

The Evaluation of Sustainable Profesional Development Program Through Madrasah Education Quality Reform Project to Enhance Students' Learning Outcomes in Madrasah Tsanawiyah Banten Province

Astry Wulandari^{1*}, Nurhaeda Gailea², Sholeh Hidayat³
Universitas Sultan Agung Tirtayasa

Corresponding Author: Astry Wulandari 7782210005@untirta.ac.id

ARTICLE INFO

Keywords: Students' Learning Outcome, Evaluation, Sustainable, Teacher

Received : 10, November

Revised : 24, November

Accepted: 25, December

©2024 Wulandari, Gailea, Hidayat :

This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study aims to improve students' learning outcome through madrasah education quality reform project for English teacher professional. There was a problem in student learning outcome in Madrasah Tsanawiyah, the average of the national examination was under 50%. This study used evaluation model of countenance that was developed by Stake. There were three aspects in this evaluation, (1) context evaluation, (2) process evaluation and (3) outcome evaluation. The result of context evaluation showed that 57.5% the policy of program was appropriate with the activity and it was relevance with the trainee duties in workplace. Meanwhile the process evaluation showed 64,6% this program run well according to established plan. There was an increase students' learning outcome in Madrasah assessment about 0,43%.

INTRODUCTION

The role of teachers is very important in the world of education. Teachers must have professional knowledge, skills and attitudes in developing their profession. Teachers who work in the field of education guide and educate students to reach a level of maturity, so that students have the skills to live in society also ready to face life in this world and the hereafter (Rouf & Lufita, 2018). Based on Legislation Number 14 of 2005 concerning teachers and lecturers which states that is a professional educator who has the main task of teaching, guiding, directing, training, assessing and evaluating students in early childhood education on the formal education route, primary education, and secondary education.

Good education is of course supported by quality facilities and teacher competence. Professional teachers are able to become motivators who must continue to provide material or assignments accompanied by motivation so that students remain enthusiastic about learning without any burden (Winarsieh & Rizqiyah, 2020). This is based on Law Number 20 of 2003 which states that education is a conscious and planned effort to create an active learning process and atmosphere for students in developing their personal potential which includes religious spirituality, self-control, noble character, personality, intelligence and skills for oneself, society, nation and state. Apart from that, the quality of the madrasah is very important to pay attention to. Student learning outcomes determine the quality of a madrasah. The results of the 2019 National Madrasah Tsanawiyah level examination survey indicated that the absorption capacity was low in several subjects, especially English subjects when compared to general schools (SMP). The 2019 National Examination achievement data at the Madrasah Tsanawiyah level is as follows.



Figure 1 National examination achievement

Source: <https://hasilun.puspendik.kemdikbud.go.id/>

Based on the picture above, it can be concluded that the absorption capacity of the 2019 national exam results in English subjects only got a percentage of 45.94%, this shows that there is still a lack of students' ability to master English. The students' weak ability to absorb the material is due to its unbalanced application in everyday life. In the teaching and learning process, students are more emphasized on understanding theory so that students do not apply it in everyday life (Nurrita, 2018).

Technological sophistication is a new paradigm in educational change and has an impact on children's development. Technology-based education is able to create a new atmosphere in the learning process and provide changes in

learning patterns. The industrial revolution and 21st century learning are strongholds in limiting technological sophistication. It can be concluded that technological sophistication has two sides, namely the positive side and the negative side. In 21st century learning, students are required to have high creativity, be able to communicate and collaborate well and reason critically. The concept of 21st century learning is a trigger for educators to be more professional and become role models in facing the era of globalization and not only focus on student learning outcomes (Prayogi & Estetika, 2019).

In this era of globalization, the quality of madrasah is at stake, the imbalance of facilities and infrastructure in madrasah is the main problem of inequality that affects the quality of education. Apart from facilities and infrastructure, teachers are also required to have good skills so that they become professional teachers who are able to carry out their profession to the maximum (Rijal, 2018). Professional teachers are required to have scientific competence in accordance with their field of expertise such as good communication skills, be creative, productive and have a high work ethic and commitment and always carry out continuous self-development (continuous improvement) through professional organizations, the internet, books, seminars, etc. (Noorjannah, 2014). The impact of teachers' lack of professionalism and limited madrasah facilities and infrastructure results in student learning outcomes are not optimal.

