

Evaluation Of Faculty Teaching Performance in Undergraduate Islamic Education Management Programs

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ABSTRACT

Higher education institutions are required to continuously improve learning quality, in which lecturers play a central role in designing, implementing, and evaluating instruction. This study aims to evaluate the teaching performance of lecturers in the Bachelor's Program in Islamic Education Management at UIN Raden Fatah Palembang using the CIPP (Context, Input, Process, Product) evaluation model. A mixed-methods approach was employed by integrating quantitative and qualitative data. Quantitative data were collected through student questionnaires to measure satisfaction with teaching performance, while qualitative data were obtained from interviews, observations, and document analysis involving program leaders, lecturers, and students. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed through data reduction, data display, and conclusion drawing. The findings indicate that lecturers' teaching performance is generally in the "good" category. Instructional objectives are clearly defined and aligned with the Outcome-Based Education curriculum and institutional vision; inputs are supported by qualified lecturers, sufficient experience, adequate facilities, and relevant academic policies; the learning process is effectively implemented through varied teaching methods, positive interactions, and transparent assessment; and learning outcomes show that students demonstrate understanding, active participation, and achievement of course objectives. This study concludes that teaching performance at UIN Raden Fatah Palembang is satisfactory but requires continuous improvement, particularly in strengthening digital competence, optimizing educational technology, standardizing learning objective communication, and enhancing innovative teaching practices to improve educational quality and graduate competitiveness.

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INTRODUCTION

Higher education plays a strategic role in developing competent human resources capable of responding to rapid advancements in science and technology. The effectiveness of this role is largely determined by the quality of the learning process delivered by faculty members, who are responsible for planning, implementing, and evaluating instruction in a professional manner (Mulyasa, 2021). However, existing studies on lecturer performance tend to focus primarily on outcome-based

indicators such as student achievement or satisfaction, while often overlooking a comprehensive evaluation framework that integrates contextual relevance, institutional support, instructional processes, and learning outcomes simultaneously. This limitation creates a gap in understanding how multiple dimensions of teaching performance interact to influence educational quality. In response to this gap, the present study aims to evaluate lecturer teaching performance using the CIPP (Context, Input, Process, Product) model, which offers a holistic and systematic approach compared to previous fragmented assessments. It is hypothesized that a comprehensive evaluation model can provide more accurate and actionable insights into improving teaching effectiveness. Therefore, this study is urgent as it addresses the need for an integrative evaluation framework to enhance instructional quality and graduate competitiveness. The novelty of this research lies in the application of the CIPP model within Islamic Education Management programs, providing a multidimensional perspective that has been limited in prior studies.

Faculty teaching performance is an important indicator of learning quality in higher education, as it includes the ability to deliver content, design instruction, manage classrooms, engage students, and conduct objective assessment (Rivai & Sagala, 2019). Previous studies have been largely partial, focusing on specific aspects such as instructional delivery or student satisfaction, leading to a limited overall understanding. This indicates a gap in explaining the relationships among teaching performance dimensions. This study aims to analyze faculty teaching performance using a multidimensional framework covering context, input, process, and product. This approach is expected to provide more comprehensive results. This study is important for improving learning quality. The novelty lies in applying an integrated evaluation model that is still limited in prior research.

To improve the quality of learning in higher education, a comprehensive evaluation of faculty teaching performance is required. This evaluation aims to assess learning effectiveness and identify areas for improvement (Arikunto, 2020). Unsystematic evaluation may lead to misalignment between planning, implementation, and outcomes. The CIPP (Context, Input, Process, Product) model provides a comprehensive framework covering planning, resources, processes, and outcomes (Zhang, 2019). Previous studies show that this model offers a more holistic evaluation and supports improvements in learning quality (Aziz, Mahmood, & Rehman, 2018; Zhang, 2019). This study is important to strengthen the use of comprehensive evaluation models. The novelty lies in applying the CIPP model in an integrated way to evaluate faculty teaching performance, which remains limited in prior research.

