

**THE EVALUATION OF INSTRUCTIONAL PROCESS FOR THE
INTERNATIONAL CLASS PROGRAM IN ISLAMIC EDUCATION
MANAGEMENT DEPARTMENT AT UIN MAULANA MALIK IBRAHIM
MALANG TOWARDS WORLD CLASS UNIVERSITY**

THESIS



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FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2023**

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MANAGEMENT DEPARTMENT AT UIN MAULANA MALIK IBRAHIM
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THESIS

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for a bachelor's degree in education (S.Pd)

At the Islamic Education Management UIN Maulana Malik Ibrahim Malang



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2023

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THE EVALUATION OF INSTRUCTIONAL PROCESS FOR THE INTERNATIONAL CLASS PROGRAM IN ISLAMIC EDUCATIONN MANAGEMENT AT UIN MAULANA MALIK IBRAHIM MALANG TOWARDS WORLD CLASS UNIVERSITY

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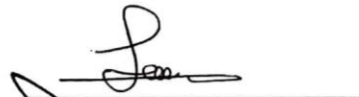
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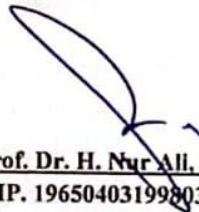
THE EVALUATION PROGRAM OF THE INTERNATIONAL CLASS PROGRAM
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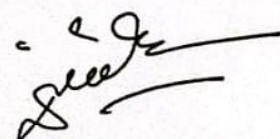
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Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah melakukan beberapa kali bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan, dan setelah membaca skripsi mahasiswa tersebut di bawah ini:

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Judul Skripsi : The Evaluation Program Of The International Class Program
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Maka selaku Pembimbing, Kami berpendapat bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian, mohon dimaklumi adanya.

Wassalam

Pembimbing



Prof. Dr. H. Nur Ali, M.Pd
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DEDICATION

This thesis is sincerely committed to:

My adore and extraordinary parents (Mr. Yusuf & Mrs.Suartinem)

My adorebrother (Mahfuddli Sahli and Ibram Amanullah Atha)

My Big Family

All of my friends

MOTTO

Efforts and prayers belong to humans
while the results, God determines
*Usaha adalah milik manusia,
sedangkan hasil Allah yang tentukan*

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STATEMENT AUTHORSHIP

Bismillahirrahmanirrahim,

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other nor does it include, without due acknowledgement, the result of any other person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me,

Malang, November 11, 2023

The Researcher



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Bismillahirrahmanirrahim...

All glory be to Allah, the Almighty God, for giving her the fortitude, health, and will to finish her thesis as her last academic project. Salutations and peace be upon the Prophet Muhammad, who has illuminated the world and paved the way for humanity. This thesis is written as one of the requirements for getting the S. Pd. In a bachelor's degree in education. While writing my thesis, several people were helpful and encouraging.

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Last but not least, the author admits that this thesis is still far from perfect. There are errors in this thesis that belong to the writers, notwithstanding the help that the others listed offered. She is therefore open to recommendations to make her writing better.

TRANSLITERATION GUIDELINES

Arab-Latin transliteration writing in this thesis used transliteration guidelines based on the decision with the Indonesian Minister of Religion and Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543 b/U/1987 which in an outlines can be described as follows:

A. Alphabet

Arab	Latin	Arab	Latin
ا	a	ط	Th
ب	b	ظ	Zh
ت	t	ع	'
ث	ts	غ	Gh
ج	j	ف	F
ح	h	ق	Q
خ	kh	ك	K
د	d	ل	L
ذ	dz	م	M
ر	r	ن	N
ز	z	و	W
س	s	ه	H
ش	sy	ء	'
ص	sh	ي	Y
ض	dl		

B. Long Vowel and Dipthong Vowel

Arab	Latin	Arab	Latin
آ	â (a panjang)	أُو	Aw
إِي	î (i panjang)	أَي	ay
أُو	û (u panjang)		

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ABSTRAK

Afni, Rizky Nur, 2023. *Evaluasi Program ICP studi manajemen Pendidikan Islam Universitas Islam Negeri Maulana Malik Ibrahim Malang Menuju World Class University*. Skripsi Program Studi Manajemen Pendidikan Islam, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Prof. Dr. H. Nur Ali, M.Pd

Kata Kunci : Evaluasi, International Class Program, World Class University

International Class Program (ICP) merupakan program pendidikan yang berbasis kurikulum internasional, seperti penggunaan bahasa internasional, sumber internasional, dan praktek lapangan hingga pada lingkup internasional. Dalam pelaksanaan program ICP dibutuhkan adanya evaluasi, sebagai fungsi manajemen dalam penyelenggaraan suatu program, sehingga permasalahan atau problematika dapat teridentifikasi sejak dini dan dicarikan alternatif solusi dan perbaikan program. Evaluasi program adalah suatu proses penilaian sejauh mana tujuan dan sasaran program atau proyek sudah terlaksana, memberikan data dan informasi sebagai alternatif dalam pengambilan keputusan, mengkomparasi kinerja dengan standar sehingga diketahui kesenjangan, dan penilaiannya kualitas suatu objek.

Penelitian ini bertujuan untuk mengevaluasi pelaksanaan pembelajaran kelas ICP serta dampaknya pada program studi Manajemen Pendidikan Islam di Universitas Islam Negeri Maulana Malik Ibrahim Malang yang diselenggarakan untuk mewujudkan World Class University. Penelitian ini merupakan penelitian kualitatif yang menggunakan model penelitian evaluasi CIPP dengan mengevaluasi tiap komponen program yaitu konteks, input, proses, dan produk. Peneliti menggali informasi terkait pelaksanaan pembelajaran di kelas ICP, menganalisis hambatan pada proses pelaksanaan, dan dampak program terhadap kompetensi mahasiswa Manajemen Pendidikan Islam.

Data diperoleh melalui wawancara, observasi, dan dokumentasi. Teknik analisis data meliputi reduksi data, display data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa program ICP pada program studi Manajemen Pendidikan Islam UIN Malang sudah berjalan dengan baik, namun penerapan bahasa Internasional belum maksimal. Salah satu hambatan dalam pelaksanaan adalah kurangnya sumber daya manusia, yaitu tenaga pengajar ICP belum memenuhi kualifikasi secara sempurna. Dampak positif program ICP tampak pada hasil belajar mahasiswa ICP yang semakin meningkat dan berprestasi di bidang akademik dan non-akademik.

ABSTRACT

Afni, Rizky Nur, 2023. *The Evaluation Program Of The ICP In Islamic Education Management Department at Islamic State University Maulana Malik Ibrahim Malang Towards World Class University*. The Tehsis of Islamic Education Management Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang. Advisor Prof. Dr. H. Nur Ali, M.Pd.

Keywords: Evaluation, International Class Program, World Class University

The International Class Program is an educational program based on an international curriculum, such as the utilization of international languages, international sources, and field practice within an international scope. In the implementation of the ICP, evaluation serving as a management function in implementing a program, so that problems or obstacles can be identified early and alternative solutions and program improvements can be found. Program evaluation is a systematic process of assessing the extent to which the goals and objectives of a program or project have been implemented, providing data and information as an alternative in decision-making, comparing performance with the established criteria so that gaps are identified, and assessing the quality of an object.

This research purposes to evaluate the implementation of learning in the ICP and its impact on the Islamic Education Management department at the Maulana Malik Ibrahim State Islamic University, Malang, which was established towards a World Class University. This study employs a qualitative research approach, specifically utilizing the CIPP evaluation model to evaluate each program component, namely context, input, process, and product. Researchers explored information related to the implementation of learning in ICP classes, identified obstacles in the implementation process, and assessed the impact of the program of Islamic Education Management students.

The data was obtained through interviews, observation, and documentation. Data analysis techniques included data reduction, data display, and drawing conclusions. The findings of the research show that the ICP program in the Islamic Education Management at UIN Malang is running well, but the application of international languages is not optimal. One of the problems in implementation is the lack of human resources, specifically the lack of qualifications possessed by the lecturers of the ICP. The positive impact of the ICP program can be seen in the enhanced learning outcomes of ICP students and their achievements in academic and non-academic fields.

خلاصة

أفني، رزقي نور، ٢٠٢٣. تقييم برنامج الفصل الدولي برنامج دراسة إدارة التربية الإسلامية جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج نحو جامعة عالمية المستوى. رسالة برنامج دراسة إدارة التربية الإسلامية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. مرشد البروفيسور المدرس الدكتور نور علي الحاج، ماجستير في علوم التربية.

