

## Assessing the Quality of Multimedia Learning Training Programs for Islamic School Teachers through the CIPP Evaluation Model

Arsyil Waritsman<sup>1,2</sup> , Tanwey Gerson Ratumanan<sup>2</sup> , Patrisius Rahabav<sup>2</sup> 

<sup>1</sup> Balai Diklat Keagamaan Ambon, Indonesia

<sup>2</sup> Universitas Pattimura, Indonesia

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### ABSTRACT

This study aims to analyze the quality of the multimedia learning training program organized by the Balai Diklat Keagamaan Ambon. The analysis of the training program's quality was conducted using the CIPP evaluation model. The method used in this study was a mixed-methods approach. Data were collected through observation and document analysis of the Context, Input, Process, and Product aspects of the multimedia learning training program. The collected data were then analyzed using a rubric adapted from the training quality index instrument developed by the Research and Development and Training Agency of the Ministry of Religious Affairs of the Republic of Indonesia. The results of the study indicate that (1) The Context Aspect of the multimedia learning training falls into the very high quality category and is in accordance with the needs and characteristics of Islamic school teachers; (2) The Input Aspect of the multimedia learning training falls into the very high quality category which is reinforced by information on the adequacy of human resources, curriculum and facilities and infrastructure; (3) The Process Aspect of the multimedia learning training falls into the very high quality category, which is reinforced by information on the learning Process and the evaluation Process that runs systematically and comprehensively; and (4) The Product Aspect of the training falls into the very high quality category, but the scope of the evaluation on the Product aspect is still limited to short-term results so that further evaluation is needed on the Product aspect that focuses on long-term results in the form of the impact of the training on alumni. Overall, the results of this study provide theoretical contributions to strengthening program evaluation models and practical contributions as a basis for policymaking and training program development within the Ministry of Religious Affairs. To ensure the program's sustainability and effectiveness, follow-up is needed through long-term impact evaluation and strengthened post-training monitoring mechanisms, so that the training's benefits can be optimally internalized into learning practices at the Islamic school.

### Corresponding Author:

#### Arsyil Waritsman

Balai Diklat Keagamaan Ambon

Laksdya Leo Wattimena Street, Nania 97232, Ambon, Indonesia

✉ [arsyil.waritsman@gmail.com](mailto:arsyil.waritsman@gmail.com)



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### INTRODUCTION

The development of digital technology has brought about a significant transformation in educational practices globally, particularly in the design and implementation of multimedia-based

learning (Han, 2025; Klave & Cane, 2024; Kumar, 2026; Ramaila, 2026; Rekha & Thangarajathi, 2026). Multimedia-based learning in the world of education is not just about how to present multimedia in learning. In this case, learning multimedia is a learning medium that integrates text, images, audio, video, and animation (Bali et al., 2025, 2026; Supitayakul et al., 2023). Throughout its development, learning multimedia has been proven to play a role in improving student engagement (Bajaj et al., 2015; Staneviciene & Žekienė, 2025; Zhang, 2026; Zunaidah & Asih, 2024), strengthening conceptual understanding (Ngandoh et al., 2025; Nyirahabimana et al., 2024; Uwineza et al., 2023), and providing meaningful learning (Mayer, 2014, 2021; Mayer & Fiorella, 2021). Given the importance of learning multimedia, teachers should be competent in developing and utilizing multimedia to meet the challenges of increasingly complex, adaptive, and technology-based learning.

Previous research has shown that training for teacher professional development plays a strategic role in improving technology-based pedagogical competencies, particularly through strengthening Technological Pedagogical Content Knowledge (TPACK) (Hu et al., 2023; Koehler et al., 2014; Liu, 2013; Yeh et al., 2026; Zhang & Zhou, 2023). However, the effectiveness of a training program is not only influenced by the material or duration of the training, but also by the quality of planning (Pierce et al., 2025; Sanetti et al., 2014), implementation (Bhat, 2024; Dowling & Barry, 2020), support from the training institution (Gautam et al., 2023; Hughes et al., 2020; Manhas et al., 2025; Wahba et al., 2021), and the suitability of the program to the needs of participants (Rogala et al., 2017) and the organizational context (Shukla et al., 2024). Therefore, evaluating the quality of training programs is a crucial element in ensuring that training truly has a significant and sustainable impact on teacher professional development practices.

