

CIPP Evaluation of International Class towards World Class University

Rizky Nur Afni^{1*}, Aan Fardani Ubaidillah²

¹Department of Educational Administration, Malang State University, Malang, Indonesia

*Corresponding author, email: rizky.nur.2401328@students.um.ac.id

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Abstract

The International Class Program (ICP) is an educational initiative that integrates an international curriculum, emphasizing the use of global languages, international resources, and field practices with a global scope. Evaluation plays a crucial role in managing the program by identifying challenges, proposing solutions, and guiding improvements. It systematically measures the achievement of program objectives, assesses quality against established criteria, and provides essential data for informed decision-making. This study aims to evaluate the learning implementation and its impact on the department of Ali University, Malang, as part of its efforts to achieve World Class University status. Using the CIPP evaluation model, researchers analyzed the context, input, process, and product aspects of the program through interviews, observations, and documentation. The findings showed that the ICP in the department is functioning effectively, though the use of international languages, particularly English, remains suboptimal. A key issue is the insufficient number of qualified lecturers to support the program. Despite these challenges, the ICP has had a positive impact, as evidenced by improved student learning outcomes and notable achievements in both academic and non-academic areas.

1. Introduction

Education is a human necessity for continuing life. Thus, the development and improvement of education are necessary in line with the increasing needs of humanity, which are expected to lead the world of education to the advancement of civilization. Changes in educational improvement are the main task of an educational institution, whether formal, non-formal, from primary to higher education. "Campus, as one of the educational institutions, plays a role as an institution that is also responsible for capturing existing changes, and at the same time serves as a cultural reserve for values relevant to those changes." (Tharaba 2013). The development of science is one of the backgrounds of an educational institution to improve quality and standards.

In response to this challenge, in 2003 the Directorate General of Higher Education of Indonesia undertook efforts to internationalize higher education in order to enhance national competence, autonomy and decentralization, and organizational health. (Izzi et al. 2022). Regarding the internationalization program, the term World Class University has become a hot topic of discussion nowadays. Educational institutions, especially universities, are competing to integrate international programs. A world-class university (WCU) is a higher education institution or university that has been ranked, assessed, and recognized internationally. Such acknowledgment can increase a university's value in the eyes of the public. Higher education institutions going to become WCU are measured not only by numerical values, but also by quality according to international standards. World Class Universities are demonstrations of the outcomes of higher education institutions' globalization. Several features can be used to identify these achievements, including enhanced learning quality, cross-country cooperation and partnerships, and academic program internationalization. (Junining and Prawoto 2020).

The importance of internationalizing higher education institutions will have an impact on the quality and standard of education in an area, encouraging it to maintain up with scientific advancements and compete on the international stage. In response, Aly University in Malang developed the International Class Program (ICP), including one campus in the Faculty of Education. The International Class Program gives learners the opportunity to learn in international languages, specifically Arabic and English, as well as use educational resources from international literature and perform fieldwork overseas. Even though several program periods of time, the ICP class has yet

to be implemented properly. Furthermore, during the Covid-19 pandemic, distance learning methods were implemented as an alternative to minimize the risk of transmission. That has become one of the challenges that impeded the progress of the International Class Program.

Educational institutions often face challenges and achievements in implementing their programs. To assess a program's success, conducting an evaluation is essential. Evaluation involves systematically collecting information about specific processes or systems. The data gathered serves as a basis for decision-making and planning subsequent actions. By evaluating, the program's progress can be monitored, potential negative outcomes can be mitigated, and its sustainability can be assessed (Ananda and Rafida 2017). Evaluation is a systematic activity aimed at determining the value of various elements, such as regulations, activities, decisions, performance, processes, individuals, and objects, based on specific criteria. Evaluators can determine these values by directly comparing them to general standards or measuring the elements against defined criteria. (Hasibuan, Wirahayu, and Nasution 2022).