Islamic Education Management undergraduate programs at UIN Raden Fatah Palembang, as part of the higher education system, hold a strategic commitment to continuously improving the quality of learning in response to global demands for educational quality and institutional accountability (Marginson, 2016; Sallis, 2015). This commitment requires the implementation of well-planned, systematic, and outcome-oriented instructional practices. In this context, evaluating faculty teaching performance becomes a critical component in ensuring alignment between instructional processes and established academic standards, as well as in achieving high-quality graduate competencies (Biggs & Tang, 2019; Darling-Hammond, Hyler, & Gardner, 2017). Faculty performance evaluation functions not only as a measurement tool but also as a basis for decision-making aimed at continuous improvement in teaching practices. The presence of a structured evaluation system grounded in a clear conceptual framework is therefore essential to support the enhancement of higher education quality.

Based on initial observations, several challenges remain in the implementation of teaching, including limited variation in instructional methods, suboptimal use of educational technology, insufficiently systematic documentation of teaching materials, and the need to strengthen continuous evaluation of student learning outcomes (Kirkwood & Price, 2016; Redecker, 2017). These conditions indicate a gap between current instructional practices and the expected standards of higher education. A comprehensive evaluation of faculty teaching performance is therefore necessary to identify both effective aspects and those requiring improvement in order to enhance the quality of learning on a sustained basis (Biggs & Tang, 2019).

Research on the evaluation of faculty teaching performance in undergraduate Islamic Education Management programs at UIN Raden Fatah is essential. This study aims to provide an objective

assessment of teaching performance quality based on the CIPP model, while also serving as a foundation for developing strategies to improve learning quality, strengthen faculty professionalism, and enhance graduate competitiveness in the future.

METHODS

This study used a mixed-methods design with a concurrent approach to evaluate faculty teaching performance based on the CIPP framework. Quantitative data were collected through a Likert-scale questionnaire distributed to purposively selected students, while qualitative data were obtained through interviews, observations, and document analysis to support the findings (Creswell & Plano Clark, 2018). Data integration was conducted at the interpretation stage. Ethical principles included informed consent, confidentiality, and voluntary participation. The limitation of this study lies in the use of student perceptions and its limited scope within a single program.

This study applies an evaluative research design using the CIPP (Context, Input, Process, Product) model as the analytical framework due to its systematic and comprehensive capacity to assess educational programs (Zhang, 2019). The context component examines the alignment of instructional planning with institutional vision, mission, learning outcomes, and student needs. The input component evaluates the readiness of resources, including faculty competencies, facilities, and instructional materials. The process component assesses the implementation of teaching and learning activities in the classroom, while the product component measures learning outcomes, student satisfaction, and the overall impact of instruction on academic quality.

The research participants included the head of the study program, lecturers, and active students of the undergraduate Islamic Education Management program at UIN Raden Fatah Palembang, selected purposively based on their roles in the teaching and learning process. The head of the program provided information on academic management and quality policies, lecturers contributed data on instructional practices, and students served as respondents reflecting direct learning experiences. The inclusion of these participant groups enabled the study to obtain comprehensive data representing the actual condition of faculty teaching performance.

Data were collected using multiple techniques to ensure comprehensive findings. Quantitative data were obtained through a student survey using a structured questionnaire based on teaching performance indicators, including lesson planning, instructional delivery, use of teaching materials, assessment practices, and interpersonal relationships (Sugiyono, 2022). Qualitative data were collected through in-depth interviews with lecturers and program directors to explore teaching policies, challenges, and quality improvement strategies (Moleong, 2021). Classroom observations were conducted to examine teaching practices, lecturer student interactions, instructional methods, classroom management, and the use of educational technology. In addition, document analysis was carried out on academic materials such as semester learning plans, course contracts, attendance records, teaching materials, and assessment instruments to validate and support findings from other data sources (Arikunto & Jabar, 2022).

Data analysis was conducted in two stages. Quantitative data were analyzed using descriptive statistics to identify score trends, percentages, mean values, and performance categories. Qualitative data were analyzed through the stages of data reduction, data display, and conclusion drawing in accordance with the model proposed by (Miles, Huberman, & Saldaña, 2014). The results of both analyses were then integrated at the interpretation stage to produce a comprehensive evaluation of lecturers' teaching performance.

