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EVALUATING ENGLISH PRE-SERVICE TEACHER PROFESSIONAL EDUCATION PROGRAM IMPLEMENTATION

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Abstract
The English Pre-Service Teacher Professional Education Program is a breakthrough established by the Indonesian government to produce certified professional English teachers who are trained to teach at the elementary, secondary, and preschool levels. This study aims to evaluate the implementation of the English Pre-Service Teacher Professional Education Program (PPG) at Sanata Dharma University using a Context, Input, Process, Product (CIPP) evaluation model. By evaluating and identifying the advantages and disadvantages of the current English Pre-Service Teacher Professional Education Program, this study would provide a framework that would improve the standard of English Pre-Service Teacher Professional Education Program implementation at Sanata Dharma University. This study employed mixed methods. The study participants were 30 English pre-service teachers enrolled in the English Pre-Service Teacher Professional Education Program in the English Department at Sanata Dharma University. A focus-group interview, an open-ended questionnaire, and a CIPP survey were used to collect data for this study which was conducted during the implementation of the English Pre-Service Teacher Professional Education Program. It is expected that utilizing the CIPP Model as a decision-making tool can help Sanata Dharma University improve the efficacy of the English Pre-Service PPG implementation.

Keywords: English pre-service teacher professional education program, evaluation model, program evaluation

Introduction
The English Pre-Service Teacher Professional Education program aims to create teachers who are proficient in planning, implementing, and assessing learning; following up on assessment results by providing guidance and instructing students; able to conduct research and develop their professionalism on a regular and ongoing basis; and the curriculum for teacher professional education (Yantono, 2016). Therefore, this study is significant to conduct to figure out the strengths and weaknesses of the current program implementation. Participants' suggestions and assessments can be used to improve the aspects that are still perceived as weak, and

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thus it will improve the quality of the program which will result in the increased English teachers' quality as well as the standard of education in Indonesia.

Meaningful assessment, according to scholars like Thompson and Irele (2003) and Kromrey et al. (2005), is crucial for raising the calibre of a program. The objectives of learners and educators are addressed by several sorts of evaluation methods. Hew et al. (2004) divided assessment models into macro, meso, and micro categories. The macro-level evaluation category featured "Context, Input, Process, Product (CIPP)" as a suitable model for addressing significant problems in educational programs. To examine educational programs within a larger system or context, Bonk (2002) also promotes the use of the CIPP model. This study attempts to answer the following questions: (1) what things are already good in the English Pre-Service PPG implementation in SDU? and (2) what things need to be improved for the next English Pre-Service PPG implementation in SDU.

There are numerous studies on English Pre-Service PPG evaluation (Daud et al., 2020; Giatman et al., 2020; Kafrawi et al., 2021; Roza & Siregar, 2018; Sabilah et al., 2021; Saptono et al., 2021; Shalihah & Syafryadin, 2023; Simanjorang et al., 2020; Zid et al., 2021). None of them, however, are conducted using the CIPP model. Many studies on English Pre-Service PPG evaluation only focus on the students' perception (Afriadi et al., 2023; Apriliyanti, 2020; Darmuh & Ramdani, 2022; Fajrin et al., 2021; Galih, & Iriani, 2018; Hidayah, 2013; Huda et al., 2021; Indraswati et al., 2020; Kisrianto & Iriani, 2018; Ma'rifah & Purbosari, 2020; Widiati & Hayati, 2015). There has not been any study done specifically for the English Pre-Service Teacher Professional Education Program using CIPP model. As a result, there is still no study in this field. Therefore, this study needs to be conducted to fill the gap while also introducing the CIPP evaluation model.

English pre-service teacher professional education program (PPG)

After completing an undergraduate degree program, students can continue their education through professional education, which prepares them for careers requiring specialized abilities. The English Pre-Service Teacher Professional Education Program is an educational initiative designed to help non-educated Bachelor of Education and Bachelor/DIV graduates who have a passion for teaching become fully competent English teachers following national educational standards and earn professional educator certificates (Ristekdikti, 2018). After a candidate completes an undergraduate or non-graduate education degree, they enrol in 1-2 years of English Pre-Service teacher professional education. English Pre-Service PPG is a replacement scheme for Deed IV, which will become invalid in 2005. Graduates of professional education will have the Gr designation after their names as teachers.