In the context of religious education, particularly in Islamic schools, the demand for teachers to master multimedia learning is increasing with the adoption of digitalization policies for education and technology-based learning in many countries, including Indonesia. Islamic school teachers are expected to integrate Islamic values with modern learning approaches that utilize digital technology. Previous research has shown that Islamic school teachers still face obstacles and limitations in utilizing learning technology, both in terms of technical competence and pedagogical skills, as well as the availability of contextual training. It emphasizes the importance of systematically designed and comprehensively evaluated multimedia learning training programs.

Training program evaluation generally uses various evaluation models, such as Kirkpatrick, Logic Model, and Context Input Process Product (CIPP). Among these models, the CIPP model developed by Stufflebeam is considered one of the most comprehensive evaluation approaches because it assesses the program holistically, starting from the context of needs (Context), availability and readiness of resources (Input), quality of implementation (Process), to the results and impact of the program (Product) (Mirzazadeh et al., 2016; Sopha & Nanni, 2019; Toosi et al., 2021). Several empirical studies have shown that the CIPP model is effective for evaluating both education and training programs because it is able to produce useful information for decision-making (Dizon, 2023; Kamilia et al., 2023), program improvement (Chun et al., 2025), and institutional accountability (Darmawan et al., 2020).

The literature review highlights several significant limitations and research gaps. First, most studies on CIPP-based teacher training evaluations primarily focus on general (Bilasa & Taspinar, 2020; Khaksar et al., 2023) and higher education contexts (Duan et al., 2023; Xu et al., 2026; Yalçın Çer, 2026; Zhang et al., 2024), with limited attention given to religious education, particularly Islamic schools. Second, research related to multimedia learning training often emphasizes measuring participant learning outcomes or partial improvements in teacher competency, but does not systematically connect these findings to the institutional context, program inputs, and the training implementation process (Al-Khalifi et al., 2025; Staneviciene & Žekienė, 2025). Third, evaluations of training programs within religious training centers tend to adopt an internal descriptive approach and have not been widely published in scientific forums. As a result, their empirical contribution to the development of education and training evaluation theory and practice remains limited (Erihadiana & Syaripudin, 2026; Nemeč, 2018).

The Balai Diklat Keagamaan Ambon plays a crucial role in developing the competency of Islamic school teachers in eastern Indonesia, particularly under the jurisdiction of the Ministry of Religious Affairs for Maluku and North Maluku Provinces. These provinces exhibit unique geographic, social, and cultural characteristics compared to other regions. However, there has been

limited research that thoroughly analyzes the quality of multimedia learning training programs for Islamic school teachers at this institution, particularly using a standardized evaluation model. This lack of research may create a gap in understanding how well the training programs meet teachers' needs, are supported by sufficient resources, are implemented effectively, and ultimately contribute to enhancing the professional competency of Islamic school teachers.

Based on these research gaps, this study has strong scientific and practical urgency. Theoretically, this research contributes to the enrichment of the literature on education and training program evaluation by presenting empirical evidence on the application of the CIPP model in the context of multimedia learning training for Islamic school teachers. This research also broadens the understanding of the relevance and adaptability of the CIPP model in the context of institutions authorized to provide Islamic school teacher training in areas with diverse geographic characteristics and resources. The research results are expected to inform decisions by training organizers at Religious Education and Training Centers, religious education policymakers, and other stakeholders to improve the quality of planning, implementation, and sustainability of Islamic school teacher training programs.

Thus, the purpose of this study is to analyze the quality of the multimedia learning training program for Islamic school teachers at the Balai Diklat Keagamaan Ambon, using the Context, Input, Process, and Product (CIPP) model. Specifically, this study aims to: (1) assess how well the context of the training program aligns with the needs and characteristics of Islamic school teachers; (2) analyze the adequacy and quality of program inputs, including human resources, infrastructure, and training curriculum; (3) evaluate the implementation process of the training program, focusing on both the learning process and the training evaluation; and (4) assess the results and impact of the training program on enhancing teacher competency in the development and utilization of learning multimedia. By addressing these objectives, this study aims to fill the existing research gap and provide valuable contributions to improving technology-based training for Islamic school teachers.

