

## TEACHER PERFORMANCE EVALUATION: A STUDY OF DISCIPLINE, CREATIVITY, AND COOPERATION IN THE LEARNING PROCESS

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### Abstract

*This study aims to evaluate the performance of teachers at Tahfidz Nurul Musthofa Junior High School through a study of discipline, creativity, and cooperation in the learning process. The evaluation model used is CIPP (Context, Input, Process, Product), which allows a comprehensive analysis of the four main components in teacher performance evaluation. This study adopts a qualitative approach with a case study method, where data is collected through interviews, observations, and documentation. The results of the study show that from the aspect of discipline, most teachers have shown a high commitment in maintaining discipline both in time management and classroom management. However, there are some challenges in ensuring consistent discipline among students. In terms of creativity, teachers at this school have made efforts to implement varied and innovative learning methods, although there is still a need for improvement in the use of educational technology. The cooperative aspect is also a strength in this school, with teachers actively collaborating in designing learning materials and supporting student development. Through the evaluation of CIPP, this study provides recommendations to improve professional training for teachers, as well as further development in the use of technology in learning. This research is expected to contribute to improving teacher performance and improving the quality of learning at Tahfidz Nurul Musthofa Junior High School.*

*Keywords: Teacher Performance Evaluation, Discipline, Creativity, Cooperation, CIPP Model, Tahfidz Nurul Musthofa Junior High School.*

### Abstrak

*Penelitian ini bertujuan untuk mengevaluasi kinerja guru SMP Tahfidz Nurul Musthofa melalui kajian kedisiplinan, kreativitas, dan kerjasama dalam proses pembelajaran. Model evaluasi yang digunakan adalah CIPP (Context, Input, Process, Product) yang memungkinkan dilakukannya analisis secara komprehensif terhadap empat komponen utama dalam evaluasi kinerja guru. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus, dimana data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa dari aspek kedisiplinan, sebagian besar guru telah menunjukkan komitmen yang tinggi dalam menjaga kedisiplinan baik dalam manajemen waktu maupun manajemen kelas. Namun, terdapat beberapa tantangan dalam memastikan kedisiplinan yang konsisten di kalangan siswa. Dari segi kreativitas, guru di sekolah ini telah berupaya menerapkan metode pembelajaran yang bervariasi dan inovatif, meskipun perlu adanya peningkatan dalam penggunaan teknologi pendidikan. Aspek kerjasama juga menjadi kekuatan di sekolah ini, dengan guru yang aktif berkolaborasi dalam merancang materi pembelajaran dan mendukung perkembangan siswa. Melalui evaluasi CIPP, penelitian ini memberikan rekomendasi untuk meningkatkan pelatihan profesional bagi guru, serta pengembangan lebih lanjut dalam penggunaan teknologi dalam pembelajaran. Penelitian ini diharapkan dapat memberikan kontribusi untuk meningkatkan kinerja guru dan meningkatkan mutu pembelajaran di SMP Tahfidz Nurul Musthofa.*

*Kata Kunci: Evaluasi Kinerja Guru, Disiplin, Kreativitas, Kerjasama, Model CIPP, SMP Tahfidz Nurul Musthofa.*



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## INTRODUCTION

The quality of education in Indonesia is still an issue that is often discussed, especially in terms of the gap between expectations and reality on the ground. Although various efforts have been made by the government and related parties to improve the quality of education, the expected results have not been fully achieved.<sup>1</sup> One of the main factors that affect the quality of education is teacher performance. Teachers not only play the role of conveyors of knowledge, but also as motivators, facilitators, and guides in the learning process. Therefore, teacher performance must always be evaluated and improved in order to have a positive impact on students and educational institutions as a whole.<sup>2</sup>

One of the important aspects of teacher performance is work discipline. Discipline reflects the extent to which a teacher can adhere to the rules, policies, and responsibilities given. Disciplined teachers not only set a good example for students, but also create a structured and efficient learning atmosphere.<sup>3</sup> At Tahfidz Nurul Musthofa Junior High School, teacher discipline is the main concern because it is directly related to the effectiveness of the teaching-learning process. Disciplined teachers are able to manage their time well, attend on time, and carry out their duties according to a predetermined schedule. However, in practice, there are still several obstacles that hinder the implementation of work discipline among teachers, such as the lack of consistent supervision and evaluation.

