



## Bridging Internship Design and Practice: A Multi-Stakeholder Cipp Evaluation of Teacher Competency

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### ABSTRACT

Educational internship programs play a critical role in developing teacher competency by integrating theoretical knowledge and classroom practice. However, gaps between program design and field implementation, particularly in student readiness and stakeholder coordination, remain a challenge. The current mixed-method evaluative research examined the effectiveness of the internship program based on the CIPP model, covering context, input, process, and product from a multi-stakeholder perspective. The researchers took 1,314 respondents consisting of supervising lecturers, mentor teachers, and students. The researchers collected the data from a validated and reliable questionnaire. Then, the researchers examined the data with descriptive statistics and one-way ANOVA. The results found the high effectiveness of the internship program, 85.2%. The strongest performance was observable in the process (84.6%) and product (89.0%). In terms of the input dimension, starting from student readiness and classroom management skill, the obtained score is 79.6%. This percentage indicates the preparatory phase is a determinant dimension for further optimization. The ANOVA test yields a significant difference among stakeholders. This result highlights the effectiveness of stakeholder alignment toward the internship program. It implies the need to strengthen preparatory systems, supervision practices, and university-school collaboration to support sustainable teacher competency development.

**Keywords:** CIPP Model; Stakeholder; Teacher Competency.

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### INTRODUCTION

. Heretofore, internship programs are a fundamentally important component of teacher education. These programs bridge theoretical knowledge and the actual teaching experience practiced in real classrooms (Fanshawe et al., 2023; Leránóz-Iglesias et al., 2023; Listyani, 2025). Currently, most contemporary education systems need competent and professional teachers. These situations push teacher education institutions to run integrated programs with the capability of providing theoretical mastery, practical competency development, and professional dispositions (Jenssen & Haara, 2024; Resch et al., 2024; Tang et al., 2017). These demands bring consequences to the internship program, as the central role is facilitation in terms of the transition from knowledge acquisition to professional practice.

In the broader context of global educational reform, teacher professionalization has shifted from traditional training toward more dynamic, clinical-based models. In the present days, the current educational paradigms require pre-service teachers with subject material cognitive mastery and adaptive pedagogical capacities. Those two matters are important to navigate diverse, technology-rich, and inclusive contemporary classrooms (Ajani, 2024; Matsumoto-Royo & Ramírez-Montoya, 2021). Therefore, many teacher education institutions, abbreviated as TEIs, put their efforts into restructuring their clinical experience. They attempt to

ensure that internship programs provide scaffolding to realize professional identity formation instead of merely isolated and end-of-program requirements.

The shift from the nature of end-of-program requirements to a scaffolded program recalibrates the alignment mechanisms of universities, especially the courses, with the actual field. This recalibration ensures the internship's structural design could foster critical reflection and real-time responsive pedagogy within real-time educational ecosystems (Fanshawe et al., 2023; García-Lázaro et al., 2025).

In developing countries and developing educational systems, for example, Indonesian higher education, the recalibration or the transformation is obviously seen in the *Merdeka Belajar Kampus Merdeka*, MBKM, policy and the revitalization of *Pengenalan Lapangan Persekolahan*, PLP. The policy and revitalization require internship program expansions, starting from scope, duration, and collaborative structure. They are useful to guarantee immediately employable and adaptable graduates (Dewi et al., 2023; Suyatno et al., 2023).

The immediate necessity to apply these grand educational designs may pose operational strains. Thus, institutions must respond to the changes to manage complex logistics and maintain high academic and professional standards. This situation, a macro-level policy and micro-level reality juxtaposition, requires continuous investigation of internship framework operation based on various institutional constraints and regional disparities.

From a pedagogical perspective, internships draw upon the principles of experiential learning. This learning suggests learners to acquire knowledge from direct participation in authentic and reflective practice (Girvan et al., 2016; Kolb, 1984; Morris, 2020). Through this process, pre-service teachers could develop core competencies, including pedagogical, professional, social, and personal competencies to realize effective teaching. Empirical studies consistently demonstrate that field practice experiences significantly improve pre-service teachers' self-efficacy, instructional skills, and classroom management abilities (Gurvitch & Metzler, 2009; Kakazu & Kobayashi, 2023).