The English Pre-Service PPG program's overall objective is to produce future English educators who are capable of achieving the national education goals outlined in Law Number 20 of 2003 Article 3—namely, the development of students' potential as good people who believe in and are afraid of God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and responsible citizens. According to the Minister of Education and Culture of the Republic of Indonesia's number 87 of 2013, the specific goals of the English Pre-Service PPG program are to produce future teachers who are competent in the planning, implementation, and assessment of learning; who follow up on the results

of the assessment by providing mentoring and training to students; who can conduct research; and who can sustainably develop their professionalism. Tertiary institutions that have educational institutions that meet the criteria and are chosen by the Minister to manage the English Pre-Service PPG program. English Pre-Service PPG is offered by over 45 colleges in Indonesia.

The English Pre-Service PPG program curriculum was developed by referring to Law number 14 of 2005 concerning Teachers and Lecturers, where the PPG curriculum was developed by referring to the principle of activity-based curriculum or experience-based curriculum rather than subject-matter curriculum as in academic education. This is in accordance with the explanation of the 2017 PPG Implementation Manual. This principle implies that learning occurs through activities, specifically through workshops for creating learning tools as a way to put the TPACK concept, or technical pedagogical content knowledge, into practice.

The English pre-service PPG program curriculum includes study and pedagogic enrichment programs, workshops on creating learning tools, microlearning teaching activities, peer-to-peer learning, and the Field Experience Program (PPL). The English Pre-Service PPG program's learning system consists of teaching aids and program development workshops, as well as field experiences that are closely supervised by lecturers and tutors who have been appointed to oversee this particular activity. The goal of fieldwork is to become competent in organizing and implementing the learning process, evaluating learning outcomes, monitoring assessment results, and leading mentorship and training sessions.

The 2017 English Pre-Service PPG Handbook describes the recruitment procedure for the English Pre-Service PPG program, which graduates with both academic and non-academic degrees are eligible to enrol in. For prospective new students, LPTKs as English Pre-Service PPG organizational institutions demand an admission exam. Graduates of undergraduate education programs who pass the exam can enrol straight in the English Pre-Service PPG program without having to go through the matriculation program. Graduates without a degree must attend matriculation before enrolling in the English Pre-Service PPG program. A workshop-based program must be implemented together with integrated lecturer coaching for the English Pre-Service PPG program to be successful. Workshops, practical field experiences (PPL), and competency tests are all part of the English Pre-Service PPG program learning framework.

CIPP evaluation model

One of the most well-liked evaluation models is the CIPP model. It was created by Guba, and in 1965 Stuffle-Beam expanded on it (Stufflebeam & Zhang, 2017). Due to its review of four domains—context, input, process, and product—it essentially offers a highly systematic way of looking at many different aspects of a program. Additionally, it is intended to give conclusive and reliable information for decision-makers and quality control (Wang, 2008). This model was developed to address the shortcomings of conventional assessment methodologies, and it has since undergone numerous improvements to enable a thorough and systematic analysis of social and educational programs. The approach "may aid in guiding needs assessment and planning, monitoring the process of implementation, and providing feedback and judgment of the programme's effectiveness for continuous improvement," as stated by Zhang et al. (2011). The abbreviation CIPP stands for

"context," "input," 'process," and "product" in Stufflebeam's model, which stands for an entity's "context," "input," "process," and "product," as seen in Figure 1 below. The planning, implementation, and evaluation of a program all involve the use of the CIPP evaluation components. The following section will go into detail about the four evaluation types.

The CIPP model is chosen to be used for this study because it is an evaluation model that employs a system-wide approach to evaluation. Its goal is improvement rather than proof (Stufflebeam, 2003). The CIPP evaluation model is unique because every stage of the evaluation is related to the decision-making that is suitable for running a program. This model emphasizes the evaluation of the process, which plays a very important role in determining the success of the participants in the English Pre-Service PPG program in becoming a professional English teacher.

This is because the aim of the CIPP model places importance on the evaluation process, which is to look at all the evaluation strategies and components and to find answers to the question "Does the evaluation design function properly?"

Input evaluation is thought of as a way to create procedural designs, solution strategies, and support systems for the program's future deployment, helping to identify the necessary adjustments for the program to function correctly (Stufflebeam & Shinkfield, 2007).

