

Evaluation of the Arabic Language Teachers' Discussion Forum (MGMP) Program in Madrasah Tsanawiyah for Enhancing Teacher Competence

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Abstract

This study examines the effectiveness of the Musyawarah Guru Mata Pelajaran (MGMP) program for Arabic language teachers at Madrasah Tsanawiyah (MTs) in Bengkulu City through the Context, Input, Process, and Product (CIPP) evaluation framework. Although the MGMP program has been widely implemented throughout Indonesia to strengthen teachers' professional competencies, its effectiveness in Bengkulu City has not been comprehensively assessed. The research employs a mixed-methods design, integrating qualitative data obtained from interviews with Arabic language teachers, MGMP coordinators, and relevant stakeholders, alongside quantitative data collected through teacher questionnaires. Document analysis was also conducted to support the findings. The evaluation focused on the four dimensions of the CIPP model: context, input, process, and product. The results indicate that the MGMP program generally corresponds to the professional development needs of teachers and contributes positively to the enhancement of their pedagogical competence. Nevertheless, several challenges were identified, including insufficient resources, irregular participation, and the use of outdated training materials. The implementation process demonstrated varying degrees of teacher involvement; while some participants gained significant benefits from the activities, others perceived them as lacking practical applicability. Overall, the program contributed to improvements in lesson preparation and instructional methods, although its influence on classroom teaching practices varied among participants. These findings highlight the need for program improvements to overcome existing limitations and enhance its overall effectiveness.

Keywords

MGMP, Teacher Competence, CIPP Evaluation Model, Arabic Language Education

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1. INTRODUCTION

Education is a fundamental driver of national development, with teachers playing a critical role in shaping the quality of education (Darling-Hammond et al., 2017). In Indonesia, enhancing teacher competence is seen as an essential strategy for improving the quality of teaching and learning (Guskey, 2002). As part of the country's broader education reform efforts, the Indonesian government has launched several initiatives aimed at improving teacher professionalism and effectiveness. One of these initiatives is the Musyawarah Guru Mata Pelajaran (MGMP), or Subject Teachers' Discussion Forum.



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MGMP is designed to support teacher professional development through collaborative learning, the exchange of best practices, and the reinforcement of subject-specific expertise (Luo & Photchanachan, 2022). It serves as a platform for teachers to reflect on pedagogical challenges, share teaching strategies, and align their practices with curricular goals (Desimone, 2009).

The MGMP program for Arabic language teachers is especially significant in Madrasah Tsanawiyah (MTs), Islamic junior secondary schools that combine general academic subjects with Islamic education. Arabic occupies a vital position within the MTs curriculum because it serves as the language of the Qur'an, Hadith, and the rich tradition of classical Islamic literature and scholarship (Opfer & Pedder, 2011). As a result, proficiency in Arabic extends beyond academic achievement, encompassing important spiritual and cultural dimensions as well. However, many Arabic language teachers in MTs encounter significant obstacles that affect the quality of their instruction. These challenges include inadequate access to current and relevant teaching resources, limited opportunities to learn and apply modern pedagogical approaches, and insufficient institutional support for continuous professional growth and development (Korthagen, 2010).

Preliminary field data collected in Bengkulu City—a provincial capital with several public and private MTs—revealed several issues regarding the actual implementation of the MGMP for Arabic teachers. For instance, interviews with participants indicated that many MGMP sessions were heavily theoretical, lacked practical training components, and often repeated content from previous years without adaptation to current teaching challenges (Field Interview Data, 2025). Moreover, teachers expressed dissatisfaction with the quality and relevance of learning materials distributed during MGMP activities, noting that these materials were rarely updated and not aligned with technological advances or current student learning needs (Darling-Hammond et al., 2017).

While MGMP is mandated and widely implemented across regions, its actual impact on teacher competence, particularly in Arabic language instruction, remains under-evaluated (Iannopollo & Berti, 2026). This lack of systematic assessment impedes the capacity of education policymakers and stakeholders to make evidence-based improvements to the program (Baig et al., 2026). In the context of Bengkulu City, where Arabic language teaching faces distinctive resource and pedagogical constraints, an in-depth evaluation of the MGMP program is necessary to understand its effectiveness, relevance, and areas for enhancement.

