

Evaluation of the Teacher Education Program in Department of Education and Culture of Sukabumi City

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ABSTRACT

This study evaluates the Teacher Education Program implemented by the Department of Education and Culture in Sukabumi City, Indonesia, in alignment with equity principles embedded in Mayor Regulation No. 139/2022. The evaluation employs the CIPP (Context, Input, Process, Product) model introduced by Stufflebeam & Zhang (2012), offering a multidimensional analysis of the program's foundational goals, design features, implementation processes, and outcomes. The research uses a qualitative descriptive approach, incorporating data from interviews, field observations, and documentation involving program administrators and participating teachers. Findings demonstrate that the program advances instructional leadership and fosters pedagogical innovation among educators. Nevertheless, the evaluation identifies persistent challenges in access and participation, especially in geographically peripheral districts. These disparities are largely attributed to limited infrastructure, inconsistent outreach, and unequal resource distribution, highlighting the need for adaptive strategies in teacher professional development. The study underscores the importance of aligning national education policies with local conditions to enhance relevance and effectiveness. It contributes evidence-based insights for refining implementation models and strengthening the equity dimension of teacher development programs. Ultimately, the evaluation offers practical recommendations for improving inclusivity, resource support, and sustained engagement across diverse school contexts.

Keywords: Evaluation, Leading Teacher, Program.

1. INTRODUCTION

The quality of education is intrinsically linked to the competence and professionalism of educators. In Indonesia, the Teacher Leadership Program (Pendidikan Guru Penggerak) represents a strategic effort by the Ministry of Education, Culture, Research, and Technology to strengthen instructional leadership, cultivate reflective teaching practices, and empower educators as agents of change within their schools and communities. Locally, the program has been implemented by regional education departments, including the Dinas Pendidikan dan Kebudayaan Kota Sukabumi, tasked with facilitating teacher capacity-building. However, disparities in program dissemination, participation, and access particularly across sub-districts raise concerns about equity and implementation effectiveness.

This study aims to evaluate the Teacher Leadership Program in Sukabumi City using the CIPP evaluation model (Context, Input, Process, Product) developed by Stufflebeam & Zhang (2012). Through qualitative inquiry and evidence-based analysis, the research explores how the program is conceptualized, delivered, and received among educators and administrators. The urgency of this evaluation is underscored by the variation in teacher participation ranging from 2 to 18 participants across kecamatan and the limited direct

outreach conducted by the education office. By identifying both enabling and hindering factors, the study contributes actionable insights for local policymakers, while expanding the academic discourse on program evaluation, education governance, and equitable capacity development. Ultimately, this research advocates for more inclusive, transparent, and sustainable models of professional growth for educators in underserved contexts.

While previous studies have evaluated the implementation of the Teacher Leadership Program at national and provincial levels—demonstrating improvements in instructional strategies, teacher agency, and leadership competencies there remains limited understanding of how these interventions unfold in decentralized urban contexts. Existing literature often overlooks the micro-level challenges of outreach, participation disparity, and infrastructure limitations faced by local education departments. This study addresses that gap by providing an in-depth evaluation of Sukabumi City's program using the CIPP model, offering insights into localized implementation barriers and equity implications often absent in broader evaluations.

2. LITERATURE REVIEW

Public administration provides the theoretical foundation for understanding how government institutions formulate, implement, and evaluate education policies. It emphasizes service delivery, responsiveness, and accountability in meeting public needs. In the context of local education governance, Sukabumi City's Peraturan Wali Kota No. 139 Tahun 2022 reaffirms the municipal government's responsibility to administer teacher development equitably. The theory of good governance further highlights the role of transparency and stakeholder engagement in ensuring that education services are inclusive, efficient, and responsive to community dynamics.

Evaluation theory plays a critical role in assessing the value, effectiveness, and impact of public programs. Among the various models, the CIPP framework is particularly relevant for educational interventions, as it provides a multidimensional lens—examining contextual needs, strategic inputs, implementation processes, and resulting outcomes. According to Stufflebeam & Zhang (2012), a credible evaluation must incorporate stakeholder feedback, document operational realities, and assess both intended and unintended consequences. The application of this model enables researchers to generate practical recommendations grounded in real-world observations.

