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Integrating Islamic Educational Values and Teacher Professional Formation: A CIPP-Based Evaluation in Contemporary Contexts

Yuyun Zunairoh,[1]* Fartika Ifriqia,[2] Ahmad Badrus[3]
[1,2,3] State Islamic University of Syekh Wasil Kediri, Indonesia

***Correspondence:**
zunairoh2024@gmail.com

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Abstract: This study critically evaluates the implementation of the Professional Teacher Education Program (*PPG*) within an Islamic higher education context using the Context, Input, Process, and Product (CIPP) model, with a particular focus on how Islamic educational values shape teacher professional formation. This research employs a qualitative case study design involving program administrators, lecturers, mentor teachers, and participants. Data were collected through in-depth interviews, observations, and document analysis, and were analyzed using thematic analysis aligned with the CIPP framework. The findings suggest that the PPG program is institutionally robust and contextually relevant in addressing the demand for certified teachers. However, recent efficiency-oriented transformations have reduced opportunities for reflective learning, intensive mentoring, and value internalization. Islamic educational values are systematically embedded in curriculum design, pedagogical interaction, and the formation of professional teacher identity. This study reconceptualizes Islamic educational values not as supplementary elements but as structuring principles that shape all dimensions of program evaluation within the CIPP framework. The study advances an integrative evaluation framework linking professional competence, ethical orientation, and institutional identity, while contributing to global discussions on culturally responsive teacher education.

Abstrak*: Penelitian ini secara kritis mengevaluasi implementasi Program Pendidikan Profesi Guru (PPG) dalam konteks perguruan tinggi keagamaan Islam dengan menggunakan model Context, Input, Process, and Product (CIPP), dengan fokus khusus pada bagaimana nilai-nilai pendidikan Islam membentuk pembentukan profesionalisme guru. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang melibatkan pengelola program, dosen, guru pamong, dan peserta. Data dikumpulkan melalui wawancara mendalam, observasi, dan analisis dokumen, serta dianalisis menggunakan analisis tematik yang selaras dengan kerangka CIPP. Hasil penelitian menunjukkan bahwa program PPG memiliki kekuatan institusional dan relevansi kontekstual dalam menjawab kebutuhan akan guru tersertifikasi. Namun, transformasi program yang berorientasi pada efisiensi belakangan ini cenderung mengurangi peluang pembelajaran reflektif, pendampingan intensif, serta internalisasi nilai. Nilai-nilai pendidikan Islam terintegrasi secara sistematis dalam desain kurikulum, interaksi pedagogis, dan pembentukan identitas profesional guru. Penelitian ini merekonseptualisasi nilai-nilai pendidikan Islam bukan sebagai elemen tambahan, melainkan sebagai prinsip struktural yang membentuk seluruh dimensi evaluasi program dalam kerangka CIPP. Selain itu, penelitian ini mengembangkan kerangka evaluasi integratif yang menghubungkan kompetensi profesional, orientasi etis, dan identitas kelembagaan, serta berkontribusi pada diskursus global tentang pendidikan guru yang responsif secara budaya.*

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State Islamic University of Kiai Haji Achmad Siddiq Jember

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INTRODUCTION

Teacher professional education is increasingly understood as a multidimensional process that extends beyond knowledge transmission toward the formation of reflective, ethical, and context-responsive educators. Contemporary research emphasizes that effective teacher development requires the integration of cognitive, practical, and moral dimensions, particularly in rapidly changing socio-technological contexts (Daniela, 2025; Meissonier et al., 2026). Accordingly, teacher education should be viewed not merely as technical training or certification, but as a formative process through which teachers develop professional judgment, ethical orientation, and adaptive capacity. This complexity requires evaluation frameworks capable of capturing interactions among context, input, process, and outcomes. The Context, Input, Process, and Product (CIPP) model provides a robust approach for this purpose by enabling holistic and decision-oriented evaluation of educational programs (Stufflebeam, 2003; Sankaran & Saad, 2022).

Within the Indonesian educational system, the *Pendidikan Profesi Guru* (PPG) program serves as a key instrument for strengthening teacher professionalism and ensuring national competency standards (Chang et al., 2025; Zaqiah et al., 2024). However, in Islamic higher education contexts, teacher professional education assumes a more complex and value-laden character. It is expected not only to produce competent educators but also to cultivate teachers who embody Islamic educational values, ethical responsibility, and socially grounded professionalism. This reflects a longstanding tradition in Islamic education, where knowledge (*'ilm*), ethical conduct (*adab*), and social accountability are inseparable dimensions of educational practice. Recent studies reaffirm that Islamic education emphasizes moral formation and the development of socially responsible individuals capable of addressing contemporary ethical challenges, including those arising from digital transformation (Zhanbayev et al., 2023; Al-Momani et al., 2024; Sagala & Kandedes, 2024; Masuwai et al., 2024).

