Program (Context, Input, Process, Product)', *GHAITSA: Islamic Education Journal*, 2, 2021, 19–25.

²⁷Journal of Program and others, 'Evaluation of History Learning Programs Using Context, Input, Process, Product (CIPP)', *HISTORIA: Journal of the History Education Study Program*, 8.2 (2020).

²⁸Agustina and others.

²⁹Irda Husni, 'The Relationship Between Work Ethic and Teacher Performance at SMK Negeri 1 Lubuk Sikaping', *Journal of Education Management*, 2.1 (2014), 341–46 <<http://ejournal.unp.ac.id/index.php/bahana/artic/e/view/3772/3006>>.

³⁰Hilyati Milla and others, 'Teachers' Efforts in Overcoming Learning Difficulties of Grade VIII Students in Social Studies Subjects at SMPN 18 Bengkulu City', *Journal of Economic Edu*, 5.01 (2024), 28–35 <<https://doi.org/10.36085/jee.v5i01.6268>>.



important role in improving student achievement, so the importance of proper fund management and attention to the student's family economy in an effort to improve the quality of education is emphasized.³¹ The last factor that is no less important is the vision, mission and goals of education set by the madrasah in order to improve the quality of education, through the vision, mission, and goals of education. If the mission, vision, and goals of education are carried out properly, the creation of school achievements is shown by the achievement of medals in the academic and non-academic fields both at the national and local/regional levels.³²

The input of student learning programs nationally is still relatively low, this is explained by Khairiah, et al., (2020) several common problems in student development include children who are lazy to learn, cheating habits, likes to fight, like to insult their friends.³³ Student problems in learning are divided into 2, namely (1) Student development problems, and (2) Individual student differences. Problems of student development include: students who tend to disturb their friends during learning, students' difficulties in negotiating, unstable student emotions, and student mindset that is

still childish. Meanwhile, the problems of students in individual differences also vary, including there are students whose learning ability is still low, there are students who tend to be passive, differences in intelligence and basic abilities of students, and students' language skills are still lacking.³⁴ In addition to student problems, educator problems are also a matter that has received serious attention, namely educators need additional training to explore learning concepts, methods, and approaches in the new curriculum. Lack of training often results in the implementation of new curriculum in the classroom being less than optimal. In addition, uneven technology integration and socialization of the use of technology tools that are not optimal result in educators still using traditional learning methods that tend to be monotonous, and limited to the use of textbooks. In addition to the problems that occur to educators, it is also explained that there are other problems in the form of minimal infrastructure, limited financial resources that are not proportional to the size of the area, resulting in the condition of the school building being concerned and the school not being able to finance educational needs.³⁵ School principals play an important role in the

³¹Fiddini Izaturahmi; Putri Adillah; Yova Murnika; Shafiah; Sakban, "Administration of Educational Facilities and Infrastructure - Kompasiana.Com", *Pearl: Journal of Research and Scientific Work*, 2.2 (2022), 1–11 <<https://www.kompasiana.com/maria23/6396c36e4addee22b50e06c2/administrasi-sarana-dan-prasarana-pendidikan>>.

³²Helmi Nurrahmah1, Sumarlin Mus2, and Syamsurijal Basri3, 'Analysis of Vision and Mission Based on the Annual Work Plan for Student Affairs Jambura Journal of Educational Management', *Jambura Journal of Educational Management*, 4, 2023, 97–107.

³³Khairiah Zaleha, Ismail; Ismail, Shafinar; Khairiah, 'Introduction Teachers Are an Important

Component That Is Very Interesting and Strategic to Study , Because Teachers Play an Important Role in Education . As Khairiah (2020) Explains That Teachers Are the Spearhead of Education and Determine the Quality', *Al Khair; Journal Management Education*, 2024, 16–29.

³⁴Nining Sartika, Siti Rukiyah, and Missriani Missriani, 'The Problem of Low Quality of Education in Indonesia', *Journal Innovation In Education*, 1.4 (2023), 57–64 <<https://doi.org/10.59841/inoved.v1i4.581>>.

