

ASSESSING THE FUNCTIONALITY OF PAI KKG PROGRAM IN IMPROVING PROFESSIONAL COMPETENCE: A CIPP MODEL STUDY IN KAPANEWON CANGKRINGAN

Aprilia Nurulita^{1*}, Zulfida Aulia Fatimah² , Suwadi³ 

^{1 2 3} UIN Sunan Kalijaga, Yogyakarta, Indonesia

*aprilianurulita23@gmail.com

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Abstract

Although intended to develop teacher's competence and professionalism, the KKG forum is often conducted to address practical classroom issues. Thus, this research was conducted to evaluate the context, input, process and product components of the PAI KKG program in Kapanewon Cangkringan. This study employed an evaluative qualitative approach using the CIPP model. Data collection techniques included interviews, observations and document studies. The results showed: (1) Context, the KKG PAI program in Kapanewon Cangkringan has not fully followed the technical guidelines procedures that have been made, especially in terms of developing teachers' professional competence. (2) Input, all components of the teachers' working



group activities have met the needs but there are still obstacles in each component. (3) Process, the Kapanewon Cangkringan PAI teachers' working group program cannot all be implemented according to the scheduled activities. This is due to other factors from both the school and the teachers' personalities. (4) Product, although the Kapanewon Cangkringan teachers' working group program did not run as expected, it has achieved some improvements in student achievement each year. The study reveals that the KKG PAI program in Kapanewon Cangkringan has not function optimally, as various obstacles continue to hinder these activities, thus affecting the results of PAI teachers' professional competence.

Keywords: *Competence, Obstacles, Professionalism, Teacher.*

Abstrak

Meski ditujukan untuk mengembangkan kompetensi dan profesionalisme guru, forum KKG seringkali dilaksanakan untuk menyelesaikan permasalahan di ruang kelas. Penelitian ini dilakukan untuk mengevaluasi komponen konteks, input, proses, dan produk dari program KKG. Penelitian ini menggunakan pendekatan kualitatif yang bersifat evaluatif dengan menggunakan model CIPP. Teknik pengumpulan data melalui hasil wawancara, observasi dan studi dokumen. Hasil penelitian menunjukkan: (1) Konteks, program KKG PAI di Kapanewon Cangkringan belum sepenuhnya mengikuti prosedur juknis yang telah dibuat, khususnya dalam hal pengembangan kompetensi profesional guru. (2) Input, seluruh komponen kegiatan KKG sudah memenuhi kebutuhan namun masih terdapat kendala dari setiap komponen tersebut. (3) Proses, program KKG PAI Kapanewon Cangkringan tidak semuanya program dapat dilaksanakan sesuai jadwal yangtelah direncanakan. Hal ini dikarenakan adanya faktor lain baik dari sekolah maupun guru. (4) Produk, meskipun program KKG kapanewon Cangkringan tidak berjalan sesuai dengan yang diharapkan namun telah mencapai beberapa peningkatan prestasi siswa setiap tahunnya. Penelitian ini menemukan

program KKG PAI di Kapanewonan Cangkringan belum optimal dengan pelbagai hambatan yang menghalanginya sehingga membawa dampak pada kualitas peningkatan kompetensi dan profesionalisme guru PAI.

Kata Kunci: *Kompetensi, Tantangan, Profesionalisme, Guru.*

INTRODUCTION

In an effort to improve the quality of national education, the Indonesian government has established a strong legal foundation related to improving teacher competence, as stated in Law No. 14 of 2005 on Teachers and Lecturers. This law emphasizes that teachers are professional personnel who are tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, primary education, and secondary education. This law emphasizes the importance of teachers having adequate competence to carry out their role effectively, in accordance with the development and needs of students. Furthermore, the Regulation of the Minister of National Education No. 16 of 2007 emphasizes the standards of academic qualifications and competencies that must be possessed by every teacher ([Permendiknas No. 16, 2007.](#)). Being a professional educator is not only mastering the subject matter, but can explore the various knowledge and skills needed ([Munir, 2018](#)). So that activities are needed that can support teacher competence and professionalism.