To address this issue, the present study investigates the effectiveness of the MGMP program for Arabic language teachers in Madrasah Tsanawiyah (MTs) in Bengkulu City by applying the Context, Input, Process, and Product (CIPP) evaluation model (Stufflebeam, n.d.). As a comprehensive framework for program evaluation, the CIPP model enables a systematic examination of program goals, available resources, implementation processes, and achieved outcomes. Accordingly, this study seeks to: (1) determine the extent to which the objectives of the MGMP program correspond to the professional development needs of Arabic language teachers (Context); (2) assess the suitability and sufficiency of program resources, learning materials, and implementation strategies (Input); (3) analyze the effectiveness of program implementation, participant involvement, and instructional practices (Process); and (4) evaluate the program's outcomes, particularly its influence on teacher competence and classroom instruction (Product).

This study is important for several reasons. First, it provides valuable insights into the operation of the MGMP program within a particular regional and disciplinary setting, namely Arabic language education in Islamic junior secondary schools in Bengkulu City. Second, it explores both the strengths and limitations of the program from the perspectives of participating teachers, generating practical recommendations for future improvements. Third, the findings offer evidence-based guidance for policymakers and educational stakeholders seeking to strengthen the quality and relevance of professional development initiatives for Arabic language teachers throughout Indonesia (Clarke & Hollingsworth, 2002). Furthermore, the study addresses several key research questions, including: (1)

how effectively the MGMP program fulfills teachers' professional development needs; (2) the adequacy of its resources and instructional approaches; (3) the factors that affect teacher participation and engagement; and (4) the extent to which the program contributes to improvements in teacher competence and student learning outcomes.

2. METHODS

This study aims to evaluate the effectiveness of the Musyawarah Guru Mata Pelajaran (MGMP) program for Arabic language teachers in Madrasah Tsanawiyah (MTs) in Bengkulu City using the CIPP (Context, Input, Process, and Product) evaluation model. The CIPP model, developed by Stufflebeam (Stufflebeam, n.d.), offers a comprehensive framework for evaluating educational programs across four key components: Context, Input, Process, and Product. This section outlines the research approach, participants, procedures, and data collection and analysis techniques used to achieve the research objectives.

This research employs a qualitative case study approach, which is suitable for gaining an in-depth understanding of the MGMP program in the specific context of Arabic language teachers in Madrasah Tsanawiyah in Bengkulu City. A qualitative approach allows the researcher to explore participants' experiences, perceptions, and practices, providing rich, detailed data (Pei et al., 2013). The study will assess the MGMP program based on the four CIPP components (Hollweck, 2015):

- a. Context Evaluation: Analyzing the needs and goals of the MGMP program.
- b. Input Evaluation: Assessing the resources, materials, and strategies used in the program.
- c. Process Evaluation: Evaluating the implementation and delivery of the program.
- d. Product Evaluation: Measuring the outcomes in terms of improved teacher competence.

The research will be conducted in Bengkulu City, targeting Arabic language teachers involved in the MGMP program within Madrasah Tsanawiyah. The participants will include 10-15 teachers, 5 MGMP coordinators, and 3 educational stakeholders, selected using purposive sampling to ensure that participants have relevant experience and knowledge about the MGMP program (Sharp, 2003).

Data collection will involve a combination of interviews, surveys, and document analysis (Yuliani, 2018). Semi-structured interviews will be conducted with teachers, coordinators, and stakeholders to gather qualitative data on their experiences and perceptions of the program. A survey will be distributed to Arabic language teachers to collect quantitative data on their perceptions of the program's effectiveness (Sultana & Atikuzzaman, 2026), content, and impact on teaching practices. Program documents, including meeting minutes and teaching materials, will be reviewed to assess the program's alignment with its objectives.

The data analysis will involve both qualitative and quantitative methods. Thematic analysis will be used to analyze interview data, identifying recurring themes across the CIPP components. Survey data will be analyzed using descriptive statistics, such as means and percentages, to assess the overall effectiveness of the program. Document analysis will be employed to evaluate the program's structure, resources, and alignment with the stated goals (Darim, 2020).