To overcome this problem, the Ministry of Religion affairs, through the Directorate of Teachers and Madrasah Education Personnel, in an effort to increase the competency of teachers and education personnel, is implementing a Professional Development Program for Teachers and Education Personnel based on Regulations of the Minister of Religion Number 38 of 2018. The Sustainable Professional Development Program is implemented so that teachers can maintain and improve, and expanding knowledge and skills to carry out the learning process professionally (Irmawanty et al., 2019). Through the Ministry of Religion affairs in collaboration with the World Bank in the Madrasah Education Quality Reform project, it is hoped that it will be able to overcome various problems that occur in madrasah and be able to create professional English at Madrasah Tsanawiyah.

THEORETICAL REVIEW

Evaluation

Evaluation basically comes from English which means evaluation, while the word evaluation comes from Old French which means a plate made of clay. In essence, evaluation can be interpreted as a process or action to determine the value of everything related to education in the form of measurement and assessment (Malawi & Maruti, 2016). Evaluation is an activity or process of assessing, observing and collecting various types of evidence aimed at measuring the effectiveness of a program. Based on Law Number 20 of 2003 concerning the National Education System, Article 57 states that evaluation is an action carried out in the context of controlling the quality of education

nationally as a form of accountability of education administrators to interested parties (Directorate General of Teachers and Education Personnel, n.d.).

Evaluation Program

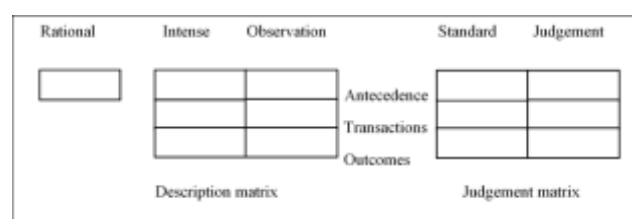
Program evaluation is an important activity carried out periodically and continuously with the aim of determining the suitability or achievement of targets. According to Cronbach (1963) and Stufflebeam (1971) that program evaluation is an effort to provide information to be conveyed to decision makers, however the Stanford Evaluation Concorsium Group emphasizes that evaluators are not decision makers about a program even though the evaluator provides information (Arikunto & Jabar, 2014). Program evaluation is a form of evaluative research, where the implementation procedures are the same as carrying out research, but the difference can be seen from the final results and objectives. Apart from that, program evaluation can also be interpreted as the activity of searching for information, finding information and determining information that is explained systematically consisting of planning, values, objectives, benefits, effectiveness, and suitability between the criteria and objectives set (Munthe, 2015).

Learning Outcome

Learning outcomes are a competency whether seen from a cognitive, affective or psychomotor perspective that is achieved by students after participating in the teaching and learning process. Judging from the definition, learning outcomes are changes that occur in students and can be seen from cognitive, affective and psychomotor aspects (Susanto, 2020). Basically, learning outcomes are the implementation of learning. From the learning outcomes, real changes can be seen both in terms of behavior that can be observed and measured in the form of knowledge, attitudes and skills. The existence of changes in behavior that are positive and conscious and persistent through the learning process is a manifestation of learning outcomes (Nurlayali & Sohiah, 2020). Each individual achieves learning outcomes after going through the end of the learning process. This shows the student's ability to understand or absorb the material that has been taught (Purbianto & Rustiana, 2018).

METHODOLOGY

This research is qualitative research using the countenance evaluation model developed by Stake which focuses on description and consideration. This evaluation model consists of three stages, namely antecedent (context), transaction (process) and output (outcome). The following is an overview of the countenance evaluation model.



In each category there are three main focuses, namely antecedence (context) which are conditions before the introduction of the program and influence the results, transaction (process) where actual conditions are seen and influence the results, meanwhile outcome is the final results of the program. The aim of this evaluation research is to obtain information regarding the implementation of sustainable professional development carried out at Madrasah Tsanawiyah Banten province for English teachers through the Madrasah Education Quality Reform project which is a program of the Ministry of Religion in collaboration with the World Bank through student learning outcomes.