In the context of globalization and digital transformation, Islamic education is increasingly engaged in global debates on ethical pedagogy, multiculturalism, and inclusivity (Saada, 2023). Islamic educational institutions are required to negotiate the relationship between local religious traditions and global educational paradigms, particularly in promoting tolerance, intercultural dialogue, and civic responsibility (Riaz et al., 2023; Bahri et.al., 2025). At the same time, teacher professional development must integrate digital competence, ethical literacy, and adaptive pedagogy to remain relevant in contemporary learning environments (Sabariah et al., 2023; Nurdin et al., 2024). These developments position teacher professional formation as a critical intersection of local values, Islamic intellectual traditions, and global educational discourse.

Despite these developments, existing research on teacher professional education in Indonesia remains dominated by technical and administrative perspectives. Most studies conceptualize the PPG program as a certification

pathway or a mechanism for improving pedagogical competence, with limited attention to how professional identity, ethical orientation, and value integration are constructed within Islamic higher education contexts (Zaqiah et al., 2024; Faqihuddin et al., 2026; Purwanto et al., 2023). In addition, evaluation studies often adopt fragmented approaches, focusing on isolated indicators such as participant satisfaction or learning outcomes rather than examining systemic relationships among context, input, process, and product dimensions (Irene, 2023; Mardhiah et al., 2023; Mejía-Rodríguez & Kyriakides, 2022). Although the relevance of the CIPP framework has been widely acknowledged, its application in analyzing value-based teacher professional formation remains limited and under-theorized.

A critical theoretical gap persists in understanding how Islamic educational values function as structuring principles rather than supplementary elements within teacher professional education systems. Existing literature has not sufficiently examined how these values are institutionalized across program dimensions, how they interact with digital learning environments and organizational systems, or how they contribute to the formation of ethical and professional teacher identities. Furthermore, limited engagement with global theories of ethical education, reflective professionalism, and culturally responsive pedagogy has constrained the development of an integrative analytical framework. Consequently, the field lacks a comprehensive perspective on how Islamic educational traditions can inform and transform contemporary teacher professional education.

Responding to these gaps, this study reconceptualizes teacher professional education as a value-integrated formation process in which Islamic educational values are embedded across all dimensions of program design and implementation. Rather than treating values as symbolic or complementary elements, this study positions them as foundational principles that shape contextual relevance, institutional readiness, pedagogical processes, and professional outcomes. By employing the CIPP model, this study offers an analytical framework to examine how these dimensions interact and how value integration can be operationalized in contemporary teacher education systems (Stufflebeam, 2003; Zhao et al., 2024).

The significance of this study lies in its contribution to bridging three key domains in Islamic education research. First, it connects locally grounded practices of teacher professional education with broader theoretical discussions on teacher development and program evaluation. Second, it brings Islamic intellectual traditions into dialogue with global educational theories, particularly in relation to ethics, professionalism, and reflective practice. Third, it contributes to international debates on how education systems can promote ethical responsibility, inclusivity, and culturally responsive pedagogy in diverse contexts. Recent research highlights that sustainable teacher development requires continuous learning, reflective practice, and contextual responsiveness (Lapidot-Lefler, 2025; Ciampa & Reisboard, 2024; Rahmi et al., 2025; Wiyono et al., 2025).

Accordingly, this study examines how Islamic educational values are integrated into teacher professional formation through a comprehensive CIPP-based evaluation. It addresses the following questions: (1) how do contextual conditions, institutional inputs, pedagogical processes, and program outcomes interact in shaping teacher professional formation; (2) how are Islamic educational

values embedded across these dimensions; and (3) what implications can be drawn for strengthening value-based teacher education in contemporary contexts. Through this analysis, the study positions teacher professional education as a strategic space for integrating ethical, cultural, and professional dimensions, contributing to a more holistic and globally relevant understanding of teacher development in Islamic education.

From a theoretical perspective, teacher professional education is conceptualized as a process of identity formation shaped by the interaction between individual beliefs, institutional structures, and socio-cultural contexts. This perspective aligns with culturally responsive pedagogy, which emphasizes the integration of local values and knowledge systems, and with moral education theory, which highlights the role of modelling, interaction, and reflective engagement in ethical development.

Accordingly, this study adopts an integrative perspective in which the CIPP model functions not only as an evaluative tool but also as an analytical framework to examine how values operate across program dimensions. This approach enables a more comprehensive understanding of teacher professional education as a value-based formation system rather than a purely technical training mechanism.

In light of these considerations, this study advances the argument that teacher professional education in Islamic contexts should be understood as a value-integrated formation system in which pedagogical competence, ethical orientation, and institutional identity are mutually interconnected. By employing the CIPP model within this framework, the study not only evaluates program effectiveness but also critically examines how Islamic educational values shape professional teacher identity across contextual, structural, and pedagogical dimensions. In doing so, it positions Islamic teacher education as a dynamic space where local wisdom, Islamic intellectual traditions, and global educational discourse intersect, offering a theoretically grounded and globally relevant perspective on teacher professionalism.