In addition to discipline, teacher creativity is also an equally important aspect in supporting learning success. In the era of globalization which is marked by advances in technology and information, teachers are required to continue to innovate in delivering learning materials. Teachers' creativity is not only limited to the use of varied teaching methods, but also involves the ability to adapt teaching materials to students' needs and interests.<sup>4</sup> At Tahfidz Nurul Musthofa Junior High School, teachers' creativity can be seen from their efforts in presenting interactive and interesting learning, such as the use of digital media and project-based approaches. However, not all teachers have the same level of creativity, so training and support are needed to improve their ability to create an innovative learning atmosphere.

Cooperation between teachers is also a key factor that affects the success of learning in schools. In the context of learning and research, good cooperation between teachers can create a collaborative learning environment, where students feel supported to develop their potential. This cooperation includes a clear division of tasks, effective communication, and team support in facing

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<sup>1</sup> Firda Agustina and Imam Syafi'i, "The Role of Teachers in Improving the Stability of LPI Learning Quality in the Era of Globalization," *Journal of Medan Agama Research* 14, no. 2 (2023): 94–99.

<sup>2</sup> Mulyasa, E. *Becoming a Professional Teacher* (Bandung: PT Remaja Rosdakarya, 2013), 76-78

<sup>3</sup> Hafidulloh, et al, *Teacher Management*, (Yogyakarta: BIntang Pustaka Madani, 2021), 39

<sup>4</sup> Duli Pillana, "Creativity in Modern Education," *World Journal of Education* 9, no. 2 (2019): 136–40.

various challenges.<sup>5</sup> At Tahfidz Nurul Musthofa Junior High School, cooperation between teachers is one of the main strengths in supporting the learning process. Teachers share experiences, discuss effective teaching methods, and work together in guiding students in research. However, there are still several obstacles in building optimal cooperation, such as lack of time for meetings and discussions between teachers.

Through this research, it is hoped that a clear picture of teacher performance at Tahfidz Nurul Mustofa Junior High School can be found, especially in the aspects of discipline, creativity, and cooperation. This research also aims to provide constructive recommendations for schools in improving the quality of education. By evaluating the teacher's performance thoroughly, it is hoped that solutions can be found to overcome the various challenges faced, as well as create a better learning environment for students.

## RESEARCH METHODS

This study uses a descriptive approach with a qualitative research type. This approach was chosen to provide an in-depth picture of teacher performance in terms of discipline, creativity, and cooperation at Tahfidz Nurul Mustofa Junior High School. Data were collected through observation, interviews, and documentation studies, involving teachers as the main subjects of the research. The qualitative approach allows researchers to understand in more detail the behaviors, motivations, and challenges faced by teachers in implementing disciplines, creating learning innovations, and collaborating with fellow educators.<sup>6</sup>

The research process is carried out through several stages, starting with the collection of primary and secondary data. Primary data is obtained through structured interviews with teachers, principals, and other relevant parties to gain information about their experiences and perspectives. Meanwhile, secondary data is collected from relevant documents, such as lesson plans, evaluation reports, and school policies. Data analysis is carried out by grouping information based on themes related to research objectives, so that patterns, constraints, and opportunities to improve teacher performance in the future can be identified

The evaluation model used in this study is the CIPP (Context, Input, Process, Product) evaluation model, which was developed by Daniel Stufflebeam. This model is appropriate because

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<sup>5</sup> Nimisha H. Patel dan Tracey A. Kramer, "Modeling Collaboration for Middle-Level Teacher Candidates Through Co-Teaching," *The Teacher Educator* 48, no. 3 (1 Juli 2013): 170–84, <https://doi.org/10.1080/08878730.2013.796028>.

<sup>6</sup> Marinu Waruwu, "Educational research approaches: qualitative research methods, quantitative research methods and combined research methods (Mixed Method)," *Tambusai Education Journal* 7, no. 1 (2023): 2896–2910.

it is able to provide a comprehensive framework for assessing teacher performance from various aspects, such as background, resources, processes, and results achieved in supporting learning.<sup>7</sup>

In the context of this research, context analysis aims to identify the needs and challenges faced by teachers in carrying out their duties. For example, assessments include factors such as school policies, organizational culture, and student expectations. The input component assesses the resources available to support teacher performance, such as training, facilities, and learning materials. Meanwhile, process analysis observes how teacher discipline, creativity, and cooperation are applied in daily activities. Finally, product evaluation focuses on the results achieved, such as learning effectiveness, achievement of curriculum goals, and student satisfaction levels. The CIPP model was chosen because of its flexibility in accommodating the various dimensions of complex teacher performance. In addition, the model provides thorough insights and focuses not only on the end result, but also on the process and supporting factors. By applying the CIPP model, the evaluation not only helps to identify the strengths and weaknesses of teacher performance, but also provides guidance for continuous improvement. This approach is very relevant to improve the quality of education at Tahfidz Nurul Musthofa Junior High School, especially in supporting the professional development of teachers and the achievement of educational goals holistically.