In research design there are stages carried out starting from planning, observation, data collection, data processing, conclusions and publication. The data collection was taken from primary data in the form of data taken directly from the first source, either individually or privately, in the form of interviews and questionnaires. Apart from that, there is secondary data in the form of documentation and student grades. Apart from that, the research subjects were aimed at English teachers who had taken part in Sustainable Professional Development training. The training participants consist of three madrasah working group which is located in Banten province with the condition that they have carried out Sustainable Professional Development training and the training participants have been registered with Information System for Educators and Education Personnel.

RESULTS

This research uses qualitative descriptive research where data processing is obtained from interviews, observations, questionnaires and study of supporting documents. The number of respondents in this study was 46 respondents consisting of three madrasah working group for English subjects in Banten province, but in practice there were several respondents who could not be contacted. The following is data on respondents who have taken part in sustainable professional development training.

Table 1 Training Participant Data

No	Name of Madrasah Working Group	Number of Participants	Responsive	Unresponsive
1.	MTsN Kota Serang	15	15	0
2.	MTsN Kota Tangerang Selatan	16	9	7
3.	MTsN Kabupaten Tangerang	15	11	4
Total Amount		46	35	11

From the mapping results of training participants, 76.1% were respondents in this research. The non-response of the training participants was caused by several factors, namely they had left Information System for Educators and Education Personnel due to moving work places and changing telephone numbers so they could not be contacted again. The following are the

results of research evaluation using the countenance evaluation model which consists of context evaluation, process evaluation and input.

Context Evaluation

Context evaluation is an initial evaluation that includes program policies where the policy consists of the suitability of the policy with the activity program, the relevance of the program policy to the trainee's tasks in the workplace, the suitability of the training policy and learning strategies used, the formulation of the sustainable professional development training program to support the teacher development program and the training program policy to increase teacher professionalism.

The results of the context evaluation show that the training program policy can be accepted by the training participants, namely teachers with good criteria. In this case, the sustainable professional development program policy is very supportive and necessary for improving teacher competency and must be carried out continuously by considering aspects that need to be improved as a whole. The following are the percentages of context evaluation results with (5) Very Good, (4) Good, (3) Fair, (4) Poor and (5) Very Poor. The following are the percentage results of context evaluation.

Table 2 Percentage of Evaluation Context

NO	ASPECT	PERCENTAGE				
		5	4	3	2	1
1.	Conformity of sustainable professional development content policies with educators' duties	32,4%	58,8%	8,8%	0	0
2.	The formulation of sustainable professional development program policies supports teacher development programs	32,4%	58,8%	8,8%	0	0
3.	The training strategy policy used	20,6%	52,9%	26,5%	0	0
4.	Conformity of program policies with program implementation	14,7%	70,6%	14,7%	0	0
5.	The relevance of training policies to implementation in the workplace	20,6%	55,9%	20,6%	2,9%	0
6.	Support training program policies from the workplace	35,5%	52,9%	11,8%	0	0
7.	Sustainable professional development training program policy for increasing teacher professionalism	38,2%	52,9%	8,8%	0	0
Average		27,8%	57,5%	14,3%	0,41%	0

Process Evaluation

Process evaluation is an evaluation carried out to identify program implementation. In this research, the process evaluation carried out included (a) the quality of the training implementation, (b) the overall implementation of the sustainable professional development training and (c) the implementation of the sustainable professional development training. With an evaluation, the sustainable professional development training process will be more controlled and in line with the goals to be achieved. Apart from that, through process evaluation you can detect any irregularities that may occur during the program implementation and monitor what happens and the causes so that they can be resolved immediately.