METHOD

This study employed an evaluation research design based on the Context, Input, Process, and Product (CIPP) model as the primary analytical framework. The CIPP model was selected for its capacity to provide a comprehensive and decision-oriented evaluation by examining contextual relevance, institutional readiness, implementation processes, and program outcomes. Unlike outcome-oriented approaches that emphasize measurable results alone, the CIPP framework enables a systemic and formative analysis of educational programs within complex institutional environments. It is particularly suitable for examining teacher professional education as a multidimensional process integrating pedagogical competence, ethical formation, and institutional values (Stufflebeam, 2003; Irene, 2023; Zhao et al., 2024).

The study was informed by contemporary perspectives on teacher professional identity, culturally responsive pedagogy, and moral education, which conceptualize teacher formation as a value-laden and context-dependent process. Accordingly, the CIPP model was applied to evaluate the implementation of the PPG

program in an Islamic higher education context. The program was conceptualized not merely as a certification mechanism but as a value-integrated professional formation system in which pedagogical competence, digital readiness, mentoring practices, and Islamic educational values interact in shaping teacher identity (Mardhiah et al., 2023).

A qualitative case study design was employed to enable a contextualized and interpretive analysis of institutional practices, stakeholder experiences, and the interaction between policy and implementation. This approach is appropriate for examining processes of meaning-making, identity formation, and value integration in real-world educational settings (Hilliger et al., 2024; Ahmad & Wilkins, 2024).

Participants consisted of key stakeholders involved in the PPG program, including program administrators, lecturers, mentor teachers, and teacher participants. A purposive sampling strategy was used to select informants with relevant experience and knowledge. A total of 18 participants were involved: 4 program administrators, 5 lecturers, 4 mentor teachers, and 5 teacher participants. This approach ensured rich, contextually grounded, and analytically relevant data from multiple perspectives (Creswell & Poth, 2018).

Data were collected through in-depth semi-structured interviews, non-participant observation, and document analysis. Interviews explored participants' perspectives on program objectives, institutional readiness, mentoring practices, digital learning systems, and professional outcomes. Observations examined instructional interactions, mentoring processes, and the use of learning resources. Document analysis included curriculum guidelines, academic regulations, program manuals, and internal evaluation reports to assess alignment between design and implementation. These methods enabled methodological triangulation and strengthened the credibility of the findings (Ogunkan & Akinpelu, 2026; Zhao et al., 2025).

The research instruments consisted of interview protocols, observation guidelines, and document analysis checklists developed based on the four CIPP dimensions. These instruments ensured alignment between data collection and the analytical framework, thereby enhancing conceptual coherence and rigor (Stufflebeam, 2003; Zhao et al., 2024).

Data analysis followed a systematic qualitative procedure informed by thematic analysis and the CIPP framework. The process included data familiarization, open coding, thematic categorization based on context, input, process, and product dimensions, and axial coding to examine relationships among themes. The analysis moved beyond descriptive reporting toward interpretive explanation, focusing on how institutional conditions, pedagogical practices, and value integration interact in shaping teacher professional formation (Braun & Clarke, 2021; Irene, 2023).

To ensure rigor, the study employed source, method, and theoretical triangulation. Data were compared across participant groups and collection methods, while interpretations were guided by the CIPP framework and relevant scholarship. Member checking was conducted with selected participants, and an audit trail was maintained to document analytical decisions. These strategies

enhanced the credibility, dependability, and confirmability of the findings (McGill et al., 2023).

Ethical considerations were addressed throughout the research process. Participation was voluntary, informed consent was obtained, and confidentiality and anonymity were ensured by removing identifying information (Erdmann & Potthoff, 2023). The study adhered to principles of fairness, respect, and professional integrity, particularly in managing hierarchical relationships within institutional contexts.

Overall, this methodological design provides a rigorous and context-sensitive evaluation of teacher professional education as a value-integrated formation system. By combining the CIPP framework with qualitative inquiry, multiple data sources, and systematic analysis, the study offers a comprehensive understanding of how Islamic educational values are embedded in teacher professional education and contributes to broader discussions on ethical and context-responsive educational development.