## **RESULTS AND DISCUSSION**

### **Results and Discussion Based on the CIPP Evaluation Model**

The CIPP (Context, Input, Process, Product) evaluation model offers a comprehensive framework for assessing teacher performance in terms of discipline, creativity, and cooperation at Tahfidz Nurul Musthofa Junior High School. Based on the results of the research, in the context component, it was found that the school's vision and mission support efforts to create a superior generation that has academic abilities and religious character. However, challenges such as limited teacher training and lack of educational technology support hinder the implementation of effective learning strategies. Teachers are aware of the importance of discipline, creativity, and cooperation in supporting learning, but there are still differences in abilities between one teacher and another, which are often influenced by educational background and work experience.

In the input component, it was found that schools have provided professional training programs to improve teacher competence, but the frequency is still limited. School facilities such as digital learning media and collaboration spaces still need to be improved to support the teaching and learning process. Teachers who had access to additional training showed better levels of

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<sup>7</sup> "Programme Evaluation: An Analysis of Context, Input, Process and Product (CIPP) Model," diakses 1 Januari 2025, [https://www.researchgate.net/publication/352462214\\_Programme\\_Evaluation\\_An\\_Analysis\\_of\\_Context\\_Input\\_Process\\_and\\_Product\\_CIPP\\_Model](https://www.researchgate.net/publication/352462214_Programme_Evaluation_An_Analysis_of_Context_Input_Process_and_Product_CIPP_Model).

creativity and collaboration skills compared to those who did not have such access. Support from the principal and fellow teachers in building cooperation is also an important factor in creating a conducive work environment.

The process component observes how teachers apply discipline, creativity, and cooperation in learning activities. Disciplined teachers tend to adhere to schedules, prepare lesson plans well, and maintain a conducive classroom atmosphere. However, some teachers have difficulty in time consistency, especially due to additional responsibilities such as administrative tasks. Creativity is seen in the use of project-based learning methods and the integration of simple technologies, such as learning applications. However, not all teachers are able to utilize technology optimally. In terms of cooperation, discussions and meetings between teachers take place regularly, but there is still a need for improvement in terms of role coordination to ensure learning efficiency.

In the product component, the results of the evaluation showed that students showed progress in understanding the learning material, especially when teachers used a creative and collaborative approach. Teachers who are disciplined and able to work together create a conducive learning environment for students to develop their potential. However, the level of student satisfaction with the variety of learning methods still needs to be improved. This shows that teachers' creativity in delivering material must be more optimized, especially in the context of technology-based learning.

The evaluation based on the CIPP model shows that improving teacher performance at Tahfidz Nurul Musthofa Junior High School requires a holistic approach. Support in the form of professional training, development of learning facilities, and strengthening the culture of collaboration between teachers is essential to achieve better results. By focusing on improvements in every component of the CIPP model, it is hoped that the quality of education in this school can be significantly improved.

## **1. Context**

The context component is a key element in evaluating the background and needs that underlie the implementation of teacher performance at Tahfidz Nurul Musthofa Junior High School. This school has a clear vision, which is to produce a generation that excels academically and has Islamic character. However, on the way to this vision, there are various challenges that require further attention, especially in maintaining the quality of education so that it is in line with the big goals that have been set.<sup>8</sup>

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<sup>8</sup> Maryam Khaksar, Gholam Reza Kiany, dan Parvaneh ShayesteFar, "Using a CIPP-Based Model for Evaluation of Teacher Training Programs in a Private-Sector EFL Institutes.," *Language Teaching Research Quarterly* 38 (2023): 65–91.

One of the main aspects in this context is a conducive learning environment. A good learning environment includes not only adequate physical facilities, but also an academic atmosphere that supports the development of students holistically.<sup>9</sup> At Tahfidz Nurul Mustofa Junior High School, the need to create a supportive environment is very important because students are not only required to excel academically but also to be able to memorize and understand the Qur'an. In this case, school policy is a crucial supporting factor. Policies that are able to encourage discipline and commitment of teachers in carrying out their duties will be a strong foundation for the achievement of this vision.