Experiential learning, within the context of teacher education, does not automatically provide outcomes from mere exposures to classroom environment. This experiential learning needs a continuous, deliberate cycle of action, feedback, and critical reflection of the action. The realization is – the necessity of structured reflective mechanism. This matter is important to prevent conventional and teacher-centric perspectives or outdated pedagogical norms while spending time in schools. The prevention is also useful for pre-service teachers since they may struggle within the field environments (Resch et al., 2024; Rogge & Herzig, 2025).

The transformative potential of an educational internship, to respond with the problem, relies on the effectiveness of field experience to facilitate cognitive dissonance. This effort could prompt pre-service teachers to reconsider their assumptions and examine their instructional decision efficacy against the existing theoretical frameworks (Li & Huang, 2024; Sari et al., 2024; Xu, 2025).

Furthermore, the holistic development of teacher competencies, such as the pedagogical skills, subject-matter expertise, social adeptness, and personal maturity, must have actual realization on the field practice. Although university curriculum offers the conceptual scaffolding for developmental psychology and lesson design, these concepts are examined and integrated within the unpredictable social matrix of the school classroom. Thus, pre-service teachers must immediately learn to manage student behavior, differ instructions for various learners, collaborate with school staff, and establish professional emotional regulation (Moreira et al., 2023; Ranta et al., 2023).

This developmental trajectory could successfully appear but requires individual resilience of students and the structural affordances from both the universities as the pre-service teacher providers and the partner schools. This matter makes internship programs an inherently systemic and relational endeavor (Krisdianata & Mbato, 2022; Soleas & Hong, 2020). Unfortunately, based on the actual situation, educational intershp programs have no optimal practices. Many studies reveal both structural and operational challenges that limit internship effectiveness. Those challenges are observable from the misalignment between university-based preparation and school-based practice (Resch et al., 2024; Tavener et al., 2021). This misalignment

also leads to a theory-practice gap that makes pre-service teachers struggle to realize abstract pedagogical concepts into concrete classroom strategies. This problem leads to failing internship program to completely achieve the targeted outcomes, including the problem to achieve higher-order competencies starting from reflective thinking and adaptive expertise.

The gap, between theory and practice, remainst to be a resilient dilemma within contemporary teacher education literature. Scholars have frequently characterized this phenomenon as a “two-worlds pitfall.” In this situation, university faculties advocate progressive and student-centered methodologies. However, these methodologies clash sharply with the pragmatic, traditional, and assessment-driven routines that dominate actual school environments. The clash therefore occurs between university-based methodologies and school-based routines (Resch et al., 2024).

In the actual implementation, pre-service teachers often encountered a very different organizational culture, for example organization with curriculum coverage priority and bureaucratic compliance instead of innovative pedagogical experimentation. This situation becomes a cultural disconnect so that students are forced to perform tactical compliance. In this situation, they abandon their university-learned progressive framework and obey and cooperate with schools. This reality undermines the long-term professionalization objectives of internship programs (Brown et al., 2023; Grgić & Jutzi, 2024).

Many previous studies identified student readiness, mentoring quality, and institutional coordination. They found these aspects determine the success of internship program (García-Lázaro et al., 2022; Liu et al., 2025). However, in the reality, many pre-service teachers followed internship programs without excellent preparations. Thus, they were lack of classroom management, lesson planning, and communication skills. Consequently, they had low performances in real teaching (Adams et al., 2022; Bach, 2019; Li et al., 2022).

Simultaneously, various supervisory practices from university superiors and mentor teachers bring inconsistent learning experience. Another problem deals with the emerging complexion of effectiveness evaluations (Bjørndal et al., 2024; Çelik & Zehir Topkaya, 2024). Thus, institutions must promote systematic and comprehensive evaluations of internship programs to manage those challenges. One of them, and the widely used, is CIPP or context, input, process, and product model since it has holistic approach in terms of program evaluation (Daniel Stufflebeam Harold & McKee, 2003; Meiklejohn et al., 2023; Warju, 2016).

The effort of understanding the operational problem of internship programs requires a comprehensive examination dealing with student readiness and mentoring quality. In this case, student readiness is not only an academic grade reflection but encompasses psychological fortitude, emotional intelligence, and proactive communication capacity (Repi et al., 2025). Thus, student-teacher employment without excellent socio-emotional preparation may lead cognitive load of simultaneous classroom management and instructional delivery to severe burnout and career disillusionment (Becker et al., 2025).