الكلمات المفتاحية: التقييم، برنامج الصف الدولي، جامعة عالمية الطراز

برنامج الفصل الدولي هو برنامج تعليمي يعتمد على منهج دولي، مثل استخدام اللغات الدولية والمصادر الدولية والممارسة الميدانية على نطاق دولي. عند تنفيذ برنامج الدرجة الدولية، يكون التقييم مطلوبًا، كوظيفة إدارية في تنفيذ البرنامج، بحيث يمكن تحديد المشكلات أو المشكلات مبكرًا وإيجاد حلول بديلة وتحسينات البرنامج. تقييم البرامج هو عملية تقييم مدى تنفيذ أهداف وغايات برنامج أو مشروع ما، وتوفير البيانات والمعلومات كبديل في اتخاذ القرار، ومقارنة الأداء بالمعايير بحيث يتم تحديد الفجوات، وتقييم جودة البرامج شيء.

يهدف هذا البحث إلى تقييم تنفيذ التعلم الصفي لبرنامج الفصول الدولية وأثره على برنامج دراسة إدارة التعليم الإسلامي في جامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج، والذي أقيم لإنشاء جامعة عالمية المستوى. هذا البحث هو بحث نوعي يستخدم نموذج البحث التقييمي CIPP من خلال تقييم كل مكون من مكونات البرنامج، أي السياق والمدخلات والعملية والمنتج. استكشف الباحثون المعلومات المتعلقة بتنفيذ التعلم في فصول برنامج الفصول الدولية، وقاموا بتحليل العوائق التي تعترض عملية التنفيذ، وتأثير البرنامج على كفاءة طلاب إدارة التربية الإسلامية.

تم الحصول على البيانات من خلال المقابلات والملاحظة والوثائق. تشمل تقنيات تحليل البيانات تقليل البيانات وعرض البيانات واستخلاص النتائج. تظهر نتائج البحث أن برنامج المقارنات الدولية في برنامج دراسة إدارة التعليم الإسلامي بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج يعمل بشكل جيد، ولكن تطبيق اللغات الدولية ليس الأمثل. إحدى العقبات التي تعترض التنفيذ هي نقص الموارد البشرية، أي أن أعضاء هيئة التدريس في برنامج المقارنات الدولية ليس لديهم المؤهلات الكاملة. يمكن ملاحظة التأثير الإيجابي لبرنامج المقارنات الدولية في نتائج التعلم المتزايدة لطلاب برنامج المقارنات الدولية وإنجازاتهم في المجالات الأكاديمية وغير الأكاديمية.

CHAPTER I

INTRODUCTION

A. Background of Study

Education is an essential requirement for the ongoing sustenance of human existence. In order to ensure that the advancement and enhancement of education aligns with the growing demands of humanity. The anticipated modifications are those that will propel the realm of education towards the advancement of civilization.

The primary objective of an educational institution is to implement improvements aimed at enhancing the quality of education. From formal educational institutions such as schools, to non-formal institutions at the elementary level, and finally to tertiary level institutions, “the campus serves as an educational company that assumes the responsibility of acknowledging and adapting to present transformations. Additionally, it serves as a repository of cultural heritage, maintaining values that are pertinent to the changes mentioned earlier”.¹ There exists. The advancement of scientific knowledge serves as a foundational element for educational institutions seeking to enhance their overall quality. One approach is developing a program that effectively aligns students' strengths with their academic advancement.

To deal with this challenge, the Higher Long Term Strategy (HELTS) or Direktorat Jenderal Perguruan Tinggi Indonesia initiated actions in 2003 to internationalize higher education with the aim of enhancing national competitiveness, economic growth, decentralization, and organizational well-being. According to the resources provided by Dikti (2003), it is clear that no universities in Indonesia have been included in the top ranking of the top 500 universities worldwide. The available data provides proof of the relatively low level of competency exhibited by Indonesian higher education institutions on a global scale. Universities are motivated to enhance their academic standards through the establishment of international programs, so encouraging them to engage in global competition.²

¹ M. Fahim Tharaba, *Kampus Islam Sebagai Agent of Change*, (Ulul Albab Volume 12, No.1, 2011): 69

² Esti Junining, *Evaluasi Model Program Kelas Internasional Di Perguruan Tinggi Dalam Perspektif*

² Esti Junining, *Evaluasi Model Program Kelas Internasional Di Perguruan Tinggi Dalam Perspektif Kelembagaan*, (Hasta Wiyata: vol. 3, no. 2. 2020): 114.

The concept of World Class University has gained significant attention in discussions around internationalization efforts. In the realm of academia, there is a growing trend among educational institutions, especially universities, to engage in a competitive pursuit of incorporating international programs into their academic programs. A World Class University (WCU) refers to a college or institution that has achieved high rankings, undergone rigorous assessments, and gained international recognition. The acknowledgment of a university can enhance its reputation and value. Universities aiming to achieve the status of a World-Class University (WCU) are evaluated not only on quantitative criteria, but also by the demonstration of internationally recognized excellence. The concept of a World Class University is a manifestation of the internationalization of higher education. These successes can be identified through several attributes, such as the enhancing the efficacy of the learning process, the cross-border cooperation and partnerships, and the internationalization of academic programs.³ The explanations are bellows

First is the enhancing the efficacy of the learning process. One strategy employed to enhance the quality of higher education within internationalization programs is the improvement of learning outcomes. The primary factor contributing to the realization of this objective is the element of human resources.

Students, lecturers and administrative staff are forms of human resources at the university. To realize the program designed, all these elements must be synergistic and have a collective commitment. The human resources they have must be responsive to prepare themselves with four main competencies: pedagogical, social, personality, and professional competencies. These competencies should align with the lifestyle of individuals in the global community. A simple illustration of progressing towards an international classroom is the starting point of implementing bilingual classes, which is by integrating the utilization of both Indonesian and English languages during the learning process in class.

The ICP is an advanced class where in this class learning is carried out bilingually, students are trained to be able to adapt the changes and developments in both National and International education, and integrate learning that refers to the international school curriculum, be active and passive in English, gain experience studying with lecturers from a leading university at international level, experienced in teaching practice at international

³ Esti Junining and Sigit Prawoto, Evaluasi Model Program Kelas Internasional Di Perguruan Tinggi Dalam Perspektif Kelembagaan, (Hasta Wiyata: vol. 3, no. 2. 2020): 119.

schools, such as Singapore International School in the country, Wadi Sofia College Malaysia and other international schools such as ex-RSBI.

Second is the cross-border cooperation and partnerships. Cooperation and partnerships between educational institutions have been expanded beyond international. Marked by collaboration between PTDN (*Perguruan Tinggi Dalam Negeri*) dengan PTLN (*Perguruan Tinggi Luar Negeri*) such as student exchanges, lecturers and staff as well as the offer of accreditation from regional and international educational institutions, such as the Asian University Network (AUN) and Standard International Organization (ISO).⁴

Internationalization programs include the implementation of scholarship programs for students such as the Darmasiswa program and the Developing Countries Partnership (Kemendiknas). For example, Gadjah Mada University (UGM) has formed international classes as support for students taking part in twinning or double degree programs. Universities also establish Memoranda of Understanding (MOU) and collaborations such as student exchanges. Student are given with the experiential learning opportunity to participate the exchange programs or study abroad initiatives in collaboration with partner universities.⁵

Third is the internationalization of academic programs. In improving the academic quality and reputation of international universities, there are several crucial components that can be pursued, such as: study abroad/student exchange program, these programs generally run one or two semesters at a university abroad during course classes in the regular semester to transfer course credits. Next, the research internship abroad which is an internship program in an institution or industry under the supervision of academic staff, it may also a collaborative research in a foreign country. Then, the global outreach program, its one of the activities of expanding students' personal, academic and professional perspectives is by participating in the Global Outreach Program

Some of the criteria above are forms of programs or achievements of universities that are superior and have an international reputation. The importance of internationalization of higher education will impact to the quality of education in a region while successfully compete on a global scale. In this case, UIN Maulana Malik Ibrahim Malang has established a program, known as ICP (ICP) in several faculties, including the

⁴ Retno Sunu Astuti, Pengembangan Kapasitas : Strategi Internasionalisasi Pendidikan Tinggi Di Indonesia, (Gema Publica: vol. 2, no. 1 2016): 1.

⁵ Muhamad Nur Lutfi Ainul Izzi, Implementasi ICP Sebagai Upaya Terwujudnya World Class University Di Universitas Negeri Surabaya, (Formosa Journal of Multidisciplinary Research: vol. 1, no. 3. 2022): 543.

Sharia'ah Faculty and the Tarbiyah and Teacher Training Faculty. International classes are offered in every department within the faculty.