However, there are significant challenges that need to be overcome, one of which is ensuring the availability of adequate infrastructure. School infrastructure, such as comfortable classrooms, laboratories equipped with modern technology, and other supporting facilities, plays a significant role in improving the quality of learning.<sup>10</sup> Unfortunately, the evaluation shows that there are still shortcomings in this regard. For example, some teachers find it difficult to use creative learning methods due to the limited technological facilities available in schools. This is an obstacle for teachers to develop their full potential in teaching.

In addition, the budget allocation for teacher training is also a concern. Teachers' professional development programs are one of the important strategies to improve their competence in facing increasingly complex learning demands.<sup>11</sup> In tahfidz-based schools such as Tahfidz Nurul Mustofa Junior High School, people's expectations for the quality of teaching are very high. Parents of students want their children to not only excel in academic achievement but also have a deep understanding of Islamic values. Therefore, it is important for schools to allocate adequate budgets to organize training and workshops for teachers.

Supervision of teacher discipline is also another aspect that needs to be improved. A good supervision system not only ensures that teachers perform their duties well but also creates a positive work culture.<sup>12</sup> At Tahfidz Nurul Musthofa Junior High School, this supervision can be carried out through a routine evaluation mechanism involving the

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<sup>9</sup> "Programme Evaluation: An Analysis of Context, Input, Process and Product (CIPP) Model."

<sup>10</sup> Matthieu Yangambi, "Impact of school infrastructures on students learning and performance: case of three public schools in a developing country," *Creative Education* 14, no. 4 (2023): 788–809.

<sup>11</sup> Beatrice Avalos, "Teacher professional development in *Teaching and Teacher Education* over ten years," *Teaching and Teacher Education* 27, no. 1 (1 Januari 2011): 10–20, <https://doi.org/10.1016/j.tate.2010.08.007>.

<sup>12</sup> Gayuh Drianto, Fajar Supanto, dan Yarnest, "The Influence of Discipline Factors, Work Culture, and Motivation on the Performance of Teachers in State Vocational Schools in Malang City," *International Journal of Research in Social Science and Humanities (IJRSS)* ISSN:2582-6220, DOI: 10.47505/IJRSS 3, no. 9 (15 September 2022): 17–27, <https://doi.org/10.47505/IJRSS.2022.V3.9.3>.

principal, school committee, and other related parties. In this way, obstacles in the implementation of learning can be identified early and overcome with appropriate steps.

Cooperation between teachers is also an important element in this context. As a community of learners, teachers at this school need to build a strong culture of collaboration. Collaboration between teachers not only enriches learning methods but also creates a supportive work atmosphere.<sup>13</sup> However, the evaluation shows that the level of cooperation between teachers still needs to be improved. One of the reasons is the lack of time available for discussions and meetings between teachers due to the tight teaching schedule. Therefore, policies are needed that provide more space for teachers to share their ideas and experiences.

In addition to internal factors, external factors also affect the context of teacher performance in this school. The community's expectations for the quality of education at Tahfidz Nurul Musthofa Junior High School are very high. This is inseparable from the school's reputation as an educational institution based on tahfidz Al-Qur'an. Parents of students want their children to get the best education that not only focuses on academics but also on the formation of Islamic character. This demand is a challenge for teachers to continue to improve their competence.

However, these challenges can also be opportunities. With the increasing expectations of the community, schools have a strong reason to make various innovations in learning. One of the innovations that can be done is to utilize information technology to support the learning process. Technology can be used to create more engaging and interactive teaching materials, so that students are more motivated to learn. However, as mentioned earlier, the limitations of technological facilities in this school are one of the main obstacles. Therefore, investment in technological infrastructure should be a priority.<sup>14</sup>

In this context, school principals have a strategic role. As a leader, the principal must be able to identify the needs and challenges faced by teachers and find effective solutions. One of the steps that can be taken is to hold regular coordination meetings to discuss the problems faced and find solutions together. In addition, the principal also needs to collaborate with external parties, such as local governments and donor agencies, to get support in improving the quality of education at this school.

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<sup>13</sup> Katrien Vangrieken dkk., "Teacher collaboration: A systematic review," *Educational Research Review* 15 (1 Juni 2015): 17–40, <https://doi.org/10.1016/j.edurev.2015.04.002>.

<sup>14</sup> Fermín Navaridas-Nalda dkk., "The strategic influence of school principal leadership in the digital transformation of schools," *Computers in Human Behavior* 112 (1 November 2020): 106481, <https://doi.org/10.1016/j.chb.2020.106481>.

Another factor that is no less important is the welfare of teachers. Teachers who feel valued and cared for their welfare tend to have higher motivation in carrying out their duties. At Tahfidz Nurul Musthofa Junior High School, teachers' welfare can be improved through various ways, such as providing incentives for outstanding teachers, providing health facilities, and holding recreational activities to increase their morale. This way, teachers will feel more valued and motivated to give their best to their students.