Concurrently, the quality of mentoring provided by school-based mentor teachers represents a critical pivot point. Many mentor teachers are selected based on seniority instead of their capacity for instructional coaching or adult mentorship frameworks. As a result, mentoring practices often lapse into subjective evaluation and superficial feedback. These practices also lack rigorous and data-driven feedback loops that are necessary to foster deep pedagogical transformation (Jenssen & Haara, 2024). Compounding these individual challenges is the pervasive lack of institutional coordination between higher education institutions and partner schools. In many educational jurisdictions, universities operate as detached entities and simply “drop” student teachers into schools. This placement often occurs with minimal collaborative dialogue regarding curriculum alignment, assessment rubrics, or shared expectations (Weerakoon & Careemdeen, 2023).

The communication absence may lead to a completely different evaluation. This situation indicates that university supervisors and school-based mentor teachers operate separately while evaluating. This situation puts pre-service teachers in ideal instructional and pedagogical conflicts. This non-integrated and tripartite communication channel breaks co-construction of internship experience between the university and schools. Consequently, the operational

efficiency of the program inevitably deteriorates, and a potentially transformative learning experience becomes a source of systemic frustration (Goldshaft & Sjølie, 2024; Karal Eyüboğlu, 2024).

The CIPP model allows researchers to assess both program output and the contextual relevance, resource adequacy, and contributed implementation process for the program. These superiorities make the model fit to evaluate complex educational programs, such as internship (Lee et al., 2019; Yoshany et al., 2025).

However, despite the wide-ranged implementation, CIPP model implementation remains descriptive and procedural. Most studies only focused on the individual component effectiveness measurement without critical correlation test among the components or perspective consideration from various stakeholders (Clores & Manalo, 2025). Thus, the findings may present simplified perspectives about program effectiveness, ignoring the dynamic and overlapping features of the internship program.

The observed limitations provide a significant gap in the current literature. Thus, internship program is useful to operate as multi-factor system. In this case, the system involves universities, schools, lecturers, mentor teachers, and students. In the systems, each party has distinct roles, expectations, and experiences. However, previous studies rarely examined the interactions and effects among those perspectives toward program effectiveness. The previous studies mostly focused on internship evaluation from a single perspective, such as from student or institution. This matter leads to partial and potentially biased conclusions. The absence of a multi-stakeholder analytical framework also hinders researchers to identify program implementation inconsistency. The researchers could not identify whether lecturers might perceive a program as effective or students perceive the program ineffective. These matters indicate communication, supervision, and support system problems. Thus, the absence of multiple perspective incorporation could not reveal these discrepancies and reduce practical value of evaluation findings.

Another crucial gap deals with an integrated evaluation framework with competency-based teacher education. In this research, the CIPP model has an excellent program evaluation structure. However, this model cannot explicitly connect evaluation outcomes with the development of specific teaching competencies. Consequently, researchers still have a limited understanding of how different aspects of internship programs contribute to competency development, including reflective practice, innovation, and adaptability. In this research, the researchers responded to the gaps by proposing a multi-stakeholder approach to CIPP-based evaluation. This proposed model provides a more comprehensive and nuanced understanding of internship effectiveness. By integrating the perspectives of university supervisors, mentor teachers, and students, this study attempts to reveal not only the strengths and weaknesses of the program but also the underlying factors that shape stakeholders' perceptions and experiences.

The significance of this approach lies in its potential to reveal the stakeholder perception asymmetry. This suggests that different actors interpret and evaluate the same program differently. Thus, this concept plays a crucial role in internship programs because interactions among stakeholders strongly shape learning outcomes. The current research provides a comprehensive understanding about internship program mechanism in practice by identifying and analyzing those asymmetries.

The current research aligns with the recent educational research development, emphasizing on the importance of integrated and participatory evaluation approaches (Curtis et al., 2021; Ryder & Browne, 2024). Therefore, this research treated evaluation as a collaborative and reflective activity wherein multiple stakeholders and perspective involve. In this context, the research extended the implementation of the CIPP model within a broader multi-actor analytical framework. By considering those matters, the current research examined educational internship program effectiveness with the CIPP model from a multi-stakeholder perspective. Specifically, the study (1) analyzed the contextual relevance of the internship program, (2) evaluated the adequacy of program inputs, (3) examined the implementation process, and (4) assessed outcomes in terms of teacher competency development.