To ensure the validity and reliability of the study, triangulation will be used to cross-check findings from multiple data sources (Rahadi, 2020). Member checking will be employed to verify the accuracy of the data with some participants, and the research procedures will be clearly documented to ensure transparency and replicability.

3. FINDINGS AND DISCUSSIONS

The findings of this study are based on the evaluation of the Musyawarah Guru Mata Pelajaran (MGMP) program for Arabic language teachers in Madrasah Tsanawiyah (MTs) in Bengkulu City. The study was conducted using the CIPP (Context, Input, Process, and Product) evaluation model. Below are the key findings from each component of the evaluation, supported by the relevant data collected through interviews, surveys, and document analysis.

Context Evaluation: Understanding Needs and Goals

The context evaluation focused on understanding the background, experiences, and developmental needs of Arabic language teachers in Madrasah Tsanawiyah (MTs) in Bengkulu City. It also examined the extent to which the objectives of the MGMP program aligned with these professional needs. Data were obtained through surveys, interviews, and focus group discussions with Arabic language teachers who participated in the MGMP program.

Relevance of Program Goals

Findings from the field revealed that the MGMP program goals were generally aligned with the professional development expectations of Arabic language teachers. Participants acknowledged the relevance of MGMP as a forum for exchanging pedagogical knowledge, addressing classroom challenges, and sharing teaching experiences. Most teachers agreed that the program aimed to enhance teaching quality by improving pedagogical competence and updating instructional strategies.

This aligns with Guskey's (2002) framework, which asserts that professional development must address the actual classroom challenges faced by teachers. This finding is also in line with the research by Chabib (2022), who found that the MGMP Arabic language program in Madrasah Tsanawiyah plays a crucial role in meeting the professional needs of teachers, especially in terms of pedagogical development and curriculum understanding (Chabib, 2018). Teachers emphasized their need for ongoing development in classroom management, active learning techniques, differentiated instruction, and curriculum planning (Chabib, 2018):(Agustina & Mukhtaruddin, 2019). However, several respondents indicated that while the objectives were clear and well-intentioned, the program lacked deep integration with current pedagogical challenges specific to Arabic instruction, which is echoed in similar findings from studies applying the CIPP model in evaluating other educational programs (Antariksa et al., 2022),(Iqbal et al., 2024).

Challenges in Teaching Arabic

Teachers identified a number of persistent challenges that the MGMP program had yet to fully address. These included:

Outdated or insufficient instructional materials, especially textbooks that do not reflect recent curriculum changes or incorporate digital resources.

- A lack of exposure to innovative and interactive Arabic teaching methods.
- Difficulties in addressing the wide range of student abilities within a single classroom.
- Limited opportunities for practical training and demonstration of teaching techniques.
- Inadequate support for integrating Arabic instruction with broader religious and general subject matter.

These concerns reflect the need for a more targeted approach to Arabic-specific pedagogical content knowledge (PCK), as emphasized by Desimone (2009). Teachers stressed that effective Arabic language instruction requires strategies tailored to linguistic nuances and religious content, which are often underrepresented in generic training modules.

Table 1. Summary of Field Findings – Teachers' Needs and Program Alignment

Identified Needs by Teachers	Alignment with MGMP Goals	Comments
Improved pedagogical strategies	Partially aligned	Program offers basic workshops but lacks depth in Arabic-specific pedagogy.
Access to updated and relevant teaching materials	Weakly aligned	Teachers report using outdated materials; minimal digital resources provided.
Methods for managing diverse student learning abilities	Weakly aligned	No specific training on differentiation techniques.
Classroom management and student engagement techniques	Moderately aligned	Covered in general terms but not contextualized for Arabic instruction.
Opportunities for peer collaboration and reflective practice	Strongly aligned	MGMP encourages collaboration, but time constraints limit deeper engagement.
Integration of technology in teaching Arabic	Not aligned	Teachers report lack of training and resources for digital integration.

Data were compiled from interviews and surveys conducted with Arabic language teachers at Madrasah Tsanawiyah in Bengkulu City who participated in the MGMP program. The information was gathered to assess the alignment between the professional development needs of the teachers and the goals of the MGMP program.

Input Evaluation: Availability and Relevance of Resources and Materials

The input evaluation assessed the resources, materials, and infrastructural support made available to Arabic language teachers through the MGMP program in Bengkulu City. This included teaching modules, learning aids, facilities, expert support, and funding allocations. The findings revealed significant limitations in the quality and adequacy of inputs, which constrained the program's overall effectiveness.