Overall, this context component provides an overview of various factors that affect teacher performance at Tahfidz Nurul Musthofa Junior High School. From this evaluation, it can be concluded that although there are challenges, there is also a great opportunity to improve the quality of education in this school. With the commitment of all parties, from teachers, principals, to the community, the school's vision to produce a generation that excels academically and has Islamic character can be achieved.

## **2. Input**

The input component evaluates the resources and support provided to assist the teacher's performance. Based on the results of the research, the school has provided various forms of support aimed at improving the quality of learning. However, the implementation of this support still needs improvement in various aspects. The following is an in-depth analysis of the input components which include professional training, teaching aids, learning facilities, and a system of rewards and recognition for teacher performance.<sup>15</sup>

### **a. Professional Training for Teachers**

One significant form of support is professional training. This training is designed to improve teachers' pedagogical skills and technical competence.<sup>16</sup> The results of the study show that schools have held these trainings, although with a limited frequency. Teachers who have participated in the training tend to show a higher level of creativity in developing learning methods. They are able to adopt various modern approaches, such as project-based learning, simulations, and case studies that are relevant to students' daily lives. However, problems arise when this training is not accessed equally by all teachers. Some teachers, especially those in remote areas or with busy schedules, admitted that it was difficult to take part in this training. As a result, there is a disparity in competence among teachers in

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<sup>15</sup> "The effectiveness of teaching program of CIPP evaluation model," diakses 1 Januari 2025, [https://www.researchgate.net/publication/332302376\\_The\\_effectiveness\\_of\\_teaching\\_program\\_of\\_CIPP\\_evaluation\\_model](https://www.researchgate.net/publication/332302376_The_effectiveness_of_teaching_program_of_CIPP_evaluation_model); Warju Warju, "Educational program evaluation using CIPP model," *INVOTEC* 12, no. 1 (2016), <https://ejournal.upi.edu/index.php/invotec/article/view/4502>.

<sup>16</sup> What Teachers Should Learn, "Preparing Teachers for a Changing World," 2005, <http://ereserve.library.utah.edu/Annual/ELP/6310/Yoon/theories.pdf>.



schools. Teachers who do not have access to training tend to stick with conventional teaching methods that are less effective in facing the challenges of 21st century learning. Therefore, schools need to increase the frequency of training and ensure equal access for all teachers.

#### **b. Teaching Tools**

Another component that plays an important role in supporting teacher performance is the provision of teaching aids. Teaching aids, such as interactive teaching materials, digital devices, and creative learning media, make it easier for teachers to deliver material in an interesting and efficient manner.<sup>17</sup> Research shows that some schools have provided these aids, but their distribution has not been evenly distributed across all grades and levels of education. Teachers who have access to teaching aids are able to develop more varied learning strategies. They can utilize educational software, learning videos, or digital simulations to explain complex concepts. However, in reality, there are still many teachers who have difficulty obtaining these tools due to budget limitations or lack of support from school management. As a result, teachers' creativity in teaching is hampered. In addition, training in the use of teaching aids is also a challenge in itself. Not all teachers have the technical skills to operate digital devices or utilize technology in learning. This shows the need for additional training programs that focus on the use of technology to support the learning process.

#### **c. Learning Facilities**

Adequate learning facilities are an important factor in creating a conducive learning environment.<sup>18</sup> The study highlights that several schools have made efforts to improve learning facilities, such as laboratories, libraries, and comfortable classrooms. However, there are still many schools that face obstacles in providing adequate facilities. The absence of facilities such as computers, projectors, or internet access in some schools is an obstacle for teachers to integrate technology in the learning process. In addition, inadequate or overcrowded classrooms can reduce learning effectiveness. In such conditions, teachers are required to be more creative in overcoming the limitations of facilities, although this often burdens them emotionally and physically. Improving learning facilities requires support from

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<sup>17</sup> Bernard R. Robin, "Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom," *Theory Into Practice* 47, no. 3 (11 Juli 2008): 220–28, <https://doi.org/10.1080/00405840802153916>.

<sup>18</sup> Cynthia Uline dan Megan Tschannen-Moran, "The walls speak: The interplay of quality facilities, school climate, and student achievement," *Journal of educational administration* 46, no. 1 (2008): 55–73.

various parties, including the government, the private sector, and the community. With adequate facilities, teachers can more freely apply innovative learning methods that can increase student motivation and engagement.