The current research is different from previous studies because it repositions internship evaluation as a multi-actor and competency-oriented system. Thus, this research does not perceive internship evaluation as a procedural assessment. In this research, the researchers provided empirical insight into internship program effectiveness and theoretical development contribution of evaluation frameworks in teacher education. Ultimately, this study argues that internship effectiveness should not be understood as a static outcome of program design, but rather as a dynamic process shaped by stakeholder interactions, contextual factors, and experiential learning processes. Therefore, improving internship programs requires not only structural adjustments but also a deeper understanding of how different actors engage with and experience the program.

## METHOD

### Participants

The study involved 1,314 respondents representing three key stakeholder groups in the internship program:

**Table 1. Distribution of Participants**

Groups	Number	Percentage (%)
Supervising Lecturers	90	6.85%
Mentor Teachers	433	32.95%
Students	791	60.20%
<b>Total</b>	<b>1,314</b>	<b>100%</b>

### Data Collection

Data were collected using a structured questionnaire and open-ended responses. The questionnaire employed a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) and was developed based on the CIPP (Context, Input, Process, Product) evaluation model. This approach enabled the collection of both quantitative data to measure program effectiveness and qualitative data to capture deeper insights into participants' experiences

### Instrument Indicators

**Table 2. CIPP Instrument Indicators**

Dimension	Indicators
Context	Program relevance, alignment with curriculum
Input	Student readiness, mentoring quality, facilities
Process	Supervision, mentoring, implementation
Product	Competency development, teaching outcomes

### Validity Testing

Construct validity was assessed using the Pearson Product-Moment Correlation technique. An item was considered valid if the calculated correlation coefficient (r-count) exceeded the critical value of the correlation table (r-table) at a significance level of 0.05, with an approximate threshold of  $r\text{-table} \geq 0.30$ . All items that met this criterion were retained for further analysis.

**Table 3. Validity Test Results**

Variable	r-count range	Status
Context	0.45–0.78	Valid
Input	0.42–0.80	Valid
Process	0.47–0.82	Valid
Product	0.50–0.85	Valid

### Reliability Testing

Reliability was measured using Cronbach's Alpha. All instruments were reliable ( $\alpha > 0.70$ ).

**Table 4. Reliability Results**

Respondent	Alpha	Interpretation
Supervising Lecturers	0.932	Very High

Mentor Teachers	0.945	Very High
Students	0.829	High

### Data Analysis Techniques

The researchers analyzed the data using descriptive, inferential, and qualitative techniques. The descriptive statistic technique was useful for summarizing the mean scores and percentages from each CIPP dimension. The researchers also used inferential analysis, specifically one-way analysis of variance or ANOVA, to examine perception differences among supervising lecturers, mentor teachers, and students. During this calculation, the researchers used a significant value or p-value lower than 0.05. The researchers also used qualitative data, taken from open-ended responses. Then, the researchers analyzed the data thematically to identify any recurring patterns and key issues related to the internship program implementation.

**Table 5. Data Analysis Techniques**

Analysis Type	Technique Used	Purpose
Descriptive Analysis	Mean, Percentage	To describe the level of effectiveness of each CIPP dimension
Inferential Analysis	One-Way ANOVA	To test differences among lecturers, mentor teachers, and students
Qualitative Analysis	Thematic Analysis	To identify key issues from open-ended responses

## RESULT AND DISCUSSION

The internship program achieved an overall effectiveness score of 85.2% (Very Effective).

**Table 5. Comparison Across Stakeholders**

Stakeholder	Mean (%)	Category
Supervisory Lecturers	84.4	Very Effective
Mentor Teachers	89.9	Very Effective
Students	81.2	Very Effective

Table 5 presents the overall evaluation of the educational internship program across all three core stakeholder groups is within the 'very effective category.' On the other hand, the closer descriptive statistics inspection found a different variance in the mean percentages among the cohorts. The data shows the mentor teacher with the highest evaluative mean score, 89.9%. This percentage suggests an exceptionally positive perception of the internship implementation and the structural outcomes. The subsequent aspect is the supervisory lecturers' mean score of 84.4%. This percentage demonstrates the program's excellent alignment with institutional standards. The lowest mean score percentage, 81.2%, is observable on the students. These students were the pre-service teachers, the direct recipients and primary actors of the internship program. While all groups fundamentally agree that the program is highly functional, the numerical disparity points toward an underlying divergence in how different actors experience and assess the exact same educational ecosystem.