Teacher competencies cover various aspects, including pedagogical, personality, social, and professional competencies, all of which play an important role in improving the quality of learning. Based on the law previously described, it is evident that teachers must improve their competence in teaching. However, research and evaluation results from various agencies show that teacher competence in Indonesia still needs to be improved ([Pradewo, n.d.](#)). This is a challenge in itself, especially for the government to improve the quality of teachers. One of the strategic

efforts to improve teachers' competencies and abilities is through Teacher Working Groups (KKG) (Lathif & Slamet, 2019). The needs of teachers continue to grow in line with the development of science. Many demands must be met by teachers to improve their quality. This condition raises academic concerns regarding the effectiveness of the teacher development program that has been running.

One of the efforts made by the government to improve teachers' competence and professionalism is through the teachers' working group (KKG). This is in accordance with (UU RI No 14, IV, Bag.9, Organisasi Profesi Dan Kode Etik, Pasal 41, 2005) that the Teachers' Working Group (KKG) as a forum for professional development at the primary school level plays an important role in overcoming low teacher competence. Based on research by Novi Dian Juniarti et al, it shows that the implementation of teachers' working groups still faces obstacles such as high teacher workloads, limited mastery of ICT, lack of incentives, and lack of structural support from the education office. Another study conducted by Arif Nur Pratomo shows that KKG still faces obstacles such as limited funding, no collaboration with outside sources, and there are some older teachers who have low pedagogical competence as evidenced by their low ability to prepare scientific papers and use digital devices (Pratomo, 2024). In this context, program evaluation is important as a series of activities carried out systematically to determine the level of implementation of a program. As explained by Arikunto, program evaluation is an activity to obtain information about the success of a program (Mekawati et al., 2023).

Based on observations and interviews with the head of the Kapanewon Cangkringan PAI KKG, the description of activities that should be a forum for fostering teacher competence improvement, in fact, this activity has not been maximally utilized. This is indicated by (1) the teachers' working group does not yet have a work plan based on an analysis of professional improvement needs; (2) the program is not relevant to the needs of developing teachers' professional skills; (3) there are insufficient facilities and

infrastructure to support activities. These conditions indicate a gap between the purpose of the teachers' working group, which should be a forum for competency development, and its actual implementation in the field. As a result, teachers' working groups have not yet become a strategic step in supporting the quality of learning as expected in national education policy. Thus, there are research gaps that need to be addressed through a more in-depth and systematic study.

The objectives of a program cannot be determined without an evaluation. In order to do their job well, evaluators must be able to recognize various programs (Syafaruddin et al., 2023). Therefore, this research focuses on analyzing the KKG program in Kapanewon Cangkringan using the CIPP model. This evaluation model is one approach that is often used to assess programs. The model is considered capable of providing comprehensive information and meeting evaluation standards related to the program to be assessed, so many evaluators use the model (Artanto et al., 2023). This evaluation model can be used in various sectors, such as education, management, and the business world (Wijayanti et al., 2019). Specifically using the CIPP model which consists of four evaluation components, namely Context, Input, Process, and Product (CIPP). The evaluation step taken is to analyze the program based on the context, input, process and product (output) components of the program (Hadhiansyah et al., 2020). Through this evaluation, it is hoped that the overall strengths and weaknesses of the program can be identified, which in turn can be used to design policies and programs that are more relevant, sustainable, and have a positive impact on teacher competence.

Thus, this research has urgency in supporting the improvement of the quality of education and teacher professionalism in Indonesia, especially in Kapanewon Cangkringan. Many previous studies were descriptive in nature without using an evaluative approach, so there is no research that leads to improving teachers' competencies through teachers' working groups. On the other hand, some studies tend to focus on

administrative aspects or technical implementation without linking them to the results of developing teachers' professional competencies. In this study, there is an evidence gap marked by the lack of empirical studies that specifically evaluate the implementation of the KKG PAI program using the CIPP model, especially in the Cangkringan district. In addition, there is not enough in-depth data on the extent to which the programs implemented in KKG are truly based on the actual needs of teachers.