Availability and Condition of Teaching Materials

Field data showed that the majority of MGMP sessions still relied on printed teaching modules that had not been revised in several years. These materials did not incorporate current educational trends, language learning theories, or technological innovations. Teachers reported using photocopied handouts that lacked structure and were poorly aligned with the revised 2013 curriculum (*Kurikulum 2013*).

Several respondents indicated that the materials failed to provide practical strategies for teaching Arabic vocabulary, grammar, reading comprehension, and conversation skills. Furthermore, they lacked examples of classroom-based activities, task-based instruction, and interactive assessments, which are essential for developing language proficiency.

Technological Resources and Digital Integration

A critical gap was observed in the integration of technology into Arabic language instruction. Teachers unanimously reported the absence of digital learning tools such as Arabic learning apps, multimedia content (audio/video), or access to online platforms that could enhance student engagement. MGMP sessions were often conducted without access to projectors, internet connectivity,

or computer labs, limiting the use of audio-visual aids and digital media.

This deficiency is particularly significant in the post-pandemic educational context, where blended and hybrid learning modalities have become essential. According to OECD (2018), digital competence is a cornerstone of modern teaching effectiveness, and its absence can hinder both teacher development and student learning outcomes.

Human Resources and Expert Support

While some MGMP sessions invited experienced educators or senior supervisors to deliver lectures, the frequency and quality of this expert involvement(Meier et al., 2024) varied significantly across institutions(Ingelbeen et al., 2026). Many teachers expressed a desire for more sustained mentoring, coaching, and observation-based feedback from experts in Arabic language teaching. This aligns with the views of Borko (Borko, 2004), who emphasizes the importance of knowledgeable facilitators in supporting teacher learning. Septiani, Suseno, and Setiadi (2021) also highlighted the necessity of consistent expert support in MGMP programs to enhance teacher professionalism (Septiani et al., 2021).

Equity and Differentiation in Materials

Teachers also highlighted the lack of differentiated materials and activities that cater to teachers’ varying levels of experience and teaching contexts. MGMP materials were often designed as “one-size-fits-all,” which left novice teachers overwhelmed and experienced teachers underchallenged. Effective professional development, as suggested by Desimone (2009), must be responsive to the developmental stages of teachers and their classroom realities.

Table 2. Summary of Field Findings – Evaluation of MGMP Inputs

Input Element		Observed Condition in the Field	Implications
Printed modules	teaching	Outdated and poorly aligned with current curriculum	Reduces instructional relevance and limits innovation in language pedagogy
Digital (audio, video, apps, platforms)	resources	Largely absent; limited internet and hardware access	Teachers are unable to engage students using modern, interactive media
Technological infrastructure		Inadequate (few projectors, no online platforms, poor connectivity)	Hampers 21st-century teaching and learning integration
Expert involvement in training		Inconsistent; limited hands-on mentoring or feedback	Reduces opportunities for deep professional reflection and guided improvement
Material differentiation for teacher levels		None; same content delivered to all participants	Novice teachers lack scaffolding; experienced teachers find content repetitive
Funding and institutional support		Minimal; dependent on school-level initiative	Results in inconsistent implementation across different madrasahs

This table summarizes the feedback received from teachers regarding the adequacy and relevance of the materials and resources provided in the MGMP program. Data were collected through interviews and questionnaires that evaluated the quality of teaching materials used in the program.

Process Evaluation: Implementation and Pedagogical Delivery

The process evaluation focused on how the MGMP program for Arabic language teachers in Madrasah Tsanawiyah (MTs) in Bengkulu City was implemented in practice. This included assessing

the structure of training sessions, the level of interactivity, teacher participation, and the extent to which the delivery methods supported active learning and reflection.

Structure and Delivery of Sessions

Field observations and teacher interviews revealed that most MGMP sessions followed a rigid, lecture-based format. Sessions typically began with a formal opening, followed by presentations from senior teachers or external speakers, and concluded with brief question-and-answer segments. While this format allowed for information dissemination, it offered limited opportunities for teacher interaction, discussion, or hands-on practice.