**Table 6. CIPP Dimension Results**

Dimension	Mean (%)	Category
Context	83.5	Very Effective
Input	79.6	Effective
Process	84.6	Very Effective
Product	89.0	Very Effective

The empirical results reveal the high success of the program framework. The evidence is the very effective category from three out of four dimensions. The highest mean score is 89.0%, observed in the product dimension. The percentage indicates excellent results from overall program outcomes and teacher competency development. The second dimension, the process dimension, obtains a mean score percentage of 84.6%. The percentage suggests excellent performance of program implementation and supervisory interactions. The context dimension obtained a score of

83.5%, which suggests that the program objectives matched institutional policies and professional needs. However, the lowest mean score, 79.6%, in the input dimension indicates the dimension only achieves the 'effective' category. Although this result was still considered excellent, the lower score in the input stage points to an important structural issue that needs further attention.

**Table 7. ANOVA Results**

Variable	F-value	p-value	Interpretation
Context	4.12	0.016	Significant
Input	5.48	0.004	Significant
Process	6.21	0.002	Significant
Product	3.87	0.021	Significant

Table 7 provides the inferential data results from all four CIPP framework dimensions. They exhibit statistically significant differences among the stakeholder perceptions with a p-value lower than 0.05. The results show the highest variance of process dimension with an F-value of 6.21 and a p-value of 0.002, lower than 0.05. The input dimension obtains an F-value of 5.48 and a p-value of 0.004. The context dimension yields an F-value of 0.412 with a p-value equal to 0.016. The lowest comparative variance, found in the product dimension, yields a significant score difference of an F-value of 3.87 and a p-value of 0.021. From these explanations, all values receive a p-value lower than 0.05; thus, the results deny the hypothesis: all stakeholders share identical perceptions. This result confirms the observed mean differences obtained from the previous descriptive analyses were not random statistical anomalies. However, they represent deep structural divergences in stakeholder experiences.

**Table 8. Students' Primary Challenges**

No	Challenges	Sources
1	Classroom management	Students, Supervisory Lecturer, mentor teacher
2	Lack of self-confidence	Students, mentor teacher
3	Theoretical-practical gap	Students, supervisory lecturer
4	Time management	Students
5	Material mastery	Students, mentor teacher
6	Infrastructure and facility	Students, supervisory lecturer

The descriptive configuration of Table 8 reveals a multi-layered matrix of structural and psychological hurdles. Classroom management emerges as the most critical and universally acknowledged challenge, being explicitly cited by all three participating sources: Students, Supervisory Lecturers, and Mentor Teachers. Three major challenges Lack of self confidence, Material mastery, and the Theoretical practical gap were dual triangulated, meaning they were recognized by at least two distinct stakeholder perspectives. Interestingly, issues regarding Infrastructure and facility were highlighted by both students and university supervisors, while Time management was identified as an isolated challenge exclusively by the Students themselves.

The qualitative analyses found the most dominant challenges is classroom management, observable from all-source consistency. Thus, the finding reveals a systemic problem. The findings indicate that the internship program demonstrates strong performance in the process (84.6%) and product (89.0%) dimensions, reflecting effective implementation and positive outcomes in teacher competency development. However, the input dimension stands at 79.6%, indicating that the preparatory phase specifically regarding student readiness and classroom management proficiency retains substantial potential for further enhancement. Key issues identified include students' difficulties in classroom management, low confidence levels, and a persistent gap between theoretical knowledge and practical application. These findings highlight the need to strengthen initial preparation and support systems to ensure more balanced and sustainable program effectiveness.