METHOD

This research model includes qualitative research that is evaluative in nature. In this study, the type of evaluation used by researchers is the CIPP model. Through this CIPP model, the researcher intends to evaluate the context, inputs, processes and products of the KKG program in improving the competence of PAI teachers in Kapanewon Cangkringan. The CIPP model can be seen in the following illustration:



Figure 1. CIPP Model

According to Miarso, the criteria for this evaluation research use the suitability standard (Miarso, 2004). This means that the assessment in this program evaluation is carried out by comparing the conditions in the field with standards or criteria that describe how the program should be implemented. Data collection in this study used three methods: interviews, observations and documentation studies. The subjects of this study were the head of

the Kapanewon Cangkringan PAI KKG and PAI teachers. Data were collected through in-depth interviews with 3 PAI teachers and the Chairperson of the KKG PAI using a semi-structured interview guide. Observation was conducted during 2 meetings to record activities during the KKG. Interview data were transcribed and categorized based on the four components of the CIPP model. Data reduction was conducted by selecting relevant quotes that described the implementation of the program, then presented in the form of a thematic matrix and analyzed according to the context, input, process, and product components.

RESULTS AND DISCUSSION

Evaluation of the Context Component of the KKG Program

The initial stage of the CIPP model is the Context evaluation. This step aims to analyze needs and opportunities in the context of a particular environment. This approach emphasizes assessing the collection of information or data related to the program as a whole, such as a description of the environment and other components of a program including objectives, success criteria, and inputs in planning objectives. An evaluator must be careful in understanding the evaluation context related to planning decisions, identifying needs, and formulating goals (Diba & Suherman, 2024). The results of the evaluation carried out will be a reference in further improvements (Nasution *et al.*, 2023). Therefore, in this process, it will be assessed whether the program implemented is in accordance with the needs or not.

As a result of evaluating the context component, researchers analyzed the program needs, objectives, and expected benefits of implementing the Kapanewon Cangkringan PAI KKG program. Based on the results of interviews and document analysis, the background of the implementation of this program originated from the recommendation of the Sleman District Ministry of Religious Affairs, which assessed the need for a professional platform for

Islamic Religious Education teachers to improve their competence on an ongoing basis. The KKG PAI program is organized as a forum for discussion and development of teachers' competencies, which is expected to contribute to improving the quality of Islamic Education learning in schools. The main objectives of the program are to improve teachers' knowledge and skills, strengthen their learning administration capabilities, and help teachers overcome various problems in the learning process.

The expected benefits of the implementation of KKG PAI in Kapanewon Cangkringan include: (1) for teachers, increased professionalism which has an impact on improving student learning outcomes; (2) for students, the availability of opportunities to obtain a higher quality learning experience; and (3) for the KKG itself, strengthening its role as a forum for continuous professional and career development of teachers. Activities discussed to be resolved in the KKG forum such as, preparation of learning programs, preparation of exam questions, problems encountered in the classroom, planning agendas related to student achievement and so on. With these various activities, it is hoped that teachers' professional skills can be improved. Based on the observations made by the researchers, the PAI teachers' working group in Kapanewon Cangkringan is very simple because it only relies on discussions and the delivery of information related to the agenda of activities that will be carried out in the near future. So that teacher competency development activities are very minimal. It is necessary to evaluate the program so that it is more directed, structured and has an impact on improving teacher competence and the quality of learning in the classroom.

Based on the results of preliminary observations and interviews, the activities carried out in the KKG PAI forum in Kapanewon Cangkringan generally still focus on routine activities such as the preparation of learning programs, making exam questions, discussing problems in the classroom, and planning agendas related to improving student achievement. These activities show that the implementation of KKG is still administrative and not

fully oriented towards developing teachers' professional competencies. This condition reflects the real need to optimize the role of teachers' working groups as a forum for continuous professional development of PAI teachers. The teachers' working group's dependence on the Ministry of Religious Affairs (MoRA) in organizing training, training, and competency improvement programs is also one of the factors that causes teacher development activities not to be carried out independently and purposefully. This indicates the need to evaluate the context of program implementation, so that the existence of KKG PAI in Kapanewon Cangkringan is truly able to answer the needs of teachers in improving the quality of professionalism and the quality of PAI learning in schools.

