

Strengthening the Role of Teachers as Agents of Leadership Development Through Baitul Arqam: An Evaluation of The Human Resource Development Program in Sorong Regency

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Abstract: The Baitul Arqam program is an important means of strengthening the ideological, spiritual, professional, and digital capacities of teachers within Muhammadiyah educational institutions. However, an initial needs assessment in Sorong Regency indicated that only approximately 40% of the 120 identified Muhammadiyah teachers had a good understanding of the *Matan Keyakinan dan Cita-Cita Hidup Muhammadiyah* (MKCH), indicating the need for more structured teacher development. This community service program aimed to strengthen teachers' understanding of Muhammadiyah values, their role as agents of cadre development, and their professional and digital capacities. The program involved 76 teachers from 19 Muhammadiyah schools and madrasahs and was implemented using a Participatory Action Research (PAR) approach consisting of needs identification, planning, action, reflection and evaluation, and follow-up. The activities combined interactive lectures, group discussions, experiential learning, spiritual activities, Fiqh of Information, and school branding practices. Program outcomes were evaluated through pretest and posttest, participant observation, satisfaction surveys, and action plans. The results showed that the average participant score increased from 62 in the pretest to 84 in the posttest, representing an increase of 22 points or 35.48% relative to the initial score, with 68 participants (89.5%) experiencing an increase in scores. The satisfaction survey, completed by 72 participants (94.7%), produced an average score of 3.74 out of 4, indicating a very positive response. Furthermore, 100% of participants developed action plans for implementing the outcomes of the program in their respective schools. These findings indicate that the PAR-based Baitul Arqam program provided positive immediate outcomes in strengthening teachers' understanding, engagement, and readiness for

follow-up action. Continued monitoring and mentoring are recommended to assess the implementation of action plans and the longer-term impact of the program.

Keywords: Baitul Arqam; Muhammadiyah teachers; Agency-regeneration; teacher development; ideological development.

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INTRODUCTION

Muhammadiyah, a reformist Islamic movement founded in 1912, has positioned education as one of the primary instruments for building a progressive society. Since the time of K.H. Ahmad Dahlan, Muhammadiyah's educational approach has been directed not only toward the acquisition of knowledge but also toward character building, the reinforcement of Islamic values, and the development of a social life oriented toward the common good. Within this framework, Muhammadiyah educational institutions serve a broader function than mere places of learning; they also serve as spaces for character building, the reinforcement of Islamic and Muhammadiyah values (AIK), and the process of cultivating future leaders for the organization. Nashir (2020) identifies education as one of the key instruments in the Muhammadiyah reform movement, which aims to shape individuals who are knowledgeable, virtuous, and dedicated to serving society. Therefore, teachers hold a strategic position within Muhammadiyah's educational endeavors, as they serve not only as educators but also as figures who transmit the organization's values, exemplary conduct, and identity to students.

This strategic role becomes even more important as education faces social changes, advancements in digital technology, and shifts in the characteristics of students. Teachers are no longer merely required to possess pedagogical and professional competencies; they must also be able to adapt to technological advancements, manage information critically, establish effective communication, and instill values and character in students. In the context of Islamic education, these demands must go hand in hand with strengthening the spiritual and ideological dimensions so that adaptation to change does not cause the educational orientation to stray from the values that form the foundation of the institution. Hasanah et al. (2022) demonstrate that the challenges facing Islamic education in 3T regions are complex and related to geographical and social conditions, human resources, and limited support for educator capacity building. These conditions are relevant to the context of Sorong Regency, which has diverse regional and community characteristics and faces challenges in the development of human resources in education.