## DISCUSSION

This study challenges the notion about the effectiveness of internship due to the superiority of internship implementation. Based on the finding, the study highlights that

differences in stakeholder perceptions are critical to the success of educational internship programs. Although the program achieved a high overall efficacy rating of 85.2%, the ANOVA analysis revealed discrepancies among lecturers, mentor teachers, and students. The results suggest that these stakeholders did not share a uniform view or experience of the internship.

This research denies the homogeneity of stakeholder experience. Thus, this decision becomes a pivotal shift in the implementation of teacher training quality assurance to conceptualize. In many cases, a program often fabricates its localized operational failures and several individual anxieties while reporting its success rate. The statistically significant variance revealed by the ANOVA model forces researchers to examine the psychological and operational boundaries among the three groups. Lecturers observe the program through an evaluative lens shaped by institutional rubrics, while mentor teachers experience it as an operational partnership in daily school activities. At the same time, students encounter the program as a high-stakes arena for identity negotiation. Consequently, evaluating an internship only through its surface-level success rate creates an institutional blind spot because it ignores the micro-level friction and conflicting expectations that directly affect the professional survival of pre-service educators.

Previous studies, such as Kakazu & Kobayashi (2023) and Tavener et al. (2021), also found that internship programs were complicated and context-dependent. The current research, on the other hand, found significant effectiveness differences from different stakeholder groups. The findings assert that assessment of internship programs must consider the multi-actor dynamics. This consideration is important because the dynamics shape program implementation. Thus, scholars should not rely only on aggregated outcomes.

By shifting the focus from macro-aggregated outcomes to multi-actor dynamics, this study introduces a more precise approach to contemporary educational evaluation. Traditional evaluation methods often treat field practices as linear pipelines where inputs smoothly turn into outputs.

However, the operational realities within partner schools are highly erratic and strongly depend on local institutional cultures. Each actor group performs its function within a distinct social ecology. In this case, the actor group's judgment is bound to its specific responsibility and pressures. Efforts to recognize those perceptual divisions facilitate institutions avoiding one-size-fits-all policy revisions. This avoidance is important due to the incapability of the revised policy to manage the causes of the field-level problems.

The strong performance in the process (84.6%) and product (89.0%) dimensions supports the argument about the central role of experiential learning in teacher competency development. The finding aligns with David Kolb's experiential learning theory, asserting the effective learning due to the individual's engagement in direct experience, reflection, and application (Girvan et al., 2016; Kolb, 1984).

For this research, high process and product scores indicate the potential transformation area of the field environment. In this case, pre-service teachers may encounter substantial professional transformations along their progress through Kolb's cycle. They could develop from tangible implementation within a real classroom into abstract conceptions guided by feedback. Active experimentation and the instant feedback loop of a real classroom encourage students to quickly adjust their educational tactics, transforming the field. This dynamic process explains why the final Product dimension achieved the highest rating, proving that field immersion remains an irreplaceable tool for cultivating practical teaching mastery.

Previous studies revealed that field experiences significantly improve students' professional competencies. This matter occurred because of active engagement in authentic teaching contexts (Mak et al., 2023; Suyatno et al., 2023; Ulvik et al., 2018). However, this study builds on those findings by highlighting that experiential learning alone is inadequate without proper preparation and structured supervision.

Unstructured experiential learning can inadvertently reinforce regressive habits rather than fostering innovative pedagogical approaches. Without intentional scaffolding and aligned guidance, pre-service teachers placed in stressful environments often revert to traditional, teacher-centered methods simply as a defensive mechanism to maintain classroom control. The findings of this study show that merely placing a student in a school classroom does not

guarantee high-quality professional growth. True development requires a carefully structured balance where field experiences are consistently supported by collaborative university supervision and deliberate, evidence-based mentor coaching.

Although previous studies found the improved competency development due to internship experiences (Cereda, 2025; Gurvitch & Metzler, 2009), Based on the findings, the input dimension (79.6%) was identified as the area with the greatest room for development. In this dimension, the particular indicators were student readiness, classroom management skills, and self-confidence. The results are contradicted with previous studies that told balanced outcomes across input and process dimensions (Clores & Manalo, 2025).

The decreased found in the input dimension, 79.6%, indicates a critical gap in terms of the failure mechanism of teacher education institution preparatory to equipt students. This failure made the students difficulty to encounter fast-paced and unpredictable realitis of the real school environment. In this research, the researchers found most pre-service teachers encountered cultural shock once they found the incapability of their theoretical knowledge to manage real-world behavioral issues or emotional classroom demands. This gap indicates that input readiness does not always match with process execution. Thus, this situation needs reformation in terms of pre-internship screening and training model.