RESULTS AND DISCUSSION

1. Contextual Aspects of Faculty Teaching Performance, Including the Alignment of Instructional Planning with the Institution's Vision, Mission, and CPL, as Well as Student Needs

The findings indicate that the context aspect falls within the very good category, reflecting a strong alignment between learning objectives and program direction. Quantitative data show that most students reported that lecturers clearly communicated the learning objectives at the beginning of the course. This is supported by qualitative data from interviews, observations, and

documentation, which demonstrate consistency between learning activities and intended learning outcomes. These results are consistent with the principle of constructive alignment, which emphasizes coherence among learning objectives, instructional processes, and assessment. (Biggs & Tang, 2019). The implication is that clearly defined learning objectives enhance instructional effectiveness and support quality assurance, although further standardization in the formulation of objectives is still required.

The clarity of learning objectives communicated by instructors serves as a key indicator of instructional quality, as clearly defined objectives can enhance student motivation and help students understand the relevance of course content to the competencies they are expected to achieve (Anderson & Krathwohl, 2018). Quantitative findings indicate that students recognize the clarity of these objectives, while qualitative data from interviews and document analysis show that learning objectives are consistently aligned with program outcomes. In Islamic Education Management programs at UIN Raden Fatah Palembang, learning objectives extend beyond theoretical mastery to include leadership development, institutional management, and the internalization of professional Islamic values. This alignment reflects coherence between instructional goals and program characteristics, which supports more meaningful and outcome-oriented learning processes. The implication is that well-structured objectives not only guide instruction but also strengthen competency-based education implementation.

Learning objectives developed by faculty members are aligned with an Outcome-Based Education (OBE) curriculum, which emphasizes measurable learning outcomes as the core of the educational process (Harden, 2018). Qualitative findings from document analysis show that each course includes Graduate Learning Outcomes (GLOs) that are systematically translated into course-level outcomes. This is supported by interview data indicating that lecturers consistently design instruction based on these outcomes, and by observations showing that teaching activities are directed toward achieving defined competencies. This alignment reflects a structured and outcome oriented instructional approach, ensuring that the learning process follows a clear and measurable direction in accordance with higher education standards.

Faculty members have systematically developed Semester Course Plans (RPS) as a primary guideline for instructional implementation. Document analysis shows that the RPS includes essential components such as course identity, learning outcomes, course content, teaching methods, learning activities, assessment strategies, references, and semester schedules. Interview findings indicate that lecturers use the RPS to maintain alignment between planning and classroom practice, while observations confirm that instructional activities generally follow the planned structure. This condition reflects compliance with the National Higher Education Standards, which require lecturers to prepare instructional plans prior to course implementation (*Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi*, 2020). The implication is that structured planning supports more organized, consistent, and standards-based learning processes.

In addition to meeting national standards, the learning objectives and course content are aligned with the program's vision and mission to produce graduates who are competent, competitive, professional, and grounded in Islamic values. Document analysis shows the integration of modern management concepts with Islamic educational perspectives across courses such as Islamic Educational Leadership, Educational Human Resource Management, and Islamic Educational Policy. Interview findings indicate that lecturers intentionally incorporate Islamic values into instructional content, while observations confirm their application in classroom practices. This alignment reflects the integration of academic and value-based education, which is essential in Islamic higher education to develop holistic competencies (Al-Attas, 2018). The implication is that value-integrated instruction strengthens program identity and supports the formation of graduates with both professional competence and ethical character.

The findings indicate variation in how lecturers communicate learning objectives. Some lecturers present objectives in a detailed and systematic manner, linking them to practical benefits for students, while others convey them more generally without clearly explaining indicators of

success or their alignment with graduate competencies. This variation suggests that lecturers' understanding and consistency in communicating learning objectives are not yet fully uniform (Mulyasa, 2021). This finding is consistent with previous studies indicating that a lack of clarity in communicating learning objectives can affect students' understanding and the effectiveness of their learning (Tight, 2019).

