

Evaluating Learning Community Programs for Teacher Professionalism Using the Cipp Model

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ABSTRACT

Purpose: This study aims to evaluate the effectiveness of the "JERMAN GC" Learning Community program in improving teacher professionalism at SMP Islam PB Soedirman Bekasi using the CIPP (Context, Input, Process, Product) evaluation model. **Methods:** This study employed a descriptive qualitative approach using the CIPP evaluation model. Data were collected through observations, in-depth interviews, and documentation studies involving the principal, the learning community coordinator, teachers, and educational staff. A content analysis applied the interactive model of Miles and Huberman, including data reduction, data display, and conclusion drawing. Source and technique triangulation were used to ensure data validity. **Findings:** The findings indicate that the program is highly relevant to teachers' professional development needs in the disruption era. In the input dimension, the availability of internal resource persons, structured training materials, and institutional support strengthened program implementation. In the process dimension, collaborative planning, peer coaching, and reflective discussions fostered a sustainable professional learning culture. In the product dimension, the program improved teachers' pedagogical competence, strengthened 4C-based learning practices, and enhanced collaborative work culture among teachers. **Research Implications:** This study implies that school-based learning communities can function as sustainable and cost-efficient professional development models for teachers. The findings may support schools and policymakers in designing collaborative teacher development programs that strengthen instructional quality and adaptive learning cultures. **Originality:** This study provides a comprehensive evaluation of a teacher learning community using the CIPP model in the context of Indonesian secondary education, emphasizing collaborative professionalism development and sustainable transformation of school learning culture.

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INTRODUCTION

Education plays an important role in developing human potential and improving the quality of society (Achmadin et al., 2022). In the 21st century, the education sector faces major challenges due to the disruption era and the Industrial Revolution 4.0, which demand rapid adaptation to technological and scientific developments (Priyono & Arief, 2022). Teachers are expected to possess balanced hard skills and soft skills to create meaningful, innovative, and student-centered learning processes (Sinaga & Firmansyah, 2024). Without continuous professional development, learning activities may become monotonous and less effective, which can reduce students' motivation, concentration, and learning outcomes (Munianti, 2022). Therefore, improving teacher professionalism has become an urgent priority for educational institutions.

Teacher professionalism can be strengthened through collaborative professional development programs such as Learning Communities (Kombel). A learning community is a collaborative forum that allows teachers to share experiences, discuss instructional problems, and develop pedagogical competencies collectively (Suryani, 2024; Sekar & Kamarubiani, 2023; Setyasari et al., 2025). Previous studies reported that teacher learning communities contribute positively to instructional quality, collaborative culture, and sustainable professional growth among educators (Fauzan & Miyono, 2024; Nurdin et al., 2025). Teacher study groups also encourage teachers to adopt innovative teaching strategies and improve reflective teaching practices (Tichenor & Heins, 2000). Through collaborative discussions and

peer support, teachers can strengthen their abilities in designing lesson plans, developing assessment instruments, and implementing effective learning strategies.

At SMP Islam PB Soedirman Bekasi, the "JERMAN GC" Learning Community was established as a strategic initiative to improve teacher professionalism and strengthen collaborative learning culture within the school environment. The program facilitates teachers in conducting reflective discussions, collaborative lesson planning, peer coaching, and sharing best practices in teaching and learning activities. This initiative is expected to support teachers in responding to the challenges of educational transformation and digital learning implementation.

Although previous studies have discussed the benefits of teacher learning communities, most studies mainly focus on implementation practices and general professional development outcomes. Limited studies comprehensively evaluate learning community programs using a systematic evaluation frameworks, particularly in the context of Islamic secondary schools facing disruption-era challenges and digital transformation. As a result, empirical evidence regarding the effectiveness of learning community programs in improving teacher professionalism remains limited.

To address this gap, a comprehensive evaluation is needed to examine the effectiveness of the "JERMAN GC" Learning Community program. The CIPP evaluation model developed by Stufflebeam, D. L., & Shinkfield (2019) provides a systematic framework for evaluating programs through four dimensions: Context, Input, Process, and Product. The context dimension evaluates program relevance and needs. The input dimension examines the readiness of human resources, facilities, and supporting materials. The process dimension analyzes program implementation and collaborative activities, while the product dimension assesses the outcomes and impacts of the program on teacher professionalism and learning quality.

