

Evaluation of the Distance Learning Learning Model of the Priority Program of the Ministry of Religious Affairs of the Republic of Indonesia

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Abstract: This study aims to evaluate the distance learning model implemented under the Priority Program of the Ministry of Religious Affairs of the Republic of Indonesia at Universitas Islam Negeri (UIN) Siber Syekh Nurjati Cirebon. The research employed a qualitative approach using a case study design. Data were collected through observations, in-depth interviews, and analysis of online learning documents. The findings indicate that the distance learning model at UIN Siber Syekh Nurjati Cirebon integrates multiple approaches, including synchronous, asynchronous, blended learning, and collaborative models supported by a Learning Management System (LMS). This model has proven effective in enhancing accessibility and flexibility in Islamic religious education, as well as encouraging a paradigm shift toward student-centered learning. Nevertheless, the study also identifies several challenges, such as limited access to technology, inadequate internet connectivity, reduced social interaction, and issues related to students' mental and emotional readiness. The study concludes that while the distance learning model is relatively effective in achieving the objectives of religious education, it requires stronger institutional policies, increased faculty capacity building, and sustained pedagogical innovation.

Keywords: Distance Learning, Religious Education, Learning Evaluation.

Abstrak: Penelitian ini bertujuan untuk mengevaluasi model pembelajaran distance learning yang diimplementasikan dalam Program Prioritas Kementerian Agama Republik Indonesia di Universitas Islam Negeri (UIN) Siber Syekh Nurjati Cirebon. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi, wawancara mendalam, dan analisis dokumen pembelajaran daring. Hasil penelitian menunjukkan bahwa model pembelajaran distance learning di UIN Siber Syekh Nurjati Cirebon telah mengintegrasikan berbagai pendekatan, meliputi model sinkron, asinkron, blended learning, dan kolaboratif berbasis Learning Management System (LMS). Model ini terbukti meningkatkan aksesibilitas dan fleksibilitas pembelajaran pendidikan agama, serta mendorong pergeseran paradigma menuju student-centered learning. Namun demikian, penelitian juga menemukan sejumlah tantangan, seperti keterbatasan akses teknologi, kualitas koneksi internet, rendahnya interaksi sosial, serta aspek kesiapan mental dan emosional mahasiswa. Penelitian ini menyimpulkan bahwa model distance learning cukup efektif dalam mencapai tujuan pendidikan agama, tetapi memerlukan

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penguatan kebijakan institusional, peningkatan kapasitas dosen, serta inovasi pedagogik berkelanjutan.

Kata kunci : Pembelajaran Daring, Pendidikan Agama, Evaluasi Pembelajaran.

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Introduction

Education is a key pillar in building a cultured, civilized, and high-quality society. In the context of national development, higher education plays a strategic role in developing human resource potential and preparing graduates who are adaptive to social and technological change (Abdillah, 2024; Aman et al., 2023; Annazali & Wahyudi, 2025). The development of information technology has shifted the learning paradigm from conventional face-to-face patterns to a more flexible, open model that is no longer bound by the limitations of space and time (Rahayu et al., 2024; Sufiana et al., 2025). One manifestation of this transformation is the implementation of distance learning (PJJ). According to Ministerial Regulation Number 7 of 2020, PJJ is defined as a learning process conducted remotely through the use of various communication media with the assistance of a facilitator, without requiring students to be physically present in the classroom (Sanjaya (Editor), 2020; Zainal, 2020). This model is considered capable of increasing educational accessibility, especially for students who have geographical and mobility limitations, so that they can still obtain quality educational services (Fuadi et al., 2026; Vega et al., 2024).

In response to this digital transformation, the Ministry of Religion of the Republic of Indonesia initiated a Priority Program through the establishment of the Cyber Islamic University at UIN Siber Syekh Nurjati Cirebon (Fadli & Miftah, 2023; Mukhlis et al., 2025). This program is a pilot project for implementing distance learning (PJJ) for Islamic Religious Education (PAI), which aims to expand access to education while improving the academic qualifications of PAI teachers in Indonesia. This program is motivated by the fact that approximately 48,000 PAI teachers do not have a bachelor's degree or teach non-linearly. To date, the program has reached 3,366 students from 36 provinces with the support of 304 lecturers and tutors from various PTKIN (State Universities) and PTN (State Universities), with a teaching composition of 50% internal and 50% external, in accordance with the vision and mission of the university leadership. UIN Siber Syekh Nurjati Cirebon, as an Islamic religious university, plays an active role in implementing this Priority Program through the integration of information and communication technology into the learning process. This effort is aimed at providing religious education services that are adaptive to current developments and able to address the challenges of limited geographical access and time. However, the implementation of distance learning in the context of religious education presents complex challenges, including pedagogical aspects, technological infrastructure readiness, lecturer competency, and student learning experiences (Masykur, 2025; Wikowati et al., 2025). Differences in institutional characteristics, academic culture, and student

backgrounds mean that the success of distance learning cannot be generalized, but rather needs to be studied contextually (Zawacki-Richter & Qayyum, 2019).