In program evaluation, several models can be utilized, with the choice depending on the evaluation's objectives. This study seeks to evaluate whether the implementation of the International Class Program (ICP) in the Islamic Education Management department aligns with its initial plans. For this purpose, the researcher chose the comprehensive CIPP (Context, Input, Process, and Product) Evaluation Model. This model, which follows a systematic evaluation process, focuses on program improvement and supports decision-making. The CIPP model is applicable across various domains, including education, management, and corporate projects, programs, or institutions (Wijayanti, Yulianti, and Wijaya 2019).

Nana Sudjana (Nana Sudjana 2004) explains the stages of the CIPP evaluation model as follows: 1) Context: refers to the circumstances or background that influence program planning. 2) Input: examines the quality of resources and components that contribute to the program's success. 3) Process: evaluates how the program is implemented and whether facilities are utilized according to the plan. 4) Product: assesses the outcomes achieved through program implementation. The primary focus of the CIPP model is to support and promote the development of a program through ongoing, proactive, and policy-driven evaluation (Suri and Hariyati 2024).

Field observations showed that the ICP program at the Faculty of Education, Aly University, is generally running well. However, several challenges persist, which are critical in realizing the full potential of an international class program. One significant issue is the limited use of English in teaching and learning activities. As a result, the researcher aims to study the implementation of the ICP learning program in one of the study programs at the Faculty of Tarbiyah, Aly University, Malang. This study seeks to provide an overview of academic activities in the classroom, identify challenges and obstacles, and evaluate the program's overall success.

2. Method

The researcher used qualitative methods in this study. Qualitative methods are research procedures that produce descriptive data in the form of written or spoken sentences from people or observable behaviors. Qualitative research is a type of research aimed which described and analyzed phenomena, events, social activities, and individual or group thoughts. Thus, the data search results can provide accurate and factual information. The researcher will conduct a direct observations at the research location, namely Ali University, specifically the ICP class. Subsequently, the researcher will conduct interviews with the key informants who are individuals involved in the implementation of program and have a thorough understanding of the program's progress, including the head and secretary of the study program, the ICP class instructors, and several ICP class students. Data will be analyzed and its validity tested using triangulation techniques.

3. Results and Discussion

The International Class Program (ICP) is an educational innovation aimed at enhancing quality and addressing global advancements and demands. Established in recent four years, it reflects

universities' efforts to compete on an international scale. Aly University in Malang city aspires to produce individuals with spiritual, moral, scientific, and professional excellence it aims to contribute meaningfully to the global community. Aly University aims to become an internationally recognized Islamic university, promoting universal Islamic principles (*rahmatan lil 'alamin*) to students worldwide. This vision includes integrating global values into education and transforming into a world-class institution dedicated to spreading Islam as a source of mercy for all creation. A key strategy toward achieving this goal is the establishment of the International Class Program (ICP).

The ICP at the Faculty of Tarbiyah and Teacher Training established in 2009, with the Department of Islamic Religious Education as its pioneer. Initiated by the dean of faculty, the program was developed through extensive planning, including needs assessments, round table discussions, and comparisons with other ICP programs. The initiative drew inspiration from similar programs in Indonesia and abroad, leveraging their experiences to shape the ICP at UIN Maliki Malang. This program designed to address global challenges. The implementation of the learning program requires the evaluation to assess the implementation process, identify problems, and find alternative solutions. Evaluation using the CIPP model will provide a comprehensive overview of the ICP program. Comprehensive information related to ICP class learning, in terms of context, input, process, and product.

Overall, the implementation of the ICP class learning has been going well. Investigating the goals of higher education, improving the quality of learning in a more complex scope, guiding students towards advancements in science and technology that are increasingly relevant today. The enthusiasm and interest of students serve as fuel for university administrators to provide more competent programs and facilities in accordance with the circumstances and needs. That has clear relevance to meeting global needs. With the ICP program, students are equipped with knowledge and skills to compete internationally, enabling them to contribute to the development of science and technology globally and specifically to the national context.