These conditions indicate the need to standardize the communication of learning objectives at the beginning of each course through program policies, academic supervision, and professional development workshops aimed at strengthening faculty pedagogical competencies. Such standardization ensures that learning objectives are communicated in a clear, measurable, and engaging manner, enabling students to understand expected learning outcomes comprehensively. This approach is supported by research emphasizing that clear articulation of learning goals and continuous professional development are critical for improving teaching effectiveness and student learning outcomes (Darling-Hammond et al., 2017; van der Kleij, Feskens, & Eggen, 2016). The implication is that structured institutional support can enhance consistency in instructional practices and improve overall learning quality.

Overall, the findings indicate that the context aspect of faculty teaching performance is categorized as very good, as reflected in clearly formulated learning objectives, the availability of instructional materials, and alignment with the Outcome-Based Education curriculum and program vision. Evidence from document review, interviews, and observations shows consistency between instructional planning and classroom implementation. However, variation in how learning objectives are communicated indicates the need for improved consistency to optimize instructional quality. This finding is consistent with research highlighting that clear and consistent learning objectives contribute significantly to effective teaching and improved student learning outcomes (Carless, 2015; Wibowo, 2017). The implication is that strengthening standardization in communicating learning objectives can enhance instructional effectiveness and support continuous quality improvement.

2. Input Aspects of Faculty Teaching Performance, Including Faculty Competence, Readiness of Teaching Materials, and Availability of Learning Support Facilities and Infrastructure

The findings indicate that the input aspect in the Bachelor of Islamic Education Management Program at UIN Raden Fatah Palembang is categorized as good, reflecting that available resources are generally adequate to support the implementation of learning. Within the CIPP framework, the input dimension emphasizes the readiness of human resources, facilities, institutional policies, and support systems required to achieve program objectives (Yarbrough, Shulha, Hopson, & Caruthers, 2019). Evidence from document review, interviews, and observations shows that these components are largely available and function effectively in supporting instructional activities. This suggests that the program has established a sufficient foundation for implementing learning processes, although further optimization of resources is needed to enhance educational quality.

In terms of human resources, faculty members demonstrate qualifications aligned with the courses they teach, with most holding master's degrees and some possessing doctoral qualifications. Document review and interviews indicate that this alignment supports stronger subject-matter mastery and more effective instructional delivery. In addition, teaching experience contributes to lecturers' ability to manage classroom activities and adapt instructional strategies. This finding is consistent with the view that lecturer competence, including academic qualifications and professional experience, is a key determinant of teaching quality and learning effectiveness (Suyanto, 2016). The implication is that maintaining and developing faculty qualifications and experience is essential for sustaining instructional quality.

Lecturers' teaching experience serves as a key asset in enhancing instructional effectiveness, as experienced lecturers are better able to select appropriate teaching methods, understand student characteristics, and address challenges in the learning process (Mangkunegara, 2017). Interview findings show that several lecturers actively participate in seminars, training programs, workshops, and other professional development activities to improve their competencies. This reflects a strong

commitment to sustaining academic quality and continuous professional growth. The implication is that ongoing professional development reinforces instructional effectiveness and supports consistent improvement in teaching practices.

In terms of facilities and infrastructure, the program provides adequate learning resources that support effective instructional implementation. Classrooms are conducive to learning, and essential facilities such as projectors, whiteboards, air conditioning, seating, and internet access are available. In addition, access to libraries, scientific journals, and digital learning resources supports both lecturers and students in obtaining academic references. Evidence from observations and document review indicates that these facilities contribute to a more structured and efficient learning process. This finding supports the view that adequate educational facilities play a significant role in enhancing learning effectiveness and academic quality (Sanjaya, 2016). The implication is that the availability and optimization of learning facilities are essential to sustaining quality instruction and supporting academic development.

The availability of adequate learning resources indicates that the program has fostered an academic environment that supports a culture of scholarship. Students are not solely dependent on lecturers' explanations but are able to access diverse references to deepen their understanding of course materials. Lecturers also have greater opportunities to develop research-based learning and integrate up-to-date literature into instruction. This finding is consistent with studies showing that access to diverse learning resources enhances independent learning and promotes academic engagement (Ifenthaler & Schweinbenz, 2016). The implication is that optimizing access to academic resources can strengthen both student learning autonomy and the quality of instruction.