Within the Muhammadiyah community, teachers also play a strategic role as agents of leadership development. This role extends beyond simply delivering instructional content; it encompasses the ability to set a good example, instill Islamic and Muhammadiyah values, foster social awareness, and cultivate leadership qualities in students. Therefore, capacity building for Muhammadiyah teachers must encompass knowledge, attitude, skills, spirituality, and commitment to the organization's vision. The Baitul Arqam program is a form of training designed to strengthen the ideological understanding, commitment, and capacity of cadres within the Muhammadiyah community. The Muhammadiyah Central Leadership (2019) identifies cadre development as a vital component of the movement's sustainability; thus, the training process must be conducted systematically and continuously.

The need for such training is also evident in Sorong Regency. Based on the results of a preliminary assessment conducted by the Council for Cadre Empowerment and Human Resources (MPKSDI) of the Sorong Regency PDM in early 2026, out of approximately 120 teachers spread across 15 educational institutions, only about 40% had a good understanding of the Muhammadiyah Creed and Life Goals (MKCH). These preliminary data indicate that the majority of teachers still need to strengthen their understanding of the identity, values, and orientation of the Muhammadiyah movement. This situation warrants attention because teachers are among the key actors who interact directly with students in the process of shaping their knowledge, character, and attitudes. Uneven ideological understanding has the potential to lead to inconsistent implementation of AIK values in school life.

This issue has become increasingly complex with the emergence of a digital ecosystem that influences how teachers obtain, produce, and disseminate information. The development of social media provides opportunities for schools to build communication and institutional image, but at the same time presents challenges in the form of unverified information, disinformation, and changing communication patterns. Zulkarnain et al. (2023) emphasize the importance of digital literacy in addressing changes in the educational and communication environment in the Society 5.0 era. In the context of Muhammadiyah schools, digital literacy should not be understood merely as the ability to use technological devices but also encompasses the ability to select, verify, produce, and convey information ethically. Therefore, efforts to strengthen teachers' capacities must integrate Islamic values and the values of Muhammadiyah with the skills needed to navigate the digital environment.

These needs indicate that teacher development programs should not rely solely on conventional training approaches focused on the delivery of content. Adult learning requires participant engagement, content relevant to professional experience, opportunities for reflection, and direct application to real-world challenges. In the context of teacher competency development, training activities that combine conceptual understanding with practical application can provide a more contextual learning experience. Findings by Hadi et al. (2023) indicate that the Baitul Arqam training program can have a positive impact on the development of social competencies among Muhammadiyah teachers. The evaluation showed that Baitul Arqam is not only relevant as an ideological development activity but can also be linked to the development of teacher competencies.

Similar findings were also observed in the evaluation of the Baitul Arqam program using the Kirkpatrick model, conducted by Hadi et al. (2022). That study evaluated the training across several levels, ranging from participant response, learning, behavioral change, to outcomes. This approach demonstrates that the evaluation of the Baitul Arqam program can be conducted more comprehensively and should not be limited to measuring participant satisfaction. Thus, the evaluation of teacher development programs needs to consider changes in understanding, participant responses, and readiness to apply the outcomes of the training in a professional context.

Studies on the implementation of Baitul Arqam also indicate that the program can be directed toward enhancing teacher professionalism. Yuliani et al. (2025), for example, demonstrated that the implementation of Baitul Arqam for teachers at SMK Muhammadiyah 3 Terpadu Pekanbaru was systematically designed through the selection of participants, materials, instructors, agenda, location, and timing of activities. The program was also reported to have an impact on teachers' personal and social competencies and to demonstrate an increase in understanding based on pretest and posttest results. These findings indicate that Baitul Arqam has the potential to be developed as a model for human resource development within the Muhammadiyah educational system.

Strengthening teachers' competencies through training that links conceptual understanding with practice is also consistent with the results of community service activities in the field of education. Muthmainnah et al. (2025), through training on teaching modules for biology teachers, demonstrated the importance of training that not only provides content but also offers opportunities for practice and mentoring to strengthen teachers' Pedagogical Content Knowledge (PCK). These findings reinforce the idea that teacher professional development must be designed to be contextual, practical, and oriented toward the real needs of participants.