Previous evaluations of the Guru Penggerak program across Indonesia show promising results in terms of promoting differentiated instruction, leadership competencies, and teacher collaboration. Yet, localized studies have revealed implementation bottlenecks due to insufficient outreach, limited technological access, and inconsistent training structures. Therefore, regional evaluations, such as this one in Sukabumi City, are essential to ensuring that national education programs adapt meaningfully to diverse local contexts and challenges.

3. METHODS

This study adopted a qualitative descriptive approach to examine the implementation of the Teacher Leadership Program in Sukabumi's Department of Education and Culture Sugiyono (2022:9). Data were collected from five purposively selected informants, representing both program implementers and participants: the head of department, professional development coordinator, student affairs officer, and two certified teacher leaders. Data collection employed triangulated techniques including interviews, field observations, and document analysis. The CIPP model (Stufflebeam & Zhang, 2012) served as the analytical framework, guiding the evaluation across four dimensions. Data analysis followed Miles and Huberman's interactive model comprising data condensation, display, and conclusion drawing allowing for rigorous and contextual interpretation of themes.

4. RESULTS AND DISCUSSIONS

The contextual evaluation revealed that the program aligns with the city's educational priorities, emphasizing leadership and innovative pedagogy. However, despite strong policy underpinnings, inadequate socialization mechanisms especially in remote districts have limited equitable participation. Teachers in Kecamatan Lembursitu, for example, reported minimal awareness due to lack of direct communication from the department, resulting in only two teachers joining compared to eighteen in more central sub-districts.

Findings indicate that while the Teacher Leadership Education Program has positively impacted teacher development, disparities in participation across districts remain a concern. Statistical data reveals that certain districts, such as Lembursitu, have significantly lower involvement compared to others like Citamiang. The primary reason for this disparity is inadequate direct communication from the Department of Education. Interviews with program participants highlight both benefits and challenges of the training. Teachers who successfully completed the program report improved leadership skills and classroom management techniques. However, educators in underrepresented districts express frustration over lack of access, indicating a need for more inclusive outreach initiatives.

Diagram 1. Participation of Elementary School Teachers in the Teacher Leadership Education Program, 2024



(Source: Processed from the Department of Education and Culture of Sukabumi City, Researcher 2024)

Based on the diagram 1, it is evident that some teachers do not have equal opportunities to participate in the training, which negatively impacts their mastery of teaching materials and the quality of education received by students. Although strategies such as the teacher education program have been implemented to enhance competencies, its execution remains suboptimal. This is evident from the low participation in Lembursitu District, where only two teachers joined the program, compared to other districts like Citamiang with 18 teachers and Cikole with 12 teachers. This disparity is primarily caused by inadequate direct socialization efforts from the Department of Education and Culture, highlighting the need for evaluation and improvement in program distribution to ensure that all teachers can optimally contribute to enhancing the quality of education.

Input evaluation showed partial effectiveness in resource deployment. While digital platforms and school-based information systems were used, the technological literacy gap among senior educators posed barriers. Informants emphasized that official letters or direct outreach strategies were more successful than relying solely on apps or websites. Additionally, existing infrastructure in some districts failed to support optimal program engagement, necessitating adaptive planning and decentralized support.

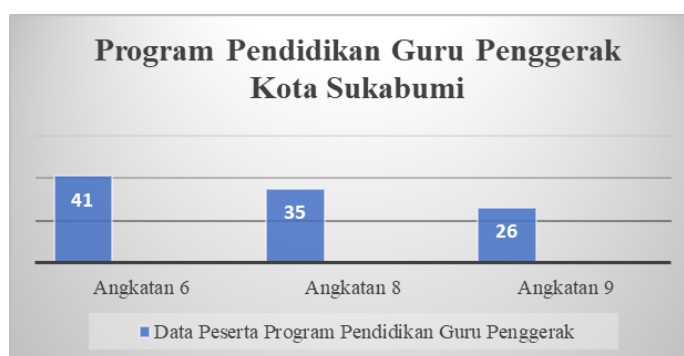


Figure 1. Documentation of the Teacher Leadership Education Program Implementation

Based on Figure 1, the implementation of the Teacher Leadership Education Program in Sukabumi City consists of a series of activities aimed at enhancing teachers' competencies and innovation in teaching. The program includes workshops, practical training sessions, and panel discussions, where teachers are encouraged to collaborate and share experiences. Active learning methods and the use of technology are the primary focus, with an emphasis on reflection and feedback after each session. The documentation of these activities includes photos, discussion notes, and videos.