The ICP provides the utilization of international languages in the learning process, specifically Arabic and English. Additionally, students have access to learning resources from international journals, and practical field work carried out abroad. During multiple program periods, ICP classes did not implemented optimally. Furthermore, in the era of the Covid-19, distance learning methods have been employed as an alternative to avoid the rise of transmission. This is one of the inhibiting factors for ICPs.

Educational institutions have both successes and challenges when implementing their programs. In order to assess the effectiveness of a program, it is required to do an evaluation. Evaluation is a systematic process aimed at collecting data that concerns the organization and structure of a certain organization. This information will be utilized as an alternate factor in determining next steps of action. The measurement and anticipation of program achievements at an early stage may minimize any negative outcomes. Evaluation can additionally be used as a consideration for program sustainability.⁶

In an Islamic perspective, contextually, the word "evaluation" is not stated directly. However, it can be interpreted as in the Al-Qur'an, Surah An-Naml verse 40, Allah says:

قَالَ الَّذِي عِنْدَهُ عِلْمٌ مِّنَ الْكِتَابِ أَنَا آتِيكَ بِهِ قَبْلَ أَنْ يَرْتَدَّ إِلَيْكَ طَرْفُكَ فَلَمَّا رآهُ مُسْتَقِرًّا عِنْدَهُ قَالَ هَذَا مِن فَضْلِ رَبِّي لِيَبْلُوَنِي ءَأَشْكُرُ أَمْ أَكْفُرُ وَمَنْ شَكَرَ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ وَمَنْ كَفَرَ فَإِنَّ رَبِّيَ غَنِيٌّ كَرِيمٌ

Said one who had knowledge from the Scripture, "I will bring it to you before your glance returns to you." And when [Solomon] saw it placed before him, he said, "This is from the favor of my Lord to test me whether I will be grateful or ungrateful. And whoever is grateful - his gratitude is only for [the benefit of] himself. And whoever is ungrateful - then indeed, my Lord is Free of need and Generous."

Every action in education requires results. Educational institutions always hope that the results achieved are better than previous results. To compare the results achieved on the previous day, needs an evaluation.⁷ Which functions, to:

1. In order to get empirical data that can serve as an indicator of the program's success and quality of achievement in realizing its objectives..

⁶ Rusydi Ananda, Pengantar Evaluasi Program Pendidikan, (Medan: Perdana Publishing, 2017): 6.

⁷ Dedi Wahyudi, Konsepsi Al-Qur'an Tentang Hakikat Evaluasi Dalam Pendidikan Islam, (HIKMAH Journal of Islamic Studies XII, no. 2 2016): 245.

2. To find out which programs are effective and which are not. So that measure can be taken.
3. to determine level of efficiency of educational methods used in education during a certain period of time
4. To determine the level of success of the teaching program.
5. To diagnose the strengths and weaknesses of a program, by knowing the causes of the weaknesses it will be easy to find ways to overcome them.

The choice of the evaluation model to be used is dependent on the evaluation objectives. This research aims to provide an assessment of the ICP in Islamic Education Management whether the implementation is in accordance with planning or not. In accordance with the evaluation objectives, the author chose a complete and comprehensive CIPP Evaluation model. CIPP is an acronym that means context, input, process, and product. This model of evaluation has the aim of improving the program. The orientation of this evaluation is as a consideration for making decisions by the decision-maker (decision-holder). The CIPP model evaluation can be applied in various fields, such as education, management, businesses, programs, and institutions.⁸

The CIPP concept includes four components: 1) Context; aims to introduce the program, utilize the program, and increase information literacy. Context evaluation is the process of describing and specifying the program environment, identifying unmet needs, and understanding the characteristics of the population of people involved in the program. So the context referred to here is the environmental conditions that support the implementation of this program. The result of context evaluation is to provide several alternative decisions, namely, the setting to be implemented and the goals and objectives to be achieved. 2) Input; Input evaluations provide information about managing decisions, determining available resources, alternatives to be taken, and what strategies to use to achieve goals. The components of input evaluation are: human resources, supporting facilities and equipment, financial aspects, and required procedures or regulations. 3) Process: This evaluation is useful for identifying program design during the implementation section, providing information on program decisions, and serving as an archive of past processes. Process evaluation provides the benefit of finding out whether

⁸ Nova Indah Wijayanti dkk, Evaluasi Program Pendidikan Pemakai Dengan Model CIPP Di Perpustakaan Fakultas Teknik UGM, (Tik Ilmeu : Jurnal Ilmu Perpustakaan dan Informasi: vol 3, no. 1 2019): 37.

program implementation is in accordance with the plan or not and what things need to be improved, or is referred to as a study of the effectiveness of educational program implementation. 4) Products; evaluate the impact of implementing the program in the form of results from participating in this program, including improved understanding and the gaining of a certificate as an indicator of successful program completion.⁹

Based on empirical observations in the field, researcher has determined that the ICP class program is running well. However, there are several problems which are important points for realizing the goals of the ICP. The utilization of English in the teaching and learning process is not optimal. One of the factors is teachers or lecturers who do not yet master English and students who also do not have English language skills.

Based on the facts above, researcher is tend to discuss " The Evaluation Program Of The International Class Program In Islamic Education Management at UIN Maulana Malik Ibrahim Malang towards World Class University" in order to find out whether the implementation of the program is in accordance with planning or not.

B. Research Focus

Based on the research context, the focus of this research is

1. How is the instructional process of the International Class Program in the Islamic Education Management department at UIN Maulana Malik Ibrahim Malang?
2. What problems are encountered in the instructional process of the International Class Program in the Islamic Education Management department at UIN Maulana Malik Ibrahim Malang?
3. What is the impact of instructional process of the International Class Program on the quality of education in the Islamic Education Management department?

C. Research Objectives

The purposes of this research are:

1. Describe the instructional process of the International Class Program in the Islamic Education Management department at UIN Maulana Malik Ibrahim Malang.

⁹ Nova Indah Wijayanti, Rita Yulianti, and Bagus Wijaya, Evaluasi Program Pendidikan Pemakai Dengan Model CIPP Di Perpustakaan Fakultas Teknik UGM, (Tik Ilmeu : Jurnal Ilmu Perpustakaan dan Informasi: vol 3, no. 1. 2019): 46

2. Describe the problems of the instructional process of the International Class Program in Islamic Education Management department at UIN Maulana Malik Ibrahim Malang towards a World Class University.
3. Describe the impact of the instructional process of the International Class Program on the quality of education in the Islamic Education Management department at UIN Maulana Malik Ibrahim Malang.

D. Benefits of Research

It is hoped that this research can provide benefits and increase scientific knowledge, especially regarding the ICP, including:

1. For Institutions
 - a. For the Islamic Education Management education program at UIN Maulana Malik Ibrahim Malang: The results of this research are used as supporting material for better evaluation, development, and improvement of the program.
 - b. For UIN Maulana Malik Ibrahim Malang: The results of this research can be useful as a research reference regarding program evaluation the ICP Evaluation Islamic Education Management UIN Maulana Malik Ibrahim Malang Towards a World Class University

2. For the Development of Science

It is hoped that the results of this research can be a reference in creating ideas and suggestions for improving the quality of the ICP and providing additional insights related to education.

3. For Writers

The results of this research provide an understanding of the ICP and its impact on the quality of education.

E. Previous Studies

The author conducts a thorough review of relevant research related to the selected issue, ensuring the avoidance of duplication and maintaining the authenticity of the research. Therefore, several academic papers have been identified that are relevant to the topic at present, that are:

1. Research conducted by Aulya Fahma titled “Evaluation of Superior Class Programs in Improving The Quality of Education (an Evaluative Study at MTs. Muallimin UNIVA Medan)”. The research uses the same evaluation model as the author,

namely the CIPP evaluation model. However, this research focuses on evaluation as an effort to improve the quality of education through superior-class programs. The results of this study are the opportunities in this program are the number of students who have talent and creativity that must be supported and facilitated. This program was created to create superior students. The approach taken is by screening students. In this case, prospective students in the test are then offered, willing or not to enter the superior class. When it is entered, then test for class placement. The results achieved from this program are good, although not optimal as expected. The resulting output is able to continue to their favorite school. 80% of graduates of Madrasah Tsanawiyah Muallimin are able to continue their education to public schools or madrasas.