Previous community service programs have demonstrated that structured training can strengthen teachers' professional competencies, particularly in developing practical

pedagogical and digital skills (Abdy et al., 2025; Siregar et al., 2025). Similar professional development activities have also emphasized the importance of continuous training and follow-up assistance to support sustainable teacher development (Nurharyanto et al., 2025).

Furthermore, the Baitul Arqam community service experience within the Muhammadiyah context also demonstrates that a coaching approach can integrate lectures, demonstrations, simulations, discussions, and evaluations across cognitive, affective, and psychomotor domains. Ilham et al. (2019), for example, reported the implementation of Baitul Arqam for lecturers at Muhammadiyah University of Mataram using lectures, demonstrations, simulations, and discussions, with evaluations covering cognitive, affective, and psychomotor aspects. The results of the program showed that participants demonstrated a good level of understanding of Islamic values and the principles of Muhammadiyah. These findings provide a basis for the conclusion that AIK training will be more comprehensive if it uses a combination of methods that allow participants to gain knowledge as well as experience and reflection.

Nevertheless, previous activities still indicate room for improvement, particularly in the context of Muhammadiyah teachers in Sorong Regency. Some previous studies have focused on evaluating the Baitul Arqam program for teachers in other regions or within Muhammadiyah higher education institutions, while the integration of strengthening Muhammadiyah ideology, developing pedagogical competencies, fostering spiritual experiences, promoting experiential learning, and enhancing digital literacy to meet school needs has not been extensively documented in the context of Sorong Regency. Furthermore, teacher development programs in the region need to take local characteristics into account, including social conditions, school needs, limitations in capacity building, and the challenges of digital transformation. These conditions underscore the need for a Baitul Arqam program that is not only oriented toward the transfer of ideological knowledge but also connects these values to teachers' professional practices.

Given these circumstances, this community service initiative was designed as the "Baitul Arqam for Muhammadiyah Teachers in Sorong Regency" program, employing a holistic development approach. The program integrates content on Muhammadiyah ideology, insights into the Islamic movement, teachers' social responsibility, leadership and organizational skills, as well as Information Fiqh and school branding in the digital age. In terms of methodology, the program combines interactive lectures, group discussions, experiential learning through outdoor activities, spiritual development through Qiyamul Lail and Fathul Qulub, as well as simulations and hands-on practice in digital content management. This integration is expected to provide a learning experience that not only enhances knowledge but also fosters reflection, collaboration, and participants' readiness to implement what they have learned within the school environment.

The novelty of this community service initiative lies in the integration of three dimensions of professional development into a single series of activities: strengthening Islamic ideology, developing professional and pedagogical capacities, and enhancing digital literacy. The program also positions teachers not merely as recipients of content, but as active participants who formulate follow-up plans tailored to the needs of their respective schools. This approach is crucial because the success of community service activities is not merely measured by the conduct of the training itself, but also by the participants' readiness to connect the training outcomes with educational practices in their work environments. In this context, the development of an action plan serves as a key tool for identifying the forms of implementation that participants plan to carry out following the program.

Thus, this community service activity aims to strengthen the ideological understanding and values of Islam and Muhammadiyah, enhance teachers' readiness to fulfill their role as

agents of leadership development, strengthen their professional capacity in addressing educational challenges and digital transformation, and foster a commitment to follow-up actions within Muhammadiyah schools in Sorong Regency. The program was evaluated through pretests and posttests, participatory observation, satisfaction surveys, and an analysis of participants' follow-up plans. This evaluation approach was used to obtain a more comprehensive picture of the program's immediate outcomes, while also serving as a foundation for developing a more sustainable model for the professional development of Muhammadiyah teachers.

METHOD

This community service activity employs a Participatory Action Research (PAR) approach, which positions teachers as active participants throughout the entire service process. The PAR approach was chosen because the Baitul Arqam program is not only focused on knowledge transfer but also on the process of identifying needs, engaging participants in learning, practice, reflection, and developing follow-up plans. In this approach, participants are not merely recipients of material but are actively involved in the learning process and in reflecting on issues related to their roles as Muhammadiyah teachers. The activity cycle consists of needs assessment, planning, action/mentoring, reflection and evaluation, and follow-up.