Although a number of studies have examined distance learning in higher education, most studies still focus on the technical aspects and effectiveness of learning in general, without paying adequate attention to the evaluation of distance learning programs in the context of Islamic religious education which has cognitive, affective, and spiritual dimensions simultaneously (Jailani & Suyadi, 2021). Furthermore, research specifically evaluating the Ministry of Religious Affairs' Priority Distance Learning Program using a comprehensive evaluative approach remains very limited. This situation indicates a research gap, particularly regarding the need for an evaluation model capable of assessing not only learning outcomes but also the context, input, and implementation process.

Based on this gap, this study uses the CIPP (Context, Input, Process, Product) evaluation model as a theoretical basis for evaluating the implementation of distance learning in the Ministry of Religious Affairs Priority Program at UIN Siber Syekh Nurjati Cirebon. The CIPP model was chosen because it provides a systematic and holistic evaluation framework for assessing the program's suitability to the institution's needs, resource readiness, the quality of the learning process, and the overall program outcomes (Stufflebeam & Coryn, 2014). Thus, this study aims to comprehensively evaluate the implementation of distance learning in the Priority Program of the Ministry of Religious Affairs of the Republic of Indonesia at UIN Siber Syekh Nurjati Cirebon. The results are expected to not only provide an empirical overview of the effectiveness and quality of user-friendly distance learning for students, lecturers, and educational staff, but also provide theoretical contributions in the form of strengthening the use of the CIPP evaluation model in the context of Islamic higher education, as well as practical recommendations for developing more effective, inclusive, and sustainable learning models in Indonesia.

Methods

This research uses a qualitative approach with a case study design, aiming to gain an in-depth understanding of the implementation and effectiveness of the distance learning model in the Priority Program of the Ministry of Religious Affairs of the Republic of Indonesia at UIN Siber Syekh Nurjati Cirebon. The qualitative approach was chosen because it allows researchers to comprehensively explore the distance learning process, pedagogical interactions, and the dynamics of the learning experiences of lecturers and students in the context of digital-based religious education (Creswell, 2014; Creswell & Poth, 2016).

The research subjects consisted of 15 informants, including 6 lecturers and 9 students who were actively involved in the implementation of distance learning in the Priority Program of the Ministry of Religious Affairs of the Republic of Indonesia at UIN Siber Syekh Nurjati Cirebon. The determination of informants was carried out using a purposive sampling technique, with specifically determined criteria to ensure the relevance and depth of the data obtained. The lecturer criteria included: (1) lecturers in charge of PAI courses in the PJJ Priority Program, (2) have been involved in distance learning for at least two semesters, and (3) actively use the Learning Management System (LMS) in the learning process.

Meanwhile, the student criteria include: (1) active students of the PJJ Priority Program, (2) have participated in distance learning for at least two semesters, (3) come from different provinces to represent geographical variations, and (4) are in semesters III to VII, so they have sufficient experience in participating in distance learning. The determination of these criteria aims to obtain diverse perspectives and increase the validity of research findings (Yin, 2018).

Data collection was conducted through three main techniques: observation, in-depth interviews, and document analysis. Observations were conducted by observing the online learning process, including interactions in discussion forums, student participation levels in virtual classes, and lecturers' delivery patterns. In-depth interviews were conducted semi-structured to explore the experiences, perceptions, and challenges faced by lecturers and students in implementing distance learning. Document analysis included a review of Semester Learning Plans (RPS), digital teaching materials, learning activity records in the Learning Management System (LMS), and learning evaluation documents (Etikan, 2016).

The data obtained were analyzed using thematic analysis and content analysis. Thematic analysis was used to identify key themes emerging from interviews and documents, while content analysis was used to examine interaction patterns, learning characteristics, and trends in the implementation of the distance learning model. The analysis process was carried out iteratively through the stages of data reduction, categorization, data presentation, and conclusion drawing, resulting in a comprehensive and scientifically justified understanding of the effectiveness of the distance learning model in achieving the goals of religious education (Braun & Clarke, 2021).