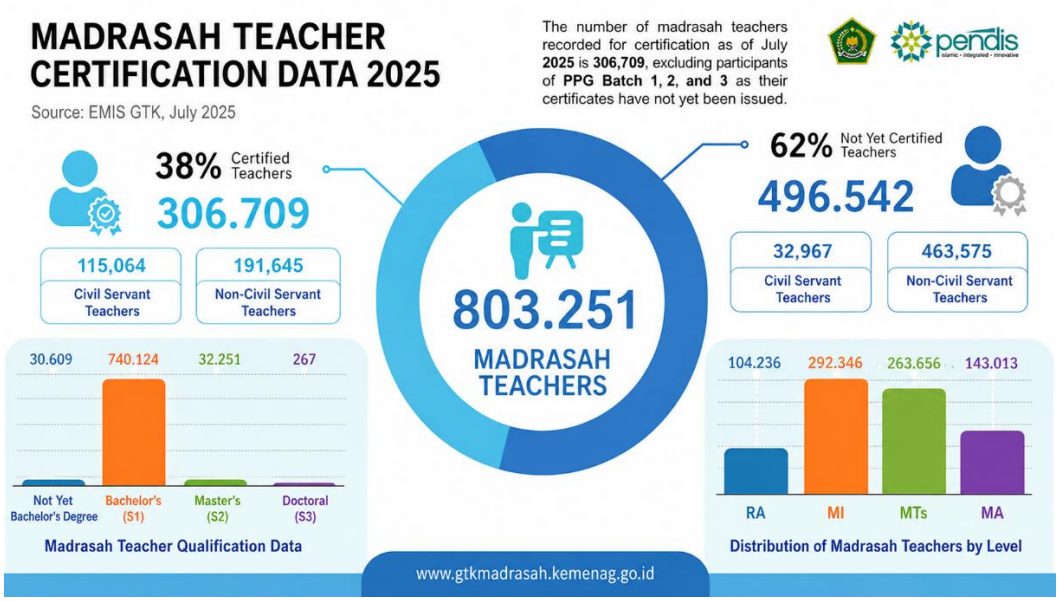
RESULTS AND DISCUSSION

Results

National and Regional Urgency of Teacher Certification in Madrasah and Islamic Religious Education

Before presenting the CIPP-based findings, it is analytically necessary to situate the evaluation of the PPG program within the broader structural landscape of teacher certification in Islamic education. The data demonstrate that the issue of certification is not merely administrative but constitutes a systemic challenge that directly affects the professionalization of teachers in *madrasah* and Islamic Religious Education contexts. With 62% of *madrasah* teachers remaining uncertified and a substantial backlog of *PAI* teachers awaiting certification, the findings indicate a persistent gap between policy aspirations and institutional realities. This gap is not only quantitative but also qualitative, as it influences teacher legitimacy, pedagogical confidence, and institutional credibility.

These findings position certification as a structural driver of professional formation rather than a procedural requirement. The regional data further reinforce this argument by showing that the demand for certified teachers is concentrated in *pesantren*-based *madrasahs*, where professional expectations are intertwined with moral and religious responsibilities. The high proportion of uncertified graduates working as honorary teachers suggests that teacher professional education must be understood as part of a broader socio-institutional ecosystem in which employment conditions, institutional expectations, and policy frameworks intersect. Therefore, the evaluation of PPG cannot be reduced to institutional performance; it must be interpreted as a response to a systemic deficit in value-based teacher professionalism.



Teacher Development Units	Waiting List	%	March – April (Batch-1)	May – June (Batch-2)	July – August (Batch-3)	September – October (Batch-4)	November – December (Batch-5)	Total Certified in 2025	Projection for 2026
Directorate of Islamic Education	95.367	16,80%	31.613	31.613	10.714	10.714	10.713	95.367	-
Directorate of Madrasah Teachers and Education Personnel*	426.760	75,19%	60.000	60.000	60.000	60.000	60.000	300.000	126.760
Directorate of Christian Education	29.002	5,11%	2.500	2.500	2.500	2.500	2.500	12.500	16.502
Directorate of Catholic Education	11.157	1,97%	1.240	1.240	1.240	1.240	1.240	6.200	4.957
Directorate of Hindu Education	4.412	0,78%	900	900	900	900	812	4.412	-
Directorate of Buddhist Education	689	0,12%	138	138	138	138	137	689	-
Confucian Education Development Center	176	0,03%	50	50	76	50	176	176	-
Total	**567.563**		**96.441**	**96.441**	**75.568**	**75.492**	**75.402**	**419.168**	**148.395**

* Each batch consists of 35,000 religious subject teachers and 25,000 general subject teachers in madrasahs.

Figure 1. Data on Certified Madrasah Teachers and Islamic Religious Education Teachers in 2025

Figure 1 confirms that the certification challenge is both systemic and enduring. The persistence of large-scale certification gaps indicates that professional teacher education programs such as PPG function as critical policy instruments within a broader reform agenda. In this context, the PPG program at UIN Syekh Wasil Kediri should be understood as a strategic intervention that seeks to bridge structural shortages and enhance the quality of teacher professionalism. Importantly, the figure also reveals that certification demand extends beyond *madrasah* settings into the wider Islamic education system, thereby reinforcing the relevance of evaluating PPG as a model of integrated professional formation rather than a localized initiative.

