
The evaluation of the educational webinar program of the learning community of *guru penggerak* through CIPP model

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Abstract

This research aims to evaluate the educational webinar program by the learning community of *Guru Penggerak* in Mukomuko Regency. This quantitative research used CIPP evaluation model study by Stufflebeam with a survey approach. In collecting the data, this research used a questionnaire with descriptive statistical analysis distributed through Google Forms to webinar participants. The findings indicated that: (1) the context aspect indicates that the webinar program can meet the needs of teachers on webinar themes that are relevant to current educational issues and are easy to implement; (2) the input aspect indicates that the organizer of the educational webinar can present competent sources, material, and adequate facilities to the participants; (3) the process aspect indicates that the webinar implementation flow has been in line with the overall plan; and (4) the product aspect indicates that there is a significant improvement in the participants' understanding after attending the webinar. Overall, the contextual aspects indicated that the webinar program was necessary. The themes discussed in the webinars were relevant to current educational issues and had prospects to be applied in teacher learning practices.

Keywords

Educational webinar program, educational evaluation, learning community

Article History

Received 22 May 2024

Accepted 06 May 2025

How to Cite

Saputra, F. E., Mutamin, N., Oktaviani, W., Hasanah, U. Y., & Susanti, D. (2025). The evaluation of the educational webinar program of the learning community of *Guru Penggerak* through CIPP model. *Indonesian Research Journal in Education | IRJE |*, 9(1), 322-334.
<https://doi.org/10.22437/irje.v9i01.33584>

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Introduction

Education in Indonesia is crucial as a foundation for the country's sustainable development. High-quality education is essential for producing a skilled and competitive workforce, which can, in turn, drive economic growth and social development. Various factors contribute to the poor quality of education in Indonesia, including low teacher quality, limited educational infrastructure, and unsatisfactory academic achievement among students (Janah, 2022). According to data from the Indonesian Ministry of Education and Culture, more than 30% of teachers in Indonesia still need to meet the minimum qualifications as professional educators. The 2018 PISA Report also shows that only about 50% of Indonesian students can achieve basic literacy and numeracy levels (Kawuryan et al., 2021).

To address this issue, the Ministry of Education and Culture has launched the *Guru Penggerak* initiative, which is part of a larger effort to reform education by implementing the *Merdeka Belajar*. Teachers are expected to serve as learning facilitators and leaders of innovation in educational practices. They are trained to employ participatory and inclusive teaching methods while developing leadership programs among students in alignment with the Pancasila Student Profile, which emphasizes competencies such as independence, intelligence, and national integrity. The learning community of *Guru Penggerak* is an integral part of this initiative. This community serves as a place for teachers to share knowledge, experiences, and best practices in the world of education. Through this community, teachers can collaborate, discuss, and learn from each other to achieve common goals (Yulianaji, 2023).

The learning community of *Guru Penggerak* plays a role in facilitating discussions and sharing experiences related to implementing new curricula and current issues in the world of education. They also play a role in facilitating teacher competence development through training and support that focuses on learning leadership (Prawitasari & Suharto, 2020). In the digital age, training and support activities to improve teacher competence can be implemented in various ways, one of which is through webinars (Ebner & Gegenfurtner, 2019). Information and communication technology advances have made education successful in creating new opportunities, especially in teacher's training and professional development. Webinars are abbreviations of web-based seminars, which are interactive online seminars that enable participation and communication between presenters and audiences via the Internet (Anderson et al., 2020).

Additionally, in the context of education, developing webinars to improve teacher competence has become crucial. Webinars provide an efficient and effective platform for teachers to acquire new knowledge and skills, participate in professional discussions, and engage in sustainable training without leaving their workplace. It is helpful to broaden access to quality educational resources and best practices and facilitate exchanging teaching ideas and strategies among educators from different regions or countries (Minea-Pic, 2020).