2. Research conducted by Roro Imas Margitamia titled “Evaluation of the Bilingual Class Program at Primary Global Islamic School 2 Serpong”. This research only discusses the evaluation process conducted by Primary Global Islamic School 2 Serpong. The author analyzes the evaluation process based on the context, input, process, and product (CIPP) model in all programs run in bilingual classes by Primary GIS 2 Serpong. This is different from the research conducted by the author, using the CIPP evaluation model to find results and determine obstacles and impacts on ICP. The results of this study succeeded in answering some of the formulation of the questions. First, that the context evaluation has been carried out well by the institution. Both input evaluations show that human and non-human resource inputs are ready to run the program. The three process evaluations show that the program being carried out refers to the goals set by the institution, so that personnel carry out the program well and with the agreed timeliness. The last is related to product evaluation which shows that the Bilingual class program has graduate standards that meet the target, so that the program's significance is felt significantly.
3. Research conducted by Muamar Kaddafi titled “Evaluation of the Brawijaya University Internationalization Program in the Context of Towards a World-Class University”. In this papers, the author focuses on global university internationalization programs. Meanwhile, in this research, the author focuses on a specific internationalization program conducted by the university, namely the ICP. In addition, the author also researches the impact of this program on the quality of education. Based on the results of the analysis conducted using formative evaluation, indicating that the aspects of input, process and output should still be improved. The

implementation process of UB's Internationalization policy that has been implemented and continues to be developed in order to raise the quality as an international university. Meanwhile, in terms of output, the result of the implementation of UB's internationalization policy to date can be categorized as bad or fall into bad category. The obstacles faced consist of macro and micro constraints. Macro constraints in this case in the form academic obstacles in this case in the form of not achieving the target standard quality of teaching staff for the internationalization program, the unfulfilled quota of teachers in accordance with international standards, not the formation of an ideal curriculum in accordance with international curriculum and university curriculum partner and not yet fulfilled standard teaching facilities.

4. Research conducted by Fajri Chairawati titled "Evaluation of Learning in International Classes at the Faculty of Da'wah Iain Ar-Raniry". In his research, the author focuses on the international class learning process, including both learning materials and the methodologies employed. Then the author examines students' understanding of learning. In contrast to this research, the author focuses on program evaluation using the CIPP method, which by using this method, the barriers and supporting factors for ICPs can be identified. The findings of the research indicate that lecturers employ a mixed method approach while delivering lecture material. This approach entails the utilisation of many methods rather than practising to a singular way. Various instructional methods, including assignment methods, discussion methods, and guiding, among others, are commonly employed in academic settings, etc.. In the meanwhile, the comprehension of the course material by students. The utilisation of both Arabic and English as instructional languages appears in questionnaire answers in many categories. This is because it is still varied the language used by lecturers when teaching lecture material with words. Another thing is that in the learning process in class the use of Arabic and English has not yet fully implemented it.

Based on the analysis of prior study data, it may be inferred that variations exist in the variables and research emphasis. Hence, it is obvious that the novelty of this study is in its concentration on the evaluation of the ICP in the Islamic Education Management department at Uin Maulana Malik Ibrahim Malang, with the goal of achieving the reputation of a world-class university.

Table 1. Previous Studies

No	Name and Title Research	Equality	Difference	Originality Research
1	Aulya Fahma, Evaluation of the program of excellence class in improving the quality	Evaluation of the Excellence Class Program. Using the same method, namely the qualitative research method with the CIPP method, through interviews, observations, and documentation techniques.	The excellence program is not only focused on the International class. The evaluation is intended to assess the eligibility of the program to continue or not. The researcher used the TQM theory of Total Quality Management.	Program Evaluation of the ICP department of Islamic Education at UIN Maulana Malikk Ibrahim Malang Towards a World Class University. This study employs qualitative
2	Roro Imas Margitamia, Evaluation of Bilingual Class Program at Primary Global Islamic School 2 Serpong.	Evaluate the entire bilingual classroom program. The problem formulation is based on the components of the CIPP method, namely evaluation of context, input, process and program products. Researchers as external evaluators have the same research objects and subjects.	Research concludes at program evaluation, without continuing to the following analysis of program restrictions and impacts.. In data analysis, previous researchers did not display the data, after reduction, the data was presented and concluded.	descriptive research methods, specifically the CIPP evaluation approach. The research focuses on evaluating the implementation of ICP class learning.

3	Muammar Kaddafi, Evaluation of Brawijaya University's Internationalization Program in Towards a World Class University	Evaluate the implementation of international programs. Using qualitative evaluation methods. Utilizing a combination of interview, observation, and document analysis methodologies. Researchers analyze the input, process, and output of international programs.	Focus research on improving the reputation of education. Evaluate quality improvement with internationalization policies. Focuses on university internationalization programs globally, with formative evaluation methods.	
4	Fajri Chairawati, Evaluation of Learning International Classes Faculty of Dakwah UIN Ar-Raniry	The research uses qualitative research methodologies to conduct its evaluation research. employing students as research subjects related to students' understanding of learning.	Evaluation focuses on learning. Evaluating learning achievement based on students' understanding of the material. Research also focuses more on language learning in international classes. Researchers obtained data through the use of a questionnaire.	

F. Definition of Terminologies

The definition of terminologies contains an explanation of the meaning of the keywords that are the focus of the research. Related terminologies are research variables that are interconnected. The following is an explanation of terms based on the research title:

1. Program Evaluation

Program evaluation is a systematic process that involves the collection of information related to program activities. Its goals are to evaluate the program's actual value, increase program effectiveness, and inform decision-making as a means of program development and improvement in the future.

2. International Class Program

The International Class Program is an educational program organized in collaboration with foreign universities by integrating international curriculum and languages throughout the program's system.

3. World Class University

World Class University (WCU) can be defined as ranking, assessment, and recognition on an international scale at a college or university. The recognition of this factor might enhance the perceived value of a university in the eyes of society. Universities that are oriented towards becoming a WCU are not only measured by numerical values but are also demonstrated by quality that meets international standards.

G. Writing Systematics

In the research evaluation of International Class for the Islamic Education Management department at UIN Maulana Malik Ibrahim Malang, the systematic writing was arranged into six distinct sections. These sections are as follows:

1. Chapter I: contains an explanation regarding the background, focus, and purposes of the research, previous studies, the originality of the research, and systematic writing.
2. chapter II: contains the theoretical study used in this research. In this papers, the researcher discusses evaluation, programs, program evaluation along with models and examples, and discussions related to ICPs.
3. chapter III: namely, research methodologies, including an explanation of the approach and type of research, research location, presence of researchers, research subjects, data

sources, research instruments, data collection techniques, data analysis, and data validity.

4. Chapter IV: presenting the research findings. Such as a description of the research object (vision, mission, and purpose) and the findings regarding the implementation of the ICP learning program and information that can answer the focus of this research.
5. Chapter V: is a discussion of the data and information obtained and its relation to the research focus, namely the analysis of the implementation of the learning process of the ICP as well as the problems faced and their impact on the quality of the Islamic Education Management department.
6. Chapter VI: final part of this research. Which contains conclusions and recommendations to institutions based on the results

CHAPTER II

THEORY

A. Evaluasi Program

1. Definition of evaluation

The definition of evaluation according to Scriven in Stufflebeam and Shinkfield "evaluation is the process of determining the merit, worth, and value of things and evaluation is the product of the process". Evaluation is a process of assessing the usefulness and value of something and the product of this process. In other words, evaluation is the product of the process of determining the benefits and value of something. The product is presented in the format of a written report summarising research findings.¹⁰

Evaluation is the process of collecting information about how something works to determine appropriate alternatives for decision-making purposes.¹¹ In the management functions, evaluation is the final function in a set of management steps, both in formal and non-formal educational institutions. Etymologically, the word evaluation comes from English, namely from the word "evaluate" which means to measure and assess. Meanwhile, epistemologically, evaluation is a set of systematic activities to determine the condition of a programme; this information is used as comparison material with benchmarks in formulation conclusions. Based on the explanation above, it can be concluded that evaluation is an activity to measure something or a situation so as to produce information that can be used as a consideration in making decisions. The results of the evaluation are generally related to a standard that has been set in planning to achieve goals, which is also used as a benchmark for making decisions.

¹⁰ Stufflebeam, D.L dan Shinkfield, A.J. Evaluation Theory, Models and Application. (San Francisco: Jossey Bass. 2017): 369

¹¹ Suharsimi, Arikunto. Evaluasi Program Pendidikan (Pedoman Teoritis Praktis Bagi Praktisi Pendidikan). (Jakarta: Bumi Aksara, 2004): 1

2. Definition of Program

A program can be defined as a comprehensive framework consisting of multiple components, including regulations and a sequence of actions that should be performed within a specific period of time.¹² In this particular instance, the programme refers to a set of steps that are designed to be organised and implemented.¹³

The meaning of "program" can be divided into two distinct meanings, namely a specific and a general meaning. In general, a program can be defined as a plan. In a specific meanings, for example, a prospective student is asked to make a study plan, what program he intends to pursue when accepted as a student. So the meaning of the program in the example above is a plan or design of activities that will be accomplished during his education. Plans can also be interpreted as the desire to execute a project, gain experience, or research plans.¹⁴

One example of an illustrative description of a program is as follows: In the rutinity of life, there are many activities that take a short time but are structured around several agendas. An illustration of this concept can be seen in the context of training programs. The steps of activities in this program can be called as a program because it is composed of activity components. Such as budget planning, committee appointments, licencing, and many other tasks. The training was held in a relatively short time. However, in a short time, maybe spanning a week or even only two days, a program is executed through a sequence of processes. In this case, the program is a structured and well-planned activity that requires careful planning and ganization. The evaluation process assesses the level to which the program has been effectively implemented.