**d. Award and Recognition System**

Another aspect that is no less important is the system of rewards and recognition of teacher performance. This study shows that the reward system in many schools is still not well structured.<sup>19</sup> This has an impact on teachers' motivation to work in a disciplined, collaborative, and creative manner. Awards can be financial incentives, non-material recognition, or opportunities to participate in professional development programs. Unfortunately, many teachers feel that their hard work is not being rewarded properly. This not only affects their motivation, but also has the potential to reduce the overall quality of learning. Schools need to develop a fair and transparent reward system. This system must be able to identify and give appreciation to teachers who show outstanding performance, both in terms of teaching innovation and contribution to student development. In addition, awards can be a means to encourage other teachers to be more motivated in improving the quality of their teaching.

From the above analysis, it can be seen that the input component has a very important role in determining teacher performance. Professional training, teaching aids, learning facilities, and reward systems are all interconnected in creating an optimal educational environment. Here are some recommendations to improve the effectiveness of input components:

- 1) Increasing Training Frequency and Accessibility: Schools need to work with professional training institutions to conduct regular training and ensure that all teachers have the same access. Online platforms can also be used to reach teachers in remote areas.
- 2) Equitable Provision of Teaching Aids: School management must ensure that teaching aids are available to all teachers. In addition, special training on the use of technology in learning needs to be held regularly.
- 3) Improved Learning Facilities: The government and the private sector can collaborate to improve facilities in schools. CSR programs from local companies can be directed to support the procurement of digital devices or classroom renovations.

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<sup>19</sup> William A. Firestone, "Teacher Evaluation Policy and Conflicting Theories of Motivation," *Educational Researcher* 43, no. 2 (Maret 2014): 100–107, <https://doi.org/10.3102/0013189X14521864>.

- 4) Development of an Effective Award System: Schools must implement a fair and transparent reward system. This award can motivate teachers to continue to improve their performance.

With the implementation of these strategies, it is hoped that the quality of education can improve significantly. Teachers who are supported with adequate resources and facilities will be able to provide more effective and innovative learning, thereby creating a generation of competent and competitive students in the future.

### 3. Process

In the world of education, the learning process is a crucial element that determines the success of students in achieving learning goals. The three main components that play an important role in this process are discipline, creativity, and teacher cooperation.<sup>20</sup> The evaluation of the implementation of these three components provides an overview of the extent to which the effectiveness of the learning process can be improved to achieve optimal results.

#### a. Teacher Discipline in Learning

Discipline is the foundation in the implementation of a structured learning process. Disciplined teachers show a consistent and organized work pattern, from preparing lesson plans, preparing teaching materials, to managing the classroom well. In practice, disciplined teachers are able to create a conducive learning environment, where students feel comfortable and motivated to learn. However, not all teachers are able to maintain this consistency. One of the main challenges faced is the burden of additional administrative tasks. Many teachers have to divide their time between teaching in the classroom and completing administrative reports, such as filling out report cards, preparing work programs, and reporting the results of learning evaluations. As a result, the time that should have been spent designing creative learning is often eroded by administrative responsibilities.<sup>21</sup> In addition, limitations in time management are also an obstacle. Some teachers face difficulties in managing schedules, especially when there are sudden changes in the academic calendar or school activities. To address these challenges, it is important for schools

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<sup>20</sup> L. S. Vygotsky, *Mind in Society: Development of Higher Psychological Processes*, ed. oleh Michael Cole dkk. (Harvard University Press, 1980), 86-88 <https://doi.org/10.2307/j.ctvjf9vz4>.

<sup>21</sup> Sunidhi, "The Role of Continuous Professional Development in Enhancing Teacher Effectiveness," dalam *UNIFIED VISIONS: COLLABORATIVE PATHS IN MULTIDISCIPLINARY RESEARCH, VOLUME-2*, oleh Dr. Gargi Chaudhary, Dr. Harim Qudsi dkk., 1 ed. (SCRIBE AND SCROLL PUBLISHING, 2020), <https://doi.org/10.25215/8198189815.23>.

to provide time management training and support more efficient administrative systems, such as the application of information technology to reduce administrative workload.