The ICP was created as part of the university's internationalization efforts, providing students with education aligned with international standards. This prepares them to compete and contribute on a global scale. The program stems from the university's aim to enhance its reputation internationally and cater to students with high enthusiasm and talent for global engagement. To meet the demands of advancing science and technology, the university offers ICP as a platform for students to develop their skills and passions, with hopes they will pursue further studies abroad through scholarships. Besides its strengths, the ICP program in the Aly University department faces challenges, particularly a lack of qualified lecturers, which impacts classroom learning. However, this is mitigated by students' strong interest and creativity. They actively enhance their foreign language skills through training programs organized by ICP units both on and off-campus, showcasing their commitment to personal and academic growth.

Then, in the Input evaluation, Aly University oversees the department in managing the ICP class program. The selection process for prospective ICP class participants is implemented to filter out competent students with good enthusiasm for prospective participants each semester. Open to second-semester students, registration includes comprehensive assessments, such as academic tests and interviews. Academic evaluations, often conducted through written or online platforms like Google Forms, focus on language proficiency. This is followed by an English-speaking test administered by the ICP unit and a final interview by the department to assess the student's commitment and readiness. Students meeting the criteria are eligible to join the ICP class. Then, Facilitating lecturers in determining strategies and learning models, in order to achieve effective and efficient learning. In its implementation, obstacles were encountered, especially in the use of international languages. This can be addressed by conducting language training for both lecturers and students. Language as a tool of knowledge, if mastered well, can maximize the process of knowledge transfer (learning process). General input evaluation includes the process of assessing alternative approaches, staff, competencies, and the accuracy of budget allocation in achieving objectives (Fajriyati 2023).

The learning process of the ICP class runs for several periods. Experiencing slight changes during the transition of the Faculty or Dean's leadership. Since the establishment of the ICP class, its

implementation is still in the development stage, adjusting to the capabilities of students and lecturers. Experiencing ups and downs and having gone through a process of change and innovation. In recent years, the ICP program has emphasized the application of the International language in the classroom. Supported by the provision of guest lectures from professors from abroad. Intended to motivate students to be more concerned about self-development both inside and outside the classroom. Interaction in guest lectures from foreign professors indirectly forces students to use an international language. Through this, students are trained to express their ideas and opinions, as well as to build confidence to participate in international activities. After participating in the series of activities, students are expected to apply what they have learned in class, especially the use of international languages. In addition to studying in class, students and lecturers also participate in language development classes organized by the university, such as TOEFL training.

Based on the data of research that the ICP class learning process is generally well-implemented but not yet fully optimal. Both the ICP unit and the department work collaboratively to support the program. However, challenges remain, particularly in the consistent use of international languages during learning activities. Currently, lecturers integrate international languages, such as English, during class openings, greetings, and closings, while teaching primarily in a bilingual format using Indonesian and English. To improve, attention must be given to key components, including ensuring qualified teachers are assigned to ICP classes and selecting capable students who can thrive in this learning environment.

After participating in the ICP class program, the students' abilities showed a positive impact. Even though the ICP class indication has not yet been fully achieved. However, experiencing progress in a positive way. Student achievements are not only measured by academic abilities in the classroom, but are more diverse and varied. ICP students have good potential, for example in the fields of organization and arts. Several ICP students participated in the Faculty Ambassador auditions and successfully secured positions as ambassadors for the Faculty of Education, with some also becoming the first Runner Up for the Faculty Ambassador. Outside of campus, participating in the East Java environmental ambassador competition. If we look at the graduation rates or achievements of alumni, the researchers do not yet have accurate data. Additionally, the faculty is also innovating a platform that can serve as a record of the alumni's career or educational paths.