Process evaluation is a determinant of the success of the sustainable professional development program, where in the training process it will be seen how the implementation of the sustainable professional development conforms to the predetermined plan. In the process evaluation there are in service learning and on the job learning activities. In service learning is the activity of delivering sustainable professional development material provided by facilitators with predetermined mandatory material, namely advertisements and optional material depends on to the needs of each school. In service-learning activities are carried out in 3 activities and 2 reflection activities. Meanwhile, on-the-job learning is the practical activities of training participants in their respective workplaces. On the job learning activities were carried out 2 times. In the process evaluation, several aspects that are evaluated include the implementation of training, the competence of presenters or facilitators, training methods and monitoring of control units. The results of the process evaluation show the following percentages with the criteria (5) Very Good, (4) Good, (3) Fair, (4) Poor and (1) Very Poor

Table 3 The Percentage of Process Evaluation

NO	ASPECT	CRITERIA				
		5	4	3	2	1
1.	The mastery of material by the facilitator	41,2 %	58,8%	0	0	0
2.	Teaching methods of sustainable professional development activities	26,5%	64,7%	8,8%	0	0
3.	Time allocation	20,6%	67,6%	8,8%	2,9%	0
4.	Learning patterns	23,5%	67,6%	8,8%	0	0
5.	Quality of maintenenca	29,4%	70,6%	0	0	0
6.	Facilitator competence	35,3%	64,7%	0	0	0
7.	Effectiveness of study groups	32,4%	61,8%	5,9%	0	0
8.	Sharing activities	38,2%	58,8%	2,9%	0	0
9.	Facilitator's mastery of training material	35,3%	61,8%	2,9%	0	0
10.	Systematic delivery of material	41,2%	55,9%	2,9%	0	0

11.	Suitability of the training manual with the material provided	32,4%	64,7%	2,9%	0	0
12.	The whole implementation of sustainable professional development training is in accordance with the learning objectives	29,4%	61,8%	8,8%	0	0
13.	Suitability of material to training title	29,4%	67,6%	2,9%	0	0
14.	The relevance of the material provided can be implemented in the workplace	23,5%	73,5%	2,9%	0	0
15.	Facilitator's ability to dialogue with participants	38,2%	61,8%	0	0	0
16.	Monitoring system implemented by the control unit	20,6%	64,7%	14,7%	0	0
17.	Regulations that must be obeyed (study contracts)	20,6%	67,6%	11,8%	0	0
18.	Task system given to training participants	23,5%	67,6%	8,8%	0	0
19.	The facilitator's ability to stimulate participant activity	29,4%	67,6%	2,9%	0	0
20.	Facilitator's ability to manage the class	35,3%	61,8%	2,9%	0	0
Average		30,3%	64,6%	5,0%	0,1%	0

Output Evaluation

Output evaluation is an evaluation that measures student learning outcomes. The benefits of a program will be seen after the activities are implemented well and according to the objectives. In this sustainable professional development training, the program results are aimed at improving student learning outcomes. Output evaluation includes several components including (a) the relevance of training to the target competency of students and (b) the relevance of the program and the final results achieved by students with the final result being student learning scores. In the implementation of sustainable professional development, there are several aspects as indicators of the usefulness of training, including the theoretical and practical implementation of training in daily life, student learning outcomes and the use of training results for use in the learning process. The following are the percentages of output evaluation results obtained based on closed questionnaires for training participants with the criteria (5) Very Good, (4) Good, (3) Fair, (2) Poor and (1) Very poor.

Table 4 The Percentage of Output Evaluation

NO	ASPECT	PERCENTAGE				
		5	4	3	2	1
1.	The implementation of training results in the learning process	35,3%	64,7%	0	0	0
2.	The ability to apply training results to daily life	32,4%	64,7%	2,9%	0	0
3.	Improving students' learning outcome	29,4%	61,8%	8,8%	0	0
4.	Use of innovative product in the learning process	64,7%	29,4%	5,9%	0	0
5.	Improving students' competence	20,6%	73,5%	5,9%	0	0
6.	Suitability of using training modules for the learning process	29,4%	64,7%	5,9%	0	0
7.	Application of training results for scientific publications	29,4%	61,8%	8,8%	0	0
Average		34,5%	60,1%	5,5%	0	0

The output evaluation results showed a good criterion, especially in increasing student competency with a percentage of 73.5%. Overall, the results of the evaluation showed 60.1% success. The outcome aspect is the most crucial aspect that determines the success of a training program. The benchmark for the success of the program in improving student learning outcomes is through madrasah assessments. This can be compared with the implementation of the national exam which was held in 2019. The madrasah assessment results were obtained from the madrasah working group as research respondents.