Results And Discussion

Results

Distance Learning Management in Priority Programs

The research results indicate that UIN Siber Syekh Nurjati Cirebon has implemented a distance learning model as part of the Priority Program organized by the Ministry of Religious Affairs of the Republic of Indonesia. This distance learning implementation is carried out in a structured manner through the establishment of an integrated academic and technical management system at the study program and faculty levels. Distance learning management is under the coordination of the Head of the Study Program and the Secretary of the Study Program, who are responsible for academic planning, lecture scheduling, and monitoring learning implementation. In carrying out these functions, program managers are supported by Learning Management System (LMS) experts and computer administrators who have specific roles in managing the online learning system, platform technical maintenance, and producing and managing digital learning content. This entire management structure reports periodically to the Dean of the Faculty of Tarbiyah and Teacher Training and the university leadership.

Based on academic documentation and field observations, distance learning is implemented using an LMS integrated with the university's academic portal. The LMS serves as the primary medium for organizing all learning activities, from distributing lecture materials and conducting online discussions and submitting assignments to conducting

learning evaluations. All academic activities are digitally recorded in the system, facilitating the monitoring and documentation of learning.

In one semester, the learning process is scheduled for 14 meetings in accordance with applicable academic regulations. The lecture schedule is established at the beginning of the semester and communicated to students via the LMS. Each meeting is accompanied by digital teaching materials and learning activities that students must participate in, either synchronously through virtual classes or asynchronously through self-service access on the LMS. Observations also indicate that the LMS is consistently used by lecturers and students as a means of academic communication. Lecturers use the LMS to deliver lecture announcements, provide assignment instructions, and monitor student attendance and participation. Meanwhile, students use the LMS to access lecture materials, participate in online discussions, and upload assignments according to a predetermined schedule.

Learning Patterns and Models

Observations indicate that distance learning at UIN Siber Syekh Nurjati Cirebon utilizes a combination of three main learning patterns. The first pattern is synchronous learning, conducted through virtual classes and scheduled regularly according to the academic calendar. Virtual classes serve as a means of direct interaction between lecturers and students, primarily for delivering core material, explaining assignments, and providing Q&A sessions. The second pattern is asynchronous learning, facilitated by the provision of e-modules, learning videos, and digital teaching materials uploaded to the Learning Management System (LMS). Observations indicate that asynchronous materials can be accessed independently by students without time constraints, allowing them the flexibility to adjust their study time to suit their individual circumstances. Each course is supplemented with digital materials structured according to the Semester Learning Plan.

The third pattern is assignment- and project-based learning, managed through the LMS and online discussion forums. Documentation shows that lecturers assign individual and group assignments to be completed within a specified timeframe. Discussion forums are used for coordination, progress reporting, and student-lecturer discussions throughout the assignment process. Learning documentation also shows that all academic activities are digitally recorded in the LMS system. Data on student attendance in virtual classes, assignment submissions, discussion results, and assessment scores are systematically stored on the platform. Each activity is time-stamped and user-identified, facilitating the tracking and monitoring of learning activities.

Furthermore, observations indicate that the LMS interface is designed for easy access by lecturers and students across various devices, including computers and mobile devices. Access to the LMS can be done using individual academic accounts, and the navigation menu is structured to support the smooth running of distance learning activities.

Implementation of Learning and Academic Activities

Interviews with lecturers involved in distance learning at UIN Siber Syekh Nurjati Cirebon indicate that virtual classrooms and the LMS are the primary tools for managing all learning activities. Lecturers stated that virtual classrooms are used for delivering core material and providing initial explanations for each lecture topic, while the LMS serves as a

follow-up space for material distribution, discussions, and assignments. Lecturers emphasized that using the LMS facilitates lecture management because all student activities are systematically documented.

Several lecturers stated that the LMS facilitates monitoring student attendance and participation, both in virtual classes and asynchronous activities. Student attendance at online meetings, assignment submissions, and active participation in discussion forums can be monitored through data available in the system. Lecturers also reported that the assessment feature in the LMS is used to record grades for assignments and online exams, as well as provide written feedback to students. Interviews also revealed that some lecturers utilize the discussion and private messaging features in the LMS to communicate with students outside of the virtual class schedule. These features are used to provide clarification on material, provide additional guidance on assignments, and respond to individual student questions. These interactions occur throughout the semester and are recorded in the online learning system.