## METHOD

This research focuses on evaluating the quality of the multimedia learning training program organized by the Balai Diklat Keagamaan Ambon, which operates under the jurisdiction of the Ministry of Religious Affairs for Maluku and North Maluku Provinces. The training program took place from June 16 to 21, 2025. The study utilizes the Context Input Process Product (CIPP) model for its evaluation. The detailed elements analyzed in each aspect of the CIPP model are as follows:

- Context quality analysis. Examines the Training Needs Analysis (AKP), the legal framework for implementing training, Standard Operating Procedures (SOPs), and training guidelines.
- Input quality analysis. Assesses the participants, training curriculum, instructors, training committee, and the availability of facilities and infrastructure for the training.
- Process quality analysis. Evaluates the implementation and assessment processes of the training
- Product quality analysis. Considers the competencies of the graduates and whether the training implementation reports meet established standards.

The method used in this study is mixed. In collecting data, the techniques used were observation and document analysis of the Context, Input, Process, and Product aspects of the multimedia learning training program. The collected data were then analyzed using a rubric adapted from the training quality index instrument developed by the Research and Development and Training Agency of the Ministry of Religious Affairs of the Republic of Indonesia. Quality interpretation was carried out on each component of Context, Input, Process, and Product with the criteria presented in Table 1.

**Table 1.** Quality interpretation classification

Percentage of Quality Achievement Score	Quality Classification
91-100	Excellent quality
81-90	Good quality
71-80	Fair quality
less than 71	Poor quality

Determination of the scores for each assessment element is carried out by the Internal Quality Assurance Team through a discussion forum, thereby ensuring the validity of the assigned scores.

**RESULTS AND DISCUSSION**

**Context Quality Analysis**

The results of the quality analysis of the Context aspect of multimedia learning training are presented in Table 2.

**Table 2.** Quality analysis of the training context aspect

Number	Evaluation elements	Score	Finding
<b>A Training Needs Assessment (TNA)</b>			
1	The training conducted is based on the results of the Training Needs Assessment (TNA) <b>Scoring criteria:</b> 1: The training is not listed in the Training Needs Assessment (TNA) recommendations 2: The training is listed in the Training Needs Assessment recommendations	2	The multimedia learning training that was conducted is included in the recommendations of the 2024 Training Needs Assessment report
2	Training Needs Assessment is conducted periodically <b>Scoring criteria:</b> 1: Training Needs Assessment is not conducted 2: Training Needs Assessment is conducted once every three years 3: Training Needs Assessment is conducted once every two years 4: Training Needs Assessment is conducted annually	4	Training Needs Assessment is conducted annually, as evidenced by the Training Needs Analysis Reports for the past three years, namely 2022, 2023, and 2024.
3	The Training Needs Assessment activities involve stakeholders (Regional Offices, City/Regency Offices of the Ministry of Religious Affairs, State Islamic Higher Education Institutions, and Training Alumni). <b>Scoring criteria:</b> 1: Involves one stakeholder 2: Involves two stakeholders 3: Involves three stakeholders 4: Involves four or more stakeholders	4	The Training Needs Assessment activities involved the Regional Office of the Ministry of Religious Affairs of Maluku, the Regional Office of the Ministry of Religious Affairs of North Maluku, the Regency/Municipal Offices of the Ministry of Religious Affairs in Maluku and North Maluku, IAIN Ambon, IAKN Ambon, and IAIN Ternate, as evidenced by assignment letters, attendance lists, and photographic documentation.
<b>B Legal Foundation</b>			
1	Training refers to the applicable legal foundation <b>Scoring criteria:</b> 1: Not compliant 2: Compliant	2	The training has referred to the appropriate legal foundation as stated in the implementation report, training handbook, and Terms of Reference (ToR)
<b>C Standard Operating Procedure (SOP)</b>			
	The training has SOPs that serve as guidelines for implementation	4	There are training SOPs such as SOPs for participant invitations,