Webinars in education are now being held worldwide, revolutionizing how people access and share knowledge. The advancement of Internet technology and digital devices has made it easier to hold webinars, allowing educators, students, and educational professionals to interact in real time without geographical constraints. Webinars offer flexibility in time and place, so participants can attend educational sessions from anywhere to suit their convenience.

This phenomenon extends access to quality educational resources and facilitates international collaboration, exchange of ideas, and sustainable professional development. In various countries, webinars have been a vital tool for ensuring the survival of education in times of crisis, such as the COVID-19 pandemic, and continue to play an important role in creating inclusive and innovative learning opportunities (Immidiseti et al., 2022).

According to data from the Ministry of Education and Culture (Kemendikbud), the use of webinars in teacher training programs has increased significantly since 2020, with a 70% increase in teacher participation in training webinars compared to the previous year (Novita & Mochklas, 2021). The utilization of webinars in Indonesia has seen a significant rise, driven by their vast potential to enhance educational and professional development across various sectors. Webinars offer a flexible, cost-effective means of delivering training and education, allowing participants from remote areas to access quality content without the constraints of geographical and physical barriers. Ebner and Gegenfurtner (2019) indicated that webinars can be as effective as face-to-face sessions regarding learning outcomes and participant satisfaction. This learning mode is particularly beneficial in a diverse and geographically spread-out country like Indonesia, where ensuring uniform educational opportunities is challenging.

However, despite the many benefits and the ability to provide flexibility in accessing learning materials online, using webinars also has some challenges. Dependency on stable internet connections and adequate technology equipment often becomes an obstacle, especially for teachers in remote areas. Besides, adapting to different webinar platforms is also a challenge. Each platform has different features and interfaces, and participants need to learn and master the platform to deliver learning materials effectively (Nartiningrum & Nugroho, 2020). A study by UPI also found that about 20% of teachers experienced technical difficulties while attending webinars, which could reduce learning effectiveness (Susiawati, 2021).

Given the challenges and potential, the webinar program, as one of the methods chosen to improve teacher competence, will continue to be a topic of discussion among academics and educational practitioners (Shin et al., 2022). A systematic and comprehensive evaluation becomes essential to understand and improve the quality of the webinar program.

The learning community of *Guru Penggerak* in Mukomuko Regency is a learning community initiated by the *Guru Penggerak* Education Program graduate teachers from Mukomuko Regency. The community was established to improve the quality of education by facilitating the exchange of knowledge and best practices among teachers, enhancing teachers' professional and pedagogical competence, and implementing innovative and effective learning strategies. The community also aims to build a strong support network among teachers, enabling them to collaborate, share resources, and enhance their capacity to lead and advocate educational reform in their neighborhoods.

The presence of the learning community of *Guru Penggerak* is very much in line with the purpose of the education program of *Guru Penggerak* implemented by the government. One of the primary roles of the *Guru Penggerak* is to encourage the formation of a learning community for fellow teachers in the school and its surroundings (Istiqomah, 2022). In this learning community, teachers can share knowledge, experience, and best practices in teaching. Teachers can enrich each other and improve school learning quality through the collaboration and interaction embedded in this learning community. With a teacher-driven learning community,

teachers can support each other in improving competence, solving problems in teaching, and developing innovative learning strategies. This learning community is also a means of accessing relevant training and educational resources.

As a commitment to contributing to improving teacher competence, the learning community of *Guru Penggerak* in Mukomuko Regency has designed and implemented the education webinar program as one of the community's top programs, where the webinar program is conducted regularly. These webinars generally cover various topics, ranging from innovative teaching methodologies and technology in the classroom to curriculum development and learning evaluation. The wide availability of these topics allows teachers to choose the training materials most relevant to their needs and teaching context.