The needs assessment phase was conducted through coordination and the collection of preliminary information regarding the conditions of Muhammadiyah teachers in Sorong Regency. The assessment focused on participants' understanding of Islamic and Muhammadiyah values, the Muhammadiyah ideology, the role of teachers as association cadres, and the need for capacity building to address developments in education and digital technology. The results of this identification served as the basis for determining the content and format of the Baitul Arqam activities. During the planning phase, the community service team developed a series of activities, training materials, learning methods, evaluation instruments, and follow-up measures. The materials covered Islam and Muhammadiyah values, the ideology and history of Muhammadiyah, the "Matan Keyakinan dan Cita-Cita Hidup Muhammadiyah" (MKCH), leadership and organizational skills, Information Fiqh, and school branding in the digital environment.

The action or training phase is carried out through a combination of interactive lectures, discussions, question-and-answer sessions, simulations, practical exercises, experiential learning, group activities, and spiritual guidance. Participants are given the opportunity to share their experiences and the challenges they face in the school environment, and then discuss them with the facilitator and other participants. Experience-based learning is carried out through outdoor activities designed to develop cooperation, communication, leadership, and reflection. Spiritual guidance is provided through Qiyamul Lail and Fathul Qulub activities, while the modules on Information Fiqh and school branding are supplemented with simulations and practical exercises in managing information and digital content. This series of activities is designed to enable participants to connect Muhammadiyah values with professional practice and the needs of their schools.

The reflection and evaluation phase was conducted to assess changes in participants' understanding and responses after participating in the activity. Participants' understanding was measured through pretests and posttests, while their engagement was observed during discussions, practical exercises, simulations, and group activities. Participants' responses to the activity were collected through a satisfaction survey. Quantitative data were analyzed descriptively using mean values and percentages, while the results of observations were used

to provide an overview of participants' engagement during the activity. The follow-up phase was carried out through the development of action plans by the participants. This plan outlines the types of activities or changes that participants will implement in their respective school environments as a way to apply what they learned during the training. Thus, the PAR cycle in this activity does not end with the training itself but is directed toward reflection and planning for follow-up actions that can serve as the foundation for the program's sustainability.