From the explanation above, it can be concluded that the program is a set of agendas that are planned over a certain period of time, implemented continuously, and assessed at the end of the program implementation. The program should be planned well, whether it is a short-term program or requires a long period of time. In order to ensure programme accomplishment, it is important to display a significant level of accuracy and attention. This ensures that the implementation process is executed with optimal effectiveness and efficiency.

¹² Ambiyar, Muharika. *Metodologi Penelitian Evaluasi Program*. (Bandung: Alfabeta . 2019): 18

¹³ Ananda, Rafida. *Pengantar evaluasi Porgram Pendidikan*. (Medan: Perdana Publishing. 2017): 5

¹⁴ Aulya Fahma, *Evaluasi Program Kelas Unggulan Dalam Meningkatkan Mutu Pendidikan (Studi Evaluatif Pada MTs. Muallimin UNIVA Medan)*" (Medan: USU, 2021).12

3. Program Evaluation

According to Brinkerhoff,¹⁵ evaluation can be defined as a systematic procedure aimed at determining the extent to which the goals and objectives of a program or project have been effectively implemented. Its purpose is to provide data and information as an alternative to making decisions and to compare the performance with the standards in order to identify any discrepancies and assess the quality of an object. Program evaluation as the process of collecting information to determine the achievements of a program.¹⁶

Meanwhile, according to Sudjana, the definition of evaluation is a systematic activity to collect, process, and present data as a reference source in making decisions regarding programs that are being and/or have been implemented. The result of evaluation is a composition of values such as utility, effectiveness, success, scope, continuity, and other relevant aspects. These values are assessed when compared to the programme that is currently being implemented or has already been completed.¹⁷ According to Arikunto, the definition of program evaluation may be defined as a systematic process to determine the level of achievement of the program being implemented. From the definitions above, it can be concluded that program evaluation is a structured information gathering activity regarding activities. The information obtained can show the value of the program being implemented, improve program effectiveness, and serve as consideration for decision-making regarding program development and improvement in the following period.¹⁸

Program evaluation is carried out systematically using research methods to study, evaluate, and improve the program as a whole, especially education, such as diagnosing educational problems observed by the evaluator. These recommendations arise from the functions of concept design and evaluation, implementation and management of evaluation, evaluation results, and evaluation effectiveness. Program evaluation is carried out to make decisions or policies regarding the program. There are several evaluation methods that can be employed to ensure that the evaluation is carried out to provide real and factual information so that the strategy made based on

¹⁵ Briekerhoff, R.O. Program Evaluation. A Source Book. (Boston: Kluwer Nijboff Publishing. 1983): 2

¹⁶ Alfajri Bahri, Evaluasi Program Pendidikan, (Medan: Umsu Press. 2022): 3

¹⁷ Djuju Sudjana. Evaluasi Program Pendidikan Luar Sekolah. (Bandung: Rosdakarya, 2006): 22

¹⁸ Arikunto, Suharsimi, Evaluasi Program Pendidikan (Pedoman Teoritis Praktis Bagi Praktisi Pendidikan). (Jakarta: Bumi Aksara. 2004): Hlm 4

the evaluation is a correct, precise, and accurate decision that is beneficial for the sustainability of the program.¹⁹

Program evaluation is an activity or effort to obtain information about a program being implemented with the purpose of assessing the degree to which the program has reached and then to find out what decisions can be taken regarding the findings of the assessment.

4. Object of Evaluation

Among the purposes of program evaluation is to find out the achievement of the program objectives through the implementation of the program. This evaluation process aims to identify any unimplemented program components and sub-components, as well as the root causes or barriers that have hindered their implementation. Therefore, the evaluator needs to clarify the purpose of the evaluation before going to execute the process. In general, the purpose of the evaluation is to provide or present information as a supplementary and supporting document in determining the decision of the program.²⁰

Mutrofin stated that the purpose of the evaluation of the program is to provide a source of information that may be useful as a consideration in establishing alternative policies or recommendations for the objectives. According to Tayibnapis, evaluation has several purposes, including as a routine task or a responsibility to support the work of managers and employees with more complex information than exists or provide information to the team of builders or advisers.²¹

The Objectives of Evaluation stated by Djuju Sujana are bellow:

4. The purposes of program evaluation according to Djuju Sujana, are as follows:
Provide input for program planning; with evaluation, information needed for decision-making and preparation for program sustainability can be obtained, such as identifying needs, potential, obstacles and estimating budget requirements.
5. Provide input for the continuation, expansion, and termination of the program; through evaluation, it can be identified the urgency of expanding the program, improving it, increasing it, or even stopping the program because it is deemed to have no positive impact. In addition, the strength of a program can be determined

¹⁹ AulyaFahma, Evaluasi Program Kelas Unggulan Dalam Meningkatkan Mutu Pendidikan (Studi Evaluatif Pada MTs. Muallimin UNIVA Medan). (Medan: USU. 2022)” : 16

²⁰ Djuju Sudjana. Evaluasi Program Pendidikan Luar Sekolah. (Bandung: Rosdakarya, 2006). hlm 48

²¹ Rusydi Ananda, Pengantar Evaluasi Program Pendidikan, (Medan: Perdana Publishing, 2017): 8..

through an analysis of the availability of professional staff, public interest, and program supporting factors. The main focus is measuring the extent of the program's impact on the program purposes.

6. Provide input for program modifications; in this case, the evaluation is conducted throughout the program's implementation. So it can be seen if the implementation has not run optimally or if there are problems or obstacles that have caused inappropriate achievement of goals. So that can be an input that the program needs to modify.
7. Obtain information about supporting and inhibiting factors; The purpose of this evaluation is aligns with SWOT analysis, namely analysing strengths, weaknesses, opportunities, and challenges. Understanding these things can be a strength for the program in managing its potential and utilising strengths to overcome weaknesses.
8. Provide input to motivate and develop program managers and implementers; Program managers need to be given motivation so that they can support and improve their performance and carry out their duties well.²²

This evaluation is related to supervision. Assessing program implementers includes various aspects, such as knowing their level of proficiency in executing the program, their participation in relevant training program, and their understanding of the difficulties that are faced during implementation.

5. CIPP Evaluation

Nana Sudjana and Ibrahim interpret each CIPP evaluation process as follows.²³

- a. Context: conditions or background that influence program planning.
- b. Input: quality of input that can support the achievement of program purposes
- c. Process: program implementation and utilisation of facilities in accordance with what has been planned.
- d. Product: the outcomes produced after the implementation of the program²⁴.

The evaluation of this model is typically complex, where each evaluation is related to decision-making tools related to the planning and operations of a program.

The following is an explanation of CIPP and its processes:

²² Djuju Sudjana. *Evaluasi Program Pendidikan Luar Sekolah*. (Bandung: Rosdakarya, 2006): 36

²³ Nana Sudjana, Ibrahim. *Penelitian dan Penilaian Pendidikan*. (Bandung: Sinar Baru Algesindo. 2004): 246

²⁴ Fahma, "Evaluasi Program Kelas Unggulan Dalam Meningkatkan Mutu Pendidikan (Studi Evaluatif Pada MTs. Muallimin UNIVA Medan). (Medan: USU. 2022)": 24

a. context evaluations

Context evaluations focus on analysing problems relevant to the program environment or objective conditions to be implemented. Specifically, it focuses on analysing the strengths and weaknesses of an object. Stufflebeam stated that context evaluation functions to identify opportunities and analyse needs. Needs are formulated as a gap between real and expected conditions. Context evaluation is a step aimed to obtain information related to field conditions, including unmet needs, the population served, and the objectives of a program.²⁵ The data obtained from this evaluation will provide helpful information for decision-makers in formulating and planning the implementation of a program. In addition, with this evaluation, the rationality of a program can be measured.

Context evaluation of a program presents data as background in determining goals and priority goals. Context evaluation describes relevant environmental conditions, describes reality and expected changes in the environment, analyses unmet needs, and identifies new opportunities. The findings of the context evaluation will provide information that can be used as a supporting document in planning decisions, determining needs that must be met by the program, and formulating the goals of program.

b. Input evaluations

The evaluation input includes an individual's analysis regarding the effective utilisation of resources, the strategic preferences to be considered in achieving a program, alternative procedural strategy models for implementation, budgeting, and scheduling agenda of a program. Input evaluations are a crucial factor in assisting the best strategic program in specifying procedure design. The information and data collected can be used to optimally determine existing sources and strategies.