The Education Series 1 webinar program will be held on February 29, 2024, with the theme of learning community optimization and real action on a *Merdeka Mengajar* platform. The topic was chosen as a response to the *Merdeka Mengajar* Platform launched by the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) as part of the *Merdeka Belajar* initiative. The platform is designed to support teachers across Indonesia in improving their teaching quality through access to various learning resources, professional training, and collaboration with other teachers (Setiary, 2023). The webinar is expected to provide practical benefits for teachers to maximize the *Merdeka Mengajar* Platform to form a learning community in their school environment and share good practices or real actions in a learning context. However, the program still has many constraints and shortcomings in its implementation. Hence, it is necessary to evaluate the achievement of the program's objectives and identify the obstacles found during program implementation. Therefore, recommendations can be produced for the parties involved, in this case, the learning community of *Guru Penggerak*, so that the webinar program implementation in the following sessions can run better and with quality.

According to the executive committee report, the educational webinar program was followed by 118 participants, consisting of 14 early childhood education teachers, 38 elementary school teachers, 29 upper secondary school teachers, 31 high school teachers, and six students or educational practitioners. The participants were not only from the Mukomuko district but also from various parts of Indonesia. Implementing the Education Series 1 webinar program by the learning community of *Guru Penggerak* in Mukomuko Regency has become crucial because the success of this program will be a measure of whether the educational webinar program will continue or be modified in a different format. In the context of program evaluation, a program is said to be successful if it effectively achieves a set goal, uses resources efficiently, generates a long-term positive impact, gains a high level of satisfaction from participants, and receives positive feedback from all relevant stakeholders. The program's success is measured through achieving desired results, optimal resource management, beneficial impact, and positive responses from those involved (Taufiqurrahman et al., 2022).

The study aims to evaluate the educational webinar program carried out by the learning community of *Guru Penggerak* in Mukomuko Regency using the CIPP model. The CIPP model is an evaluation framework developed by Daniel Stufflebeam to assist organizations in program evaluation and related decisions. This model covers four main components: context, input, process, and product. "Context" evaluates the background and needs of the program; "Input" assesses the strategy, resources, and action plans; "Process" monitors activities that

are ongoing during the implementation of the program; and "Product" evaluates the outcomes and impact of the programs (Stufflebeam, 2003). This model is intended to provide a comprehensive analysis that helps in the improvement and decision-making of programs in a sustainable manner.

Research on the evaluation of the webinar program is important because from 2020 to 2024, research on the implementation and effectiveness of webinars in improving teacher competence in Indonesia has been very much done (Amran et al., 2022). However, the research that discussed the evaluation of the webinar program itself is still very little based on living using the Google Scholar database research on evaluation webinars; there are only 72 studies, and of those studies that have a connection with education, only 61 studies, and there is only 1 study on evaluations of webinar education carried out by the teacher community. Researchers have not found a study that explicitly researches the assessment of webinar programs conducted by the learning community of *Guru Penggerak*. Many *Guru Penggerak* communities in various parts of Indonesia have made the education webinar one of the programs to improve teachers' competence.

The researchers hope that the evaluation results can be a valuable reference for similar webinar organizers in other areas and provide insight into the key elements that support the successful implementation of the educational webinar program. Thus, this research is important in the local context of Mukomuko district and in making significant contributions to academic literature and educational practice on a broader scale.

Methodology

This research was quantitative using a CIPP (context, input, process, and product) evaluation model study by Stufflebeam with a survey approach (Stufflebeam, 2003) to evaluate the educational webinar program by the learning community of *Guru Penggerak* in Mukomuko Regency. The development of the instrument is a modification of Rachman's instrument (Rachman, 2020) on "Webinar Maintenance Evaluation: South Korea's UMKM Strategy to Survive the COVID-19 Pandemic," which also used the CIPP assessment model, which was subsequently modified according to the topic and specifications of the evaluated webinar program. Before it was used to collect data, the questionnaire conducted a validity test (V-Aiken) with experimentation, then conducted an alpha Cronbach reliability test and obtained a reliability coefficient of 0.878 with very high criteria. Hence, the questionnaires were valid and reliable in explaining phenomena in the field. The tool was then designed to be Google Forms so that it can be easily accessed by the Education Webinar Series 1 participants conducted by the learning community of *Guru Penggerak* in Mukomuko Regency.