Meanwhile, interviews with students indicated that the LMS was the primary means of accessing lecture materials, participating in online discussions, and submitting assignments. Students reported that all learning materials were available on a single platform, making it easier for them to manage their academic activities. They also stated that access to the LMS could be done from various locations, depending on their individual living conditions. Students from various provinces noted that flexible access times were a key characteristic of distance learning. Some students attended live virtual classes according to the schedule, while others accessed lecture recordings and learning materials at different times. This variation in access patterns was determined by internet network conditions, work activities, and personal circumstances. Furthermore, interviews revealed that students utilized the discussion forums within the LMS to interact with lecturers and fellow students. Discussion forums were used to express opinions, ask questions, and respond to topics presented by lecturers. Students reported that online discussions served as an active academic communication space during the distance learning process.

Learning Evaluation System

Based on academic documentation, the distance learning evaluation system at UIN Siber Syekh Nurjati Cirebon is implemented through various assessment methods formally listed in the Semester Learning Plan (RPS). These assessment methods include formative assessments, online exams, individual assignments, group projects, electronic portfolios, and student participation in online discussions. Each assessment method has a predetermined grade and is adjusted according to the learning outcomes of the course. The RPS documentation shows that the assessment criteria are detailed and communicated to students at the beginning of the course via the Learning Management System (LMS). This information includes the type of assessment, implementation time, assignment submission mechanism, and assessment indicators used by the lecturer.

The entire evaluation schedule is listed in the learning calendar and is accessible to students throughout the semester. The LMS documentation also shows that evaluations are scheduled and digitally documented. Online exams are administered through the

assessment feature within the LMS with specific deadlines, while individual assignments and group projects are collected through file uploads to the system. Students compile electronic portfolios as a collection of their work during the course and are assessed in stages.

Interviews with lecturers indicate that feedback on assignments and exams is provided in writing through the LMS. Lecturers utilize the comments and assessment notes feature to convey evaluation results to students. This feedback includes an assessment of assignment achievement and notes on improvements students should address in subsequent meetings. Furthermore, interviews revealed that students are required to reflect on their learning regularly. This reflection is conducted through discussion forums or reflective assignments available within the LMS. Students upload their reflections according to a set schedule, and all reflection activities are recorded in the online learning system as part of the learning evaluation process.

Obstacles to Implementing Distance Learning

The research identified several obstacles faced in implementing distance learning at UIN Siber Syekh Nurjati Cirebon. In terms of facilities and infrastructure, observations and interviews revealed limited internet capacity, which impacted the smoothness of online learning access. Students in certain areas experienced connection stability issues, particularly during synchronous virtual classes. In addition to network constraints, the research also revealed that the Learning Management System (LMS) features used did not fully support all operational requirements for distance learning. Some academic activities still required adjustments or were performed manually due to limited system features. This situation was noted in interviews with lecturers and administrators directly involved in online learning management.

In terms of human resources, interviews revealed a limited number of technical management staff and learning content production teams. Program administrators stated that available staff had to juggle multiple tasks, from LMS system maintenance and technical assistance to lecturers and students, to digital learning content management. This limitation impacted the intensity and speed of technical services provided. Based on academic documentation, not all courses had standardized e-modules and digital content. Several courses still use teaching materials that vary in format and content. This documentation indicates that the development of digital materials is still ongoing in stages, depending on the readiness of each lecturer and study program. Furthermore, academic documentation also indicates the lack of specific guidelines that specifically regulate the implementation of certain academic activities in a distance learning format. This lack of guidelines includes the regulation of non-lecture academic activities and specific technical mechanisms that require adjustments to the online learning system. All of these obstacles were recorded as part of the research findings during the implementation of distance learning.

Program Implementation Challenges

Based on interviews with lecturers, students, and administrators at UIN Siber Syekh Nurjati Cirebon, this study identified several challenges in implementing distance learning. One of the most frequently cited challenges was limited digital literacy among some

students and lecturers. Informants stated that not all users have the same level of technological proficiency, particularly in optimally utilizing LMS features.

Interviews with students indicated that differences in LMS operating skills impacted the smoothness of the learning process. Some students experienced difficulties accessing materials, participating in online discussions, or uploading assignments according to system requirements. This was particularly true for students from areas with limited technology access or who were unfamiliar with digital-based learning. From the lecturer perspective, interviews revealed that the workload in distance learning was higher than in face-to-face learning. Lecturers must prepare digital materials, manage virtual classes, monitor student activity in the LMS, and provide individual feedback. This workload increases when the number of students in a class is relatively large and requires ongoing monitoring.