The disparity between strong outcomes (product) and weaker preparation (input) suggests that internship programs may function effectively as learning environments. However, the program could not necessarily function as preparation system. Many teacher education programs exhibit the same situation as stated in the argument. In this case, the researchers describe the situation as partial institutionalization, indicating underdeveloped preparation system within excellent-established mechanism (Lobo, 2023; Randez, 2025; Ro, 2025).

This partial institutionalization reveals a structural disconnect within the modern teacher education design. Consequently, universities may struggle to comprehensively and individually assess student readiness even though they perform excellent logistical and administrative aspect management while placing the students. As a result, the program functions effectively as a final testing ground, yet it fails to serve as a supportive preparation pipeline. This structural imbalance leaves student teachers to rely heavily on their personal resilience and spontaneous coping mechanisms to bridge the gap, transforming what should be a carefully scaffolded learning journey into a stressful trial-by-fire experience.

Another important finding deals with the persistent theory-practice gap. Thus, it remains a major challenge in teacher education. Students reported difficulties translating theoretical knowledge into classroom practice. For example, the students had difficulty in managing classroom dynamics and adapting to diverse student needs. This curriculua-school reality gap hinders teachers training program (Krichevsky, 2023; Tang et al., 2017). In this study, dealing with the gap, the researchers found the gap is a pedagogical and systemic coordination issue involving many stakeholders.

Table 8, the qualitative evidence presentation, provides clear perspectives that theory-practice gap should not be considered as an individual learning failure. In this research, the researchers suggest that the gap becomes a sign of poor institutional coordination. Heretofore, university coursework oftern promotes idealistic and student-centered methodology. They assumed that classrooms had various and rich resources without behavioral disruption. Unfortunately, when pre-service teachers attempted to implement this methodology in traditional partner school, they found immediate resistance. This problem occurs due to lack of comprehensive dialogue between partner school and universities to align their expectations. Thus, pre-service teachers were trapped in a conflicting pedagogical philosophy, leading them to suffer from undermined professional confidence.

In this research, the stakeholder perception asymmetry theory explains conflicts. The research revealed students despised the program due to classroom problems while lecturers found the program joyful sine the programs were their creation and obligated to monitor them. On the other hand, mentor teachers emphasized business and social skills. These perspectives argue that stakeholder interactions affect internship efficacy.

The role theory and occupational socialization could explain the conflicting views. Within this theory, higher education faculties assess program through formal documentation and administrative compliance because those actions are their responsibilities and clearly established in their curriculum. Student instructors are in survival mode, and their program evaluation depends on daily classroom management stress and emotional weariness. On the other hand, school teacher mentors only evaluated the program based on merely the immediate benefit and the excellent performance of student integration within their school social and operational culture. Identifying these motivations reveals that improving an internship requires balancing human dynamics rather than administrative constraints.

These data show that stakeholder positions affect evaluation outcomes. Thus, the results extend the CIPP paradigm. Traditional application of CIPP model deal with assessing context, input, process and product. In the traditional paradigm, those foci are independent dimensions (Alirezaie et al., 2024; Brandon & Fukunaga, 2014). However, the current study found the independency of those dimensions occur due to different interpretation by various actors. Therefore, researchers should reconceptualize the CIPP model as a multi-actor evaluation framework rather than a linear or procedural tool.

Reconceptualizing Stufflebeam's CIPP framework into a dynamic, multi-actor system addresses long-standing critiques of traditional, checklist-driven evaluation models. In complex educational setups, the dimensions of Context, Input, Process, and Product do not exist in isolation; they are continuously interpreted and experienced by the participants involved. For instance, what an administrator records as an adequate "Input" resource might be experienced by a student as an operational obstacle during the "Process" phase. By integrating multi-stakeholder perspectives directly into each CIPP dimension, this expanded framework allows evaluators to map where institutional designs clash with real-world experiences, transforming the CIPP model into a powerful diagnostic tool for continuous program improvement.