The samples in this research were participants who attended the Education Series 1 webinar program by the learning community of *Guru Penggerak* in Mukomuko district until the end of the session. Data analysis techniques using descriptive statistics. This technique obtains data through questionnaires, which are then analyzed quantitatively and descriptively with criteria assessment (Riduwan, 2022), as in Table 1.

Table 1. *Assessment criteria*

% Score	Rating criteria
0-20	Not very good
21-40	Not good
41-60	Enough
61-80	Good
81-100	Very good

Findings

An educational webinar is a training or learning program delivered online through a webinar platform. In this program, participants can attend virtual training or learning sessions to participate in discussions, ask speakers, and acquire new knowledge (Gupta & Sengupta, 2021). Based on the results of the research as examined in Table 2, Table 3, Table 4, and Table 5, in the context of the evaluation component, in general, the implementation of the educational webinar program by the learning community of *Guru Penggerak* in Mukomuko Regency showed relatively high results.

Table 2. *Context aspect*

No	Items	Score (%)
1	Educational webinar program is needed to improve the teacher profession's competence and development.	92.88%
2	The topics in the educational webinar program are relevant to current educational issues.	90.17%
3	Materials in the educational webinar program can potentially be used in learning practice.	90.00%
Average criteria		91.02%
		Very good

Table 2. *Input aspect*

No	Items	Score (%)
1	Qualification of participants in webinars	91.02%
2	Source competence on topics discussed in webinars	88.81%
3	Compatibility of the webinar material with the needs of the participants	89.32%
4	Facilities obtained by participants	88.98%
Average criteria		89.53%
		Very good

Table 4. *Process aspect*

No	Items	Score (%)
1	Completion of webinar execution	83.73%
2	Submission of material by source during webinar execution	87.46%
3	The ability of the moderator to manage the interactions and questions of the webinar participants	86.44%
4	Ease of use of the webinar platform	87.97%
Average criteria		86.40%
		Very good

Table 5. *Product aspect*

No	Items	Score (%)
1	Increased understanding of participants on webinar topics	91.69%
2	Benefits of webinar materials in improving the competence of participants	91.86%
3	Follow-up plan of implementation of webinar material in learning practice	89.49%
Average criteria		91.01%
		Very good

Based on the evaluation results of the above tables, the context, input, process, and product components show that the implementation of the first series of educational webinars by the learning community of *Guru Penggerak* in Mukomuko Regency is very good. To clarify the results of this study, we will go into the following discussion section.

Responses to the context aspect

The context aspect provides an overview of the needs, relevance, and opportunities of the educational webinars by the learning community of *Guru Penggerak* in Mukomuko Regency in improving teacher competence. The survey results from respondents showed that the overall context aspect obtained a score of 91.02%. This means that the education webinar program is effective and efficient in meeting the needs of teachers to improve competence. Besides, the themes covered by the webinar are also considered very relevant to current educational issues and are very likely to be used by teachers in learning practice. This educational webinar program can help teachers improve their quality and capacity to become professional teachers (Zuhaeriah et al., 2020). Professional teachers are competent in carrying out their profession. They have deep knowledge in the field of education, master the subject matter to be taught, and continue to develop their abilities sustainably.

The study results show that the learning community of *Guru Penggerak* in Mukomuko Regency has positively contributed to efforts to improve teacher competence. It aligns with the role of *Guru Penggerak* as an example and an agent of change in the educational ecosystem. They must have an impact on other teachers as well as their school. *Guru Penggerak* must also be able to coach his colleagues in a shared way (Safrizal et al., 2022). This role is also in line with the aim of *Guru Penggerak*'s educational program, which is to create agents of change in

the world of education that are expected to realize the Student Profile of *Pancasila* (Rohman et al., 2023).

The scores shown on these contextual aspects also confirm that the webinar program can provide relevant and appropriate themes to the needs so that they can apply the knowledge and skills acquired in everyday practice. The findings provide important implications for other educational webinar organizers to continue to pay attention to and improve contextual aspects, as the needs of teachers for topics relevant to current educational issues are growing alongside rapid changes in technology and social dynamics in the 21st century.