Context Evaluation: The Strategic Relevance of Integrating Islamic Values and Professional Teacher Education

The context dimension reveals that the PPG program operates within a highly convergent environment shaped by policy imperatives, institutional identity, and field-based demand. Unlike conventional professional education programs that respond primarily to regulatory requirements, the PPG program at UIN Syekh Wasil Kediri emerges as a hybrid construct situated at the intersection of national certification policy, Islamic educational traditions, and community expectations. This convergence is analytically significant because it demonstrates that the program's relevance is multidimensional rather than singular.

The findings suggest that stakeholders conceptualize teacher professionalism not only in terms of pedagogical competence but also as an ethical and value-based construct rooted in Islamic educational principles. This aligns with broader theoretical perspectives in which professionalism is understood as a synthesis of competence, identity, and moral responsibility. The interview data further show that certification is perceived as insufficient unless accompanied by the formation of disciplined, reflective, and ethically grounded educators. In this sense, the contextual foundation of the program reflects a shift from credential-oriented professionalism toward value-integrated professionalism.

Table 1. Stakeholder Expectations toward PPG Graduates at UIN Syekh Wasil Kediri

No.	Informant Code	Core Interview Statement	Main Theme	Contextual Meaning
1	HM-01	The PPG program is needed not only for certification, but also to shape teachers who are more prepared to teach and more academically disciplined.	Certification and quality improvement	The program is understood as a professional necessity rather than a purely administrative requirement.
2	PM-02	Teachers graduating from PPG are expected to be able to design curriculum-aligned instruction while still carrying Islamic values into the classroom.	Integration of professionalism and Islamic values	Stakeholders expect a dual graduate profile: technically competent and ethically-religiously grounded.
3	PT-03	The need for certified teachers is still high, especially in institutions where not all teachers have participated in PPG.	Field-based urgency	The program addresses a real and continuing institutional shortage.
4	SP-04	PPG provides clearer direction regarding the standards of professional teachers expected by madrasahs.	Professional standards	The program functions as an instrument for teacher quality standardization in Islamic schools.
5	LC-05	As an Islamic university, the institution expects PPG not to stop at pedagogy but to contribute to the formation of teachers' character.	Institutional identity	The Islamic character of the university shapes a distinctive orientation for the program.

The data in Table 1 demonstrate that stakeholder expectations extend beyond formal certification to include the integration of Islamic values into pedagogical practice. This finding suggests that the meaning of professionalism in Islamic education is being redefined through a value-based lens. From a CIPP perspective, this indicates strong contextual alignment, as the program addresses not only regulatory requirements but also institutional and societal expectations. More importantly, the findings reveal that Islamic values function as definitional criteria of teacher quality rather than as supplementary attributes. This redefinition transforms the program into a value-oriented professional formation system, thereby strengthening its theoretical and practical significance within Islamic education research.

Input Evaluation: Institutional Readiness, Curriculum, Human Resources, and Support Systems

The input evaluation demonstrates that the program is supported by a robust institutional infrastructure, including curriculum design, qualified human resources, digital learning systems, and school partnerships. However, beyond descriptive adequacy, the analysis reveals a critical distinction between structural readiness and functional accessibility. While the institution has successfully established the necessary components for program implementation, the effectiveness of these inputs depends on how they are experienced and utilized by participants.

The curriculum represents a key strength, as it integrates pedagogical competencies with Islamic values and religious moderation. This indicates that value integration has been institutionalized at the design level rather than treated as an add-on component. Similarly, the presence of competent lecturers and a centralized Learning Management System (LMS) enhances instructional clarity and academic coordination. These findings suggest a high degree of alignment between institutional identity and program design.

Table 2. Input Components of the PPG Program at UIN Syekh Wasil Kediri

No.	Informant Code	Core Interview Statement	Input Component	Meaning of the Finding
1	PT-01	The lecturers were helpful in explaining both the flow of assignments and the substance of the PPG materials.	Human resources	Lecturer quality served as a major support for professional learning.
2	PT-02	The LMS was highly useful because all tasks, modules, and instructions were centralized in one system.	Digital infrastructure	The digital system improved learning organization and academic accountability.
3	PT-03	Not all participants had the same level of digital competence, so some needed more assistance.	Participant readiness	Input quality was affected by differences in participants' initial capacities.
4	SM-04	Partner schools were supportive, but the quality of field mentors was not always the same.	School partnership and mentoring	External input quality varied across practicum sites.
5	LC-05	The PPG curriculum had already been directed toward forming professional teachers who still carry Islamic values and moderation.	Curriculum design	Value integration was embedded in the formal design of the program.