Number	Evaluation elements	Score	Finding
	<b>Scoring criteria:</b> 1: Does not have any SOPs 2: Has one SOP 3: Has two SOPs 4: Has three or more SOPs		participant check-in, training implementation, training evaluation, and certificate issuance
<b>D Training Guide</b>			
1	The training program has a training manual <b>Scoring criteria:</b> 1: No training manual available 2: Training manual available	2	Training manual available
2	The training implementation guidelines comprehensively outline the procedures for achieving the objectives and targets of the training program, including the background, legal foundation, objectives, target participants, curriculum, facilities and infrastructure, schedule, participant criteria, participant allocation, organizing committee, and rules and regulations.  <b>Scoring criteria:</b> 1: Meets less than 30% of the requirements 2: Meets 30–59% of the requirements 3: Meets 60–99% of the requirements 4: Meets all requirements (100%)	4	The guide comprehensively contains information on the background, legal foundation, objectives, targets, curriculum, facilities and infrastructure, schedule, participant criteria, participant allocation, committee, and rules and regulations
<b>Total score for the Context aspect &gt;&gt;</b>		22/22 (100%)	Excellent quality

According to Table 2, the learning multimedia training program has effectively addressed the Context aspect. Specifically, the program designed for teachers in the Maluku and North Maluku Provinces aligns with the needs and characteristics of educators in that region. Additionally, a needs analysis is conducted annually, demonstrating that the evaluation of the Context has been executed thoroughly. The Context evaluation extends beyond just the Training Needs Assessment; it also includes an examination of the legal basis for organizing the training, the Standard Operating Procedures (SOP), and the training guidelines. This comprehensive approach ensures that the learning multimedia training program is implemented in line with the Context aspect of a training program.

**Input Quality Analysis**

The results of the quality analysis of the input aspects of multimedia learning training are presented in Table 3.

**Table 3.** Quality analysis of training input aspects

Number	Evaluation elements	Score	Finding
<b>A Participation</b>			
1	The training participant fulfills the specified administrative requirements (assignment letter, medical certificate, photo) <b>Scoring criteria:</b> 1: Does not meet any of the requirements	4	Based on the review of the implementation report document, it was found that all participants had fulfilled all requirements specified by the committee

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Number	Evaluation elements	Score	Finding
	2: Meets only one requirement 3: Meets only two requirements 4: Meets all requirements		
2	The training participants meet the requirements stated in the participant invitation letter (job qualifications and educational background) <b>Scoring criteria:</b> 1: 29% of the total participants do not meet the requirements 2: 30–59% of the total participants meet the requirements 3: 60–99% of the total participants meet the requirements 4: All participants meet the requirements	4	Based on the review of the participant invitation letter and the training implementation report documents, it was found that all participants met the requirements in accordance with the participant invitation letter
<b>B Curriculum</b>			
1	Training conducted in accordance with the training curriculum <b>Scoring criteria:</b> 1: Not compliant 2: Compliant	2	Based on the curriculum review, the learning multimedia training that was conducted was found to be appropriate and aligned with the curriculum
2	Training course titles align with the curriculum <b>Scoring criteria:</b> 1: No training courses align with the curriculum 2: Only one training course aligns with the curriculum 3: Only two training courses align with the curriculum 4: Three or more training courses align with the curriculum	4	The results of the curriculum review, compared with the training schedule and the data in the training information system, indicate that all training subjects are in accordance with the training curriculum
3	Alignment of the curriculum and syllabus with the training schedule <b>Scoring criteria:</b> 1: Alignment of less than 25% 2: Alignment of 25% to 50% 3: Alignment of 51% to 75% 4: Alignment of more than 75%	4	The results of the review of the curriculum documents and training syllabus indicated that they were fully aligned with the training schedule (100%)
<b>C Trainer</b>			
1	The suitability of the trainer's specialization with the training subjects taught <b>Scoring criteria:</b> 1: The suitability of the trainers's specialization is 50% 2: The suitability of the trainers's specialization is 51% to 75% 3: The suitability of the trainers's specialization is 76% to 90% 4: The suitability of the trainers's specialization is 91% to 100%	4	The document review of the training schedule, trainers' CVs, trainers' specialization decrees, and Training of Trainers (ToT) certificates found that 100% of the training subjects delivered were in accordance with the trainers' specializations