From a student perspective, mastery of foreign languages serves as a key indicator of the ICP program's success. Students who effectively use international languages demonstrate the achievement of program goals. Similarly, lecturers and staff contribute to success by adhering to language use standards in their educational practices, emphasizing language skills as a primary benchmark for the ICP at UIN Maulana Malik Ibrahim Malang. Final evaluations include research paper assignments and assessments of thesis writing and oral presentations, allowing students to showcase their bilingual proficiency. While graduate evaluations are conducted, the current observation process lacks a systematic approach. To address this, institutions should leverage technology, such as web-based alumni platforms, to gather accurate and reliable data for assessing program outcomes.

After the series of evaluation processes above, several obstacles or problems have been identified. First, it is on the input of the ICP class. The instructors for the ICP class are also regular class lecturers, selected from those with basic English proficiency. Considering that the cost of education or Single Tuition Fee (UKT) between regular classes and ICP classes is the same, it is not possible to provide more privileges to the ICP class. Budget constraints limit the department's ability to recruit English-based lecturers.

Learning facilities play a significant role in determining the quality of education. They include the tools and infrastructure utilized by educators during the teaching and learning process to meet educational objectives. The utilization of learning facilities needs to be managed well so that the objectives are achieved effectively. (Azhari & Kurniady, 2017). Next, the obstacles from the students themselves. Students enrolled in the ICP class do not yet have expert English skills. Still at a basic understanding of the language, quite good passively, but not yet able to be maximally active as

expected in an International class. That hinders teachers in language-based learning and assignments. So far, learning is conducted using bilingual methods, and it is still being developed.

Table 1. Result of CIPP Evaluation

No	Information
1	<p>Context:</p> <ul style="list-style-type: none"> - Program Background: The university aspires to achieve a World Class University status with a strong international reputation. The establishment of the ICP class is driven by students' interest and competencies in contributing to global development. - Purpose: To support students in enhancing their abilities and skill sets. Prepare and train students with the knowledge and skills required for pursuing further education and careers at an international level.
2	<p>Input:</p> <ul style="list-style-type: none"> - Selection the candidate of ICP students through a selection process. - Led by qualified lecturers in their expertise and proficient in English - Facilitating the students with international programs, such as International Seminars, fieldwork abroad, partnerships with foreign universities - Supporting students through training projects. For example, language improvement programs (TOEFL), self-development programs - Limited to a certain number of students
3	<p>Process:</p> <ul style="list-style-type: none"> - Implementing international language in the classroom. Although, it is not yet optimal. - Language as a supportive tool for learning is mandatory to use during class openings, greetings, and closures. - Learning in a bilingual language (Indonesian and English) - Students discuss in the class actively using bilingual language.
4	<p>Product Evaluation:</p> <ul style="list-style-type: none"> - Program Achievement: Approximately 70% of goals achieved. - Student Development: ICP students show greater confidence and critical thinking. - Participation: Actively involved academic and non-academic, such as international seminars and exchanges. - Involvement: Engaged in development activities. - Achievements: Excel in academics and arts, both on and off-campus.

Based on the data in the table above, it has been determined that the ICP program achieved positive results, especially in enhancing students' learning capabilities. Students' attitudes toward attending class: ICP students are more enthusiastic and self-confident. Furthermore, students are becoming more aware of the necessity of studying international learning styles, beginning with the most fundamental, the usage of foreign languages, in particular English. After finishing undergraduate studies, students progress to the next academic level. However, in this situation, no students from Islamic Education Management have continued abroad.

3.1. Conclusion

Overall, the implementation of the International Class Program has been running well. The implementation of the ICP program is still in the development stage. The input aimed at supporting the program is by facilitating the development of language skills for both lecturers and students, as well as providing learning facilities and infrastructure. The use of an international language in classroom learning has become the main point of its implementation. However, in that component, there were obstacles, so the class used a bilingual system as an alternative to ensure the ICP class could develop and progress. The implications of implementing the ICP class can be seen in the students' abilities, both in terms of achievement, character, and attitude. In this research, there are certainly shortcomings and it requires a more in-depth examination. Future researchers can conduct evaluations using other methods to gain a comprehensive view of the issues being faced and to seek alternative solutions for the sustainability and development of the program.

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