However, the findings also reveal unevenness in participant experience, particularly in relation to digital competence and mentoring quality. This indicates that input effectiveness is mediated by participant readiness and contextual variation across partner schools. Analytically, this highlights a key limitation: strong institutional inputs do not automatically guarantee equitable learning outcomes. Therefore, the input dimension should be interpreted not only in terms of availability but also in terms of accessibility, adaptability, and usability. This distinction is critical for understanding how value-integrated professional education operates in practice.

Process Evaluation: Learning Implementation, Mentoring, and the Internalization of Islamic Values

The process evaluation reveals that the program is characterized by structured implementation and a strong mentoring culture. The staged design of the program reflects procedural coherence, while mentoring serves as the central mechanism for professional learning. Importantly, the findings indicate that learning occurs not only through content delivery but through interactive, dialogical, and reflective engagement between participants and instructors.

At the same time, the analysis identifies a tension between procedural efficiency and pedagogical depth. While the program maintains organizational clarity, compressed schedules may limit opportunities for reflection and deeper learning. This finding is particularly significant because it distinguishes between administrative completion and transformative learning. A program may achieve procedural success while falling short of its formative potential.

Table 3. Interview Summary on the Learning Process and Mentoring in the PPG Program

No.	Informant Code	Core Interview Statement	Process Theme	Meaning of the Finding
1	PT-01	The learning process was structured, beginning from orientation and continuing through the preparation of teaching instruments.	Process organization	The program demonstrated strong procedural coherence.
2	PT-02	Lecturer guidance was especially helpful during revision of assignments and refinement of teaching tools.	Academic mentoring	Mentoring functioned as the core mechanism of professional learning.
3	PT-03	When the learning period was shortened, the experience felt denser but less in-depth.	Limited duration	Time efficiency potentially reduced the depth of competence formation.
4	SM-04	Field practice was essential because it was there that teachers were genuinely tested in real classroom situations.	School-based practicum	Professional learning required authentic classroom experience, not just theory.
5	PM-05	Islamic values were reflected in the emphasis on teacher ethics, role modelling, and the way teachers interact with students.	Internalization of Islamic values	Value integration was enacted in the learning culture, not only in formal documents.

Another critical finding concerns the internalization of Islamic values within the learning process. Rather than being confined to curricular content, these values are enacted through pedagogical interactions, mentoring practices, and institutional culture. This suggests that value integration is most effective when embedded in lived educational practices rather than formal instruction alone. From a theoretical perspective, this supports the argument that professional identity formation is shaped through social interaction, ethical modelling, and reflective engagement.

Product Evaluation: Competence Development, Professional Confidence, and Value-Based Teacher Identity

The product evaluation indicates that the program produces multidimensional outcomes, including improvements in pedagogical competence, digital literacy, professional confidence, and ethical awareness. Importantly, participants do not perceive these outcomes solely in terms of certification readiness but as part of a broader process of identity formation. This suggests that the program contributes to the development of value-based professional identity, which integrates technical competence with moral responsibility.

Table 4. Perceived Competency Gains after Participating in the PPG Program

No.	Informant Code	Core Interview Statement	Perceived Product	Meaning of the Finding
1	PT-01	After joining PPG, I understood better how to prepare teaching instruments in a more systematic way.	Pedagogical strengthening	The program improved participants' technical capacity in lesson preparation.
2	PT-02	I became more prepared to use the LMS and digital tools for learning-related tasks.	Digital competence	The program contributed to the strengthening of digital professionalism.
3	PT-03	PPG made me more confident because I understood more clearly the standards of a professional teacher.	Professional identity	The program increased participants' self-efficacy and sense of professional direction.
4	SM-04	The best result of PPG is that teachers enter classrooms with more mature preparation and strategy.	Teaching readiness	Program outcomes were visible in practical classroom preparedness.
5	PM-05	Teachers who completed PPG seemed more orderly, more focused, and more aware of their moral responsibility.	Value-based professionalism	Islamic values were reflected in observable changes in professional attitude and ethics.

The findings demonstrate that the most significant outcome of the program is not certification itself but the transformation of how participants understand their role as teachers. This transformation is reflected in increased self-efficacy, improved instructional practices, and heightened awareness of ethical responsibility. From a CIPP perspective, this indicates that the program achieves not only output effectiveness but also outcome relevance, as it produces changes that are meaningful within both institutional and educational contexts.

Cross-Dimensional Synthesis of the CIPP Findings

Across all four dimensions, the findings reveal that the PPG program functions as a value-integrated professional formation system rather than a conventional certification pathway. The strongest contribution of the program lies in its ability to align contextual relevance, institutional inputs, pedagogical processes, and professional outcomes within a coherent evaluative framework. This alignment demonstrates that effective teacher professional education requires not only structural adequacy but also conceptual integration.

The most distinctive finding is that Islamic values are embedded across all dimensions of the program. They shape stakeholder expectations (context), guide curriculum design (input), influence pedagogical interaction (process), and define professional identity (product). This integrative pattern suggests that value-based teacher education is most effective when values function as organizing principles rather than supplementary elements.