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Number	Evaluation elements	Score	Finding
2	<p>The availability of training materials (teaching materials, presentation materials, teaching aids, RBPMP-RP, instructional videos, modules, worksheets, and assessment instruments) provided by the trainer</p> <p><b>Scoring criteria:</b></p> <p>1: Two types of training materials are available</p> <p>2: Three to four types of training materials are available</p> <p>3: Five to six types of training materials are available</p> <p>4: Seven to eight types of training materials are available</p>	4	<p>The document review of the implementation report revealed that the training materials provided by the trainers included teaching materials, presentation slides, RBPMP-RP, instructional videos, modules, worksheets, and assessment instruments.</p>
<b>D Training Management Committee</b>			
1	<p>Possession of a Management of Training (MoT) and/or Training Officer Course (TOC) certificate.</p> <p><b>Scoring criteria:</b></p> <p>1: Less than 25%</p> <p>2: 25% to 50%</p> <p>3: 51% to 75%</p> <p>4: 76% to 100%</p>	4	<p>Based on the review of the documents in the form of certificates, it was found that the training organizing committee team already possesses certificates in Management of Training (MoT) and Training Officer Course (TOC)</p>
2	<p>The Training Organizing Committee is established through a Decree Letter</p> <p><b>Scoring criteria:</b></p> <p>1: Does not have a Decree Letter for the Establishment of the Training Organizing Committee.</p> <p>2: Has a Decree Letter (SK) for the Establishment of the Training Organizing Committee</p>	2	<p>The document review results show that all committee members are listed in the Decree of the Training Organizing Committee</p>
<b>E Availability of Training Facilities</b>			
1	<p>Infrastructure facilities include an auditorium, participant registration room, classrooms, lactation room, discussion/seminar room, secretariat office, fitness room/sports field, computer room/laboratory, dormitory, guest house/dormitory for training personnel, library, dining hall, health unit/polyclinic, place of worship, and studio</p> <p><b>Scoring criteria:</b></p> <p>1: Has fewer than 5 facilities</p> <p>2: Has 5 to 9 facilities</p> <p>3: Has 10 to 14 facilities</p> <p>4: Has 15 facilities</p>	4	<p>Based on the observations, it was found that the facilities and infrastructure are already complete.</p> <p>Suggestion: The library facilities and infrastructure need special attention because they are still not managed regularly and optimally. In addition, although the health unit facilities are already available, it is necessary to provide dedicated human resources to specifically manage and operate the health unit room.</p>
2	<p>Classroom Facilities (chairs, tables, air conditioning, LCD package, sound system, flip chart, wall clock, electrical</p>	4	<p>Based on the observation results, all of the facilities are complete, and the classroom is a SMART CLASS</p>

Number	Evaluation elements	Score	Finding
	network, internet network, stationery cabinet, and suggestion box) <b>Scoring criteria:</b> 1: Fewer than 3 facilities 2: Has 3 to 6 facilities 3: Has 7 to 10 facilities 4: Has 11 facilities		
<b>Total score for the Input aspect &gt;&gt;</b>		40/40 (100%)	Excellent quality

Based on Table 3, the quality of the instructional multimedia training, particularly in the Input aspect, was excellent. The criteria and requirements for teachers were communicated effectively. The training curriculum was rated very good, as it was based on the curriculum from the Research and Development and Training Agency of the Indonesian Ministry of Religious Affairs. The trainers also met excellent standards, possessing Specialization Decrees (SK Spesialisasi), ToT certificates, and relevant experience. The organizing committee earned high ratings as all members held MoT and TOC certificates from the National Institute of Public Administration.

**Process Quality Analysis**

After the quality analysis of the Input has been conducted, the next step is to carry out a quality analysis of the training Process aspect, as presented in Table 4.