Interviews with program administrators indicated that the limited number of technical support staff poses a particular challenge in managing distance learning. Administrators must simultaneously handle various aspects, from scheduling and maintaining the LMS system to addressing technical issues experienced by lecturers and students. This situation has resulted in high workloads for administrators throughout the semester. Furthermore, interviews revealed difficulties in maintaining optimal social interaction and academic communication in an online learning environment. Several lecturers and students stated that interactions in virtual classes and discussion forums have not fully replaced the communication dynamics that occur in face-to-face learning. This limitation is particularly felt in building academic intimacy and non-verbal communication.

Another challenge identified through interviews is the limited availability of supporting devices and the internet network quality in certain areas. Students in areas with unstable internet connections reported challenges in participating in live virtual classes. Furthermore, administrators and lecturers highlighted the need to strengthen academic data security systems to protect user information and learning activities stored in the digital system. Stakeholder Expectations. Interviews revealed relatively consistent expectations from stakeholders. Lecturers expect ongoing training and an integrated assessment system within the LMS. Students expect increased ease of access to the academic system, flexibility in study time, and more responsive administrative support. Meanwhile, program managers expect a clearer division of tasks and strengthening of support systems for the sustainable development of distance learning.

Discussion

Evaluation of Distance Learning Learning Based on the CIPP Model

This discussion uses the CIPP (Context, Input, Process, Product) evaluation model as the primary analytical framework for interpreting empirical findings related to the implementation of distance learning in the Priority Program at UIN Siber Syekh Nurjati Cirebon. The CIPP model was chosen because it allows for holistic evaluation of educational programs, focusing not only on final results but also on contextual relevance, input readiness, process quality, and outcome sustainability. This approach is relevant in the context of Islamic higher education, which faces complex structural, geographic, and social challenges. Distance learning cannot be assessed solely on the effectiveness of its

technology; it must be understood as an educational system influenced by policies, institutional capacity, actor readiness, and student needs.

Theoretically, the CIPP model was developed by (Stufflebeam & Coryn, 2014) as a decision-oriented evaluation approach. This model positions evaluation not merely as a tool for assessing program success or failure, but rather as a systematic process for providing relevant information for the planning, implementation, improvement, and sustainability of educational programs. In this context, context evaluation helps identify program needs and rationale, input evaluation assesses resource readiness, process evaluation monitors implementation quality, and product evaluation assesses program achievements and impacts on an ongoing basis.

The strength of the CIPP model lies in its flexibility and adaptability to a variety of educational settings, including distance learning and technology-based education (Riawan et al., 2025; Shaheen & Mahmood, 2024). Unlike evaluation models that focus solely on learning outcomes (outcome-based evaluation), CIPP allows researchers to more deeply explore the factors that contribute to a program's success or challenges. This is crucial in distance learning, where learning effectiveness is heavily influenced by institutional readiness, system design, pedagogical interactions, and diverse student characteristics.

Thus, the use of the CIPP model in this study serves not only as a tool for analyzing empirical findings but also as a reflective framework for assessing the alignment between policies, practices, and goals of Islamic higher education. This model provides a strong evaluative basis for formulating recommendations for systematic and sustainable program improvement, while also clarifying the direction and novelty of research in the study of distance learning evaluation.

Context Evaluation

From a context evaluation perspective, the implementation of distance learning in the Priority Program shows a strong level of suitability with the strategic needs of developing Islamic religious education in Indonesia (Alfian et al., 2025; Ma`arif et al., 2024). Research findings indicate that this program was designed as a direct response to the limited access to higher education experienced by Islamic Religious Education (PAI) teachers, particularly those who lack academic qualifications or teach in areas not related to their field of study. This condition has long been a structural problem in the religious education system, particularly in areas far from higher education centers. By utilizing distance learning schemes, the Priority Program seeks to systematically bridge this access gap. Within the CIPP evaluation framework, the alignment between the problem background, the target's needs, and the program's objectives is a key indicator of the success of the context evaluation. This finding demonstrates that the program's formulation has been based on real-world needs, not merely policy assumptions.