Responses to the input aspect

In evaluating the input aspects of this webinar program, it is essential to understand that the success of a webinar depends heavily on mature initial preparation. The input aspect provides an overview of matters directly related to the implementation of the educational webinars by the learning community of *Guru Penggerak* in Mukomuko Regency; such aspects are (1) participants, (2) sources, (3) materials, and (4) facilities. From the participants' items, the score showed that 91.02% of participants attending this educational webinar program had qualifications that matched the program's objectives. However, not 100% of participants were teachers, but non-teachers still had education-related professions, such as school supervisors, education staff, education students, and education observers. It is very positive because the progress of education is not just the teacher's responsibility but of all the parties involved in society. Parents, governments, communities, and the private sector all play an essential role in creating a conducive and quality educational environment (Rosita, 2018).

From the source items, the response of participants with a score of 88.81% showed that the source on the educational webinars by the learning community of *Guru Penggerak* in Mukomuko Regency has sufficient competence in terms of delivery of materials and technical guidance related to the learning community optimization and real action on the *Merdeka Mengajar* Platform. Although the implementation was done online, the source delivered the material effectively and got a positive response from the webinar participants. It shows that the chosen source to fill the educational webinars by the learning community of *Guru Penggerak* in Mukomuko Regency is exceptionally competent in its field.

The material obtained a score of 89.32%, which means that the material presented in the webinar played an essential role in providing new understanding and knowledge to the participants. In addition, with facilities such as selecting reliable digital platforms, certificates for webinar participants that are officially registered on the free teaching platform, soft copy webinar material for participants, and webinar recordings that participants can access, they get a high score of 88.98%. Overall, the input aspect, with a score of 89.53%, reflects that the items contained in the input aspect meet the expectations and needs of the teachers.

Evaluation of input aspects is essential to ensure all the required components are available and function optimally. With proper evaluation, a lack of weakness in input may impede the achievement of the program's objectives. This evaluation also helps in identifying strengths and areas that require improvement, thus enabling the organizer to make the necessary adjustments and improvements (Ananda & Rafida, 2017).

Responses to process aspects

The process aspects provide an overview of the suitability of the implementation, the ability of the source to deliver material, the moderator's ability to manage interactions and questions, and the ease of using the educational webinar platform of the educational webinars by the learning community of *Guru Penggerak* in Mukomuko Regency in improving the teacher's competence. From the results of the survey, the scores of the flow match showed 83.73%. Participants felt the webinar flow was well structured and easy to follow, transitions between sessions were smooth and logical, and each session's duration was proportional and to the depth of the material discussed.

Submitting material by source during the webinar performance, the participants scored 87.46%, evaluating the source as delivering the material smoothly and easily understood by the participants. In its presentation, the source also provides examples, case studies, and relevant illustrations to clarify the concepts of the material presented. The presentation style of the source is attractive and effectively involves participants.

As for the moderator's ability to score 86.44%, according to the participants, the moderators' ability to manage interactions and questions the participants have been very skilled in facilitating question-and-answer sessions and discussions. Participant questions were well answered and comprehensively answered by the source with the help of a moderator. Then, the moderator ensures and allows a variety of participants to contribute to the discussion. The moderator effectively keeps the discussion on track and manages the time well. The ease of use of the digital platform for webinars achieved a score of 87.97%, contributing to a practical and satisfactory learning experience for participants. Choosing the right digital platform is an essential aspect of webinar implementation. The selected platform must support various technical and functional requirements, including the best video displays, good sound quality, and adequate interactive features (Peuler & McCallister, 2019).