Basically, the National Examination is a benchmark for assessing student learning outcomes, but currently the National Examination is no longer used and has been replaced by the Madrasah Assessment. The aim of the Madrasah Assessment is none other than to measure students' ability to understand learning material which will then be used as a reference for successful learning. The following are the results of student learning achievements through the implementation of the sustainable professional development training process.

Table 5 The Average of Madrasah Assessment

NO	NAME OF MADRASAH WORKING GROUP	AVERAGE OF MADRASAH ASSESSMENT
1.	MTs Negeri Kota Serang	72,1
2.	MTs Negeri Kabupaten Tangerang	48,6
3.	MTs Negeri Kota Tangerang Selatan	75,8
Average		65,5

From the data above it can be seen that the largest average value is found in MTs Negeri Tangerang Selatan with an average value of 75.8. The achievements of the madrasah assessment results can be depicted in the following graphic.

Table 6 Madrasah Assessment Achievement



DISCUSSION

Context evaluation is an initial evaluation that includes program policies where the policy consists of the suitability of the policy with the activity program, the relevance of the program policy to the trainee's tasks in the workplace, the suitability of the training policy and learning strategies used, the formulation of the this training program to support the teacher development program and sustainable professional development training program policy to increase teacher professionalism. Based on the results of a closed questionnaire conducted on the training participants, it was concluded that the sustainable professional development training program policies were very relevant to teachers' duties and were able to improve teacher professionalism, especially teacher competence, with a percentage of 57.5%. Meanwhile, 31.4% or around 11 respondents from the questionnaire results indicated that they were very good regarding the training program policies that support teacher development programs.

In the process evaluation, it can be concluded that overall, the dominant criteria are good with a percentage of 64.6%. It means that the evaluation of the sustainable professional development training process is going well and in accordance with the plans that have been set even though there is a shortfall in time allocation of 2.9%. This will be a further evaluation during the next PKB training.

Based on the 2019 national exam results survey, it can be seen that student learning outcomes are below 50%, which means that students' abilities have not reached the desired targets. The madrasah assessment showed an increase in student learning outcomes by 0.43%, where in the national exam the average student achievement score was 45.9 and in the madrasah assessment the average score obtained was 65.5.

CONCLUSIONS AND RECOMMENDATIONS

Program evaluation is one way to see the success of a program. Based on Legislation Number 20 of 2003, it is stated that education is carried out consciously and planned to create an active learning process for students in developing their personal potential. Through the madrasa education quality reform program, it is hoped that teachers can develop competence and become professional teachers so that student learning outcomes are optimal.

The countenance evaluation model provides good results in the context, process and outcome aspects. In the context aspect, government policies cannot be separated from the quality of professional services. In developing teacher competency there are several strategy stages, namely planning, implementation, monitoring and reporting. The results of the context evaluation show that the overall criteria are good with a percentage of 57.7% and related to training program policies in increasing teacher competency at a percentage of 31.4%. In the aspect of the PKB implementation process, it shows good criteria with a percentage result of 64% which indicates that the program implementation process is going according to plan.

The process aspect is carried out in several stages, namely through in-service learning and on-the-job learning activities with a total of seven activities. The outcome aspect is an important aspect in evaluating the sustainable professional development program where student learning outcomes are a measure of program success. In the outcome aspect, the percentage results show that 60.1% of this program implementation went well. Student learning outcomes are taken from the Banten province English language madrasah working group which consists of MTs Negeri Kota Serang, MTs Negeri Kota Tangerang Selatan and MTs Negeri Kabupaten Tangerang. The research results show an increase in madrasah assessments of 0.43%, where during the national exam the average student achievement was 45.9 and for madrasah assessments the average student achievement was 65.5. It can be concluded that the sustainable professional development program is able to improve student learning outcomes at Madrasah Tsanawiyah in Banten province.