Indonesia's vast geography, archipelagic nature, and infrastructure disparities between provinces make distance learning a relevant and contextual solution. Field findings indicate that many program participants face time, mobility, and cost constraints when attending conventional face-to-face education. In this context, distance learning allows participants to continue their professional duties as teachers without neglecting work and family obligations. From the perspective of the CIPP model, context evaluation emphasizes the importance of alignment between program design and the realities of the environment in which the program is implemented. Programs that fail to consider the geographic and

social conditions of the target population are likely to encounter resistance or implementation failure. Therefore, the adoption of distance learning in the Priority Program can be understood as a strategic decision that comprehensively considers the demographic and social realities of learners.

Research findings also indicate that distance learning in the Priority Program is not positioned solely as a technical learning alternative, but rather as an institutional strategy to expand access, equitable distribution of educational services, and increase teacher participation in religious higher education. This approach reflects a shift in policy paradigm from an exclusive orientation to an inclusive orientation. Within the CIPP framework, this demonstrates that the program's policy context has been built on a structural awareness of the importance of digital transformation in Islamic education. The program is no longer viewed as a situational response to specific limitations, but as part of a long-term agenda for modernizing the governance of religious higher education. Thus, the context evaluation indicates that distance learning has been institutionalized as a strategic policy with a relatively strong ideological and administrative foundation.

Taking these findings into account, it can be concluded that, contextually, the implementation of the Priority Program has aligned with the national digital transformation agenda for education and the real needs of Islamic education stakeholders. The context evaluation indicates that the basis for program planning has strong social legitimacy, both from the perspective of participants, institutions, and policymakers. The alignment between program objectives, target characteristics, and environmental challenges is crucial for the sustainability of distance learning implementation. From the CIPP perspective, the strength of this context serves as a foundation for subsequent evaluation of inputs, processes, and products. In other words, initial success in the context dimension provides academic justification that the program is worthy of development and refinement, rather than being discontinued or replaced with another model less relevant to field needs.

Input Evaluation

The input evaluation focused on the readiness of resources supporting distance learning, including human resources, technological infrastructure, curriculum, and academic support systems (Muslimin & Kartiko, 2020). The results showed that program implementation at UIN Siber Syekh Nurjati Cirebon was supported by a relatively clear and hierarchical management structure. The involvement of faculty leaders, study program managers, lecturers, and LMS technical staff demonstrated a formal division of roles in supporting distance learning operations. This structure serves as an important initial foundation for ensuring program sustainability. Within the CIPP evaluation framework, a clear organizational structure is part of the institutional input readiness that determines the effectiveness of program implementation. These findings indicate that, administratively and institutionally, the program has sufficient initial support to be implemented systematically.

The availability of a Learning Management System (LMS) that is integrated with the university's academic system is one of the main strengths in the input dimension (Oliveira et al., 2016; Santiago et al., 2020). The LMS serves as a learning management center, encompassing the provision of materials, online discussions, assignment submission, and digitally documented academic evaluations. Research results indicate that integrating the LMS with the academic system facilitates learning administration and the ongoing monitoring of student activity. Furthermore, the involvement of lecturers across institutions

in this program demonstrates relatively broad and collaborative academic support. From CIPP's perspective, this reflects the availability of robust academic input, both technologically and scientifically. The existence of the LMS and the lecturer network are crucial assets in supporting the structured and coordinated implementation of distance learning.

However, the research also revealed several limitations in the input aspect that could potentially impact the quality of program implementation. These limitations primarily relate to the number and competence of technical support staff, which are not yet fully commensurate with the complexity of managing distance learning. Furthermore, academic documentation indicates that not all courses have standardized e-modules and digital content. Variations in the quality and format of teaching materials are still found across courses. Within the CIPP framework, this situation indicates that although key inputs are available, their quality and adequacy are not yet fully optimal. Unequal input has the potential to create disparities in the quality of learning across courses and burden lecturers and administrators in the long term.

This input evaluation confirms that the success of distance learning is determined not only by the availability of technology and organizational structure, but also by the quality of the resources that support it. The research findings demonstrate the need for continuous investment in developing the competencies of lecturers and technical staff, increasing the capacity of technological infrastructure, and developing academic guidelines specifically for distance learning. From the CIPP perspective, strengthening input is a crucial prerequisite for learning processes and products to achieve the expected quality standards. Without strengthening the input dimension, program implementation risks being partial and temporary. Therefore, the input evaluation provides a compelling argument that distance learning development needs to be positioned as a long-term institutional policy, rather than simply an ad hoc program dependent on the readiness of individual actors.