**Table 4.** Quality analysis of the training process aspect

Number	Evaluation elements	Score	Finding
<b>A</b>	<b>The training implementation process</b>		
1	Participant Check-in Process <b>Scoring criteria:</b> 1: Compliance with the Standard Operating Procedure (SOP) is less than 25% 2: Compliance with the Standard Operating Procedure (SOP) is 26% to 50% 3: Compliance with the Standard Operating Procedure (SOP) is 51% to 75% 4: Compliance with the Standard Operating Procedure (SOP) is 76% to 100%	4	Based on observations conducted during the participant check-in process and compared with the Standard Operating Procedure (SOP) documents for the check-in implementation, overall conformity was found
2	The overview provided to participants clearly presents the following information: training tutorial, training objectives, competency indicators, assessment and graduation criteria, training schedule, participants' and committee members' rights and obligations, training rules and regulations, organizing committee, participant allocation, and training facilities. <b>Scoring criteria:</b> 1: Contains at least 6 pieces of information	4	Based on the observations, it was found that the overview provided to the training participants already contained all the required information and was presented in the form of a PowerPoint presentation.  Suggestion: The overview could also be delivered through a video presentation.

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Number	Evaluation elements	Score	Finding
	2: Contains 7 pieces of information 3: Contains 8 pieces of information 4: Contains 9 pieces of information		
<b>3</b>	Implementation of the trainer's duties in delivering the training course <b>Scoring criteria:</b> 1: Present according to the schedule. 2: Present according to the schedule and deliver materials in accordance with the RBPMP-RP 3: Present according to the schedule, deliver materials in accordance with the RBPMP-RP, and prepare learning instruments/materials. 4: Present according to the schedule, deliver materials in accordance with the RBPMP-RP, prepare learning instruments/materials, and conduct learning outcome assessments	4	Based on observations and document review, all trainers attended according to the schedule, delivered materials in accordance with the RBPMP-RP and learning instruments, and conducted assessments of learning outcomes
<b>4</b>	The appropriateness of the teaching methods, instructional media, and learning tools in relation to the training subject matter. <b>Scoring criteria:</b> 1: None of the aspects are appropriate 2: One aspect is appropriate 3: Two aspects are appropriate 4: All three aspects are appropriate	4	Based on observations and document reviews, it was found that the teaching methods, media, and learning materials were aligned with the training content delivered by the trainer
<b>B Proses Evaluasi Pelatihan</b>			
<b>1</b>	The evaluation of the training implementation includes evaluations of: (1) Participants; (2) Trainers/Instructors; and (3) Organizers. <b>Scoring criteria:</b> 1: No evaluation was conducted 2: One type of evaluation was conducted 3: Two types of evaluations were conducted 4: Three types of evaluations were conducted	4	The review of the training implementation report documents revealed information indicating that evaluations had been conducted on the participants, instructors, and organizers. This is further supported by the data displayed in the Simdiklat application
<b>2</b>	The evaluation of participants includes the aspects of knowledge, skills, and attitude. <b>Scoring criteria:</b> 1: Not implemented 2: Covers only one aspect 3: Covers only two aspects 4: Covers all three aspects	4	The review of the report document, particularly in the score list section, found information indicating that the evaluation conducted for the participants had covered three aspects: knowledge, skills, and attitude
<b>Total score for the Process aspect &gt;&gt;</b>		24/24 (100%)	Excellent quality

Based on the quality analysis conducted on the Process aspect of the multimedia learning training (See Table 4), it is clear that the implementation has run smoothly and meets the quality

standards. This is confirmed by several things, namely the implementation of the training has been carried out in accordance with the SOP, the Overview provided to participants contains complete information, the instructors are present according to schedule and the material is in accordance with the RBPMP-RP and learning tools and conducts assessments of learning outcomes, and the methods, media and learning tools provided by the instructors are in accordance with the training material. In addition to the Process aspect in the implementation of the training, the quality of the training Process also includes the evaluation process of the multimedia learning training. In the implementation of the evaluation process, it is clear that the evaluation is carried out comprehensively, including not only the training participants but also the instructors and organizers. In addition, the participant evaluation details the aspects evaluated: knowledge, skills, and attitudes. From this explanation, it can be said that the Process Aspect meets the Multimedia Learning Training's Process quality standards.