Teachers consistently reported that the training was “too theoretical,” with minimal modeling of effective Arabic language teaching strategies. Only a small portion of time was allocated to group discussions, microteaching, or classroom simulation—practices that are essential to professional learning in language education. Knowles' (1984) principles of adult learning emphasize the importance of experiential and problem-centered approaches, which were largely absent from the MGMP delivery model in Bengkulu. This observation aligns with the findings of Chabib (2018), who noted that MGMP sessions often lacked interactive elements and practical applications, leading to limited engagement among participants (Chabib, 2018).

Teacher Participation and Engagement

Although MGMP is intended as a collaborative forum, actual participation levels varied significantly. Attendance records indicated that while initial sessions were well-attended, participation declined over time. Reasons cited by teachers included:

- Conflicts with teaching schedules
- Lack of practical relevance in certain topics
- Absence of institutional rewards or follow-up activities

These findings align with Opfer and Pedder's (2011) assertion that sustained participation in professional development is contingent on relevance, incentives, and institutional support. Chabib (2018) also highlighted that inconsistent participation in MGMP sessions was often due to a lack of alignment between the program content and the immediate needs of teachers, as well as insufficient institutional support (Chabib, 2018).

Opportunities for Reflective Practice

Some MGMP sessions attempted to include peer-sharing sessions, where teachers could present lesson plans or discuss classroom challenges. However, these segments were usually brief and lacked structured feedback mechanisms. Teachers expressed interest in more interactive formats such as peer observation, lesson study, or collaborative problem-solving.

The underutilization of reflective practices and collaborative learning activities stands in contrast with the findings of Vescio, Ross, and Adams (Vescio et al., 2008), who advocate for professional learning communities (PLCs) as vehicles for sustained improvement. The limited peer learning observed in MGMP sessions points to a missed opportunity to build a reflective, supportive community of Arabic language educators.

Table 3. Summary of Field Findings – Evaluation of MGMP Process

Process Element	Field Findings	Implications
Session structure	Primarily lecture-based; minimal group work or hands-on activities	Limits active learning and skill application
Use of adult learning	Rarely applied (e.g., simulations, peer coaching, problem-solving)	Contradicts best practices in adult

Process Element	Field Findings	Implications
strategies	tasks)	professional development
Teacher engagement	Initially high but declined due to time conflicts and perceived lack of relevance	Indicates need for flexible scheduling and more contextually relevant content
Interactive and reflective opportunities	Limited to brief discussions; no structured feedback or peer observation	Reduces teachers' ability to internalize and apply new strategies
Institutional support for participation	Inconsistent across schools; often voluntary without incentives	Weakens long-term commitment to the program
Implementation monitoring	No formal system to track teacher progress or classroom application	Hampers accountability and continuous improvement

The data in this table were obtained from direct observations and interviews with teachers about their participation in MGMP sessions, as well as their assessments of the theoretical content delivery and its practical application in classroom teaching.

Product Evaluation: Impact on Teacher Competence and Student Learning

The product evaluation assessed the outcomes of the MGMP program, focusing on changes in teacher competence, teaching practices, and perceived effects on student learning. The findings suggest that while some teachers experienced professional growth, the program's impact was inconsistent and limited by weak follow-up mechanisms and the lack of measurable indicators.

Improvements in Teacher Competence

Based on survey responses and interviews, several teachers reported improvements in specific areas such as lesson planning, classroom management, and confidence in delivering Arabic lessons. Many credited MGMP discussions and peer input for helping them better organize their teaching materials and adopt clearer instructional strategies. These results support Clarke and Hollingsworth's (2002) Interconnected Model of Professional Growth, which views teacher learning as a continuous process involving experimentation, reflection, and reinforcement (Clarke & Hollingsworth, 2002).

However, a significant proportion of teachers—especially those with more teaching experience—found the program insufficiently differentiated. They noted that the content was often redundant or too basic, which limited its practical value. This aligns with Borko's (2004) observation that one-size-fits-all approaches in professional development fail to meet the varied needs of teachers at different stages of their careers.