Process Evaluation

The process evaluation focused on how distance learning was implemented and the extent to which it was consistent with established academic planning (Rovai, 2003). The results showed that the learning process at UIN Siber Syekh Nurjati Cirebon was implemented through a combination of synchronous and asynchronous learning integrated within the Learning Management System (LMS). Synchronous learning was conducted through regularly scheduled virtual classes, while asynchronous learning was facilitated through e-modules, learning videos, and digital teaching materials that could be accessed independently. This pattern indicated that the learning process design had been adapted to the characteristics of distance learning, which requires flexibility in time and place. Within the CIPP framework, the alignment between process design and implementation is an important indicator that the program is running according to the established basic plan.

Research findings indicate that all academic activities, such as material delivery, online discussions, assignments, attendance, and learning evaluations, are digitally documented in the LMS system. Lecturers consistently utilize virtual classrooms for material delivery and Q&A sessions, as well as discussion forums to extend academic interaction beyond synchronous sessions. Furthermore, the LMS assessment feature is used to manage assignments, online exams, and provide written feedback to students. This digital documentation enables the learning process to proceed in a structured and traceable

manner. From the perspective of the CIPP process evaluation, the documented implementation of academic activities demonstrates that the learning mechanism has been operating systematically. This process also reflects the institution's efforts to maintain order and accountability in the implementation of distance learning.

Although the learning process has proceeded according to the program's general design, the process evaluation also uncovered several challenges that impacted the quality of implementation. The results indicate variations in student participation levels in online learning, particularly related to differences in access time, internet network conditions, and the ability to manage independent learning. Furthermore, limited digital literacy among some students and lecturers hinders the optimal use of LMS features. From the perspective of administrators and lecturers, the high workload resulting from the demands of continuously managing online learning also influences the effectiveness of the process. Within the CIPP framework, these findings indicate that the learning process is determined not only by system availability but also by the capacity of actors and supporting conditions that influence the quality of interactions and continuity of implementation.

From the perspective of CIPP process evaluation, research findings indicate that distance learning has been implemented in accordance with the program design, but still requires improvement to ensure that the learning process is not merely administrative. Strengthening academic monitoring is necessary to ensure consistency in learning implementation across courses and lecturers. Furthermore, strengthening social interaction and pedagogical communication is crucial to maintaining student engagement and meaningful learning quality. Workload management for lecturers and administrators also requires attention to ensure the learning process can continue sustainably without compromising academic quality. Thus, the process evaluation confirms that the success of distance learning lies not only in the system's operation, but also in the quality of learning implementation as a dynamic pedagogical process oriented toward the student's learning experience.

Product Evaluation

The product evaluation focused on the outcomes achieved and the initial impact of distance learning on students and the institution (Maleki, 2025; Oise et al., 2025). The results showed that students at UIN Siber Syekh Nurjati Cirebon were able to actively participate in learning through participation in online discussions, completing individual assignments, and engaging in group projects managed through the Learning Management System (LMS). Regular reflection activities also demonstrated that students engaged in self-evaluation of their learning experiences. Within the CIPP product evaluation framework, active student engagement is an early indicator that distance learning has produced academic outcomes that align with the planned learning objectives. These findings demonstrate that distance learning serves not only as a means of delivering material but also as a learning platform that enables students to maintain academic participation.

The diversity of evaluation instruments used in distance learning is a crucial factor in supporting the achievement of program outcomes. The results showed that lecturers implemented various forms of assessment, including formative assessments, online exams, e-portfolios, collaborative projects, and learning reflections. This variety of instruments allows lecturers to continuously monitor student learning progress and avoid relying on a single form of evaluation. Furthermore, providing written feedback through the LMS

provides students with a platform to understand the strengths and weaknesses of their learning outcomes. From the CIPP perspective, diverse and documented evaluation mechanisms are part of the program's product that supports continuous learning. These findings indicate that the evaluation system has been designed to encourage learning improvement, not simply determine final grades.

Although learning outcomes showed positive results in the initial stages, the product evaluation within the CIPP framework also highlighted limitations in assessing the program's long-term impact. The results indicate that the impact of distance learning on improving graduates' professional competencies, the application of learning outcomes in school teaching practices, and its contribution to improving the quality of Islamic religious education cannot yet be comprehensively measured. This is due to the limited timeframe for program implementation and the lack of adequate longitudinal data. From the perspective of the CIPP product evaluation, this situation indicates that program achievements remain at the level of short-term outputs and outcomes. Assessing broader impact requires a more advanced evaluation mechanism that involves tracking graduates and measuring the sustainability of learning outcomes in real-world work contexts.