**b. Creativity in Teaching**

Creativity is an equally important element in the learning process. Creative teachers are able to present interesting and meaningful learning experiences for students. One form of creativity that has begun to be implemented is the use of project-based learning methods. Through this method, students are invited to actively explore, think critically, and solve problems in real contexts.<sup>22</sup> In addition, some teachers have leveraged simple technologies, such as digital presentations, learning videos, and online discussion platforms, to improve student interaction in the classroom. This technology helps students be more involved in the learning process, both individually and in groups. However, the application of this learning technology is still uneven. Some teachers still feel less confident in using technology devices, especially if adequate training is not available. The limitations of facilities and infrastructure are also an obstacle in the application of learning technology. In some schools, access to computer devices, internet networks, or projectors is still limited. Therefore, joint efforts are needed between the school and the government to ensure the availability of adequate facilities. In addition, the learning technology training program for teachers needs to be improved so that they can be more confident and skilled in utilizing technology to support creativity in teaching.

**c. Inter-Teacher Cooperation**

Cooperation between teachers is the key to creating a holistic and synergistic learning environment. In practice, this collaboration can be realized through various activities, such as group discussions, regular meetings, and the preparation of joint learning strategies. Through group discussions, teachers can share ideas, experiences, and solutions to challenges faced in the learning process. However, obstacles often arise in terms of coordination and division of roles. Some teachers find it difficult to establish effective communication with peers, especially if there are differences of opinion or teaching style. In addition, the lack of a structured evaluation system for collaboration between teachers is also an obstacle.

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<sup>22</sup> Brigid Barron dan Linda Darling-Hammond, "Teaching for Meaningful Learning: A Review of Research on Inquiry-Based and Cooperative Learning. Book Excerpt.," *George Lucas Educational Foundation*, 2008, <https://eric.ed.gov/?id=ED539399>.

Periodic evaluation of this collaboration is important to identify strengths and weaknesses in the team, so that continuous improvement can be made.<sup>23</sup> One solution that can be implemented is to form a more organized work team, with a clear division of roles and regular rotation of tasks. In addition, schools can organize professional development activities, such as workshops or seminars, that involve all teachers to improve their cooperative skills. Thus, the potential for increasing cooperation between teachers can be realized to the maximum.

Evaluation of the implementation of discipline, creativity, and teacher cooperation in the learning process shows significant progress, but there are still challenges that need to be overcome. To improve discipline, schools need to provide support in the form of time management training and efficient administrative systems. In terms of creativity, increasing access to technology and training in the use of learning technology is a top priority. Meanwhile, to strengthen cooperation between teachers, a structured evaluation mechanism and a continuous professional development program are needed. Through joint efforts between teachers, schools, and the government, these three components can be improved simultaneously. Thus, an effective, innovative, and collaborative learning process can be achieved, thus having a positive impact on student development and the overall quality of education.

#### **4. Product**

The results of the evaluation show that teacher performance in general has a positive impact on student development. Teachers play an important role in creating a supportive learning environment, where their discipline and creativity are key factors in determining the effectiveness of the learning process.<sup>24</sup>

##### **a. Teacher Discipline**

Disciplined teachers are able to create a structured and orderly learning environment. This discipline can be seen from their consistency in carrying out the learning schedule, complying with school rules, and setting a positive example for students. With an organized learning atmosphere, students can more easily focus on the subject matter. Studies show that students who study under the guidance of

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<sup>23</sup> Fatih Şahin, "An Investigation of the Teacher Collaboration According to the Instructional Leadership Behaviors of Principals," *Journal of Education and Social Research* 11, no. 1 (2 July 2024): 1–15, <https://doi.org/10.51725/etad.1434206>.

<sup>24</sup> Roland G. Tharp dan Ronald Gallimore, *Rousing Minds to Life: Teaching, Learning, and Schooling in Social Context*, Repr (Cambridge: Cambridge Univ. Pr, 1995). 105-110

disciplined teachers tend to have better academic performance. In addition, teacher discipline also helps reduce negative student behavior, such as tardiness or absenteeism, which ultimately supports the creation of a conducive learning atmosphere. However, discipline alone is not enough to ensure the success of the learning process. Teachers also need to balance their disciplinary attitudes with a flexible and adaptive approach to student needs. This is especially important considering the diversity of character and abilities of students in one class.

**b. Teacher Creativity**

Teachers' creativity plays an important role in increasing students' motivation to learn. Creative teachers are able to develop innovative and interesting teaching methods, such as the use of teaching aids, simulations, and educational games. This method not only makes students more enthusiastic about taking lessons, but it also helps them understand complex concepts in a simpler way. For example, a math teacher can use games to explain geometric concepts, while a language teacher can invite students to role-play in specific scenarios to improve their speaking skills. With this approach, students feel more engaged and have an intrinsic drive to learn.