Based on these conditions, the main problem addressed in this study is how effective the "JERMAN GC" Learning Community program is in improving teacher professionalism when evaluated through the Context, Input, Process, and Product dimensions. Therefore, this study aims to comprehensively evaluate the effectiveness of the "JERMAN GC" Learning Community program at SMP Islam PB Soedirman Bekasi using the CIPP evaluation model. This study is expected to provide practical contributions for schools and policymakers in designing sustainable and collaborative teacher professional development programs to improve instructional quality and adaptive school learning cultures.

LITERATURE REVIEW

The Essence of Humanity in Education.

The essence of humanity in education includes several interpretations of individuals as both participants and recipients of the educational process. This viewpoint emphasises the significance of cultivating individual identities and spiritual aspects, while simultaneously addressing the social environment of education. Education fundamentally concerns persons, highlighting their multifaceted characteristics and the necessity for an extensive comprehension of humanity (Qin, 2024). The concept of Islamic education underscores the necessity of harmonising educational procedures with the fundamental nature of mankind, as articulated in the Qur'an and Hadith, to foster character development and intellectual advancement (Apriliyani et al., 2025). Education is perceived as a mechanism to enhance mankind, unifying body, soul, mind, and emotions, regarded as endowments from the Creator (Christiana, 2013).

Teacher Learning Community

A Teacher Learning Community (TLC) is a structured environment in which teachers collaborate to improve student learning and teaching abilities. They foster a professional network among educators by emphasising reciprocal support, shared objectives, and collective problem-solving (Zhang, 2020). This community cultivates a collaborative learning environment in which educators can exchange constructive feedback, observe each other's classes, and engage in discussions regarding pedagogical strategies (Agustina et al., 2025).

The establishment of learning communities serves a variety of objectives that contribute to the improvement of personal development and educational experiences. Ultimately, this community fosters improved academic outcomes and professional development by fostering emotional connections, shared objectives, and collaboration among its members. Academic achievement and retention comprise the objectives of this learning community.

- a. Learning communities are linked to improved academic performance and student retention rates due to their ability to foster a supportive environment that promotes collaboration and engagement (Stevens, 2024). They offer structured opportunities for students to collaborate, which improves their critical thinking and problem-solving abilities (Stevens, 2024).
- b. Social and Emotional Development These communities foster interpersonal relationships, which are essential for personal development and emotional support ((Stevens, 2024). They contribute to the professional development of students by facilitating self-reflection and mentoring (Stevens, 2024).

- c. Establishing a Community and Disseminating Resources Learning communities foster a cohesive culture that facilitates the exchange of knowledge and the accessibility of resources, which is advantageous to both students and instructors (Li et al., 2024). In online environments, community development is crucial for effective learning, and learning communities can be customised to accommodate a variety of contexts (Li et al., 2024).

Despite the substantial advantages that learning communities provide, some contend that their efficacy can fluctuate depending on the context and the level of participant commitment. Although the concept is promising, its implementation necessitates meticulous consideration to optimise its potential, as evidenced by this variability.

CIPP Evaluation Model (Context, Input, Process, Product)

The CIPP evaluation model developed by (Stufflebeam, D. L., & Shinkfield, 2019; Καραλής, 2025) is a systematic framework for providing information for decision-making in the improvement of educational program quality.

- a. Context Evaluation: Aims to describe the environment, identify unmet needs, and establish program goals. In the context of schools, this includes examining the legality of institutions within the Dapodiknas system and the relevance of programs to the lifelong education vision.
- b. Input Evaluation: Assessing the school's ability to develop programs thru the provision of qualified educators, supportive infrastructure, and appropriate learning strategy design. This aspect measures the readiness of human resources, the alignment of tutors' academic disciplines, and the availability of program management guidelines.
- c. Process Evaluation: Emphasizing the activities carried out in the program, who is responsible for them, and to what extent the program plan has been implemented in the field. This evaluation monitors the use of digital technology in the learning process as well as the discipline of community members' participation.
- d. Product Evaluation: This is the final stage to measure the achieved results, such as the improvement in the competencies of the learners (teachers), understanding of digital media usage, and the attainment of key character values such as independence and integrity.