The process dimension indicated generally smooth implementation, with activities following national guidelines and schedules. Interviews confirmed adequate documentation and feedback mechanisms, although one informant critiqued the unidirectional nature of communication. The use of online sessions outside regular teaching hours, while efficient, contributed to cognitive fatigue and logistical burdens for participants, highlighting the need for more balanced workload integration.

Diagram 2. Cohorts of the Driving Teacher Development Program, 2024 Cohorts of the Driving Teacher Development Program, 2024



(Source: Processed by the Sukabumi City Office of Education and Culture, Researcher, 2025)

Based on the data presented in Diagram 2, it can be observed that the unequal distribution of teacher training has resulted in some teachers not receiving the opportunity to

improve their competencies. This issue stems from the limited direct socialization of the teacher education program conducted by the Education and Culture Office of Sukabumi City.

Product evaluation affirmed improved teaching strategies, collaborative culture, and professional confidence among participants. However, the long-term sustainability and scalability of outcomes remained uncertain, especially amid shifting national policy directions. Some teachers questioned the tangible career advancement resulting from program completion, emphasizing the need for clearer post-training pathways and recognition mechanisms within the local education system.

The discrepancies in program accessibility suggest that existing outreach strategies require enhancement. Direct engagement with schools, particularly those in remote areas, should be prioritized to ensure equal participation among educators. A centralized approach utilizing both online and offline communication methods can bridge the gap in information dissemination. Comparing these findings with previous studies, it is evident that teacher development programs thrive when participation barriers are minimized. Rohman et al. (2023) emphasized that transparent communication and accessibility are crucial in fostering successful training initiatives. Sukabumi's program, while structured effectively, must improve outreach to address disparities.

Table 1. Socialization of the Teacher Leadership Education Program

No	Angkatan	Tanggal Pelaksanaan Sosialisai	Sosialisasi Langsung	Sosialisasi Tidak Langsung
1.	Angkatan 6	10 Januari 2022	-	1
2.	Angkatan 8	18 September 2022	-	1
3.	Angkatan 9	10 Januari 2023	-	1
4.	Angkatan 11	27 Oktober 2023	1	1

(Source: Ministry of Education, Culture, Research, and Technology, Teacher Leadership Education Program)

Based on the table 1, the unequal distribution of teacher training opportunities results in some educators lacking the chance to improve their skills. This issue stems from insufficient direct socialization of the teacher education program by the Department of Education and Culture of Sukabumi City.



Figure 2. Online Sosiaization

(Source: Ministry of Education, Culture, Research, and Technology, Teacher Leadership Education Program, 2024)

Based on Figure 2, it is evident that the dissemination of the Guru Penggerak education program was conducted indirectly. The online outreach implemented by the Education Office facilitated broader and more efficient information distribution, reaching a larger number of teachers without requiring time-consuming and costly physical meetings. However, virtual dissemination often results in limited interaction and clarification, which can lead to confusion and misunderstandings about the program. Moreover, not all teachers have equal access to technology or the skills needed to navigate digital platforms, causing unequal information distribution. This may generate gaps in understanding and participation, thereby undermining the overall effectiveness of the education program.

Policymakers should consider revising the program's framework to introduce more flexible training schedules. Balancing teachers' workloads while maintaining program effectiveness will ensure higher engagement levels. Strengthening collaboration between the education department and schools can facilitate better execution and higher participation rates. Limitations of the study include constraints in data collection due to time restrictions and participant availability. Future research should incorporate broader data sources, examining the impact of program modifications over an extended period. Evaluating teacher performance post-training can also provide a comprehensive understanding of the long-term benefits.

5. CONCLUSION

- 5.1 The program aligns with local education priorities but faces operational barriers in outreach and equitable access.
- 5.2 Participation gaps across districts are primarily due to inconsistent communication and infrastructure challenges.
- 5.3 The CIPP model offers a comprehensive lens to assess both strengths and shortcomings of implementation.

Policy Recommendations

- **Strengthen Local Coordination:** Improve synergy between the education department and school units to ensure consistent program delivery.
- **Inclusive Outreach Strategies:** Prioritize direct engagement in underserved areas through school visits, printed materials, and community forums.
- **Flexible Training Design:** Adjust training schedules to accommodate teacher workloads and minimize cognitive fatigue.
- **Recognition & Incentives:** Establish transparent mechanisms for career advancement tied to program participation and completion.
- **Continuous Monitoring:** Implement routine feedback and performance tracking to refine program delivery and outcomes over time.

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