Based on the results of this study, the context evaluation of the Kapanewon Cangkringan PAI KKG program is not fully in accordance with the theory and technical guidelines from the Ministry of Religious Affairs. KKG, which should be a strategic forum for developing teacher competence, is not as it should be in the field. This is in line with the results of research by Indriasari cited in her research Khairani Putri Utami et al, showing that the success of KKG is strongly influenced by the quality of the guidelines used and the commitment of teachers in following each stage of the activity (Utami & Sapriati, 2025). This mismatch hampers teachers, especially PAI teachers in Kapanewon Cangkringan, in improving their competence and continuing profession. The results of this evaluation analysis need to make improvements, one of which is to evaluate and participate in KKG activities by paying attention to the technical guidelines that have been provided. Through these guidelines, KKG activities are more structured, planned and in line with the standards set by the Ministry of Religious Affairs. KKG administrators must also periodically ensure that the activities are in line with the objectives of developing teachers' competencies, in terms of materials, methods and implementation. Thus, teachers' working group

activities can be more effective in improving the quality of education and the teaching profession on an ongoing basis.

Evaluation of the Input Component of the Teachers' Working Group Program

The input component refers to everything that is needed to sustain the activity or process. According to Stufflebeam, Madaus and Kellaghan, input evaluation aims to rigorously review the procedures, budgets and timelines planned to implement the chosen strategies. In other words, the main focus of this evaluation is on the procedures that must be observed (Stufflebeam et al., 2002). This component is related to the provision of human resources, facilities and infrastructure. The human resources referred to in this study include members, administrators, instructors, school principals and the head of the local education office. Then the aspects assessed include the participation of participants, the quality of instructors, the completeness of facilities and infrastructure and government support.

The results of the evaluation of KKG inputs in Kapanewon Cangkringan, based on the researchers' observations, show that the low level of KKG material is due to a lack of preparation regarding the material to be discussed. This meant that the KKG process merely provided information about upcoming activities and continued with discussions without in-depth material enrichment. Therefore, the KKG materials still need to be improved so that future meetings provide optimal benefits. These improvements require the cooperation of various parties to participate in the improvement process. Careful preparation ensures that each activity can be carried out effectively and has a positive impact.

Preparation or planning is a very important thing to do. This planning aims to ensure the direction and purpose of the organization, so that it can be understood what needs to be done, when to be done, how to do it, and how steps must be taken to overcome problems and obstacles in the implementation of these activities. The planning process should go through 3 stages, namely

the preparation, preparation and ratification stages. This preparation stage is the need assessment stage, which aims to determine the extent of the team's readiness in preparing the program planning ([Alfina & Hanum, 2014](#)).

Furthermore, the participation of participants in the Kapanewon Cangkringan PAI KKG can be seen from the attendance of members and the activeness of members in completing tasks from instructors and supervisors. Based on the results of the interviews, all teachers involved in this program are aware of the important role of the KKG. This awareness is reflected in their active participation in KKG activities, although there are still challenges in their implementation that require improvement to achieve more optimal results. Participation in these activities was attended by each principal in Cangkringan district, PAI teachers, district KKG administrators and PAI teacher supervisors. In addition, the KKG was supported by the government, as evidenced by the participation of KKG administrators from the district as well as GPAI supervisors who attended this activity. They provided material and shared knowledge that was useful for teachers. This support not only improves the quality of the activities but also strengthens the relationship between the government, supervisors and teachers in efforts to develop professional competence.

The evaluation of funding sources for the teachers' working groups came from subsidies from each school, so the teachers' working groups are limited to one meeting a month. This clearly hampers KKG activities, which should be used to discuss various problems faced by teachers and to hold training related to learning, which cannot always be resolved given the limited activity program. This is in line with the results of research by ([Budiyanto, 2016](#)) stating that limited financing affects KKG activities, so some programs are not implemented.

The next evaluation is related to the facilities and infrastructure that support the activities of the Kapanewon Cangkringan PAI KKG. It is known that facilities and infrastructure are tools to support the success of an effort process carried out in

public services, because if these two things are not available, all activities carried out will not be able to achieve the results expected according to plan. Based on the KKG technical guidelines, the minimum infrastructure provided includes an activity room/building, computer, LCD projector, internet, and adequate electricity. And furniture equipment such as tables, chairs, etc ([Kementrian Agama, 2020](#)).