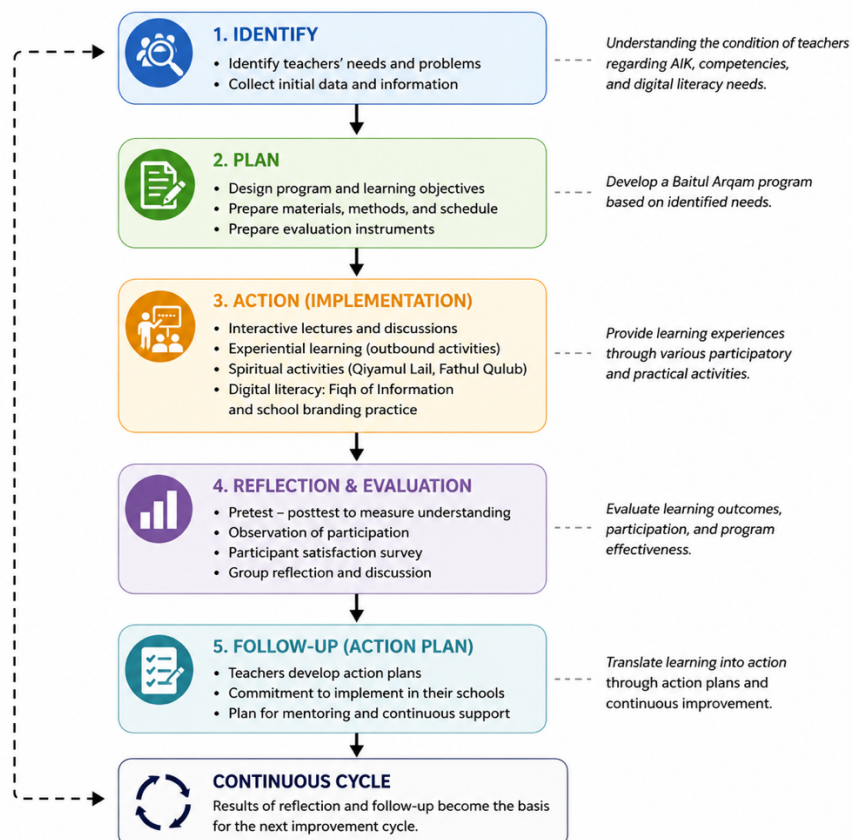


Figure 1. Flow of the Community Service Program Using the Participatory Action Research (PAR) Approach

RESULTS AND DISCUSSION

Needs Assessment and Program Implementation

The initial phase of the project involved assessing the needs of Muhammadiyah teachers in Sorong Regency. An initial assessment by the Council for Cadre Empowerment and Human Resources (MPKSDI) of the Sorong Regency PDM revealed that of the approximately 120 teachers spread across 15 educational institutions, only about 40% had a solid understanding of the Muhammadiyah Creed and Life Goals (MKCH). This situation served as the basis for organizing Baitul Arqam as a training program focused not only on strengthening ideological understanding but also on developing teachers' capacity to fulfill their roles as educators and organizational cadres.

Based on the results of this assessment, the Baitul Arqam program was held on June 27–28, 2026, at MTs Muhammadiyah 1 Salawati in Sorong Regency, involving 76 teachers from 19 schools and madrasahs under the Sorong Regency PDM. The program was designed as an intensive training session combining ideological content, professional development, spiritual

experiences, group activities, and digital literacy. This approach constitutes the “action” phase of the PAR cycle, where the results of the needs assessment are translated into training activities relevant to the participants’ challenges.

Participant attendance during the event averaged 92%, with 100% attendance on the first day and 84% on the second day. In addition to attendance, participant engagement was evident in the discussions and questions raised during various session topics. This indicates that participants were not merely present for administrative purposes but were actively involved in the learning process. This data is crucial in the PAR approach because participant engagement is one of the key characteristics of a participatory learning and empowerment process.

Capacity-Building Activities Through a Holistic Approach

The action phase is at the heart of the Baitul Arqam program. Based on the identified needs, capacity-building activities are carried out through a combination of interactive lectures, group discussions, experiential learning, spiritual activities, as well as simulations and digital literacy exercises. The training materials cover the ideology and history of Muhammadiyah, Islam and Muhammadiyah principles, the role of teachers as agents of leadership development, leadership and organizational skills, Information Fiqh, and school branding. This combination is designed to provide participants with a learning experience that encompasses knowledge, attitudes, skills, spirituality, and social interaction.

This approach reflects the holistic nature of the training. The training is not only aimed at enhancing ideological knowledge but also provides space for participants to reflect on their professional roles within the context of the organization. This aligns with Al-Attas’s (2019) perspective on education, which is not solely oriented toward intellectual aspects but also encompasses the development of human moral and spiritual dimensions. In the context of Baitul Arqam, the integration of intellectual, spiritual, and social aspects provides teachers with the opportunity to understand that the teaching profession also carries moral responsibilities and values.

Experiential learning through outdoor activities is a form of learning that provides participants with hands-on experience. Group activities allow participants to interact across schools, build communication skills, share roles, and complete activities together. This experience is relevant to teachers’ need to develop collaboration and communication skills with their peers. From a PAR perspective, such activities also provide participants with opportunities to learn from their own experiences and those of others, not just from the facilitator.