In addition to physical facilities, the input aspect is reflected in academic policies that support the improvement of learning quality. The program implements an academic management system that regulates class scheduling, teaching load distribution, syllabus preparation, faculty attendance, and periodic learning evaluation. Document review and interviews indicate that these policies are consistently implemented, demonstrating a structured and effective academic governance system. This finding is in line with the view that strong academic management is essential for ensuring quality assurance and effective learning implementation in higher education (Usman, 2019). The implication is that well-managed academic policies contribute to consistency in instructional practices and support continuous quality improvement.

The study program conducts regular monitoring and evaluation (M&E) of faculty performance as part of its internal quality assurance system. Monitoring ensures that lecturers perform their teaching duties in accordance with established standards, while evaluation identifies strengths and areas for improvement in instructional practices. Document review and interview findings indicate that student feedback is systematically collected through satisfaction surveys and teaching evaluations, providing direct input from learners. This mechanism aligns with the role of evaluation as a tool for continuous improvement and decision-making in education (Arikunto, 2020). The implication is that structured M&E practices, supported by student feedback, contribute to improving teaching quality and strengthening institutional accountability.

However, the findings indicate that the use of educational technology remains suboptimal. Although digital facilities are available, their integration into instructional practice is still limited. Evidence from interviews and observations shows that some lecturers continue to rely on conventional lecture methods and basic presentations, with minimal use of Learning Management Systems (LMS), interactive media, instructional videos, digital assessments, or collaborative platforms (Hidayat, 2023). This condition suggests a gap between the availability of technology and its effective utilization in teaching. The implication is that strengthening digital competencies and encouraging the integration of technology in instruction are necessary to enhance learning effectiveness.

This condition in the Bachelor of Islamic Education Management Program at UIN Raden Fatah Palembang indicates that the readiness of technological infrastructure has not been fully matched by lecturers' digital competencies. Evidence from interviews and observations suggests that limited skills in integrating digital tools hinder the effective use of available technologies in teaching.

Therefore, continuous professional development is required, particularly in digital literacy, technology-based instructional innovation, and technical support, to enable lecturers to integrate technology effectively into the learning process. This finding is consistent with research highlighting that digital competence is a key factor in successful technology integration in higher education (Tondeur, van Braak, Siddiq, & Scherer, 2017). The implication is that strengthening lecturers' digital competencies can bridge the gap between technology availability and its pedagogical use, thereby improving learning quality.

Overall, the input aspect is categorized as good, supported by qualified lecturers, adequate teaching experience, sufficient facilities and infrastructure, and academic policies that promote learning quality. Evidence from documents, interviews, and observations indicates that these components function effectively in supporting instructional implementation. However, improving lecturers' digital competencies and optimizing the use of educational technology remain key priorities for future development. This finding is consistent with research showing that lecturer competence and resource readiness significantly influence the quality of higher education learning (Siregar, 2020). The implication is that strengthening digital competence and resource utilization is essential to sustain and enhance instructional quality.

3. The Process Aspect of Teaching Conducted by Instructors in Classroom Activities

The findings show that the process aspect in the Bachelor of Islamic Education Management Program at UIN Raden Fatah Palembang yields positive results, indicating that instructional delivery has been generally effective, well-directed, and aligned with established academic standards. Within the CIPP framework, the process dimension emphasizes the implementation of learning activities, adherence to instructional plans, and the quality of interactions during instruction. Evidence from observations, interviews, and document review indicates that teaching practices are carried out in accordance with planned activities and receive positive responses from students. This finding is consistent with research showing that effective instructional processes and interactive learning environments contribute significantly to student engagement and learning outcomes (Sihotang, 2019). The implication is that maintaining consistency in instructional implementation and strengthening interactive learning practices are essential for sustaining learning quality.

A high level of student satisfaction indicates that faculty members perform their teaching duties professionally and meet students' expectations. Student satisfaction serves as an important indicator of educational service quality, as it reflects students' direct learning experiences. A satisfaction rate of 67% in the "very satisfied" category suggests that most students perceive the learning environment as supportive, comfortable, and conducive to their academic development. This finding aligns with research showing that student satisfaction is closely associated with teaching quality and learning effectiveness in higher education (Widodo, 2020). The implication is that maintaining high teaching standards and responsive instructional practices is essential to sustain student satisfaction and improve learning outcomes.