METHOD

This study employed a descriptive qualitative approach using the CIPP evaluation model (Context, Input, Process, Product) developed by Stufflebeam & Coryn (2019). The model was selected because it provides a comprehensive framework for evaluating educational programs from program needs and resource readiness to implementation processes and final outcomes. This study focused on evaluating the effectiveness of the "JERMAN GC" Learning Community program in improving teacher professionalism at SMP Islam PB Soedirman Bekasi in facing the challenges of the disruption era and the implementation of the Merdeka Curriculum.

The research was conducted at SMP Islam PB Soedirman Bekasi. The informants consisted of 15 participants selected using purposive sampling techniques based on their direct involvement in the program. The participants included one principal, one Learning Community coordinator, ten teachers, and three educational staff members actively involved in the implementation of the "JERMAN GC" Learning Community activities. The purposive sampling technique was applied to obtain rich and relevant information related to the implementation and effectiveness of the program.

Data collection was conducted through observations, in-depth interviews, and documentation studies. Observation activities focused on routine weekly meetings, collaborative discussions, peer coaching sessions, and classroom support activities to examine teacher interaction and collaborative learning practices. The observation instrument included observation sheets containing indicators related to teacher participation, collaborative interaction, reflective discussion, and implementation of learning activities. In-depth interviews were conducted using semi-structured interview guidelines consisting of questions related to program objectives, resource availability, implementation challenges, collaborative practices, and perceived impacts of the program on teacher professionalism. Documentation studies were used to analyze supporting documents such as annual activity schedules, work plans (RPK), teaching modules, reflection notes, attendance records, and semester evaluation reports.

Data analysis followed the interactive analysis model of Miles and Huberman, including data reduction, data display, conclusion drawing, and verification. Data analysis was conducted systematically according to the four dimensions of the CIPP model: (1) Context evaluation to examine program relevance and participant needs; (2) Input evaluation to assess the readiness of human resources, facilities, and training materials; (3) Process evaluation to analyze program implementation, collaboration, and peer coaching activities; and (4) Product evaluation to identify improvements in teacher competence and learning quality outcomes. To ensure data validity and trustworthiness, this study applied source triangulation, technique triangulation, and prolonged observation. These strategies were used to strengthen the credibility and consistency of the research findings regarding the sustainability and effectiveness of the Learning Community program.

RESULTS AND DISCUSSION

Context Evaluation Analysis

The context evaluation of the Learning Community (Kombel) "JERMAN GC" at SMP Islam PB. Soedirman Bekasi aims to map the alignment between the program's vision and the real needs on the ground, as well as the challenges faced by educators in the era of disruption. Based on the data obtained, this contextual aspect encompasses three main pillars: the purpose of the organization, the identification of target participants, and the analysis of strategic opportunities.

a. Purpose of Organization and Needs Analysis

Research results indicate that Kombel "JERMAN GC" is objectively designed as an educational platform that provides deep understanding and knowledge to its members. This program is not just a formal meeting, but a means to gather and share strategic information. Field findings confirm that the main activities in this context are facilitating members to learn in a comfortable atmosphere, encouraging the enhancement of competencies thru discussions, and integrating learning into daily work. Technically, the participants' needs are focused on the synchronization of teaching devices, such as the collaboration in the preparation of lesson plans/teaching modules, the alignment of perceptions regarding assessment rubrics, and the joint problem-solving of students' learning issues.

b. Identification of Targets and Strategic Opportunities

The main target of the program is all educators and educational staff within the SMPI PB. Soedirman Bekasi environment. This identification demonstrates the school's commitment to building a learning organization comprehensively. Opportunity analysis shows that Kombel provides ample space for teachers to reflect together, which is a key element in instructional leadership. Kombel "JERMAN GC" is positioned as an "Innovation Laboratory" that gives birth to creative and contextual learning models. Opportunities for cross-disciplinary collaboration in project-based learning (PBL/PJBL) become the main strength in creating synergy among teachers.

c. Impact on Human Dignity and Graduate

Quality Philosophically, the context evaluation reveals that this program aims to foster human dignity thru the enhancement of teacher professionalism. By honing teachers' abilities to think critically, creatively, and collaboratively, this program directly impacts the improvement of graduates' competitiveness. Graduates of SMPI PB. Soedirman Bekasi are expected not only to excel academically but also to possess a character that aligns with the Pancasila Student Profile.