Based on an interview with the chairperson of the teachers' working group, the facilities and infrastructure that support PAI teachers' working group activities in Kapanewon Cangkringan do not yet have adequate infrastructure. So far, the teachers' working groups have utilized the school room in turn. Various facilities, such as LCD projectors and loudspeakers, are provided by the host school. This infrastructure allows activities to continue despite the limitations of the facilities that are not fixed. In the future, KKG PAI Kapanewon Cangkringan hopes to have its own building and facilities for KKG activities. This will make it easier to carry out these activities more smoothly, the facilities needed will be more secure, and teachers will be more focused on improving the quality of teaching without being distracted by limited facilities and infrastructure.

In terms of inputs, the teachers' working group program has addressed the needs of the program, which consists of the components of planning, implementation, human resources, infrastructure and financial resources. As the results of the input evaluation have shown, there are several factors that need to be improved. First, teachers' working group administrators need to plan the material more carefully through preliminary discussions involving related parties so that the material discussed meets teachers' needs. Secondly, there are limited financial resources, which has prevented some activities from taking place. The solution or steps to improve this situation is to look for alternative sources of financing, such as applying for funds from the government. However, the most important thing is the need to manage funds efficiently and prioritize activities that are urgent.

Thirdly, with regard to infrastructure and facilities, to ensure that the teachers' working groups run properly and with quality, the teachers' working groups should choose schools that have supporting facilities and infrastructure. In addition, it has a strategic and affordable location among other schools. Each input component is interrelated and mutually supportive. However, in its implementation, the input component, especially infrastructure and facilities, has not been in line with what was planned based on the KKG technical guidelines. This component is very important, in line with the results of research by (Legarano et al., 2014) stating that the successful implementation of the KKG program is influenced by the availability of infrastructure. As explained by Fadillah et al. that infrastructure facilities have great urgency in supporting the smooth running of an activity or process (Fadillah & Rusmiati, 2024).

Evaluation of the Process Component of the KKG Program

The evaluation of the process of implementing the teachers' working group program covers the implementation of activities in accordance with what has been determined in the input. The process evaluation focuses on the extent to which the teachers' working group activities are implemented in accordance with the plans and guidelines that have been determined. Based on the findings in the field, the implementation of the teachers' working group activity program has not fully run according to schedule, due to conflicts with other activities. As a result, the teachers' working group activities did not take place. In this case, the chairperson of the teachers' working group also said that almost all of the teachers' working group programs were carried out according to schedule. However, some activities did experience problems because they clashed with school activities, so they needed to be adjusted and rescheduled. The results of the process evaluation related to the schedule of these teachers' working group activities need to be improved, such as the scheduling system to be more coordinated

between the school and the teachers' working group or to make a schedule plan that allows for the transfer or postponement of the schedule if there are clashes with activities that cannot be attended so that the teachers' working group activities can be carried out more effectively according to the schedule.

Based on observations, this PAI teachers' working group is classified as an active one among other sub-district teachers' working groups because it regularly holds meetings every month (once a month). The activities carried out are meetings that have been arranged by the management each year. Every PAI teachers' working group activity involves the GPAI supervisor, the school principal and the teachers' working group advisor. Sometimes they also bring in resource persons from the Ministry of Religious Affairs to provide material for the activity. The activities discussed in the teachers' working group at each meeting are different, discussing problems in the classroom, big day activities, PAI performance activities and meetings to exchange information and add insight for participants.

Supporters of the implementation of the KKG program include: (1) the ability of competent human resources to implement the teachers' working group program; (2) the commitment of members to organize the teachers' working group program; (3) financial transparency, which has an impact on the level of trust between teachers and schools; (4) the need for members to have a forum for the teachers' working group program. (4) members' need to have a forum for development activities. Meanwhile, the inhibiting factors for teachers' working group activities include: (1) the timing of the teachers' working group activities often clashes with internal school activities and the personal activities of the members (2) unsupportive facilities and infrastructure. (3) the lack of training or education for PAI teachers, because they still depend on the Ministry of Religious Affairs. (4) Sometimes there are still communication problems with the district teachers' working group administrators, making it possible to miss information.