The evaluation of input contributes to evaluating alternative ways for access, action plans, workforce plans, and sustainable funding for a program to meet needs in achieving goals. Input evaluation helps in the decision-making process by identifying available resources, determining what alternatives are prepared, deciding what plans and strategies to meet requirements, and determining what work procedures are needed to achieve them. Input

²⁵ Arikunto, Suharsimi. *Evaluasi Program Pendidikan (Pedoman Teoritis Praktis Bagi Praktisi Pendidikan)*. (Jakarta: Bumi Aksara. 2004): 29

Evaluations is used as a source for policymakers' choices about planning, financing, resource allocation, implementation, and the appropriate activity agenda within the program's purposes.

With input evaluations, data can be obtained for consideration to determine the most effective utilisation of resources in order to accomplish program objectives. This evaluation will answer the question of whether the plans prepared have been implemented previously. Will the assumptions employed be achieved? Is it possible to successfully complete the program?²⁶

c. Proses Evaluations

Process evaluation provides feedback related to the efficiency of implementing a program, including the impact of the system and its implementation. Process evaluation is a method used to identify problems in the planning and implementation procedures of program.²⁷ It aims to gather data that is relevant to the decision-making process during programme implementation.

The main thing that needs to be paid attention to in process evaluation is "what" refers to the process of program implementation, "who" the person or human resource is responsible for this implementation, and "when" the program will end. The main concern of process evaluation is the achievement of implementation in realising planned goals, which serves as a benchmark for the success of the program throughout its duration.

Process evaluation is designed and employed during activity implementation, including identifying problems with incidents and activity management procedures. Overall activities are monitored and recorded, it is important to decide the follow-up actions for enhancements and improvements. Evaluation is the assessment of an object or institution in accordance with established standards, followed by the formulation of a conclusion about the evaluated object. Worthen and Sanders in Sawitri stated that the goals of process evaluation are: a) identifying weaknesses that may arise during the implementation phase while also recognising positive elements that should be

²⁶ Arikunto, Suharsimi. *Evaluasi Program Pendidikan (Pedoman Teoritis Praktis Bagi Praktisi Pendidikan)*.(Jakarta: Bumi Aksara. 2004): 29

²⁷ Suci Dwi, *Evaluasi Program Muatan Lokal Seni Baca Qur'an Dalam Peningkatan Mutu Pendidikan*, (UIN Jakarta. vol 5, no. 3. 2022): 12.

maintained, b) collecting important data regarding to the decision-making process, and c) archiving field notes on relevant issues during implementation.

d. Produk Evaluation

Product evaluation is a collection of explanations and "judgement outcomes" in relation to the CIPP framework , namely context, input, and process. The process of product evaluation assesses the extent to which programme objectives have been accomplished, describes the accomplishment of outcomes, and analyses the decisions made for the purpose of enhancing and updating the product. The product evaluation procedure is to measure and explain the results that have been achieved. Accurate analysis can serve as a valuable resource when making informed conclusions and developing proposals in accordance with established feasibility standards. In general, product evaluation activities include determining program operational objectives, assessing criteria that have been achieved, comparing field conditions with the formulation of objectives, and presenting rational interpretations.

Product evaluation assesses and interprets the success of the program both during its implementation and after its completion. This evaluation relates to the main impact, supporters, budget, and program advantages. Product evaluation involves the establishment of standards or criteria for a programme that is considered to be accomplished. It entails doing measurements and then comparing the level of success with the specified standards. The results are then interpreted in a rational manner, utilising data obtained from context, input, and process evaluations. The main focus of product analysis is to make a comparison between the objectives and criteria set in planning and the outcomes attained during the implementation of the program. Evaluation can be in the form of test scores, percentages, or observation data, which can be methodically connected to more specific goals.

The CIPP model posits that the success of educational programs is dependent upon several factors, such as the characteristics of students and the environment, program purpose and equipment used, procedures, and mechanisms for implementing the program. The goals of the evaluation include:²⁸

- 1) clarify and provide useful information to evaluate choice decisions.

²⁸ Rusydi Ananda, Pengantar Evaluasi Program Pendidikan, (Medan: Perdana Publishing, 2017): 12.

- 2) Facilitate the community to assess and develop the value and benefits of educational programs.
- 3) Facilitate the advancement of policy and program development.

A study conducted by Aulya Fahma titled "Evaluation of the Leading Class Programme in Improving the Quality of Education (Evaluative Study at MTs. Muallimin UNIVA Medan)" employs the CIPP approach for evaluative research. This research applies evaluative research methods with a descriptive-qualitative approach. To gather data and information, the researcher conducts direct observations in the field as an active participant in the program, interviews with key informants, including the madrasa head and advanced class teachers.²⁹

- a. In the context evaluation, researchers collect information regarding the background and purpose of having superior classes at MTs. UNIVA Muallimin. The results of the researchers' findings are: the great talent of student, interest and creativity possessed by students, this is an opportunity that must be supported and facilitated for optimal development. The aim of the program is to produce advanced students. With the establishment of an advanced class program, it is hoped that they will become madrasa icons and create advanced and accomplished MTs Muallimin students. This program is well received by the community and even supports the school program. Public trust can be seen in the number of parents who register their children at MTs. Muallimin UNIVA Medan. However, a weakness was found, one of which was the financial situation of students. Many children had potential and had good intelligence but were hindered by financial constraints.
- b. Input Evaluation is carried out to find out input and approaches to realizing advanced class programs. Based on the results of interviews and observations, the information found is: in recruiting students, examination is carried out thoroughly. In order to classify students into advanced classes, the ICP unit held the placement test. The students follow the test, and the results are assessed, which will determine the student's eligibility to register and join the advanced class. At the beginning of the program, the school collaborated with a team of psychologists from Medan University. After the test is held, the madrasah will communicate with the parents about the student's readiness.

²⁹ Aulya Fahma, Evaluasi Program Kelas Unggulan Dalam Meningkatkan Mutu Pendidikan (Studi Evaluatif Pada MTs. Muallimin UNIVA Medan)" (Medan: USU, 2021). 40

Then the school should inform the parents of students that their child is willing to join the advanced class, for the children who had a good score. Classification of advanced classes is based on the skill and intelligence quotient (IQ) of the student.

- c. Process evaluation: the results of observations of the implementation of the advanced class program show that the program has run well, with a percentage of approximately 70% of what was planned. This statistic indicates that the program is running well, even though there are several things that have not been implemented optimally. This can be seen in the increasing interest and confidence of the public in delegating their children to join advanced classes. This is proven by the number of advanced classes, which continues to increase every year. However, one of the problems faced by madrasahs is the lack of cooperation between teachers and the parents of students.
- d. Product evaluation is a process that involves the assessment of the outcomes and impacts of program implementation. After several periods of implementing the program, it has shown results as planned. This is proven by the improvement in creativity of advanced-class students compared to regular-class students. The scores achieved tend to be higher than those of regular children. Many advanced-class graduates continue on to State High Schools. Advanced classes also produce students who have more memorization of the Quran than regular classes.

Based on the findings of this research, the author concluded that the implementation and achievement of the program had reached 80%. There are several problems that hinder the optimal implementation of the program. One of the problems identified refers to the lack of cooperation between teachers and the parents of students. That's why miscommunication occurs. So the author recommends improving relations between internal and external schools, especially student parents. One strategy is to involve student parents in program implementation and ensure transparency between parties.

In addition to this, the program's implementation has seen changes since its inception. Specifically, the implementation of advanced classes that are no longer assessed by students' IQ levels created difficulties for teachers to deliver learning because the objects have different abilities, which affect the abilities of students'

understanding and responses to the learning material. The researcher proposes to evaluate and modify the program, referring back to the first goals. The program goals and planning can be modified and enhanced in accordance with current educational needs.

B. International Class Program

1. Definition of International Class Program

The Internasional Class Program (ICP) is an innovative approach aimed at enhancing the quality of education. The establishment of the International Class occurred in recent years in direct reaction to scientific advancements and the international community's demands. This inspires each university to compete and improve its quality on a global scale, or what is often called internationalization. Universities compete in many initiatives that promote internationalization. One of it is by organizing International Class Program in many departments at universities. Universities organize ICP, establishing special classes by integrating foreign languages, such as English and Arabic, into the teaching and learning process. ICPs in universities have aimed to encourage internationalization in higher education.³⁰

The program offered in the International class is that students in this class will receive bilingual learning, assisting students to adapt to changes and developments in national and international education. Moreover, it provides students with the skills to design more effective learning strategies and apply learning based on the international school curriculum, have competence in active and passive English, gain experience being taught by lecturers from leading universities abroad, and gain experience with practice teaching in international schools both domestically and abroad. The ICP is intended to develop students' abilities, especially language skills, so those who want to join the international class need to take into consideration written tests, interviews, grade Grade Point Average (GPA) rankings in a department, and an English language proficiency test. Selection provides opportunities for all students without exception, but sometimes there are some students who are not interested.