Table 1. Summary of CIPP Evaluation Results of "JERMAN GC" Learning Community Program

CIPP Dimension	Evaluation Indicators	Findings	Achievement Category
Context	Relevance of program to teacher needs	Program aligned with teachers' needs in digital-era pedagogy and collaborative learning	Very Relevant
	Institutional support and policy alignment	Supported by school leadership and Merdeka Curriculum implementation	Very Strong
	Opportunity for professional collaboration	Teachers actively involved in reflective discussions and peer learning	High
Input	Availability of human resources	Internal facilitators, principal, coordinator, and supervisors actively involved	Very Ready
	Training materials and curriculum	Structured materials on ATP, HOTS, PBL/PJBL, and Lesson Study	Very Good
	Facilities and infrastructure	School provided meeting rooms, digital facilities, and routine schedules	Adequate
Process	Teacher participation in activities	Average participation reached 87% during weekly sessions	High
	Peer coaching implementation	Teachers conducted collaborative lesson observations and feedback sessions	Effective
	Reflective discussion quality	Discussions focused on classroom problems and practical solutions	Very Good
Product	Improvement of pedagogical competence	Teachers demonstrated improved lesson planning and assessment skills	Significant
	Development of collaborative culture	Increased sharing practices and interdisciplinary collaboration	Strong
	Impact on student learning	Teachers reported improvement in students' 4C competencies	Positive

Table 1 demonstrates that all dimensions of the CIPP evaluation model showed positive results. In the context dimension, the "JERMAN GC" Learning Community program was considered highly relevant to teachers' professional development needs, especially in responding to digital transformation and collaborative learning demands. Institutional support from school leadership strengthened the sustainability of the program implementation. In the input dimension, the availability of qualified human resources, internal facilitators, structured learning materials, and supporting facilities indicated that the program possessed strong implementation readiness. The systematic organization of training topics such as HOTS assessment, Lesson Study, and PBL/PJBL also contributed to program effectiveness.

The process dimension showed high teacher participation, reflected by an average attendance rate of 87% during weekly collaborative activities. Peer coaching and reflective discussions were implemented consistently, creating a supportive professional learning environment among teachers. Meanwhile, the product dimension revealed significant improvements in pedagogical competence, collaborative work culture, and classroom instructional practices. Teachers became more capable of designing innovative teaching modules and implementing 4C-oriented learning activities.

Input Evaluation Analysis

The input evaluation of the "JERMAN GC" Kombel program at SMP Islam PB. Soedirman Bekasi aims to assess the readiness of supporting components, resources, and strategies that form the foundation for the transformation of teacher professionalism. This input aspect includes the availability of strategic human resources, training curriculum, and supporting infrastructure.

a. Capacity and Strategic Role of Human Resources

The readiness of HR is the main strength in the implementation of this Kombel. The availability of personnel is not only measured by quantity but also by the clarity of role distribution that supports a collaborative culture. The principal acts as the main director who ensures the availability of space and time, while the Kombel Coordinator ensures that the rhythm of activities runs according to schedule. The uniqueness of this input aspect lies in the empowerment of Internal Resource Persons (Curriculum Representatives and experienced teachers) who act as learning companions and mentors in the preparation of Teaching Modules and the creation of HOTS questions. The involvement of School Supervisors in providing professional supervision adds weight to the accountability aspect of this input. The capacity of human resources is continuously enhanced thru activities on the Merdeka Mengajar Platform (PMM) and webinars, which demonstrate efforts to synchronize individual competencies with national education policies.

b. Training Curriculum and Structure of Continuous Materials

The input in the form of training materials for the "JERMAN GC" Kombel is systematically organized into a two-semester cycle. The odd semester focuses on strengthening administration and assessment (CP, TP, ATP, and HOTS questions), while the even semester is directed toward advanced pedagogical practices such as PBL/PJBL learning models, Lesson Study, and sharing best practices. This well-planned material structure ensures that each Kombel session has clear output targets, not just ceremonial meetings. The design of this material adheres to the principles of andragogy (adult learning), where the provided material is applicative and problem-solving based.