³⁵Diana Khairiah, Anggraini, Ulya Rahmanita, and Okda Jumanti, 'Competency Problems Among Early Childhood Education (PAUD) Teachers in Indonesia Introduction Early Childhood Education Teachers (PAUD) in Indonesia have



successful implementation of policies that lead to school quality. School principals sometimes make policies that are contrary to the vision and mission, as well as the goals of education. This is due to several things, namely: availability of resources, consistency, stakeholder participation, performance appraisal, communication.³⁶

Process of the Teacher Learning Program in the Quality of Education of Madrasah Tsanawiyah Negeri 2 Bengkulu City

Process The teacher learning program in quality education includes the beginning, core, and end activities, with the determination of objectives, materials, strategies, methods, and evaluations carried out systematically. To ensure the quality of education, it is necessary to evaluate the learning program and educational objectives. At the learning program level, an evaluation of the initial activities was carried out in the form of perception and motivation. In the educator perception activity at MTsN 2 Bengkulu City, they carried out triggering questions related to contextual problems in the real environment where students live, so that an experiential link was created between old knowledge and new knowledge. Motivational activities in general have been done well in various ways to ensure that students are moved to carry out learning activities and achieve learning goals.

created problems in competence among early childhood education teachers. As such, *Al Khair; Journal Management EducationManagemen Education*, 2021, 87–99.

³⁶Budi Teguh Harianto and Agung Wibowo, 'TEACHER PROBLEMS IMPLEMENTATION OF THE INDEPENDENT CURRICULUM Internal Teacher Problems Implementation of the Independent Curriculum Abstract INTRODUCTION Curriculum as a Spirit in Education, is an inseparable device. Curriculum in Indon', 7 (2023), 1567–83.

Furthermore, in the core activities in general, teachers have done well with various strategies, media, and methods to ensure that the material is conveyed well to students. At the end of the learning session, the teacher has also carried out a series of activities to provide a comprehensive overview of what has been learned, namely by summarizing the important points of learning and evaluating understanding by way of quizzes and short discussions. In general *Process* The teacher learning program at MTsN 2 Bengkulu City is quite optimal.

Process Teacher learning programs can improve the quality of education, as explained by Jajang Sunandar (2021) that with the right type of perception, building student motivation in learning will increase, which has implications for improving learning achievement.³⁷ In the initial activities in addition to perception, motivation is also a very important thing to do by educators in improving the quality of education, that there is a positive relationship between learning motivation and student academic achievement. Students with high learning motivation tend to achieve better academic achievement than students with low learning motivation.³⁸ In the core activity, teachers' abilities in the learning process greatly affect the development of education because teachers' competence in the process of teaching and learning interaction can be an extrinsic motivation, teachers provide encouragement

³⁷Jajang Sunandar, 'Early Childhood Learning Motivation During the Pandemic', *Kumparan.Com*, 2021.

³⁸Rizki Dwi Lestari, 'Efforts to Increase Students' Learning Motivation in Online Learning through Wordwall Educational Game Media in Grade IV of SDN 01 Tanahbaya for the 2020/2021 Academic Year', *Scientific Journal of the Teacher Profession*, 2.2 (2021), 111–16
<<https://doi.org/10.30738/jipg.vol2.no2.a11309>>.



from outside students. The function of teachers as the best servants so that students are satisfied in the teaching and learning process through pedagogic and professional competencies to ensure the realization of student achievement both individually and comprehensively.³⁹ In order for student achievement to be realized, teachers must have the ability to end learning well. Learning completion is an integral part of effective and well-rounded teaching, not just the final stage. Teachers who can do it well can have a positive impact on students' understanding and development.⁴⁰

Process learning programs in Indonesia have not been fully effective. This is explained by Ananda Zahrotun Nisa (2025) that in the implementation of preliminary activities, many teachers directly convey the core material first without providing an introduction that can provoke students' interest and involvement which results in students having difficulty understanding the material in depth and being less trained to think critically.³⁹ In core activities, teachers also have several problems that generally revolve around their professional competencies, Both cognitive fields such as mastery of materials or materials, the field of attitudes such as loving their profession (personality competence), and behavioral fields such as teaching skills, as well as assessing student learning outcomes.⁴¹ In addition to problems in the preliminary activities and core activities, teachers often have obstacles in the closing activities. As explained by Vitra Anugrah

Lubis (2025), teachers often have difficulties in designing evaluation instruments that are relevant to competency achievement due to time constraints and lack of understanding of various aspects of authentic assessment. In addition, the researcher also mentioned that the factor of supporting facilities in the form of inadequate technology and resources was an obstacle in conducting evaluations at the end of learning.⁴²

Product of the Teacher Learning Program in the Quality of Education of Madrasah Tsanawiyah Negeri 2 Bengkulu City

Product Teacher learning programs in quality education are very important to be discussed which include learning administration, teacher performance improvement, and student achievement improvement. To maintain the quality of education, an evaluation of learning objectives and programs must be carried out. At the level of learning objectives in general at MTsN 2 Bengkulu City, it is in accordance with the learning objectives set by the madrasah, but in the learning program, an evaluation must be carried out on the learning administration in the form of teaching tools. In general, teachers have made complete teaching tools and in accordance with the guidelines that have been set. In the learning process, teachers have done various things to improve students' abilities in the form of differentiated learning, varying methods, and trying to convey material in the easiest way. In line with what the teachers do,

³⁹Ulya Rahmanita and Khairiah Khairiah, 'Edutainment Learning Model in Increasing Early Childhood Learning Motivation', *Al-Khair Journal: Management, Education, and Law*, 2.1 (2022), 12 <<https://doi.org/10.29300/kh.v2i1.6936>>.