On average, the overall evaluation of this educational webinar on the process aspect scored 86.40%; although still in very good criteria, this score is relatively lower than other aspects. There are several reasons why process aspects often get a relatively lower assessment compared to other aspects in program evaluation. First, the execution process often involves many variables that must be fully controllable, such as technical problems or unexpected responses from participants. Second, effective implementation requires good coordination between the various elements, and a minor failure in this coordination can significantly impact the whole process. Third, time and resource constraints during implementation often lead to deviations from the initial plan, which can affect the overall quality of the process. This aligns with Salamah and Istiyono (2022) on evaluating of the Teacher Professional Training (TPT) program in the position of complete online learning, where the average value of the process aspects is lower than the competition and product aspects. Similarly, Umam and Saripah (2018) stated that on using the context, input, process, and product (CIPP) model in evaluating training programs shows the same thing: the process aspects are relatively lower than the input and product aspects.

Responses to product aspects

The product aspects of this webinar provide a comprehensive overview of participants' understanding, material benefits in competence improvement, and follow-up plans for the application of materials in learning practice. The participant's understanding of this educational webinar program scored 91.69%, indicating that most participants who rated it successfully improved their understanding of learning community optimization and real action on the *Merdeka Mengajar* Platform. Through this webinar, participants gain new insights into strategies and best practices for building and managing an influential learning community, which is vital in modern education.

Participants' understanding of the webinar material is significantly influenced by how the material being delivered is source-based. According to Zutshi (2020), clear and structured content transmission can effectively increase participation in webinars." It affirms the importance of relevant content and competent sources to fill in a webinar program. In addition to content, using familiar and easily accessible technology by participants is also essential to supporting improved understanding of participants after attending webinars. Topor and Budson (2020) stated that one of the tips for the webinar to run effectively and have good results is to use technology that is familiar and easy for participants to access. It indicates that the product aspect related to improved understanding of participants in this webinar program, cannot be separated from other aspects such as context, input, and process.

The material benefits in improving the competence of participants in this webinar program obtained a score of 91.86%. Participants assessed that the material on learning community optimization and real action on the *Merdeka Mengajar* Platform in this webinar is beneficial and relevant and can be applied to enhance their competence as educators and practitioners in the learning community. The material presented provides theoretical knowledge, concrete examples, and practical strategies that can be directly applied in their educational environment. In Indonesia's education context, real action activities on the *Merdeka Mengajar* platform and building learning communities have become an urgent need for teachers (Sumandya et al., 2022).

Regarding the follow-up plan of material application in learning practice, the program scored 89.49%. It shows the high enthusiasm of participants in applying strategies and insights gained from webinars to their learning practices. Participants expressed a solid intention to integrate the concepts and techniques learned, reflecting their commitment to continuously improving the quality of education through innovation and collaboration.

Overall, this response indicates that the webinar has improved participants' understanding, provided practical benefits for competence development, and encouraged follow-up plans for applying learning into practice. Participants appreciated the quality and relevance of the material presented and saw the potential of this webinar to positively impact how they facilitated learning, shared real actions on the *Merdeka Mengajar* Platform, and collaborated in the learning community. The evaluation confirms that the webinar program has successfully met participants' expectations and made a real contribution to their professional development as educators.

Conclusion and Recommendations

Based on the evaluation results using the CIPP evaluation model (context, input, process, and product) by Stufflebeam, it can be concluded that the implementation of the educational webinars by the learning community of *Guru Penggerak* in Mukomuko Regency has been able to improve the understanding and competence of teachers related to the optimization of the learning community and real action on the *Merdeka Mengajar* Platform. Overall, contextual aspects indicate that the webinar program is necessary. The themes discussed in the webinars are relevant to current educational issues and have prospects to be applied in teacher learning practice. The overall input indicates that the webinar participants have met the expected qualifications, and the webinar source has competence and adequate webinar material and facilities.

Furthermore, on the process aspect, it was seen that the webinar was conducted as expected; the moderator had good discussion management skills, the delivery of the material was easy to understand, and the digital platform was used when the participants easily accessed the webinars. The product aspect shows that participants have improved their understanding after attending webinars related to learning community optimization and real action on the *Merdeka Mengajar* Platforms. This material is considered valid, and most participants have a follow-up plan to practice it during learning activities.

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