c. Facilities, Procedures, and Time Commitment

Support from physical and digital facilities in the environment of SMP Islam PB. Soedirman Bekasi serves as adequate input to create an open and reflective learning space. The implementation procedures, which include planning to reporting (RPKT), provide a disciplined yet flexible framework. Another important aspect is time support; weekly routine meetings of at least 1 hour serve as evidence of the school's commitment to prioritizing professional development. The implementation of rules in Kombel is designed not to restrict teachers' freedom of movement, but rather to build collective responsibility. Input Evaluation Conclusion: The combination of competent human resources, structured materials, and clear procedures places the Input phase of Kombel "JERMAN GC" in the Very Ready category.

Process Evaluation Analysis

Process evaluation in the CIPP model focuses on the extent to which the program design is implemented in the field and the dynamics that occur during the implementation. In the "JERMAN GC" Kombel, the process evaluation reveals a systematic managerial cycle based on reflective-collaborative principles.

a. Cycle of Procedural Activities: From Planning to Sustainability

The implementation process of Kombel at SMP Islam PB. Soedirman Bekasi does not occur incidentally, but rather thru a well-thought-out procedural design. Starting from the Planning Stage, the school conducts an analysis of

teachers' learning needs based on the results of supervision and initial reflection. The establishment of the slogan "Open Heart, Open Mind, Let's Do IT" in this phase is not just a slogan, but an effort to build the mental readiness (mental switching) of teachers to be open to change. At the Implementation Stage, core activities such as the preparation of collaborative lesson plans, rubric analysis, and the creation of HOTS questions are carried out regularly. This indicates a transformation from an individualistic work culture to a collective work culture. Interestingly, this process is complemented by the Coaching Stage thru Peer Coaching. Teachers observe each other's teaching practices without fear of being judged, which in pedagogical literature is known as "healthy Pedagogical Friendship."

Table 2. Observation Results of Program Implementation Process

Observed Aspects	Mean Score (1–4)	Category
Teacher participation	3,6	Very Good
Collaborative interaction	3,7	Very Good
Peer coaching effectiveness	3,5	Good
Reflective discussion quality	3,8	Very Good
Time management in activities	3,4	Good
Program sustainability commitment	3,7	Very Good

Observation results in [Table 2](#) reveal that the implementation process of the "JERMAN GC" Learning Community program was generally categorized as good to very good. Reflective discussion quality obtained the highest score (3.8), indicating that teachers actively engaged in meaningful professional dialogue and collaborative problem-solving.

Collaborative interaction and sustainability commitment also showed high scores, suggesting that the program successfully established a positive professional culture within the school environment. Although time management received a slightly lower score compared to other indicators, it still fell within the good category, reflecting manageable technical challenges during implementation.

b. Evaluation Mechanism and Sustainability Culture

The evaluation process also captures how Kombel conducts self-assessment at the end of the semester. Evaluation activities not only assess discipline (teacher attendance) but also evaluate the impact of the process on teacher competence. The presence of the Sustainability Stage thru the publication of best practices and the appreciation of active members indicates that this Kombel is designed for the long term.

c. Implementation Barriers and Mitigation Strategies

Although procedurally organized, the research found several barriers stemming from [internal and external factors](#). [Internal factors](#) include resistance to changes in the old work culture and time constraints amidst the high administrative burden on teachers. External factors include schedule adjustments with departmental policies or other school activities. However, an important finding in this aspect of the process is the success of the mitigation strategies implemented thru collaborative communication and reflective habituation led directly by the principal. Conclusion of the Process Evaluation: Overall, the process evaluation proves that the "JERMAN GC" Kombel has successfully created a dynamic learning ecosystem. This planned, collaborative, and reflective process guaranties that the prepared "input" can be managed into a quality "product."