In terms of human resource performance, the Kapanewon Cangkringan PAI teachers' working group has been quite effective in accordance with the standards for the development of teachers' working groups, which state that the teachers' working group management consists of a chairperson, secretary, treasurer and field administrators who are elected through deliberative meetings by members based on the bylaws. However, the Cangkringan teachers' working group does not yet have field administrators, such as those for organizational development, administration, infrastructure and public relations. So, the burden of activities is carried out by existing administrators and volunteers from existing members, with the result that the burden of activities is quite heaped on the KKG administrators. Poor organizational management of the KKG program will disrupt the optimization of the KKG program. This is in line with the results of research by (Sutarini, 2013) which states that one of the variables supporting teachers' working group performance is good organization of the teachers' working group program.

In terms of financing, the Cangkringan PAI teachers' working group has done a good job. The management of the financing budget is carried out with cooperation and transparency between KKG members and schools. The importance of good financial management is a major factor supporting teachers' working group activities. In accordance with (Kemendiknas, 2010) states that the management of KKG operational financing must be socialized to all KKG members to ensure transparent and accountable management of budget funds. Openness in budget management provides trust to members and stakeholders and encourages participation in the planning and implementation of the KKG program. However, although the management of financing is already well underway, there is a need to strengthen periodic financial monitoring and evaluation so that the effectiveness and efficiency of budget use is on target.

In terms of infrastructure and facilities, the Kapanewon Cangkringan teachers' working group does not yet meet the

standards of the technical guidelines for developing teachers' working groups. In its implementation so far, it still uses a room or building in turn from each school. Likewise, the supporting facilities for this activity are still inadequate. However, the chairperson of the teachers' working group has worked around this so that the school that gets the turn to host the teachers' working group can prepare the facilities and infrastructure to support the activity. The fulfillment of good facilities and infrastructure is due to the fact that KKG managers are aware that administrators must be able to provide comfort to KKG participants, one of which is providing facilities that support activities. This is in line with the results of research conducted by ([Legarano et al., 2014](#)) which states that the fulfillment of ideal KKG infrastructure facilities will support the performance of the KKG program.

In the context of infrastructure, the role of the KKG chair becomes increasingly crucial. The availability of meeting rooms, technological devices and supporting teaching materials will not be optimally utilized without the coordination and motivation provided by the KKG chairperson. In this case, the research findings indicate that the role of the KKG chairperson is important in providing directions regarding the implementation of activities that have been planned by the KKG team. This is relevant to research by Juhaeni et al, who explained that the role of the KKG chairperson greatly influences the running of a well-conceived program. Therefore, the implementation of the KKG is highly dependent on the role of the KKG chairperson in directing members to be active in the activities that have been arranged. One of the roles of the chairperson is as a motivator, to motivate members to be active in KKG activities ([Juhaeni & Ma'ruf, 2023](#)).

Evaluation of the Product Component of the KKG Program

The implementation of the Kapanewon Cangkringan PAI teachers' working group program has gone according to plan. In terms of the results of the activities, the teachers' working group has produced several products including: (1) lesson plan packages for

each new school year, (2) question instruments ranging from regular questions to HOTS questions, (3) teacher guidebooks. In addition, the process of this activity also discusses training related to learning administration such as the preparation of questions in accordance with standard provisions. This effort is intended to overcome the difficulties of teachers in designing quality questions and facilitate the editing process at the finalization stage. Thus, the *product* component of the KKG program is not only the learning documents produced, but also the improvement of teachers' technical skills in the preparation of assessment instruments.

