

EVALUATING TEACHER INDUCTION PROGRAMS USING THE CIPP MODEL IN SECONDARY EDUCATION

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ABSTRACT

This study aims to evaluate the implementation of the Induction Program for Beginning Teachers (PIGP) in public junior high schools in Muara Enim Regency and to examine its effectiveness in supporting the professional development of beginning teachers. The study employed a qualitative approach using the Context, Input, Process, and Product (CIPP) evaluation model. Data were collected through in-depth interviews, participant observation, and document analysis involving beginning teachers, principals, mentor teachers, and school supervisors. Data analysis was conducted through data reduction, data display, and conclusion drawing, supported by triangulation to ensure validity. The findings indicate that, in the context aspect, the program has a clear legal foundation and is aligned with the need to improve teacher competencies. However, in the input aspect, limitations were found in mentor readiness and stakeholders' understanding of the program. In the process aspect, the implementation was not fully systematic or well-structured. In the product aspect, although there was an improvement in beginning teachers' competencies, the outcomes were uneven and not well documented. In conclusion, the PIGP shows potential benefits in supporting teacher professional development, but its implementation remains suboptimal. Improvements are needed in stakeholder coordination, mentor capacity, and the development of a structured monitoring and evaluation system to enhance the overall effectiveness of the program.

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INTRODUCTION

Education is a fundamental pillar in human resource development, with teachers playing a central role in determining the quality of learning and student achievement. Teacher competencies pedagogical, professional, social, and personal, are essential to educational success. However, beginning teachers often encounter significant challenges when entering the profession, including difficulties in classroom management, lesson planning, assessment, and adapting to school culture and

administrative demands. Without adequate support, these challenges may hinder their professional growth and negatively affect teaching quality (Dange & Siddaraaju, 2020; Pandey & Sharma, 2022). This condition highlights the urgency of providing structured support systems for novice teachers.

To address these challenges, teacher induction programs have been widely recognized as a strategic mechanism to support beginning teachers in their transition into professional practice. These programs provide systematic guidance through mentoring, orientation, classroom observation, feedback, and training. In Indonesia, induction programs are formally regulated as part of national policy aimed at improving teacher competence, retention, job satisfaction, and overall educational outcomes, while also bridging the gap between pre-service education and in-service teaching practices (Arsyad, 2016).

Despite their importance, the implementation of induction programs often faces practical challenges. Previous studies indicate that although induction programs can improve teacher competence, their effectiveness depends on how well they are implemented. Issues such as limited stakeholder understanding, insufficient mentor capacity, lack of coordination, and weak monitoring and evaluation systems frequently occur (Pakaya, 2019; Hasmawati, 2016). As a result, program implementation is often not systematic or evenly distributed, leading to suboptimal outcomes.

From a research perspective, existing studies on teacher induction programs tend to focus primarily on outcomes, such as teacher competence or student achievement, without comprehensively examining the interrelated components influencing these results. This partial approach creates a research gap, as there is limited understanding of how context, input, process, and product interact to determine overall program effectiveness. A more holistic evaluation framework is therefore needed to analyze the program in an integrated and systematic manner (Retnawati & Endang, 2019).

Based on this gap, this study aims to evaluate the implementation of the Induction Program for Beginning Teachers using the Context, Input, Process, and Product (CIPP) model. The novelty of this study lies in its integrated and systematic evaluation approach, which examines the interrelationships among all program components rather than focusing on isolated aspects. This approach is expected to provide deeper insights and more comprehensive recommendations for improving induction program policies and practices, ultimately supporting the professional development of beginning teachers and enhancing educational quality.

METHOD

This study employed a qualitative research approach with a program evaluation design using the Context, Input, Process, and Product (CIPP) model. This model was selected because it provides a comprehensive and systematic framework for evaluating educational programs from multiple perspectives, including planning, resource allocation, implementation, and outcomes. By applying the CIPP model, the study aims to generate a holistic understanding of the implementation of the Induction Program for Beginning Teachers. The qualitative approach was chosen to explore in depth the experiences, perceptions, and interactions of participants involved in the program, enabling the researcher to capture real conditions in the field and understand how the program operates in practice. The evaluation focused on four components: context, which examines the background, needs, and policy foundation of the program; input, which assesses the availability and readiness of resources; process, which analyses the implementation of program activities; and product, which evaluates the outcomes in terms of teacher competence and performance.