³⁰ Khamami Zada, "Orientasi Studi Islam Di Indonesia: Mengenal Pendidikan Kelas Internasional Di Lingkungan PTAI," (INSANIA: Jurnal Pemikiran Alternatif Kependidikan 11, no. 2. 1970): 258.

The university is trying to develop programs by hiring foreign teachers from abroad. Guest lecturers from other countries who visit Indonesia also spend the time to teach in this international class. The communication of instruction in seminars or lectures is done in English. The writing of a thesis or final project implies the utilization of the English language. Generally, prospective international class participants are students who have English language skills. In order to meet the set standards, it is required for individuals to have a minimum TOEFL score of 550 and a minimum IELTS score of about 6.5. Students who don't have the minimum score are disqualified to participate in this department. Students are also given the opportunity to visit universities abroad, such as on study tours and exchange programs.

International classes that implement a bilingual system have a curriculum that can be used as a reference, both for planning learning programs, budgets, and infrastructure. One of the favorite international curricula is the Cambridge curriculum. The Cambridge Curriculum is a curriculum studied by Cambridge University, London, United Kingdom, which is ranked in the top five in the world. Numerous nations' educational institutions have adopted the Cambridge curriculum. According to Martina Rizky and Levianti, the main distinction between bilingual and non-bilingual classes, or advanced classes and regular classes, is found in the language of instruction used in presenting lesson material, the selection process, facilities, teachers, student behavior when studying, assignment collection, standards, values, and achievement of values.³¹

2. Object of International Class Program

The primary objective of the International Class program (ICP) is to enhance the educational standards and competencies of graduates, assisting them to effectively compete on a global scale or pursue further education abroad. This is achieved through focused efforts to enhance proficiency in foreign languages, specifically Arabic and English, including both oral and written communication and presentation, active and passive. Beyond this, international-class students have wider opportunities to engage in international programs. such as summer courses, visiting professors, exchange programs, and double degrees.

³¹ Amelia, Martina Rizky & Levianti. Motivasi Belajar Siswa Kelas Bilingual Dan Siswa Kelas Non-Bilingual Di SMP N 89 Jakarta Barat. *Jurnal Psikologi*, 2012 Vol. 10

Primarily, the implementation of international classes will hopefully have an impact on institutions that gain international recognition, it will facilitate students' access to international opportunities and ease the process of pursuing higher education abroad. By establishing international classes, institutions not only offer opportunities to go international but also offer adequate educational alternatives to meet global demands. The primary aims for establishing international classes include the following:

- a) Strengthening the competencies of graduates by preparing them with internationally recognized skills and knowledge, and/or using an international language of instruction. Additionally, highlighting the importance of possessing good technological and information science skills,
- b) Producing graduates who meet international quality standards or are comparable to graduates from partner universities abroad.
- c) Enhancing the allocation of resources more effectively and efficiently, including faster completion than regular classes;
- d) Supporting the improvement in the quality of departments at universities based on international standards or the quality of partner universities abroad.

3. Instructional Process

The teaching and learning process is a process of educational interaction between teachers who create a learning atmosphere and students who respond to the instructional efforts of the teacher. According to Oemar Hamalik, learning is defined as the modification or strengthening of behavior through experiences. Learning is an intricate process that encompasses various components, including human factors, instructional materials, educational facilities, equipment, and procedural frameworks. These aspects interact with one another in mutually beneficial ways to facilitate the attainment of educational objectives.³²

Every educational activity involves two key participants: teachers and students. Teachers are the creators of student learning conditions that are designed deliberately, automatically and continuously, while children as learning subjects are the parties who enjoy the learning conditions created by the teacher. The interaction of these two human elements produce to educational interactions using teaching

³² Oemar Hamalik, *Kurikulum dan Pembelajaran*. (Jakarta: Bumi Aksara, 2015). 36

materials as the medium. In teaching and learning activities, both (teacher-student) influence each other and provide input. That is why teaching and learning activities must be lively activities, full of values and always have a purpose.

Learning is a process of educational interaction that occurs between teachers and students in the classroom. In the learning process there are two activities, namely the learning process and the teaching process. This means that the process of learning involves an ongoing interaction between two key human entities: the student, who assumes the role of the learner, and the teacher, who assumes the role of the instructor. According to Corey, as cited by Syaiful Sagala³³, learning can be defined as an active management of an individual's environment, aimed at facilitating participation in specific behaviours under certain conditions or creating responses to specific events. It is considered an independent type of education.

4. The Instructional Process of the International Class Program

The instructional process of the International Class Program typically employ a different pedagogical approach compared to regular classes. International class students receive learning material from competent lecturers, and sometimes lecturers in this international class come from foreign institutions.

Teaching and learning activities in international classes apply a foreign language as the medium of instruction in learning, especially English or Arabic. This practice aims to familiarize female students with international languages and enable them to proficiently employ these languages both passively and actively. The teaching method applied in the learning is a discussion system, wherein students are challenged to show their ability to articulate their opinions, supporting the development of their public speaking skills. Certain lecturers might ask the students to explain the material studied as a teacher in order to measure the extent of the skills and knowledge they have learned and understood. In addition to its main purpose, spare time in class is utilized to discuss and swap ideas about phenomena or social issues that are currently being widely discussed by the public, as a window to open insight, and as a medium to strengthen the relationship among friends.

Another distinction can be observed in the method for recruiting students and the process of selection. In general, there are several ways for accepting new students

³³ Syaiful Sagala, *Konsep dan Makna Pembelajaran* (Bandung : Alfabeta, 2003), 61.

at state universities, namely SNMPTN, SBMPTN, and independent selection by each university. Meanwhile, private universities are adjusting their university policies. Typically, the recruitment timeline for participation in foreign classes does not align with the regular admission of new students. The implementation of these policies is handled directly by the institution's government.

The advent of the modern era has brought students to a modern education system, such as e-learning, which offers up-to-date courses of study. E-learning refers to a digital platform that is equipped with many features, such as collecting student assignments and discussion rooms. Students may review the lessons they have learned with the lecturer. Through e-learning, students are expected to become accustomed to using modern technology well and usefully. To develop abilities and skills, the campus provides opportunities for students to improve their creativity and talents, such as by writing articles, doing research and publishing scientific journals, and participating in constitutional debate competitions or language debates.

5. The Unit International Class Program at UIN Maulana Malik Ibrahim Malang

The International Class Program (ICP) is an innovation for improving the quality of education. The International Class has been established in recent years as a response to scientific advancements and the global community's requirements. This trend inspires universities to compete and improve their quality on a global scale, which is referred to as internationalization.

The ICP at the Faculty of Tarbiyah and Teacher Training occurred in 2009, when it first began as a program included in the department. The Department of Islamic Religious Education was the first department that offered ICP program to its students. The founding for the establishment of ICP was based on the needs of each department to expand their scope to further its mission by emphasizing an international perspective.