Based on observation and questionnaire results, instructors conduct classes in accordance with the previously developed Semester Course Plan (RPS). Instructional materials are delivered in a structured and systematic manner, aligned with course learning outcomes. This consistency between planning and implementation reflects lecturers' commitment to organized and accountable teaching practices. The RPS functions as a primary guideline to ensure that the learning process remains focused and that learning objectives are achieved effectively. This finding is supported by the view that structured instructional planning is essential for maintaining instructional quality and achieving learning outcomes in higher education (Majid, 2017). The implication is that adherence to structured planning enhances instructional effectiveness and ensures consistency in teaching practices.

Lecturers were assessed as capable of delivering material clearly, coherently, and in a manner that is easily understood by students. The ability to explain content is a core pedagogical competency that directly influences learning effectiveness (Mulyasa, 2021). Student feedback indicates that

lecturers generally use communicative language, contextual examples, and relate concepts to real conditions in educational settings and the management of Islamic institutions. This approach enhances conceptual understanding and supports the application of knowledge. The implication is that strong explanatory skills contribute significantly to meaningful learning and improved student comprehension.

The teaching methods used by instructors are varied, including lectures, group discussions, student presentations, question-and-answer sessions, case studies, and independent assignments. This variation helps reduce learning fatigue and encourages active student participation. Evidence from observations and student feedback shows that discussion and presentation methods promote critical thinking, idea expression, and academic communication skills. As a result, learning shifts from a teacher-centered approach toward a more student-centered process. This finding is consistent with the view that varied instructional strategies enhance student engagement and learning effectiveness (Rusman, 2017). The implication is that the consistent use of diverse teaching methods supports active learning and improves instructional quality.

Interaction between instructors and students is effective, as lecturers provide opportunities for students to ask questions, express opinions, and give feedback on the material discussed. Their openness fosters positive academic relationships and a more democratic learning environment. Observations and student feedback indicate that lecturers respond to questions both during class and through academic communication channels outside the classroom. This interaction supports student engagement and creates a supportive learning atmosphere. Such findings confirm that positive lecturer student interaction contributes to students' motivation, confidence, and comfort in learning (Uno, 2019). The implication is that maintaining open and responsive communication is essential for enhancing the quality of the learning process.

In terms of classroom management, instructors demonstrate the ability to create a conducive and orderly learning environment that supports student concentration. Observations indicate that lecturers manage time effectively, maintain classroom order, sustain student attention, and facilitate discussion dynamics. This structured management supports a focused and comfortable learning atmosphere, which contributes to the achievement of learning objectives (Djamarah, 2018). The implication is that effective classroom management plays a critical role in enhancing learning effectiveness and student engagement.

Assessment practices are conducted transparently and in accordance with the course syllabus provided at the beginning of the semester. Students are informed about assessment components, including assignment weights, attendance, midterm and final exams, as well as individual and group tasks. Observations and student feedback indicate that this transparency promotes fairness and clarity in the evaluation process. Transparent and objective assessment also encourages greater student responsibility in learning (Arikunto, 2020). The implication is that clear assessment systems strengthen student trust and support accountability in the learning process.

Nevertheless, several areas require improvement, particularly in the use of interactive digital media, the adoption of project-based learning, and the provision of more individualized feedback. Evidence from observations and student feedback indicates that strengthening these aspects can further enhance learning quality. Previous studies highlight that innovative instructional strategies and personalized feedback significantly improve student engagement and learning outcomes (Slameto, 2018).

Overall, the findings show that the process aspect in the Bachelor of Islamic Education Management Program at UIN Raden Fatah Palembang falls into the good category. High levels of student satisfaction, alignment between instruction and the syllabus, varied teaching methods, positive academic interaction, effective classroom management, and transparent assessment systems indicate that faculty teaching performance has been implemented effectively and professionally. This is consistent with research demonstrating that effective instructional processes and student-centered approaches contribute to improved learning quality in higher education (Pratama, Azman, Zakaria, & Khairudin, 2021). The implication is that continuous innovation in teaching strategies and feedback mechanisms is essential to sustain and further enhance instructional quality.