The data in this study consisted of qualitative information in the form of verbal accounts, observations, and written documents related to the implementation of the induction program. Primary data were obtained from individuals directly involved in the program, including beginning teachers, principals, mentor teachers, and school supervisors. These participants were selected through purposive sampling based on their active involvement in the program and their ability to provide relevant and rich information. Beginning teachers who had participated in the program within one year served as key informants, while principals, mentors, and supervisors contributed complementary perspectives to ensure data diversity and

depth. Secondary data sources included official documents such as government regulations, program guidelines, mentoring records, lesson plans, and school reports, which were used to support and validate the primary data.

Data collection was carried out using in-depth interviews, participant observation, and document analysis. In-depth interviews were conducted using semi-structured guidelines to allow flexibility in exploring participants' experiences, understanding of the program, challenges encountered, and perceived benefits. Interviews were conducted either face-to-face or through online platforms, depending on participants' availability, and were recorded and transcribed with consent to ensure accuracy. Participant observation was undertaken to directly observe teaching practices, mentoring activities, and interactions within the school environment. The researcher acted as a non-intrusive observer while maintaining limited engagement when necessary, and detailed field notes were recorded systematically. Document analysis involved reviewing relevant materials such as policy documents, program reports, mentoring logs, lesson plans, and evaluation records to understand the formal design of the program and compare it with its actual implementation.

Data analysis followed qualitative procedures involving data reduction, data display, and conclusion drawing, conducted iteratively throughout the research process. During data reduction, raw data were organized, coded, and categorized to focus on information relevant to the research objectives. In the data display stage, the data were presented in descriptive narratives, matrices, and thematic groupings to identify patterns, relationships, and inconsistencies. Conclusions were drawn based on these patterns and continuously verified by revisiting the data to ensure accuracy and consistency. To enhance the trustworthiness of the findings, triangulation was applied by comparing data from multiple sources and methods, while member checking was conducted to confirm that the interpretations accurately reflected participants' perspectives.

RESULT AND DISCUSSION

Results

The findings of this study are organized based on the Context, Input, Process, and Product (CIPP) evaluation framework, providing a comprehensive overview of the implementation of the Induction Program for Beginning Teachers. From the context perspective, the program is well-supported by national education policies and is highly relevant to the needs of beginning teachers. It plays a strategic role in facilitating the transition from pre-service education to professional teaching practice. However, variations in stakeholders' understanding and geographical constraints limit its consistent implementation across schools. This indicates that contextual alignment alone does not guarantee effective implementation.

In terms of input, the program is supported by the availability of mentor teachers, school leadership, and program guidelines. Nevertheless, the readiness and quality of these resources remain inadequate. Many mentor teachers lack formal training in mentoring practices, and program materials are not consistently updated. In addition, limited funding and time allocation reduce the effectiveness of mentoring activities. These conditions indicate that the quality of resources is as important as their availability.

The process evaluation reveals that implementation is not yet systematic or standardized. Mentoring sessions, classroom observations, and feedback mechanisms are often conducted irregularly and without clear assessment criteria. Weak coordination among stakeholders and the lack of structured documentation systems reduce accountability and hinder continuous improvement.

From the product perspective, the program contributes positively to improving beginning teachers' competencies, particularly in teaching skills and professional confidence. However, these improvements are uneven, reflecting variations in mentoring quality, support systems, and teacher engagement. The absence of a standardized evaluation system makes it difficult to assess overall program effectiveness. The following table shows a summary of the CIPP Evaluation Results Summary:

Table 1. Summary of CIPP Evaluation Results

COMPONENT	KEY FINDINGS	FIELD CONDITIONS	EVALUATION
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CONTEXT	Policy-aligned and relevant	Uneven stakeholder understanding	RELEVANT BUT INCONSISTENT
INPUT	Resources available but limited quality	Untrained mentors, limited support	NOT OPTIMAL
PROCESS	Implementation not systematic	Weak coordination and documentation	INEFFECTIVE
PRODUCT	Positive but uneven outcomes	Varied teacher improvement	PARTIALLY EFFECTIVE

Induction Program for Beginning Teachers is implemented in practice, the overall process is illustrated in the following figure:

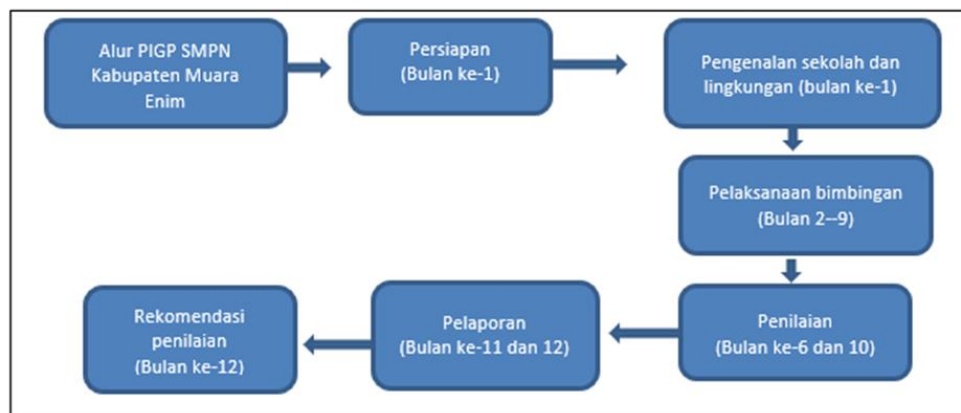


Figure 1. PIGP Flow at Muara Enim Regency Junior High School

Discussion

The findings demonstrate that the effectiveness of the induction program is influenced by the interaction among context, input, process, and product components. Although the program is contextually relevant and supported by policy, inconsistent stakeholder understanding leads to variations in implementation. This supports the view that program effectiveness depends not only on policy design but also on stakeholders' shared understanding and interpretation (Retnawati & Endang, 2019).

From the input perspective, the results highlight that resource availability alone is insufficient without adequate preparation and capacity building. The limited competence of mentor teachers and weak administrative systems reduce the effectiveness of the program. This finding is consistent with previous studies emphasizing the importance of mentor quality and institutional support in improving teacher competence (Pakaya, 2019; Hasmawati, 2016).

The process findings confirm that implementation is a critical determinant of program success. Irregular mentoring practices, lack of standardized procedures, and weak coordination significantly limit program effectiveness. This aligns with Arsyad (2016), who argues that structured implementation and systematic monitoring are essential for achieving program objectives.

Regarding the product, the program shows positive contributions to teacher competence, particularly in instructional skills and professional confidence. However, the outcomes are uneven, indicating that the quality of implementation directly affects program impact. This finding reinforces previous research suggesting that induction programs can improve teacher competence, but their effectiveness depends on implementation quality (Pakaya, 2019).

Overall, this study extends existing research by providing a comprehensive evaluation using the CIPP framework. Unlike previous studies that focus primarily on outcomes, this research highlights the interdependence among all program components. This integrated perspective contributes to the theoretical development of program evaluation and provides practical implications for improving teacher induction programs.

CONCLUSION

This study concludes that the implementation of the Induction Program for Beginning Teachers has not yet been carried out optimally, although it shows positive contributions to teacher professional development. From the contextual perspective, the program is relevant and supported by a clear policy foundation, indicating that it is aligned with the needs of beginning teachers. However, differences in stakeholders' understanding of the program reduce its effectiveness and consistency in implementation.

From the input perspective, the availability of basic resources such as mentor teachers and program guidelines indicates that the program has adequate initial support. Nevertheless, limitations in mentor preparedness, insufficient program socialization, and weak administrative support systems hinder the effectiveness of these inputs. These conditions demonstrate that the quality and readiness of resources are as important as their availability.

From the process perspective, the implementation of the program is not yet systematic and structured. Weak coordination, irregular mentoring activities, and lack of proper documentation reduce the overall effectiveness of the program. These findings indicate that the success of the program is highly dependent on how well it is implemented in practice. From the product perspective, the program contributes to improving beginning teachers' competencies, particularly in teaching skills and professional confidence. However, the outcomes are not evenly distributed and are not supported by a comprehensive evaluation system, making it difficult to measure overall program effectiveness.

Overall, this study highlights that the effectiveness of the induction program is influenced by the interconnection between context, input, process, and product components. The findings imply that improving program effectiveness requires strengthening stakeholder understanding, enhancing mentor capacity, improving coordination, and developing a structured monitoring and evaluation system. This study contributes to the development of a more comprehensive approach to program evaluation and provides practical insights for improving teacher induction programs to support sustainable professional development.

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