Improvement in Participants’ Understanding

One indicator of the activity’s outcomes is the change in participants’ understanding before and after attending the training series. The evaluation was conducted using pretests and posttests. Based on the evaluation results, the participants’ average pretest score was 62, while the average posttest score increased to 84. Thus, there was an average increase of 22 points. When calculated as a percentage increase relative to the initial score, this improvement amounted to approximately 35.48%.

To illustrate this progress more systematically, the comparison of pretest and posttest results is presented in Table 1.

Table 1. Comparison of Participants’ Average Pretest and Posttest Scores

Indicator	Results
Number of participants	76
Average pretest score	62
Average posttest score	84

Indicator	Results
Score increase	22 points
Relative increase	35.48%

Based on Table 1, there was an increase in the average score from 62 to 84 after participants completed the program. This 22-point increase indicates a change in participants' level of understanding following the training process. However, this increase should be understood as a change in participants' understanding following the activity, not as evidence of a statistically significant improvement, since this study did not employ inferential statistical tests. Therefore, the term "significant" found in the original manuscript should be avoided in the absence of supporting statistical test results. The pre- and post-test data were derived from the program evaluation results reported in the manuscript.

In addition to changes in average scores, the distribution of participants' results shows that 68 participants (89.5%) experienced an increase in scores, 5 participants (6.6%) maintained relatively stable scores, and 3 participants (3.9%) experienced a decrease in scores. These findings indicate that the improvement was not uniform across all participants, even though the majority of participants experienced positive changes. This distribution also suggests that program evaluations need to account for variations in individual responses, particularly since participants come from different school backgrounds and have varying experiences.

The findings of this program are in line with previous community empowerment initiatives within Muhammadiyah, which emphasize capacity strengthening and active community participation as important components of sustainable community-based programs (Santoso et al., 2025). In the context of Baitul Arqam, these principles are reflected in teachers' involvement in discussions, collaborative activities, and the development of follow-up action plans.

These findings suggest that the sustainability of Baitul Arqam should not depend solely on the completion of training activities but also on continued participation and follow-up actions at the school and organizational levels.

Strengthening the Role of Teachers as Agents of Leadership Development

In addition to the overall change in scores, one of the key findings of the program was the shift in participants' understanding of the role of teachers as agents of leadership development. Based on the evaluation conducted as part of the program, prior to the activity, approximately 45% of participants comprehensively understood the concept of teachers as agents of leadership development. After the activity, that proportion increased to approximately 92%. These data indicate a shift in understanding regarding the role of teachers, who not only serve as conveyors of knowledge but also bear the responsibility of building character and preparing the next generation of the organization.

These findings can be understood within the context of Muhammadiyah education, which views schools as one of the spaces for leadership development. Teachers interact directly with students and thus hold a strategic position in setting a good example and integrating the values of Islam and Muhammadiyah into educational life. The curriculum on Muhammadiyah ideology, as well as leadership and organizational skills, provides a conceptual framework for participants to understand the relationship between the teaching profession and the responsibility of leadership development.

The shift in understanding from 45% to 92% also indicates that material specifically focused on the teacher's role as a cadre can be a crucial component of the Baitul Arqam program. However, these results should be interpreted as a change in understanding or awareness measured through activity evaluations, not as evidence that teachers' cadre-training

behaviors have permanently changed. To demonstrate behavioral change, follow-up evaluations are necessary after participants return to their respective schools.

Information Jurisprudence and Strengthening Digital Literacy

The topic of Information Jurisprudence was a key focus of the event because it is directly related to the challenges of communication and information in the digital age. Participants were not only introduced to the concept of ethics in receiving and conveying information but were also guided to understand how these principles can be applied in institutional communication and the school's digital activities. This material was then linked to school branding, particularly through the use of social media as a platform for sharing educational information and the school's achievements.