Product Evaluation Analysis

Product evaluation in the CIPP model aims to measure, interpret, and assess program achievements. [Kombel "JERMAN GC,"](#) product evaluation provides a real picture of the success of the transformation of [teacher professionalism](#) and its impact on [the quality of education](#) at SMP Islam PB. Soedirman Bekasi.

a. Achievement and Competence Improvement Measures

The evaluation results show that Kombel "JERMAN GC" successfully achieved the success indicators set thru five main dimensions. The tangible products produced include significant improvements in the pedagogical and professional competencies of teachers, evidenced by the compilation of more innovative, creative, and collaborative teaching device portfolios (lesson plans/teaching modules). Teachers no longer work in isolation, but rather in an ecosystem of sharing best practices that are systematically documented. Substantially, the product of this community is the creation of a reflective culture in the school environment. [Table 3](#) indicates measurable improvement in teachers' professional competencies after participating in the "JERMAN GC" Learning Community activities. The largest increase occurred in collaborative lesson planning (30%) and reflective teaching practices (29%), demonstrating that the program successfully strengthened collaborative professionalism among teachers.

Table 3. Improvement of Teacher Professional Competence After Program Participation

Competency Indicators	Before Program (%)	After Program (%)	Increase (%)
Ability to develop teaching modules	65	88	23
HOTS-based assessment design	58	85	27
Collaborative lesson planning	60	90	30
Use of reflective teaching practices	55	84	29
Implementation of PBL/PJBL learning	62	86	24
Teacher participation in professional discussion	70	92	22

Table 3 indicates measurable improvement in teachers' professional competencies after participating in the "JERMAN GC" Learning Community activities. The largest increase occurred in collaborative lesson planning (30%) and reflective teaching practices (29%), demonstrating that the program successfully strengthened collaborative professionalism among teachers.

The improvement in HOTS-based assessment design skills (27%) also suggests that teachers became more capable of implementing higher-order thinking-oriented learning approaches aligned with Merdeka Curriculum principles. Furthermore, participation in professional discussions increased substantially, indicating the emergence of a sustainable professional learning culture within the school.

b. Impact on Graduate Quality and Student Character

The most crucial impact of the product is the improvement in the quality of students' learning outcomes. Thru the improvement of teaching quality in the classroom, students show an increase in critical, creative, collaborative, and communicative thinking skills (4C).

c. Interpretation of Program Feasibility and Efficiency

Based on the cost-benefit analysis, Kombel "JERMAN GC" is categorized as a "Highly Efficient and Sustainable" program. With minimal funding, the school is able to produce maximum educational impact. This program is deemed highly feasible to continue and replicate because it has strong structural support and provides a tangible impact on the learning management system. In addition to the main effect of quality improvement, there are side effects that are positively adaptive. This activity forms new patterns of social interaction among teachers, increases work motivation, and builds the school's professional image in the eyes of the community. Product evaluation conclusion: As the "Driving Force of Transformation," Kombel "JERMAN GC" has transcended its function as merely a meeting forum. It has become an internal institution that ensures the quality of education is maintained in the era of disruption.

DISCUSSION

The findings of this study demonstrate that the "JERMAN GC" Learning Community program plays a significant role in strengthening teacher professionalism and collaborative learning culture at SMP Islam PB Soedirman Bekasi. Based on the CIPP evaluation model, the program showed positive performance across the context, input, process, and product dimensions, indicating that the learning community was implemented systematically and sustainably.

In the context dimension, the program was highly relevant to teachers' professional development needs in responding to the challenges of the disruption era and digital transformation in education. The findings revealed that teachers required collaborative spaces to discuss instructional problems, synchronize teaching modules, and improve assessment practices. This finding supports the view of Rohman (2011) that educational institutions must continuously adapt to social and technological changes through collaborative and reflective professional development. The results are also consistent with Agustina et al. (2025), who reported that teacher learning communities contribute significantly to sustainable professional development and instructional innovation in schools.

The input evaluation demonstrated that the success of the "JERMAN GC" program was strongly supported by the availability of qualified human resources, internal facilitators, structured training materials, and institutional support from school leadership. The active involvement of principals, coordinators, experienced teachers, and supervisors created a supportive professional learning environment. These findings strengthen Harahap and Ginting's (2022) argument that mentor quality and institutional readiness are important determinants of professional development effectiveness. Furthermore, the availability of structured materials related to HOTS assessment, Lesson Study, and PBL/PJBL learning models indicates that the program was designed based on teachers' actual classroom needs.