Therefore, the product evaluation indicates that distance learning has produced positive initial outcomes, both in terms of student engagement and short-term academic achievement. However, for the program to be fully assessed as successful within the CIPP framework, longitudinal evaluation and an ongoing quality assurance system are required. The research findings emphasize the importance of developing long-term success indicators that encompass academic, professional, and institutional aspects. Furthermore, integrating product evaluation results into the program improvement process is a strategic step to ensure the sustainability of distance learning quality. Thus, product evaluation serves not only as an assessment of final results but also as a basis for institutional reflection to improve the quality and impact of distance learning in the long term..

Synthesis of Discussions within the CIPP Framework

Overall, the CIPP model-based discussion indicates that the implementation of distance learning in the Priority Program at UIN Siber Syekh Nurjati Cirebon has strong contextual relevance to the strategic needs of developing Islamic higher education. The context evaluation confirms that this program arose from the real need for access to education for Islamic Religious Education teachers. The input evaluation indicates relatively adequate institutional support, academic resources, and technological infrastructure, although further strengthening is needed in terms of technical human resources and content standardization. In terms of the process dimension, learning has been implemented systematically and documented, but challenges remain in maintaining the quality of pedagogical interactions and workload management. Meanwhile, the product evaluation indicates positive initial outcomes, although the long-term impact has not yet been fully measured.

The integration of these four CIPP dimensions confirms that the success of distance learning cannot be reduced to the effectiveness of technology alone. Distance learning is an educational system whose success is determined by the alignment between contextual needs, the readiness and quality of resources, the effectiveness of the pedagogical process,

and the sustainability of learning outcomes. The findings of this study indicate that if any one CIPP dimension is not optimally strengthened, the overall quality of program implementation has the potential to experience imbalances. Therefore, a partial evaluative approach is inadequate to assess the complexity of distance learning, particularly in the context of Islamic religious education, which has cognitive, affective, and value dimensions.

Therefore, this discussion strengthens the research contribution by presenting a comprehensive, contextual evaluation of distance learning based on an established evaluation model. The use of the CIPP model serves not only as an analytical tool but also as a reflective framework for improving future academic policies and practices. This research confirms that the CIPP model is adaptive to the complexity of distance learning and relevant for use in evaluating Islamic religious higher education programs, particularly in the face of the demands of ongoing digital transformation.

Conclusion

This study found that the implementation of distance learning in the Priority Program at UIN Siber Syekh Nurjati Cirebon has been structured and institutionalized, supported by a relatively clear academic and technical management system and the use of a Learning Management System (LMS) as the center of learning activities. Based on the CIPP evaluation, the program context demonstrates a strong alignment with the needs of Islamic higher education teachers for access to religious education. Program input is available, although not yet optimal, the learning process is systematic through a combination of synchronous and asynchronous, and learning products show positive initial results in terms of student participation and academic achievement. However, this study also identified significant challenges related to digital literacy, limited technical human resources, the quality of online pedagogical interactions, and the lack of comprehensive measurement of the program's long-term impact.

Scientifically, this research makes an important contribution to the development of distance learning evaluation studies in the context of Islamic higher education, which is still relatively limited in the academic literature. This study confirms the relevance and adaptability of the CIPP evaluation model as a comprehensive analytical framework for assessing distance learning, not only from the perspective of learning outcomes, but also from the perspective of contextual suitability, input readiness, and the quality of the implementation process. By integrating empirical field findings into the four CIPP dimensions, this study enriches the perspective on evaluating digital-based education programs that are sensitive to pedagogical, institutional, and Islamic values. These findings also contribute as a conceptual and practical reference for policymakers and managers of religious higher education institutions in designing, evaluating, and continuously improving distance learning policies.

This study has several limitations that require consideration. First, the study was conducted over a limited timeframe, so product evaluation is still limited to short-term outcomes and is unable to measure the long-term impact on graduates' professional competencies and teaching practices in schools. Second, the study's scope focuses on a single institution, so generalizing the findings to other religious higher education contexts requires

caution. Third, this study did not combine qualitative data with quantitative measurements of learning outcomes in a comparative manner. Therefore, future research is recommended to conduct longitudinal studies, expand the institutional context, and integrate a mixed-methods approach so that distance learning evaluations can produce a more comprehensive and useful picture of impact for developing Islamic religious higher education policies.

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