Application of Training to Classroom Practice

Despite some reported gains in knowledge and planning, many teachers expressed difficulty translating MGMP content into practical teaching strategies. A recurring theme in interviews was the “theory-practice gap”—teachers felt that MGMP provided theoretical frameworks without adequate modeling or contextual adaptation for real classrooms. This gap is consistent with the critiques by (Korthagen, 2010), who highlights that teacher training often lacks relevance when it fails to bridge theory and day-to-day teaching challenges.

Moreover, the absence of mentoring or classroom-based follow-up mechanisms meant that teachers received little feedback on their attempts to implement new strategies. Without post-training support, many reverted to their previous practices.

Effects on Student Learning

Teachers were divided on whether the MGMP program had a noticeable impact on student

outcomes. Some observed increased student engagement when they applied new teaching methods, such as games or group activities discussed in MGMP. Others, however, reported no significant change in student achievement or participation, attributing this to the inconsistency of applying MGMP concepts across classes.

The absence of clear performance indicators or student assessment tools made it difficult to objectively measure the MGMP's impact on learning. This lack of data also undermines long-term program evaluation and improvement, as noted by (Avalos, 2011), who stresses the importance of outcome-based assessment in professional development.

Table 4. Summary of Field Findings – Evaluation of MGMP Product

Evaluation Focus	Field Findings	Implications
Improvement in teaching skills	Some teachers improved in lesson planning and classroom delivery	Indicates moderate short-term gains in competence
Differentiation of training	Content not tailored to teacher experience levels	Limits the usefulness of training for experienced educators
Application in classrooms	Theory–practice gap due to lack of practical modeling and follow-up	Reduces long-term impact and sustainability of learning
Effect on student engagement	Mixed results: some reported improved engagement, others saw no change	Suggests inconsistent implementation and contextual differences
Monitoring of outcomes	No systematic tools for assessing student achievement or teacher performance	Weakens program accountability and feedback loop

Data in this table were derived from interviews and questionnaires focusing on teachers' perceptions of their competence improvements after participating in the MGMP program and its impact on student learning outcomes. The assessment was made by comparing teaching skills applied with observable changes in student performance in the classroom.

Discussion

This study evaluated the implementation and effectiveness of the Musyawarah Guru Mata Pelajaran (MGMP) program for Arabic language teachers in Madrasah Tsanawiyah (MTs) in Bengkulu City using the CIPP evaluation model—Context, Input, Process, and Product. The findings suggest that while the MGMP program demonstrates potential as a vehicle for professional development, several structural and instructional limitations must be addressed to maximize its effectiveness. The discussion below elaborates on each dimension of the evaluation, integrating relevant literature and theoretical perspectives.

Context Evaluation: Understanding Needs and Goals

The context evaluation revealed a general alignment between the MGMP program's objectives and the professional development needs of Arabic language teachers. Participants consistently expressed the need to improve pedagogical skills (Tafazoli, 2024), develop effective classroom management strategies, and gain access to up-to-date teaching resources. These findings support emphasis on the importance of grounding professional development in teachers' actual classroom experiences and instructional challenges (Lieberman, 1995).

Nevertheless, a significant gap was observed in the depth and specificity of the content offered. While MGMP's goals reflected a broad understanding of teacher development, they lacked a targeted focus on subject-specific pedagogical content knowledge (PCK), particularly for Arabic language instruction. Desimone (2009) argues that professional development must be content-specific, sustained,

and embedded in day-to-day teaching practice. The limited emphasis on the intricacies of Arabic language instruction—such as phonetic nuances, script differences, and classical vs. modern Arabic usage—highlights an area where MGMP content could be better tailored. Al Ahqaf highlights that even Arabic language textbooks often fail to present structured, level-appropriate material, which mirrors the issues found in MGMP session content (Al Ahqaf, 2021).

Furthermore, in the field, many teachers reported that training sessions often revolved around generic teaching strategies that were not easily transferable to the unique context of Arabic language classrooms in Islamic schools. This aligns with Villegas-Reimers' (Villegas-Reimers, 2003) observation that many professional development programs treat teacher development as a one-size-fits-all process, neglecting the unique needs of subject-matter educators. The absence of contextually relevant case studies, role-playing exercises (Marni & Rahmi, 2025), or lesson plans specific to Arabic grammar (Setiyadi et al., 2025), vocabulary acquisition, or Quranic interpretation has limited the program's applicability and effectiveness (Abu Elhija, 2025).