At the same time, the evaluation identifies critical conditions for sustaining this integration, including equitable access to institutional inputs, sufficient learning duration, and consistent mentoring practices. Without these conditions, the program risks becoming procedurally efficient but pedagogically superficial. Therefore, the findings support a broader argument that teacher professional education in Islamic contexts should be understood as a holistic, value-driven, and context-sensitive formation process that bridges local educational traditions with contemporary professional demands.

Discussion

While previous studies have primarily evaluated teacher education programs in terms of technical competence and certification outcomes, this study challenges such reductionist perspectives by demonstrating that professional formation is inherently value-laden and context-dependent. This finding underscores the need to move beyond technocratic evaluation models toward approaches that integrate ethical, cultural, and identity dimensions.

The findings show that the PPG program at UIN Syekh Wasil Kediri functions as a value-integrated professional formation system rather than a narrowly defined certification mechanism. This interpretation extends the logic of the CIPP model, which emphasizes comprehensive and improvement-oriented evaluation through the alignment of context, input, process, and product dimensions (Stufflebeam, 2003). Accordingly, the effectiveness of teacher professional education should not be assessed solely through competency attainment, but through the extent to which pedagogical competence, ethical orientation, and institutional values are integrated into a coherent system. This perspective aligns with contemporary scholarship that conceptualizes teacher development as a multidimensional process involving identity formation, reflective practice, and value integration (Pishghadam et al., 2022; Ardi et al., 2023; Wiyono et al., 2025).

From the context dimension, the findings confirm that the implementation of PPG is structurally justified by a persistent national deficit in certified teachers within Islamic education. Beyond this structural gap, certification demand is closely linked to issues of teacher legitimacy, institutional credibility, and educational quality in madrasah and pesantren-based systems. This extends prior research on

teacher professional development in Indonesia by highlighting the qualitative implications of certification gaps for educational practice and institutional trust (Rahman, 2022; Rahmi et al., 2025). Moreover, the study contributes to global discussions on teacher professionalism by demonstrating that, in faith-based educational contexts, professionalism is a hybrid construct combining technical competence with ethical and religious accountability. This enriches debates on culturally situated professionalism by emphasizing the role of local value systems in shaping professional standards (Liu et al., 2023; Masuwai et al., 2024).

The findings also contribute to the discourse on the localization of teacher education models. While many international frameworks emphasize standardization and competency-based evaluation, this study demonstrates that effective teacher education in Islamic contexts requires alignment with institutional values and local epistemological traditions. Professionalism, as emphasized by stakeholders, includes moral responsibility, exemplary conduct, and the embodiment of Islamic values such as *adab*. This indicates that professional standards are contextually constructed rather than universally fixed. Accordingly, the study challenges universalist assumptions and supports the development of context-sensitive frameworks that integrate global principles with local knowledge systems (Ramli et al., 2025; Sudirman et al., 2025; Masuwai et al., 2024).

From the input dimension, the study shows that institutional readiness is necessary but insufficient for effective teacher professional education. Although the program is supported by strong infrastructure—including curriculum design, qualified lecturers, digital systems, and school partnerships—the effectiveness of these inputs depends on accessibility and usability. This finding contributes to ongoing debates on the role of infrastructure in professional learning, particularly regarding digital platforms such as Learning Management Systems (Amemasor et al., 2025; Huda, 2024; Papavlasopoulou et al., 2024; Bond et al., 2020). The study extends this discussion by demonstrating that technological provision alone does not ensure meaningful learning outcomes; it must be accompanied by mentoring quality, digital literacy, and adaptive support systems.

Curriculum design emerges as a key site of value integration. The incorporation of Islamic values indicates that value-based education can be structurally embedded within professional training rather than treated as an additional component. This supports scholarship suggesting that Islamic higher education institutions can reconcile global standards with local value systems when integration occurs at the design level (Mardatillah et al., 2025; Sudirman et al., 2025). However, variations in mentoring quality and participant readiness indicate that input adequacy must be evaluated not only in terms of provision but also in terms of equitable learning experiences. This refines the concept of input evaluation by emphasizing usability and inclusivity.

The process dimension provides critical insight into how institutional design is translated into learning practice. The findings confirm that structured implementation, sustained mentoring, and practice-based learning are essential for effective professional formation, consistent with research on work-integrated learning (Rafiq et al., 2024; Forslund Frykedal et al., 2025). However, the study identifies a tension between efficiency and depth. Compressed program structures and increased digitalization improve administrative efficiency but reduce

opportunities for interaction, feedback, and reflective learning. This tension reflects a broader global challenge in teacher education, where standardization and scalability often conflict with contextualized and value-based learning.