Based on the evaluation results, the modules on Muhammadiyah Ideology and Information Fiqh showed the greatest improvement in understanding. This finding suggests that these two modules were areas that previously required relatively more reinforcement. The integration of Information Fiqh with school branding is one of the characteristics that distinguishes this program from training that focuses solely on ideological content. Teachers are guided to view the digital environment not merely as a space for communication, but also as a space that requires ethical responsibility. This aligns with Zulkarnain *et al.* (2023), who emphasize the importance of digital literacy in addressing changes in the educational and communication environment in the Society 5.0 era.

Thus, the promotion of digital literacy in this program is not viewed merely as a technical skill. Digital literacy is linked to values, ethics, responsibility, and institutional identity. This approach is particularly important for Muhammadiyah schools because the schools' digital communication activities can simultaneously serve as a means of public education and institutional image-building.

Participant Responses to Program Implementation

In addition to changes in understanding, an evaluation was also conducted regarding participants' responses to the program implementation. A satisfaction survey was completed by 72 out of 76 participants, resulting in a response rate of 94.7%. The evaluation results showed an average satisfaction score of 3.74 on a 1–4 scale, falling into the “very satisfied” category. Details of the evaluation for each aspect are presented in Table 2.

Table 2. Participants' Satisfaction Levels with the Program Implementation

No	Satisfaction Aspect	Average Score (1 – 4)	Category
1	Relevance of the material to participants' needs	3.85	Very satisfied
2	Quality of the speakers' presentations	3.78	Very satisfied
3	Effectiveness of activity methods	3.72	Very satisfied
4	Comfort of facilities and venue	3.45	Satisfied
5	Overall benefits of the activity	3.88	Very satisfied
Average		3.47	Very satisfied

Table 2 shows that the aspect of the activity's benefits generally received the highest score, at 3.88, followed by the relevance of the material to participants' needs, at 3.85. This indicates that participants considered the material provided to be relevant to their needs as teachers and beneficial for their professional development. The quality of the resource persons received a score of 3.78, while the effectiveness of the methods received a score of 3.72. The lowest score was in the aspect of the comfort of the facilities and venue, at 3.45, although this still falls within the “satisfied” category.

These data indicate that participant satisfaction is primarily related to the relevance of the material and the benefits of the activities. This reinforces the PAR principle that a program will be more readily accepted when activities are designed based on participants' needs. However, satisfaction scores should not be used as the sole indicator of a program's success, as satisfaction reflects participants' perceptions rather than directly indicating changes in competencies or behavior.

Follow-Up Plans and Potential for Sustainability

The reflection phase in the PAR cycle is followed by the development of an action plan. All participants—100% of them—developed follow-up plans to be implemented in their respective school environments. This finding is a key result because it demonstrates that the activities did not end with the experiences gained during Baitul Arqam; rather, participants were guided to translate the outcomes of the training into action plans.

To illustrate the follow-up priorities designed by the participants, the data are presented in Table 3.

Table 3. Participants' Follow-Up Plans

No.	Type of Action Plan	Percentage of Participants
1	Strengthening routine AIK assessments for teachers and students	92%
2	Utilizing social media for school branding	85%
3	Integrating Muhammadiyah values into school subjects	78%
4	Forming cross-school learning communities	65%

Based on Table 3, the most frequently selected action plan was strengthening routine AIK studies for teachers and students (92%), followed by the use of social media for school branding (85%), the integration of Kemuhammadiyah values into school subjects (78%), and the formation of cross-school learning communities (65%). This pattern indicates that participants tend to choose follow-up actions that can be directly integrated into school activities. Strengthening AIK studies and integrating Kemuhammadiyah values demonstrate a focus on reinforcing identity and values, while school branding reflects a concern for institutional communication needs in the digital age.

From a PAR perspective, these action plans represent a crucial stage as they serve as a bridge between the learning process and subsequent actions. However, since the available data only reflects plans, there is no evidence yet that all of these plans have actually been implemented. Therefore, these results are more accurately described as indicators of readiness and initial commitment to follow-up actions, rather than evidence of long-term implementation success.