Process evaluation is used, following Stufflebeam and Zhang (2017), to evaluate the deployment of a program, provide feedback on the degree to which the program was implemented as expected and desired, as well as examine whether the program's potentially subpar results were caused by a weak strategy or the inadequate implementation of the strategy. This evaluation component also focuses on potential challenges to the program's effectiveness (Wang, 2008)

Product evaluation monitors a program's success and evaluates its results, in addition to giving input on how well the program is accomplishing its objectives and delivering to the beneficiaries' targeted needs. Moreover, to obtain more concise information about the program's long-term consequences, product evaluation can be divided into impact, effectiveness, sustainability, and transportability evaluations (Wang, 2008)



Figure 1. Components of Stufflebeam's (2003) CIPP model

Method

This study used mixed methods due to its advantages and the researcher's desire to leverage the advantages of each research method to collect a wide range of data while reaching a comprehensive grasp of the research phenomenon. Data were collected through questionnaires that were distributed to 30 English pre-service teachers enrolled in the English Pre-Service Teacher Professional Education Program in the English department at Sanata Dharma University. All participants consented to participate in this study and all collected data remained confidential and anonymous. The participants were also informed that they had the freedom to withdraw their voluntary involvement in the study at any time.

The questionnaires include close-ended statements on every aspect being evaluated derived and adapted from the CIPP evaluation instruments survey proposed by Stufflebeam (2003). In addition, researchers also conducted interviews with the participants who filled out the questionnaires to obtain in-depth information on the evaluation aspects that need elaboration.

Descriptive statistics were used to interpret the data obtained from the questionnaires. It can show results ranging from the average value, the most occurring values, to the highest and lowest values. Data from the interviews were transcribed and analyzed using thematic analysis by identifying, analyzing, and interpreting patterns of meaning into themes.

Findings and Discussion

Strengths of the English pre-service PPG implementation

In terms of the context evaluation, all participants agreed that the goals and objectives of the English Pre-Service PPG program aligned well with the needs and expectations of the education sector. One participant mentioned that the subjects taught during the program are relevant to the expectations of the current era of education. Another participant also added that the program allowed the students to get more hands-on experiences related to teaching practices and other school-related matters while also expecting the students to share those experiences and reflect on them. Most participants mentioned that the program is good for preparing future/novice teachers to become professional teachers through learning and sharing in class and also practising at school. They also stated that Sanata Dharma University is supportive in terms of resources, policies, and leadership for the English Pre-Service PPG program.

Many of the participants mentioned that the lecturers at Sanata Dharma University always gave them a lot of insights on how to be a professional teacher. They can learn how to create joyful learning by making complete and useful *modul ajar* and being creative in using technology in learning English. The majority of the participants (93.4%) agreed that the program took into account the regional policies and regulations related to teacher education. One participant stated that she can learn new teaching methods and approaches in line with the essence of the *Kurikulum Merdeka*. Additionally, another participant also stated that he can gain a deeper understanding of the *Kurikulum Merdeka* and become familiar with the stages of *MERDEKA.*

Table 1. Statements on context evaluation

Statement	SA	A	D	SD
The goals and objectives of the English Pre-Service PPG program align well with the needs and expectations of the education sector	33.3	66.7	0	0
The institutional context of Sanata Dharma University is supportive in terms of resources, policies, and leadership for the English Pre-Service PPG program	60	40	0	0
The program takes into account regional policies and regulations related to teacher education	26.7	66.7	6.7	0

As for the good things found in the input evaluation, all the participants mentioned that the curriculum and instructional materials used in the English Pre-Service PPG program aligned well with the program's goals and objectives. Most of the participants praised the very well-prepared LMS which has complete materials and instructions for the assignments they needed to do during the course. Everything is covered well so that the students can enjoy learning. It is also supported by the complete facilities offered by SDU, such as providing student ID cards (KTM) so that students can access campus facilities. Furthermore, they mentioned that SDU provided academic robes of the appropriate size as an identifier among the community and for school placement (PPL).