This tension has important theoretical implications. It demonstrates that procedural efficiency does not necessarily produce educational effectiveness, particularly in programs aimed at developing professional identity and ethical orientation. Consistent with prior evaluation studies, meaningful learning requires intensive mentoring, iterative feedback, and sustained engagement (Maxwell et al., 2024; Chanthalangsy et al., 2024). The present study extends this argument by showing that reduced interaction not only limits skill development but also weakens the internalization of ethical and professional values.

Furthermore, the integration of Islamic values is most evident in pedagogical interactions, mentoring practices, and institutional culture rather than in formal curriculum content alone. This supports theoretical perspectives that conceptualize professional identity formation as a socially constructed process shaped by interaction, modelling, and reflective engagement. Therefore, value integration should be understood as a relational and processual phenomenon rather than a static curricular element. This insight contributes to global discussions on ethical education by emphasizing the importance of embedding values within lived educational practices.

From the product dimension, the findings indicate that program outcomes extend beyond certification readiness to include improvements in pedagogical competence, digital adaptability, professional confidence, and value-based teacher identity. These findings align with broader research showing that effective professional development enhances both technical competence and professional self-efficacy (Şen & Yildiz Durak, 2022; Rahmi et al., 2025). However, these outcomes remain developmental and require sustained post-program support. Participants continue to face challenges in implementing differentiated instruction, optimizing digital learning, and sustaining innovation in school contexts.

This finding reinforces the importance of viewing professional development as a continuous process rather than a one-time intervention. Sustained teacher development requires ongoing support through professional learning communities, mentoring networks, and reflective practice (Abbott & Lee, 2022; Hope et al., 2022).

A key contribution of this study lies in conceptualizing teacher professional education as a value-integrated system in which Islamic educational values function as structuring principles across all dimensions of program implementation. Unlike previous studies that treat values as supplementary elements, this study demonstrates that values shape context, inform curriculum design, guide pedagogical processes, and influence professional identity formation. This represents a significant theoretical contribution by extending the CIPP model beyond technical evaluation toward value-based analysis.

Moreover, the study bridges Islamic intellectual traditions with global educational discourse by showing that concepts such as ethical responsibility, moral formation, and *adab* can be meaningfully integrated into contemporary teacher education without compromising professional standards. This contributes to ongoing debates on balancing standardization and contextualization in culturally

diverse educational systems and positions Islamic higher education institutions as sites of innovation in value-based teacher education.

In conclusion, the findings confirm that the PPG program represents a meaningful model for integrating Islamic educational values and teacher professional formation within a comprehensive evaluative framework. Teacher professionalism in this context should be understood as the integration of pedagogical competence, digital capability, ethical responsibility, and institutional values. This study offers a more holistic and context-sensitive framework for understanding teacher professional education, contributing to both national and global discussions on culturally grounded and ethically informed educational development.

CONCLUSION

This study demonstrates that the integration of Islamic educational values within the PPG program plays a central role in shaping teacher professionalism as a multidimensional formation process rather than merely a certification outcome. Teacher professional education in this context operates as an integrated system in which contextual relevance, institutional readiness, pedagogical processes, and value internalization interact in the formation of professional identity. However, efficiency-oriented transformations, while administratively beneficial, tend to reduce opportunities for interaction, mentoring, and reflective learning, thereby limiting the internalization of ethical and professional values. These findings challenge the assumption that teacher professional education can be adequately measured through certification and competency indicators alone and instead highlight the need to conceptualize it as a holistic, value-integrated formation process.

This study makes three main contributions. First, it reinforces the importance of evaluating teacher professional education through a comprehensive framework that integrates context, input, process, and product dimensions. Second, it challenges reductionist approaches that prioritize procedural completion and competency testing without adequately addressing professional identity and ethical formation. Third, it advances a conceptual contribution by demonstrating that Islamic educational values function as structuring principles embedded across all dimensions of program design and implementation. This perspective offers a more integrative model of professionalism that combines pedagogical competence, digital adaptability, ethical responsibility, and institutional values, contributing to both national and global discussions on culturally grounded and ethically informed teacher education.

This study has several limitations. It is based on a single institutional case with a limited number of participants, which constrains the generalizability of the findings. Variations across institutional contexts, policy environments, and participant characteristics may produce different outcomes. Future research should therefore expand the scope through larger samples, cross-institutional comparisons, and longitudinal or mixed-method approaches to deepen understanding of teacher professional education.

Based on these findings, several recommendations are proposed. Institutions should sustain the integration of Islamic values with professional and digital competencies while strengthening mentoring quality, lecturer–participant interaction, and authentic school-based practicum experiences. In addition, continuous needs assessment, capacity building for lecturers and mentor teachers, and the development of post-program support systems—such as professional learning communities and alumni tracking—are essential. Future studies should also examine the long-term impact of value-based teacher education on classroom practice, teacher identity development, and school improvement, as well as its contribution to global discussions on ethical, culturally responsive, and transformative teacher education.

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