Supporting and Hindering Factors

The success of the event was supported by several factors, including the support of the Muhammadiyah Regional Leadership of Sorong Regency and related councils, the availability of facilities at MTs Muhammadiyah 1 Salawati, the competence of the speakers, the enthusiasm of the participants, and logistical support from various parties. These factors helped ensure that the event proceeded according to the planned schedule.

On the other hand, there were several obstacles. The two-day duration was a limitation, as a substantial amount of material had to be covered in a relatively short time. Additionally, some participants experienced fatigue due to the schedule extending into the evening, while weather conditions also affected the outdoor activities. Nevertheless, these obstacles were managed through technical adjustments made during the event.

These findings offer important lessons for the development of future programs. If Baitul Arqam is to serve as a model for ongoing professional development, the duration of activities and the distribution of materials must be designed proportionally. Materials that require practice and reflection should be allotted more time than those that can be adequately covered through lectures. Follow-up support after the activities is also essential to ensure that action plans do not remain mere documents but can evolve into actual practices in schools.

Program Reflection and Implications for Sustainability

When viewed through the lens of the entire PAR cycle, the Baitul Arqam program produced several key outcomes. The identification stage resulted in the mapping of teacher development needs; the action stage resulted in learning experiences through ideological, spiritual, social, and digital materials; the reflection stage showed an increase in comprehension scores as well as positive responses from participants; while the follow-up stage resulted in action plans from all participants. Thus, the activities formed a relatively complete flow from needs, action, reflection and follow-up plan.

These findings reinforce the results of previous studies on Baitul Arqam. Nasir et al. (2021) emphasized the importance of a professional development approach that takes into account the characteristics of adult participants, while Hadi et al. (2022) demonstrated that the evaluation of the Baitul Arqam program can be conducted in stages to assess participant responses, learning outcomes, and the program's impact. The findings from this study are also consistent with Hadi et al. (2023), who demonstrated the relevance of Baitul Arqam in developing the competencies of Muhammadiyah teachers.

From the perspective of teachers' professional development, this activity also highlights the importance of linking values education to teachers' practical needs. The topics of Information Fiqh and school branding, for example, expand the scope of professional development from ideological issues to the ability to navigate changes in the digital environment. This aligns with teacher capacity-building initiatives that emphasize the importance of applied training and mentoring in strengthening professional competencies (Muthmainnah et al., 2025).

However, the results of the activity cannot yet be used to draw conclusions about long-term impacts. The evaluation was conducted immediately after the activity, so changes in behavior and the sustainability of the action plan's implementation remain unknown. Therefore, the next PAR cycle should include a monitoring and mentoring phase 3–6 months after the activities. During this phase, the community service team can assess whether the action plans are actually being implemented, the nature of the changes occurring in the schools, and the obstacles faced by participants. Thus, the reflections from the first cycle can serve as the foundation for designing the next cycle.

CONCLUSION

The Baitul Arqam community service program for Muhammadiyah teachers in Sorong Regency, implemented through a Participatory Action Research (PAR) approach, provided positive immediate outcomes in strengthening participants' understanding and readiness for follow-up action. The program involved 76 teachers from 19 Muhammadiyah schools/madrasahs and increased the average score from 62 in the pretest to 84 in the posttest, representing a 22-point increase or approximately 35.48% relative to the initial score, with 68 participants (89.5%) experiencing an increase in scores. In addition, 72 participants (94.7%) completed the satisfaction survey and reported an average satisfaction score of 3.74 out of 4, while 100% of participants developed action plans for implementing the outcomes of the program in their respective schools. Overall, the program demonstrates the potential of a PAR-

based Baitul Arqam approach to integrate ideological, spiritual, professional, and digital capacity development within Muhammadiyah teacher development; however, the findings represent immediate program outcomes and do not yet demonstrate long-term behavioral or institutional changes. Therefore, follow-up monitoring and mentoring are recommended to assess the implementation of participants' action plans and provide a basis for the next PAR cycle.

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