⁴⁰Khairun Nisa and Sujarwo Sujarwo, 'The Effectiveness of Teacher Communication on Early Childhood Learning Motivation', *Journal of Obsession*

: *Journal of Early Childhood Education*, 5.1 (2020), 229 <<https://doi.org/10.31004/obsesi.v5i1.534>>.

⁴¹Herjan Haryadi, 'The Problem of Mastering Pedagogic Competence in Literacy-Based Mathematics Learning', *Mathematics Education Media*, 11.1 (2023), 94 <<https://doi.org/10.33394/mpm.v11i1.7860>>.

⁴² Haryadi.



the academic achievements of students at MTsN 2 Bengkulu City are quite good, as evidenced by several medals obtained from regional and national level competitions.

Product learning programs for students can support the quality of education as explained by Oktaviandi Bertua Pardede et al (2020) that by optimizing the use of learning tools made by teachers, students will understand their potential through exploration activities to be regular and directed and students' skills are more developed according to their learning desires.⁴² In addition to good learning tools, improving performance can also be an indicator that can improve student achievement, teacher performance is very influential in increasing the effectiveness of teaching and learning that has an impact on students. Teachers as the center of education are always involved in the educational process, qualified teachers can increase the effectiveness of education management, and effective education management will lead to improving the quality of education.⁴³

Product The national learning program is quite good, this was mentioned by Ahmad Baiquni (2025) that the government through the commitment of the president of Indonesia conveyed on the commemoration of National Education Day, May 2, 2025 at SDN Cimpahpar 5 Bogor, West Java, that the government will distribute learning media devices in the form of IFP as many as 288,865 units that are equipped with teaching materials. This step was taken to build a technology-based learning ecosystem to improve the quality of learning. The increase in the number of professional teachers has also increased significantly. In 2023, there were 1.6 million teachers who had not been certified, but by mid-2025 this number would be reduced to

around 1 million teachers. Through the certification program, the government expects to improve the quality and quality of education for students nationally. In line with the government's program, Indonesia's literacy rate in 2025 will also increase significantly, namely 96.67% of the total population of 281.56 million people. The figures show a very high literacy rate, most provinces in Indonesia record very high literacy rates, many even close to 100%.

Conclusion

The evaluation of the teacher program at MTsN 2 Bengkulu City has shown an improvement in the quality of learning. The results of the evaluation were carried out through the context, input, process, product (CIPP) model approach. First, with the context approach of the learning program, the learning methods carried out by teachers are diverse, such as lecture methods, discussions, practices, and games according to the material and subjects, but there are still weaknesses in these methods. Second, from the input approach, it is found that the student aspect already has the ability to think above the average by proving that the average score of the students is above the minimum completeness criteria and in line with the psychomotor aspect of students who are able to practice the material well, while the affective aspect still encounters many obstacles because students have low motivation to learn so that students lack discipline, so that the madrasah makes efforts to supervise the mapping the weaknesses and strengths of teachers in teaching as an effort to maximize *input*, overall the input of the learning program in MTsN2 has not been maximized. Third, from the approach of the

⁴³Desri Arwen, 'The Importance of the Role of Parents in Improving Student Learning

Achievement', *Journal of Education and Instruction (JOEAI)*, 4.2 (2021), 564–76.



teacher learning program process at MTsN 2 is carried out well, including the determination of objectives, materials, strategies, methods and evaluations, and in learning activities in the classroom including the opening, core and closing are carried out well, overall the learning process at MTsN 2 is quite optimal. Fourth, the product of the teacher's learning program in the aspect of teacher administration has made teaching tools in accordance with the guidelines, the teacher's performance is quite good by making various efforts in delivering teaching materials to improve students' abilities, in the aspect of student achievement as evidenced by the academic achievements of MTsN 2 Bengkulu City students by obtaining medals from various competitions both regional and national. In general, the learning program at MTsN 2 Bengkulu City can be said to have been achieved even though it has not been maximized, so there needs to be improvement in its implementation.

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