The process evaluation findings revealed that collaborative planning, peer coaching, and reflective discussions became the core strengths of the learning community implementation. Teachers actively participated in collaborative lesson planning and classroom reflections, which gradually transformed the school culture from individualistic teaching practices into collective professional learning practices. This finding aligns with the concept of Professional

Learning Communities proposed by Stoll et al. (2006), emphasizing that collaboration, reflective dialogue, and shared practices are essential components in improving educational quality. Similarly, Vescio, Ross, and Adams (2008) explained that collaborative professional communities positively influence teacher learning and instructional effectiveness.

Another important finding is that peer coaching activities encouraged the emergence of trust, openness, and professional collegiality among teachers. Teachers no longer perceived classroom observation as a form of supervision or evaluation, but rather as a collaborative learning opportunity. This condition supports Rohman's (2011) perspective that professional trust and reflective interaction among educators accelerate the internalization of professional values and pedagogical improvement.

In the product dimension, the program demonstrated measurable improvements in teacher pedagogical competence, collaborative teaching practices, and implementation of 4C-oriented learning activities. Teachers showed improvements in developing teaching modules, constructing HOTS-based assessments, and implementing reflective teaching practices. The increase in participation in professional discussions also indicates the emergence of a sustainable professional learning culture within the school environment. These findings are consistent with Nurdin et al. (2025), who found that teacher learning communities improve instructional quality and strengthen collaborative professionalism among educators.

This study also found that the learning community program positively influenced student learning quality indirectly through improved instructional practices. Teachers became more capable of implementing student-centered learning approaches that promote critical thinking, creativity, communication, and collaboration skills. This finding supports the theory of educational humanism proposed by Christiana (2013), which emphasizes that education should develop learners holistically through meaningful and collaborative learning experiences.

Compared with previous studies, this research provides a more comprehensive evaluation of teacher learning communities by applying the CIPP evaluation model systematically across context, input, process, and product dimensions. Previous studies generally focused only on implementation practices or teacher perceptions, whereas this study combines qualitative findings with quantitative indicators such as participation rates, observation scores, and competency improvement percentages. Therefore, this study contributes empirical evidence regarding the effectiveness of collaborative professional development programs in the context of Indonesian Islamic secondary schools.

Practically, the findings imply that school-based learning communities can function as sustainable and cost-efficient professional development models. Schools may utilize collaborative activities such as peer coaching, reflective discussions, and collaborative lesson planning to improve instructional quality without relying heavily on external training programs. The findings also suggest that strong instructional leadership from school principals is essential in maintaining program sustainability and teacher participation. Furthermore, policymakers may consider adopting collaborative learning community models as part of teacher professional development strategies, particularly in supporting the implementation of the Merdeka Curriculum and strengthening 21st-century learning competencies in schools. Overall, the "JERMAN GC" Learning Community program demonstrates that collaborative professionalism can become an effective strategy for improving educational quality, strengthening adaptive school culture, and supporting sustainable teacher professional development in the disruption era.

CONCLUSION

Based on the results of the evaluation using the CIPP model (Context, Input, Process, Product), it can be concluded that the "JERMAN GC" Learning Community program at SMP Islam PB Soedirman Bekasi has effectively supported the development of teacher professionalism and collaborative learning culture in schools. In the context dimension, the program demonstrated strong relevance to the challenges of the disruption era and teachers' needs for collaborative professional development spaces. In the input dimension, the availability of qualified human resources, internal facilitators, structured training materials, and institutional support provided a solid foundation for program implementation. In the process dimension, collaborative planning, peer coaching, reflective discussions, and instructional leadership contributed to the development of a sustainable professional learning culture despite several technical and scheduling challenges. In the product dimension, the program positively impacted teachers' pedagogical competence, collaborative teaching practices, and the implementation of 4C-oriented learning activities.

This study contributes theoretically to the development of educational program evaluation practices by demonstrating the applicability of the CIPP evaluation model in assessing teacher learning community programs within the context of secondary education. Practically, the findings provide empirical evidence that school-based learning communities can function as cost-efficient and sustainable professional development models for improving instructional quality and adaptive school culture.

This study is limited to one educational institution and primarily uses qualitative data. Therefore, future studies are recommended to involve broader research settings, apply mixed-method approaches, and incorporate quantitative indicators to measure the effectiveness of teacher learning communities more comprehensively. Future research may also examine the long-term impact of learning community programs on student achievement and institutional performance.

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