FURTHER STUDY

This research was carried out to improve teacher competency through the madrasah education quality reform program which was implemented nationally. The program aims to create professional teachers so that they can improve student learning outcomes. Madrasah assessment is a measure of the quality of a madrasah. With the existence of a sustainable professional development program, teachers become professional figures who are able to educate the nation's children and of course this program must be implemented continuously so that the quality of madrasahs continues to improve and is maintained.

ACKNOWLEDGMENT

First, I would like to thank Allah SWT for blessing and guidance the author until this study is completed. Then I would like to thank my promotors who always be patient in guiding and supporting the author. I also would like to thank to myself for struggling and my family for loving and supporting until it is completed. Many thanks to my colleagues for sharing and supporting also discussing. I hope this article can be used as a reference for professional teachers who want to enhance their competence.

REFERENCES

- Arikunto, S., & Jabar, C. S. A. (2014). *EVALUASI PROGRAM PENDIDIKAN*. PT Bumi Aksara.
- Direktorat Jenderal Guru dan Tenaga Kependidikan. (n.d.). *Program Pengembangan Keprofesian Berkelanjutan (PKB) Melalui Peningkatan Kompetensi Pembelajaran (PKP) Berbasis Zonasi*.
- Irmawanty, Sumantri, M. S., Marini, A., & Juniardi, Y. (2019). Kebijakan Kantor Wilayah Kementerian Agama Provinsi Banten dalam Meningkatkan Profesionalisme Guru Madrasah Ibtidaiyah. *EduBasic Journal: Jurnal Pendidikan Dasar*, 1(2), 72-79. <https://ejournal.upi.edu/index.php/edubasic>
- Malawi, I., & Maruti, E. S. (2016). *Evaluasi Pendidikan*. CV. Ae Media Grafika.
- Munthe, A. P. (2015). *PENTINGYA EVALUASI PROGRAM DI INSTITUSI PENDIDIKAN*. *Scholaria*, 1-14.
- Noorjannah, L. (2014). *PENGEMBANGAN PROFESIONALISME GURU MELALUI PENULISAN KARYA TULIS ILMIAH BAGI GURU PROFESIONAL DI SMA NEGERI 1 KAUMAN KABUPATEN TULUNGAGUNG* *Teacher Professionalism Development Through Writing Scientific Papers For Teachers In Professional SMA Negeri 1 Kauman District Tulungagung*. *Humanity*, 97-114.
- Nurlayali, H., & Sohiah, S. (2020). *TEORI HASIL BELAJAR PADA SISWA SDIT CENDIKIA*. In *Jurnal Pendidikan Islam Anak Usia Dini* (Vol. 2, Issue 1). <https://ejournal.stitpn.ac.id/index.php/assabiqun>
- Nurrita, T. (2018). *PENGEMBANGAN MEDIA PEMBELAJARAN UNTUK MENINGKATKAN HASIL BELAJAR SISWA*. *Misykat*, 03, 171-187.
- Prayogi, R. D., & Estetika, R. (2019). *KECAKAPAN ABAD 21: KOMPETENSI DIGITAL PENDIDIK MASA DEPAN*. *Jurnal Manajemen Pendidikan*, 14(2), 144-151. www.p21.org
- Purbianto, R., & Rustiana, A. (2018). *PENGARUH DISIPLIN BELAJAR, LINGKUNGAN KELUARGA, DAN MOTIVASI BELAJAR TERHADAP HASIL BELAJAR SISWA*. <http://journal.unnes.ac.id/sju/index.php/eeaj>
- Rijal, F. (2018). *GURU PROFESIONAL DALAM KONSEP KURIKULUM 2013*. *Mudarrisuna*, 328-346. <https://doi.org/10.22373/jm.v8i2.32350>
- Rouf, A., & Lufita, R. (2018). *Peranan Guru dalam Implementasi Kurikulum 2013 di Madrasah Ibtidaiyah Negeri 1 Jombang*. *Sumbula*, 903-926.
- Susanto, H. (2020). *Profesi Keguruan*. Program Studi Sejarah, Fakultas Keguruan dan Ilmu Pendidikan.
- Winarsieh, I., & Rizqiyah, I. P. (2020). *Peranan Guru Dalam Pembelajaran daring Pada Masa Pandemi Covid -19*. *Indonesian Journal of Teacher Education*, 159-164.