The study also highlighted how institutional and systemic factors, such as curriculum mandates and limited stakeholder engagement, have hindered the responsiveness of the MGMP program to localized teacher needs. Without feedback loops between schools, teachers, and program developers, the program risks becoming detached from its intended beneficiaries.

Input Evaluation: Availability and Relevance of Resources and Materials

The input dimension examined the resources and materials used in the MGMP program. Teachers across different MTs in Bengkulu reported that instructional resources were outdated, lacked integration with digital technologies, and were generally insufficient for meaningful classroom application. While the use of printed modules and handouts was common, teachers felt these materials failed to reflect advancements in pedagogical approaches or utilize multimedia formats that are increasingly necessary in modern classrooms.

This finding aligns with the critiques, who argue that non-interactive, static materials rarely lead to sustained instructional improvement. In an era where digital literacy and blended learning are central to education, especially in post-pandemic recovery phases, the MGMP program's reliance on conventional methods presents a significant drawback (Sa'adah et al., 2025). The lack of access to multimedia tools, audio-visual aids, and language learning applications (such as Arabic script simulators, pronunciation software, or Quranic apps) (Tolba et al., 2024) severely limits the practical value of the training provided.

Furthermore, the materials provided did not differentiate between varying levels of teacher experience. Novice teachers expressed a need for foundational knowledge, classroom strategies, and scaffolding techniques, while more experienced teachers looked for advanced instructional models, assessment frameworks, and research-informed teaching innovations. As Borko (2004) suggests, effective professional development must be differentiated to meet participants at their level of expertise. A standardized, undifferentiated approach risks disengaging both beginner and experienced educators alike.

Moreover, the lack of culturally responsive content—materials that acknowledge the linguistic, religious, and social dimensions of Arabic instruction within Islamic education—was also noted. Teachers reported that MGMP modules did not provide adequate guidance on integrating Arabic language instruction with Islamic values or helping students relate to Quranic content in contemporary contexts.

Process Evaluation: Implementation and Pedagogical Delivery

Process evaluation focused on how the MGMP program was implemented and delivered. While many teachers appreciated the regular organization of sessions, they criticized the heavy reliance on

lecture-based formats and the lack of hands-on or experiential learning opportunities. This theoretical orientation runs counter to theory of andragogy, which emphasizes that adult learners benefit most from active (Yilmaz Fındık, 2024), participatory learning that is problem-centered and directly relevant to their professional lives (Chacko, 2018).

Field data revealed that interactive components, such as small-group discussions, peer collaboration, and practice-based exercises, were more positively received than lecture-style presentations. Teachers noted that these opportunities enabled them to reflect critically on their teaching practices, share classroom challenges, and gain feedback from peers. These findings support the research of Vescio, Ross, and Adams (2008), who demonstrated the effectiveness of professional learning communities (PLCs) in promoting teacher reflection and continuous improvement.

However, the infrequency and lack of formal structure in these collaborative sessions limited their impact. Teachers reported a lack of continuity between sessions and an absence of follow-up activities such as classroom observations (Cappella et al., 2016), coaching, or peer mentoring (Rhodes, 2017). This disjointed delivery model contrasts with the iterative, long-term nature of professional development outlined by Opfer and Pedder (2011), who argue that without sustained support mechanisms, knowledge gained during training rarely translates into meaningful classroom change.

In addition, teacher attendance and participation varied significantly. Factors such as scheduling conflicts, limited institutional support, and lack of perceived relevance were cited as barriers. Some schools did not allocate dedicated time for MGMP participation, forcing teachers to choose between regular duties and professional development. These challenges reflect a need for stronger institutional commitment and incentives to support teacher engagement in ongoing development programs.

Product Evaluation: Impact on Teacher Competence and Student Learning

The final dimension of the CIPP evaluation focused on the tangible outcomes of the MGMP program. Teachers reported improvements in lesson planning, instructional confidence, and awareness of alternative teaching strategies. These self-reported gains point to positive internal changes in teacher competence, consistent with Clarke and Hollingsworth's (2002) Interconnected Model of Teacher Professional Growth, which highlights the dynamic interplay between personal beliefs, professional experimentation, and reflective practice.