Moreover, LPTKs facilitate easy access to various resources, including Wi-Fi. In addition, the faculty and staff members are adequately qualified and trained to deliver the program effectively. All participants mentioned that the lecturers in USD are experts who are very competent in their field so they can make the program run very well. They stated that the faculty members are always friendly and gave them the best directions and ways to reach their goals in the English Pre-Service PPG Program. In a nutshell, all staff and lecturers supported all activities in the English Pre-Service PPG program.

All the participants also agreed that the admission process for selecting candidates for the English Pre-Service PPG program was rigorous and effective. The admission process was very transparent and can be monitored clearly on the website and also delivered to the means of communication such as email addresses and WhatsApp phone numbers that they registered in the system. Important dates are posted on the website and the selection stages ran well despite occasional technical problems during the interview which was conducted online via Zoom. They mentioned that SDU is a very popular LPTK that is aimed at many English Pre-Service PPG applicants all across Indonesia so they struggled hard to be enrolled in English Pre-Service PPG in SDU.

Table 2. Statements on input evaluation

Statement	SA	A	D	SD
The curriculum and instructional materials used in the English Pre-Service PPG program align well with the program's goals and objectives	33.3	66.7	0	0
The faculty and staff members are adequately qualified and trained to deliver the program effectively	60	40	0	0
The admission process for selecting candidates into the English Pre-Service PPG program is rigorous and effective	40	60	0	0

Process evaluation

The majority of the participants (93.3%) agreed that the courses and learning experiences are structured and delivered well in the English Pre-Service PPG program. Many participants mentioned that they were thrilled when they were admitted to English Pre-Service PPG in SDU because all the staff and lecturers facilitated what they needed and listened to what became their problems patiently. All faculty members always carry out their responsibilities in preparing the entire series of activities in the English Pre-Service PPG program. All English Pre-Service PPG lecturers have provided a good and maximum learning experience at every meeting. Most of them stated that the lecturers have a good ability to deliver the materials well, even though some of the topics are very new to them. They were often asked to reflect so that they could connect the topic with their real experience so it was easier to understand. All participants agreed that the teaching methods and strategies are effectively used in facilitating student learning.

Most of the participants mentioned that they admire many lecturers' way of delivering the materials and guiding them to be future professional teachers. Many participants praised the way the lecturers supported, evaluated, and provided the materials, which was by conducting reflection, student-centred learning, and focused on the essential part of being a professional teacher. Being understanding lecturers, supportive colleagues, and positive environments for the program's trajectory are other things that are commonly stated by most of the participants. In terms of mentoring, providing instruction, giving feedback, and assessing the students, all of the participants agreed that these were done very well. The instructors always strived to provide a meaningful and enjoyable learning experience. One participant even mentioned that there was a lecturer who always provided her with moral support when she was sick and contemplated giving up on the English Pre-Service PPG program. All participants agreed that student engagement and participation are promoted well within the English Pre-Service PPG program. They mentioned that English Pre-Service PPG in SDU was very satisfactory in allowing them to engage and participate in many activities that help them to become better human beings and more professional teachers. Furthermore, the faculty and staff members also instilled trust in students to organize creative events, which greatly aids the smooth progress of their studies.

Table 3. Statements on process evaluation

Statement	SA	A	D	SD
The courses and learning experiences are structured and delivered well in the English Pre-Service PPG program	40	53.3	6.7	0
Teaching methods and strategies are effectively used in facilitating student learning	60	40	0	0
Assessments and feedback provided to students support the learning and growth well	46.7	53.3	0	0
Student engagement and participation are promoted well within the English Pre-Service PPG program	40	60	0	0

Product evaluation

The majority of the participants (93.3%) agreed that English Pre-Service PPG program graduates demonstrated the learning outcomes and competencies expected of them well. Most participants mentioned that they become more confident in their

improved teaching performances and they feel that they gain valuable insights both from the theoretical and practical aspects of the subjects that they learnt in the program which will be highly beneficial for their performance in the future. Furthermore, they can also gain a lot of new knowledge related to becoming smart and creative teachers who can easily adapt to the environment surrounding them. All of the participants agreed that English Pre-Service PPG program graduates performed in their teaching practice and professional development after completing the program well. Many participants stated that they could teach professionally after completing the program. In addition, they also mentioned that English Pre-Service PPG taught them how to become professional teachers who applied the value of humanity in this globalization era.