KKG PAI Cangkringan always strives to produce outstanding students, so far showing a significant increase. This can be seen from the increasing number of achievements made by students when participating in MAPSI (Islamic Education and Islamic Arts Subjects) events. These achievements include student success in various competitions. This reflects the positive impact of KKG activities on the quality of learning and teacher guidance. However, teachers' achievements, especially in terms of scientific publications, have so far not shown progress. This indicates the need for further encouragement and mentoring so that teachers can improve their ability to write and publish scientific papers as part of their professional development. The product evaluation not only assesses administrative results but also the extent to which the teachers' working groups improve teachers' professional performance as mandated by Law No 14 of 2005 on Teachers and Lecturers, which emphasizes that teachers must master four main competencies, namely pedagogic, personality, professional and social competencies (Ranti *et al.*, 2021).

Thus, the results of the evaluation of the product component show that the outputs of the teachers' working group program still need improvement and updating. KKG needs to organize seminars or workshops that focus on strengthening learning materials, including HOTS question preparation techniques, learning administration management strategies, and other aspects that support the quality of the teaching and learning process. This is in

line with the findings of Nur'aini Muhassanah and Afifah Hayati who showed that workshop activities were effective in improving teachers' competence in preparing HOTS questions according to cognitive levels and were able to overcome obstacles in determining question indicators (Muhassanah & Hayati, 2022). In addition, teachers' working groups need to increase teachers' motivation in writing scientific papers by providing space, assistance, and sharing forums, so that teachers have the opportunity and support to produce quality scientific papers. These steps are important to ensure that the products of the teachers' working group program are not only quantitative, but also of high quality and relevant to teachers' professional development needs.

Table 1: CIPP Model Evaluation of the KKG Program

Comp.	Evaluation focus	Findings	Recommendations
Context	Needs, objectives, benefits of the program.	The program is in line with the needs of PAI teachers, but has not been implemented optimally due to the weak structure of activities; lack of independent training; and dependence on external institutions (Ministry of Religious Affairs).	Conduct a systematic review of the objectives of the KKG program to align it with the real needs of PAI teachers and professional competency standards; encourage the preparation of annual strategic planning based on the real needs of teachers in the Kapanewon Cangkringan area.

Input	Program planning, activity materials, human resources, funding, and infrastructure.	Lack of planning in the preparation of KKG materials/curriculum; participation of participants is quite good, funding is limited to subsidies from each school; infrastructure facilities still rely on the use of school rooms on a rotational basis because they do not yet have a permanent building. Therefore, the availability of facilities is not always adequate for every meeting.	Develop a syllabus/materials for annual activities through the KKG management forum with the involvement of supervisors; develop an annual priority budget plan and be able to turn around the budget from the local government so that KKG activities run optimally and have a broad impact; map schools with complete facilities as the main location for rotational KKG.
Process	Implementation of teachers' working groups; technical and structural	Some teachers' working group activities did not take place because of conflicts with school activities; the implementation of teachers'	Coordinate scheduling with the school so that it does not interfere with teachers' working group activities; Strengthen the organizational structure;

		<p>working groups involved GPAI supervisors and resource persons from KEMENAG; the management structure is not yet equipped with structural areas; the financial system is well managed with transparency, although the source of funds is limited.</p>
Product	<p>Lesson plans, HOTS instruments, guidebooks; teacher and student achievements.</p>	<p>Making lesson plans for each new school year; making HOTS and regular question instruments; making guidebooks for teachers; Teachers' achievements in terms of scientific publications are still low; increased student achievements, especially in the</p> <p>Provide training in learning administration such as the preparation of questions according to standards; provide assistance in developing the ability to write and publish scientific papers for teachers.</p>

MAPSI
competition once
a year which
shows the
improved quality
of learning.

CONCLUSION

Although the PAI KKG program in Kapanewon Cangkringan has generated several positive outcomes that support classroom practice, it has not been implemented as originally intended. In the context dimension, the forum has not functioned optimally as a platform for competency development, as activities remain largely limited to discussion and information sharing rather than structured professional strengthening. In terms of input, planning, human resources, and funding are available, yet inadequate infrastructure constrains effective implementation. Process-wise, the program encounters persistent challenges related to scheduling consistency, organizational management, and facility support. At the product level, the KKG has produced instructional outputs—such as lesson plans, assessment instruments, and learning guides—and has contributed to improved student achievement; however, teachers' scientific publication competencies remain underdeveloped and require more intensive mentoring.

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