4. *Product (Outcome) Aspects or Learning Outcomes Achieved by Students as a Result of Faculty Members' Teaching Performance*

The findings indicate that the product (outcome) aspect in the Bachelor of Islamic Education Management Program at UIN Raden Fatah Palembang is categorized as good, reflecting that learning outcomes have been achieved effectively. Within the CIPP framework, the product dimension emphasizes the results of program implementation, including goal attainment, competency development, and the impact of the learning process. Evidence from observations, interviews, and student feedback shows that instructional practices have positively influenced students' understanding, skills, and participation. This finding is supported by research indicating that effective instructional practices significantly contribute to student learning outcomes and academic achievement in higher education (Nasution, Siregar, & Rajagukguk, 2021). The implication is that sustaining effective teaching practices is essential to maintain and further improve learning outcomes.

Students generally demonstrate a good understanding of the material presented during lectures, as reflected in their ability to restate concepts, respond to questions, and relate theory to practice within the context of Islamic educational management. Evidence from observations and student feedback indicates that learning has facilitated both conceptual comprehension and practical application. Student understanding serves as a key indicator of learning success, as effective instruction aims to develop knowledge and academic competencies. This finding is consistent with the view that meaningful learning is achieved when students are able to internalize and apply knowledge in relevant contexts (Suprijono, 2017). The implication is that strengthening conceptual understanding supports the transfer of knowledge into academic and professional settings.

In addition to understanding the material, students demonstrate active engagement in the learning process, as reflected in their participation in discussions, presentations, question-and-answer sessions, and task completion, as well as their ability to articulate ideas critically. Evidence from observations and student feedback indicates that learning activities encourage students to act as active participants rather than passive recipients. This condition reflects the implementation of student-centered learning, where engagement becomes a key driver of learning effectiveness. This finding is supported by research showing that active student engagement significantly enhances learning outcomes and critical thinking skills (Fredricks, Filsecker, & Lawson, 2016). The implication is that maintaining participatory learning environments is essential for sustaining student engagement and improving learning quality.

Student learning outcomes are assessed using various evaluation methods, including individual and group assignments, presentations, midterm exams (UTS), and final exams (UAS). Observations and document analysis indicate that this variety enables a more comprehensive assessment of students' cognitive, affective, and psychomotor competencies (Arikunto & Jabar, 2022). Assignments and presentations evaluate analytical, collaborative, and communication skills, while midterm and final exams measure overall mastery of course content. The implication is that diverse assessment methods support a more holistic evaluation of student performance and enhance the validity of learning outcomes.

The grading system is communicated to students at the beginning of the semester through the course contract and the Semester Learning Plan (SLP), including information on assessment components, weighting, attendance requirements, and passing criteria. Evidence from observations and student feedback indicates that this transparency ensures clarity and consistency in the evaluation process. Transparent grading reflects instructors' commitment to fairness, objectivity, and accountability in academic assessment (Sudaryono, 2017). Consistent implementation of the grading system also provides students with certainty and supports their engagement in the learning process. The implication is that transparent and consistent assessment practices strengthen trust and improve the quality of academic evaluation.

Student learning outcomes generally indicate that learning objectives have been achieved as planned in the course syllabus. This is reflected in high completion rates, academic performance that meets established standards, and students' ability to complete coursework in line with defined

competency indicators. Evidence from document analysis and student performance data shows consistency between expected outcomes and actual achievements. This alignment indicates that the learning process has been effective and well-directed in accordance with higher education standards. The implication is that maintaining alignment between objectives and outcomes is essential for sustaining instructional effectiveness and academic quality.

Beyond academic achievement, program effectiveness is reflected in the development of students' critical thinking, communication skills, academic responsibility, and discipline in attendance. Observations and student performance records indicate that active and responsible participation contributes to both cognitive and behavioral development. This suggests that learning outcomes extend beyond grades to include character formation and professional readiness as future educators and administrators. This finding aligns with the view that higher education should foster both intellectual competence and character development (Samani & Hariyanto, 2017). The implication is that integrating cognitive and character development strengthens graduate readiness for professional roles.