Most of the participants (86.7%) agreed that the employment rates and career advancements of the program graduates were good. Most participants stated that it was because the graduates are well trained, certified, and professional as it is approved by the Ministry of Education. As a result, when they graduate from the program, they are professional teachers who are ready to educate the new generation. The majority of the participants (93.3%) agreed that the program graduates and other stakeholders perceive the quality and effectiveness of the English Pre-Service PPG program well. Most of the participants stated that English Pre-Service PPG in USD guaranteed their graduates to be professional and creative teachers.

Table 4. Statements on product evaluation

Statement	SA	A	D	SD
English Pre-Service PPG program graduates demonstrate the learning outcomes and competencies expected of them well	40	53.3	6.7	0
English Pre-Service PPG program graduates perform in their teaching practice and professional development after completing the program well	33.3	66.7	0	0
The employment rates and career advancements of the program graduates are good	20	66.7	13.3	0
Program graduates and other stakeholders perceive the quality and effectiveness of the English Pre-Service PPG program well	33.3	60	6.7	0

Points to improve

In terms of context, there are confusions related to the regional policies and regulations concerning teacher education that keep changing, especially on the flow of the program which has not provided a clear path on what the graduates will get after they finish the program. The students felt there was uncertainty about the promises that were offered to them about the program. Some participants mentioned that the schedules and other matters related to the administration and the implementation of the program as well as the benefits promised to the students were vague or not as well-communicated as they expected. One participant stated that she was very disappointed about the way this program running. The unclear future, the delay of the announcement, and many more. The participants hoped that this program would not only be an ordinary scholarship but could be the bridge for the alumnus to be a professional teacher with a clear and bright future. Postponement

of activity announcements without notifying students also became something that needed to be improved.

As for the input, some participants mentioned that the subjects taught were the ones that they had already studied during their undergraduate program. As a result, they are only repeating them without any further enrichment. Furthermore, in the second semester, there are too many assignments with insufficient time provided, resulting in what they consider to be subpar published assignments. In addition, learning resources are inadequately provided in the Learning Management System (LMS). Many participants stated that there were too many assignments posted on the LMS, where they were required to apply *Merdeka Belajar* but during English Pre-Service PPG they were demanded to follow the flow in the LMS which often made them bored and unable to create innovative ideas. Fortunately, every lecturer at Sanata Dharma University provides instruction and modifies the LMS so that learning becomes more meaningful.

In terms of process, some participants mentioned that they did not like the fact that course completion was based solely on the final examination score. They think it is more important to score the student based on how the student progressed from the beginning until the end of the course, which can be seen from how much the student contributed in the classroom learning and during the teaching practice at school. One participant also stated that the administrative staff was not really informative and friendly when she asked for clarity on some issues. Some participants also mentioned that a few lecturers did not provide timely feedback on the assignments that they submitted. Furthermore, some of them also mentioned that the teachers at the school where they did their teaching practice did not facilitate them well in terms of monitoring their micro-teaching in class, even though they needed feedback and suggestions on how they performed so they could improve their teaching performance.

Lastly, for the product, many participants mentioned that they felt unsure about the value of the program in giving them an edge over other teachers-to-be when it comes to job prospects in the education sector. Most of them said that the graduates of the program still have no clear track to become civil servant teachers, while the competition for jobs in schools is becoming more intense. All the decisions regarding the placement and advancement of their careers are still decided by the government, which is often changed by the changing regulations. There needs to be certainty and clarity of what they can achieve after they finish the program. English Pre-Service PPG needs to offer a practical and beneficial scheme for the English Pre-Service PPG graduates.

Conclusion

The calibre of a nation's educational system is determined by the calibre of its teachers. The Indonesian government made a breakthrough by establishing the English Pre-Service Teacher Professional Education Program to create certified professional English teachers who will instruct at the elementary, secondary, and preschool levels. This study uses the Context, Input, Process, Product (CIPP) assessment approach to assess the effectiveness of the English Pre-Service Teacher Professional Education Program (PPG) at Sanata Dharma University. In summary, the good things about the current English Pre-Service PPG implementation are the quality of the faculty members and the complete facilities offered by SDU. Things

that still need to be improved for the next implementation of English Pre-Service PPG are the clarity of the program stages and announcements, as well as the career certainty for English Pre-Service PPG graduates, which at the moment are still decided by the government.

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