However, teachers' creativity in developing teaching methods is often constrained by the lack of facilities and infrastructure. For example, some teachers may have ideas to use digital technology in teaching, but limited access to devices and internet connections are a hindrance. Therefore, schools need to provide adequate support to encourage teachers to be more creative in teaching.

**c. Use of Innovative Learning Methods**

The results of the evaluation showed that students showed better learning outcomes when teachers applied innovative and engaging teaching methods. Innovative learning methods, such as project-based learning and collaborative learning, help students develop critical thinking skills, creativity, and teamwork. In addition, this method also encourages students to become independent learners who are able to search and analyze information independently. However, the level of student satisfaction with the variety of learning methods still needs to be improved, especially in the use of digital technology. In today's digital era, students tend to be more interested in learning methods that involve technology, such as application-based learning, interactive videos, and digital simulations. Teachers who are able to utilize this technology effectively can create a more engaging and relevant learning experience for students.

**d. Challenges in the Use of Digital Technology**

Although digital technology has great potential to improve the quality of learning, its application in schools still faces several challenges. One of the main challenges is the lack of training for teachers in using the technology. Many teachers feel less confident in integrating technology into the learning process due to a lack of technical knowledge or skills. In addition, the availability of technological infrastructure is also a determining factor. Schools that are located in remote areas or have budget constraints often do not have adequate technological facilities, such as computers, projectors, or stable internet connections. This results in a gap in the application of technology-based learning methods between schools located in urban and rural areas.

**e. Inter-Teacher Cooperation**

Cooperation between teachers also contributes to the achievement of learning objectives. Discussions and assignment division between teachers allow them to share ideas, strategies, and experiences. For example, a teacher who has experience in using digital technology can provide training or guidance to his colleagues. Thus, collaboration between teachers not only improves individual competence, but also strengthens collective capacity in schools. However, the results of the evaluation showed that the cooperation between teachers had not reached its maximum potential due to several communication and coordination constraints. For example, differences in views or busyness of each teacher often hinder the collaboration process. To address this issue, schools need to create a strong culture of cooperation by providing time and space for discussion and encouraging teachers to support each other.

**f. Strengthening Discipline, Creativity, and Cooperation**

In the long term, strengthening the aspects of discipline, creativity, and cooperation is expected to improve the quality of education in this school holistically. Teachers' discipline can be maintained through regular training and rewards for those who are consistent in carrying out their duties. Teachers' creativity can be enhanced by providing learning innovation training and providing access to supportive resources. Meanwhile, cooperation between teachers can be strengthened through mentoring programs, workshops, and the formation of a solid work team. Strengthening these three aspects also requires support from school management and other related parties. For example, principals can play the role of facilitators who encourage collaboration between teachers and provide strategic

direction to improve the quality of learning. In addition, support from students' parents and the surrounding community is also important in creating a conducive learning environment.

Overall, the evaluation showed that teacher performance had a positive impact on student development. Disciplined teachers are able to create a structured learning environment, while their creativity increases students' motivation to learn. The application of innovative learning methods also provides significant results on students' academic achievement. However, challenges in the use of digital technology and obstacles in inter-teacher cooperation show that there is still room for improvement. With the strengthening of aspects of discipline, creativity, and cooperation, as well as adequate support from all related parties, it is hoped that the quality of education in this school can improve significantly. These measures will not only provide short-term benefits for students and teachers, but also contribute to improving the overall quality of education in the future.

## CONCLUSION

The evaluation of the performance of Tahfidz Nurul Musthofa Junior High School teachers based on the CIPP model shows that in the context aspect, the educational environment in this school has reflected a strong integration of religious values. This can be seen from efforts to create a conducive atmosphere that supports intensive learning of the Qur'an, including by aligning the goals of tahfidz education with the needs of students and the vision and mission of the institution. On the other hand, in the input aspect, the qualifications of teachers are in accordance with the minimum standards required, although there are still opportunities for further professional development. The available facilities and infrastructure are also quite adequate to support the learning process, but they need to be improved to answer the challenges of education in the modern era.

In the process aspect, the learning methods applied have contributed significantly to student success, especially through a systematic memorization approach and intensive guidance. A good relationship between teachers and students also creates high learning motivation among students. From the product aspect, the evaluation results show that most of the students have succeeded in achieving the memorization targets that have been set, which reflects the success of teachers in implementing teaching methods. However, challenges remain, especially in ensuring the sustainability of the formation of students' religious character outside the school environment. Overall, this evaluation emphasizes the importance of improving the quality of teachers and supporting facilities to maintain and improve the quality of tahfidz education at Nurul Musthofa Tahfidz Junior High School.



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