**Product Quality Analysis**

The results of the Product quality analysis of the multimedia learning training are presented in Table 5.

**Table 5.** Quality analysis of the training product aspect

Number	Evaluation elements	Score	Finding
<b>A Graduate Competencies</b>			
1	Training participants have attended at least 95% of the training activities. <b>Scoring criteria:</b> 1: if fewer than three training subjects are attended by 95% of the participants 2: if three training subjects are attended by 95% of the participants 3: if four training subjects are attended by 95% of the participants 4: if more than four training subjects are attended by 95% of the participants	4	Based on the analysis of the attendance lists and reports, it was found that all Training participants attended at least 95% of the training activities
2	Training Participant Graduation Rate <b>Scoring criteria:</b> 1: Fewer than 70% of participants pass 2: 70% to 79% of participants pass 3: 80% to 99% of participants pass 4: 100% of participants pass	4	The document review of the report and the data in SIMDIKLAT indicated that 100% of the training participants were declared to have passed and to be competent
<b>B Report on the Implementation of Training</b>			
1	Prepared in accordance with the format stipulated in the Decree of the Minister of Religious Affairs Number 9 of 2016 <b>Scoring criteria:</b> 1: Less than 50% complies with the format 2: 50% to 74% complies with the format 3: 75% to 99% complies with the format 4: 100% complies with the format	4	The results of the document review in the form of a report indicated that the report had been prepared in accordance with the prescribed format overall
<b>Total score for the Product aspect &gt;&gt;</b>		12/12 (100%)	Excellent quality

Based on the analysis of the Product's quality (See Table 5), it has been found to be good, both in terms of graduate competencies and in the products, in the form of implementation reports compiled in accordance with Standard of Decree of the Minister of Religious Affairs Number 9 of

2016. However, this still covers short-term results (Output), while long-term results need to be measured, namely the impact of multimedia learning training on teachers who have participated in it. Therefore, the steps to be taken within the first 6 months after the activity are to measure the impact of the training, both based on the perceptions of training alumni and their direct superiors. Data on the impact of the training will serve as the basis for strengthening future policy-making regarding the urgency of multimedia learning training for teachers in the working areas of the Ministry of Religious Affairs of Maluku and North Maluku Provinces.

### Discussion

The findings indicate that the multimedia learning training program has met the Context aspect very well. This means that the program planning is based on the real needs and characteristics of Islamic school teachers in the Maluku and North Maluku Provinces. Scientifically, this also emphasizes the CIPP model's main principle: program effectiveness is largely determined by the accuracy of the needs analysis and the suitability of program objectives to the target context. In addition, the needs analysis, conducted annually, demonstrates the existence of a sustainable needs analysis mechanism and is an important indicator of a training program that is adaptive and responsive to changes in teacher professional demands, especially in mastery of learning technology.

These results align with previous studies suggesting that technology-based teacher training programs are more effective when designed to address the contextual needs of trainees and the needs of teachers' work environments (Gichuhi, 2025; Vilppola et al., 2022). The difference lies in the breadth of the context evaluation in this study, which encompasses not only training needs analysis but also the suitability of the legal framework, standard operating procedures (SOPs), and training guidelines. This more comprehensive approach strengthens the program's legitimacy and narrows the gap between policy and implementation. The strong regulatory support from the Ministry of Religious Affairs may be one reason the program's context aspect demonstrates such high quality.

Furthermore, regarding input, its high quality indicates that the program's resources meet high professional standards. The quality of the instructors, committees, curriculum, and the clarity of the participant criteria reflect the institution's readiness to provide high-quality training. Theoretically, these findings support the CIPP model's assumption that adequate input is a crucial prerequisite for effective program processes and outcomes (Gano-Overway et al., 2023; Luthfi & Supahar, 2024; Misran et al., 2011).