The results on classroom management, self-confidence, and communication skills emphasize the significance of soft skill development in teacher education over pedagogical and professional competencies (Fernandes et al., 2021; Thornhill-Miller et al., 2023). However, this study highlights a crucial soft skills gap in internship preparation. Teachers in 21st-century education must be adaptable, communicative, and emotionally intelligent, making this topic crucial (Almazroa & Alotaibi, 2023; Annan-Brew et al., 2024; Herlinawati et al., 2024).

This noticeable gap in soft skills preparation points to a broader structural issue within higher education curricula, which often prioritize content knowledge and formal lesson planning over emotional intelligence and psychological resilience. Modern, diverse classrooms require teachers to possess high levels of socio-emotional competence to manage stress, resolve conflicts, and build positive relationships with students and colleagues. When teacher education programs overlook these relational skills, student teachers often experience severe emotional exhaustion and early burnout during their field placements. Therefore, explicitly incorporating emotional regulation, communication tactics, and resilience training into the core preparation curriculum is a vital step toward equipping future educators for modern classroom realities.

The findings show the importance of systemic and integrative program over program-centered approaches to internship success. Microteaching, simulations, and case-based training should be added to university preparation programs. Second, authorities should standardize oversight to guarantee school and mentor uniformity. Third, universities and schools must collaborate more to close the theory-practice gap and meet stakeholder expectations.

To effectively implement these structural solutions, teacher training institutions must transition toward deeply collaborative, clinical-based partnership models. Micro-teaching sessions should move away from predictable peer-to-peer simulations and instead utilize case studies and immersive, video-based classroom disruptions to build real-world problem-solving skills. Concurrently, professional development programs for school-based mentors must be standardized, ensuring they are trained in instructional coaching and adult mentorship rather than relying on subjective evaluations. Finally, creating shared digital communication channels and collaborative reflection spaces where university faculty and school mentors co-analyze field

challenges can help bridge the theory-practice gap, aligning expectations and providing unified support for student teachers.

This study shows that program performance depends on structural quality, stakeholder alignment, interaction, and perception, contributing to educational assessment. These findings suggest that educational systems are complicated and require holistic evaluation frameworks. Ultimately, this study proves that the true value of an educational internship is not found in its formal program design, but in the quality of the interactions and shared understanding among its participants. Educational field practices are inherently complex socio-cultural systems that cannot be accurately measured using simple, flat quantitative data. By utilizing an inferential, multi-perspective approach, this research demonstrates how differing viewpoints shape learning outcomes. These insights challenge teacher education institutions to move past superficial quality assurance compliance and instead focus on building highly integrated, supportive, and communicative educational ecosystems.

## **CONCLUSION**

The main contribution is recognizing stakeholder perception asymmetry as a crucial internship effectiveness factor. The findings suggest that internship assessment should shift from structural and procedural methods to a multi-actor evaluative point. Thus, all stakeholders' view effectiveness as a relational outcome of their interaction. The current study found that stakeholder misalignment and poor preparation drive the failure of internship program. The program was extremely effective in the process and product dimensions, but the input dimension had severe shortcoming, especially dealing with preparation and starting skills.

From a theoretical perspective, this study contributes to the advancement of the CIPP evaluation model by repositioning it as a dynamic and multi-stakeholder framework rather than a linear evaluation tool. The study also extends experiential learning theory by demonstrating that learning outcomes depend not only on experience itself but also heavily on the quality of preparation and the alignment of support systems surrounding the learning process.

Practically, these findings suggest a more integrated and systematic approach to enhancing the success of internship programs. To optimize student capabilities, teacher education programs must strategically integrate experiential learning into the core curriculum through courses such as microteaching. Rather than treating this coursework as an isolated subject, the lectures and practical sessions should be designed to simulate real-world school dynamics, thereby enhancing the readiness and self-efficacy of pre-service teachers. Consequently, institutions should also standardize and improve their supervisory mechanisms to ensure mentorship uniformity across diverse school contexts. Ultimately, universities and partner schools need to foster stronger collaborative networks to effectively bridge the theory-practice gap and meet stakeholder expectations.

Ultimately, this study argues that institutions should transform internship programs from procedural academic requirements into coordinated, reflective, and competency-oriented learning systems that actively integrate stakeholder roles, experiential learning processes, and institutional alignment.

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