However, many participants struggled to translate this knowledge into classroom action. The persistence of the "theory-practice gap," (Kuran, 2024) a well-documented issue in teacher education (Korthagen, 2010), was evident in feedback from several respondents. Despite gaining new strategies or insights during training, teachers often found these difficult to implement due to contextual constraints such as large class sizes, student heterogeneity, or lack of classroom resources (Haidara, 2025).

Moreover, the impact on student outcomes was inconsistent. Some teachers observed increased engagement and participation, particularly when they implemented interactive strategies learned from MGMP sessions. Others, however, reported minimal or no change in student behavior or performance, citing a lack of sustained guidance and assessment tools. This variability is in line with Avalos' (2011) assertion that professional development often fails to generate measurable outcomes without robust monitoring systems and institutional reinforcement (Avalos, 2011).

The absence of systematic evaluation mechanisms to assess teacher performance post-training and correlate it with student learning outcomes further complicates the picture. As such, while the MGMP program may foster individual teacher growth, its broader impact on school-level educational quality remains ambiguous and requires deeper investigation.

Implications for Policy and Practice

This evaluation identifies several implications for enhancing the MGMP program's design and

implementation:

- **Contextualization of Content:** The MGMP curriculum should be developed based on thorough needs assessments that consider the specific challenges of Arabic language teaching in Islamic education settings. Tailoring content to address real classroom problems, such as student motivation or Quranic literacy, can enhance relevance and engagement.
- **Modernization of Materials:** Teaching resources must be regularly updated and digitally enhanced to reflect best practices in language acquisition. Incorporating tools like digital whiteboards, learning management systems, and Arabic language learning apps can foster a more dynamic teaching environment.
- **Interactive and Experiential Delivery:** Training should shift from passive information delivery to active learning models. Incorporating microteaching, peer observation, classroom simulations, and video-based reflection can support more effective knowledge transfer.
- **Sustained Support and Follow-Up:** Creating structures for continuous support—such as mentorship, online forums, and reflective journaling—can help bridge the gap between theory and practice. Institutional support from school leadership is critical to ensure sustained participation.

Outcome-Based Evaluation: Clear, measurable indicators of teacher growth and student improvement should be integrated into program design. Data collection tools such as portfolios, pre/post assessments, and student feedback forms can help monitor program impact over time.

4. CONCLUSION

This study evaluated the implementation and effectiveness of the MGMP (Musyawarah Guru Mata Pelajaran) program for Arabic language teachers in Madrasah Tsanawiyah (MTs) in Bengkulu City using the CIPP (Context, Input, Process, Product) evaluation model. The findings revealed that while the MGMP program holds significant potential as a platform for professional development, there are several critical areas that require improvement to ensure it fulfills its intended objectives effectively.

From the context perspective, the MGMP program's goals were generally aligned with the needs of Arabic language teachers, particularly in improving pedagogical skills, modern teaching approaches, and classroom management. However, the program lacks depth in addressing specific challenges in Arabic instruction, such as differentiated teaching strategies and subject-specific content knowledge.

The input evaluation indicated that the program suffers from a lack of updated and relevant teaching materials, with limited integration of digital tools and insufficient differentiation for teachers at different experience levels. This inadequacy reduces the effectiveness of the program and its ability to meet current educational standards.

The process evaluation highlighted several issues in the delivery of the MGMP program. Sessions were often theoretical and lacked opportunities for practice-based learning, such as microteaching, classroom simulation, or peer mentoring. Additionally, inconsistent teacher participation and the absence of institutional support mechanisms further limited the impact of the program.

In terms of product, while there were reported improvements in lesson planning, confidence, and instructional strategies among some teachers, the overall impact on student engagement and performance was mixed. Many teachers struggled to apply theoretical knowledge in practical classroom settings due to a lack of follow-up support and contextual adaptation.

In conclusion, the MGMP program in Bengkulu City serves as a foundational initiative for teacher development but requires strategic enhancements in content relevance, instructional delivery, resource availability, and continuous support mechanisms. Strengthening these components will help ensure the MGMP program becomes a sustainable and impactful platform for improving Arabic language teaching

in Madrasah Tsanawiyah and enhancing the broader quality of education in Indonesia's Islamic schools.

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