The curriculum's alignment with national standards established by the Research and Development and Training Agency of the Ministry of Religious Affairs of the Republic of Indonesia demonstrates a congruence between objectives, materials, and expected competencies. This aligns with previous research findings that national standards-based training curricula tend to produce uniform quality and facilitate competency-based evaluation. Furthermore, the instructors' competencies, demonstrated through Training of Trainers (ToT) certification and multimedia specialization, reinforce previous research findings that facilitator quality is a dominant factor influencing the success of multimedia-based training.

Furthermore, an evaluation of the Process aspect showed that the training complied with quality standards in both the learning process and the evaluation. Scientifically, this indicates that good input has been managed through a structured and consistent process, as emphasized in the theory of training management and program evaluation (Chen, 2016; Kirkpatrick & Kirkpatrick, 2006; Paton, 2017; Wang & Wilcox, 2006). Compliance with SOPs, attendance of instructors on schedule, conformity of materials to the Learning Design of Training Subjects (RBPMP) and Learning Plans (RP), and the use of relevant methods and media reflect the application of effective learning design principles. These findings align with research confirming that consistency between planning and implementation is the key to the success of teacher professional training. Another advantage of the Process aspect in this study is the comprehensive evaluation, including assessments of participants, trainers, and organizers, as well as knowledge, skills, and attitudes. Compared with other studies that often only focus on participant satisfaction or cognitive learning outcomes, this comprehensive evaluation approach demonstrates a more mature evaluation practice. This can be influenced by the institutional experience of the Balai Diklat Keagamaan Ambon in organizing training and implementing standard evaluation standards.

After the Process aspect, the next topic is the Product aspect. The Product aspect shows that the program has produced excellent short-term results, including increased graduate competency and administrative products, such as implementation reports prepared in accordance with the format stipulated in the Decree of the Minister of Religious Affairs Number 9 of 2016. Theoretically, this finding confirms that success in the Context, Input, and Process aspects directly contributes to achieving program outputs, as explained in the CIPP model flow. However, the findings also reveal limitations in measuring long-term results (outcomes). This aligns with many training evaluation studies, which show that measuring post-training impact is often the weakest aspect due to limited time, resources, and follow-up mechanisms. Therefore, it is recommended to conduct an impact evaluation of multimedia learning training at least six months after the training. This is a systematic, measurable, comprehensive, and relevant step in ensuring that multimedia learning training has a real impact on trainees when they return to their respective workplaces.

The important thing, and the main concern of the existing findings, is that for training organizers, these findings can serve as best practices for managing input and training processes, while for teachers, this program has the potential to improve their readiness to integrate multimedia learning effectively. Furthermore, the results of this study were influenced by several factors, including a strong institutional context, clear national standards, high competence of the instructors and the committee, and the characteristics of the participants, who were Islamic school teachers with a real need to master multimedia learning. In addition, the use of a mixed-methods approach allows for data triangulation, thereby strengthening the validity of the findings; however, this study still relies on data collected within a specific time period.

### CONCLUSION

Overall, this study confirms that the CIPP model is an effective framework for evaluating multimedia-based teacher training programs. The results provide theoretical contributions to program evaluation models. They also serve as a basis for policymaking and for the development of training programs within the Ministry of Religious Affairs. To ensure sustainability and effectiveness, follow-up is needed through long-term impact evaluation and stronger post-training monitoring. These steps will help internalize the training's benefits into Islamic school learning practices.

Theoretically, this study strengthens the validity and utility of the CIPP model as a comprehensive evaluation framework. The findings show that applying CIPP consistently gives a thorough overview of program quality from planning to outcomes. In practice, the results provide policymakers in the Ministry with an empirical basis for maintaining and developing multimedia learning training. Strengthening mechanisms for long-term impact evaluation is also recommended.

This study has one limitation: it did not measure the long-term impact on teacher performance in schools. The scope was also limited to one training center and two provinces, so generalizing requires caution. The perception instrument may have been biased, though method triangulation minimized this bias. Based on these points, further research should assess the impact of training on teacher practices and student outcomes. Comparative studies across training centers or regions can reveal contextual factors. Future research could also combine CIPP with models such as Kirkpatrick or ROI to provide a more comprehensive evaluation of training effectiveness and efficiency.

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