Nevertheless, further efforts are needed to strengthen the follow-up of assessment results, including providing more detailed feedback on assignments, enhancing remedial support for students who have not yet achieved competencies, and developing project- and portfolio-based assessments. Observations and student feedback indicate that these improvements can enhance the depth and sustainability of learning outcomes. Research shows that effective feedback and authentic assessment practices play a significant role in improving student competencies and long-term learning outcomes (Panadero, Jonsson, & Botella, 2018).

Overall, the product aspect in the Bachelor of Islamic Education Management Program at UIN Raden Fatah Palembang indicates that learning outcomes have been successfully achieved. Students' understanding, active engagement, transparent and consistent assessment, and alignment with course objectives demonstrate that teaching performance has produced positive and satisfactory results. This finding supports the view that comprehensive assessment and competency-based learning contribute significantly to the quality of higher education outcomes (Sani, 2019). The implication is that strengthening feedback mechanisms and authentic assessment will further enhance learning quality and student competence development.

CONCLUSION

The findings indicate that faculty teaching performance in undergraduate Islamic Education Management programs at UIN Raden Fatah Palembang is generally effective and meets academic standards, as reflected in positive results across all CIPP aspects. Instruction is aligned with Outcome-Based Education principles, supported by adequate resources, implemented through structured learning processes, and produces satisfactory student outcomes. Unlike previous studies that examine teaching performance partially, this study offers a more integrated evaluation across context, input, process, and product dimensions.

This study contributes by providing a comprehensive evaluation framework for assessing teaching performance and offers practical insights for improving learning quality. The findings imply the need to strengthen digital competence, standardize learning objective communication, and enhance feedback and technology-based learning. Future research should examine long-term impacts on graduate competencies and explore the integration of digital learning systems. Overall, this study confirms that effective teaching performance depends on the integration of planning, resources, implementation, and outcomes.

Regarding the process aspect, the findings show that instruction has been implemented effectively, as reflected in high student satisfaction, alignment with the course syllabus, the use of varied teaching methods, positive academic interaction, and transparent assessment practices. In terms of the product aspect, learning outcomes indicate that students understand the material, actively participate in learning, and achieve the intended learning objectives. These results confirm that the instructional process has contributed positively to students' academic development.

However, several areas still require improvement, including standardizing the communication of learning objectives, optimizing the use of digital learning technologies, increasing innovation in project-based learning, and providing more in-depth feedback on student performance. Addressing these areas is essential to ensure that learning quality remains adaptive to evolving educational demands and student needs.

LIMITATIONS

This study, which evaluates lecturer performance using the CIPP Model at UIN Raden Fatah Palembang, has several limitations that should be considered when interpreting its findings. The research is limited to a single study program, which restricts the generalizability of the results to other institutional contexts. In addition, the use of student questionnaires as a primary quantitative instrument introduces the potential for response bias, as perceptions may be subjective and influenced by individual interpretation. Although supported by qualitative data, the instruments used may not fully capture the complexity of lecturer competencies, particularly in digital pedagogy and higher-order learning. The study is also constrained by its cross-sectional nature, meaning it does not account for changes in lecturer performance over time. Furthermore, the rapidly evolving nature of educational technology and AI-based tools was not deeply examined, limiting the analysis of technology integration in teaching. Despite employing a mixed-methods approach, challenges remain in fully integrating quantitative and qualitative findings. Therefore, future research is recommended to involve broader samples, use more robust and validated instruments, adopt longitudinal designs, and explore technology-enhanced learning more comprehensively.

AUTHOR CONTRIBUTION

AH contributed to the conceptualization of the study, research design, data collection, data analysis, and manuscript writing; FO contributed to the supervision of the research process, validation of the methodology, and critical revision of the manuscript; YN contributed to data collection, data organization, and interpretation of findings; AZ contributed to data analysis, reviewing the results, and final editing of the manuscript. All authors have read and approved the final version of the manuscript.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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