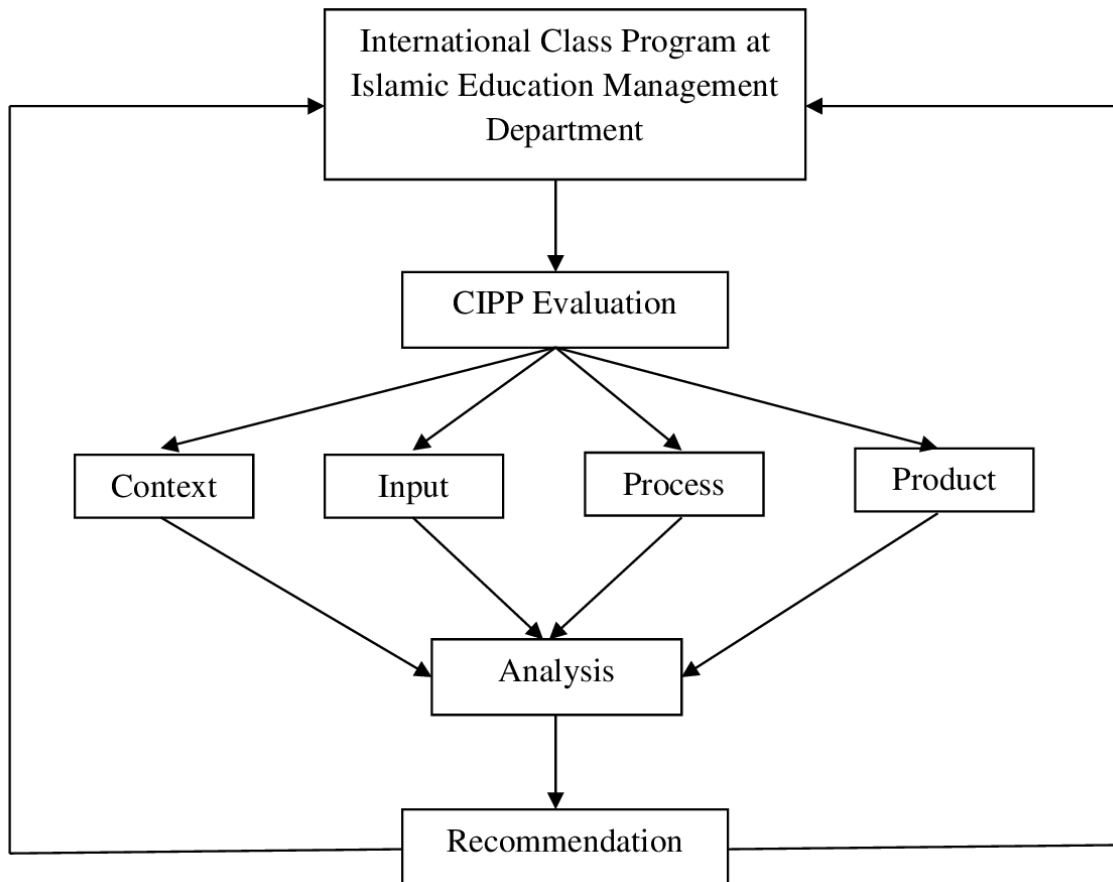
Based on the results of observations and documentation, the standards of achievement in implementing the ICP are:

1. Qualifications of students
 - a. Gain access to international programs
 - 1) attending international seminars
 - 2) attending international workshops

- 3) participating in collaborative lectures with various campuses abroad
 - b. Receive a master's scholarship, both domestically and internationally Write the final assignment using an international language, such as English
2. Qualifications of lecturers and instructors
 - a. master the competence of the lesson being taught
 - b. Master a foreign language
 - c. Have experience studying abroad, either in college or a short course.
 3. Qualification of infrastructure facilities
 - a. Have a funding source for the Internasional Class Program
 - b. Have a self-development program
 - c. Has an organization (AICIS)

C. Conceptual Framework

Chart 1. Conceptual Framework



CHAPTER III

RESEARCH METHODS

A. Research Design

Researchers used the qualitative method in this research. Qualitative methodologies produce narrative or verbal data that has the form of written or spoken words, obtained from individuals or events that are available for direct observation. The qualitative method refers to a methodological approach aimed at describing and analyzing phenomena, events, social activities, attitudes, and thoughts of people individually and in groups.

The data obtained is ultimately compiled through careful observation. Information comes from interview notes and in-depth observations in the field, as well as analysis in the field. The main source of information for the qualitative method is verbal and non-verbal expressions. The collection of data generally takes a little longer than quantitative research. The researcher must be present and witness directly the object being studied, so that the data and information are actual, detailed, and as real as in the field, with the ability and knowledge of a qualified evaluator regarding the object to be studied.

The descriptive approach describes all the data and conditions of the subject or object of research, then analyzes and compares them with the program achievement criteria, followed by an effort to offer alternative solutions to the problem. The information produced is up-to-date, so it is useful for the development of science and suitable for application to various problems. In general, a descriptive approach is an activity aimed at describing events in a systematic manner that is factual and accurate.

Based on the explanation above, the researcher used qualitative research with a descriptive approach because it is appropriate to describe existing phenomena in the field factually and systematically. Researcher explores information as it is in reality and then describes it according to data in the field. In addition, this approach is better at answering the questions asked, and it is easier to obtain data for resolving research problems.

There are various program evaluation models, one of which is the CIPP mode. As stated by Arikunto in his book, the CIPP model is suitable for application in process evaluation. This model leads to the assessment of objects in the input, process, and results. As an educational program is a process of transferring knowledge, it facilitates students

learning new knowledge and enhancing their understanding.³⁴ In addition, Sujana states in her book that the CIPP evaluation approach is primarily focused on decision-making processes. This is due to its comprehensive evaluation of a systemic program, including all of its elements, processes, and program objectives.³⁵ Therefore, it is appropriate to apply to this research. It is hoped that the utilization of the CIPP evaluation model can provide input for the International Class Islamic Education Management department. CIPP evaluation includes context, input, process, and product. With this research method, the researcher will conduct direct observations regarding the implementation of the learning process of the ICP in the Islamic Education Management department at UIN Maulana Malik Ibrahim Malang. The researcher observed the actions and activities in the ICP class carefully, making a concerted effort to understand both the explicit and implicit significance. By employing this approach, researchers are able to collect and comprehend data that aligns with the actual conditions and situations in the area of study. Then, researchers will conduct interviews with key informants who participated in the implementation of the program and have a comprehensive understanding of the program's implementation.

B. Subject of Study

The researcher conducted a study at UIN Maulana Malik Ibrahim Malang. This study focuses on ICPs, which are often called ICP at the Islamic Education Management department. UIN Maulana Malik Ibrahim Malang is located on Jalan Gajayana, Dinoyo, Lowokwaru, Malang City, which is a strategic area and is also surrounded by several universities, such as Brawijaya University and Malang Islamic University. UIN Maulana Malik Ibrahim Malang is a superior Islamic university with an international reputation. So researchers are interested in exploring one of the international programs provided by UIN Malang, namely the ICP.

The international class is one of the superior programs that is investigated as a support for creating a university with an international reputation and as an effort to improve the quality of education on campus. With this program, it is hoped that students' skills will increase, especially foreign language skills, namely English. Therefore, in the learning process, English is integrated as the language of instruction for learning. One of the aims of establishing international classes is as a form of UIN Maulana Malik

³⁴ Suharsimi Arikunto. *Evaluasi Program Pendidikan (Pedoman Teoritis Praktis Bagi Praktisi Pendidikan)*. (Jakarta: Bumi Aksara, 2004). 37

³⁵ Djuju Sudjana. *Evaluasi Program Pendidikan Luar Sekolah*. (Bandung: Rosdakarya, 2006): 53

Ibrahim Malang's efforts to improve quality in order to create a university that is superior and has an international reputation. So the researcher chooses UIN Maliki Malang as a research location with the topic of ICP Evaluation.

C. Presence of Researcher

The presence of researchers in the field using the qualitative method is related to the finding of data and information. So the presence of researchers is absolutely necessary. By conducting direct observation at the research location, it will be easier for researchers to find factual information according to the actual situation in the field. This aligns with one of the characteristics of qualitative research, namely the collection of data and information carried out directly by the researcher.

The measurer or instrument in this research is the researcher himself. Researchers are seen as experts, so they can understand every phenomenon that arises based on direct observations. High subjectivity based on the views of qualitative evaluation researchers leads to the view that qualitative research must be carried out with sufficient observation time and extension so that the research becomes credible.³⁶

In this research, the researcher acts as a participatory observer, that is, the researcher is not part of the program and does not take part in the activities, but observes during the activities and is an in-depth interviewer. The researcher was present as an observer, attending the implementation of the ICP in the Islamic Education Management department in order to obtain detailed and factual information. Then, the researcher also conducted interviews with ICP staff and lecturers who taught ICP classes. Before beginning interviews, researchers must develop a set of questions to serve as prompts for data collection.

This methodology begins with a passive position, is shown to observe what is being studied, and then participates by interacting directly with the subjects being studied. Objects, people, situations, and events do not have meaning, but meaning is given to them. In order to understand human behavior, it is necessary for researchers to possess a comprehensive understanding of the definitions that are developed.³⁷

³⁶ Ambiyar, Muharika. *Metodologi Penelitian Evaluasi Program*. (Bandung: Alfabeta. 2019). 106

³⁷ Salim, Syahrur. *Metodologi Penelitian Kualitatif: Konsep dan Aplikasi dalam Ilmu Sosial, Keagamaan dan Pendidikan*, Bandung: Citapustaka Media. 2011). 88

D. Subject of Study

In the qualitative method, respondents or research subjects are referred to as informants, which are people who provide information about the data the researcher needs related to the research topic. Informants are subjects who have an understanding of the object to be studied. That way, informants can provide correct and factual information to researchers. The subjects of this research are:

1. Researchers interviewed Mr. Nurul Yaqien as head of the Islamic Education Management department, and Mrs. Devi Pramitha as secretary of the Islamic Education Management department to obtain information regarding the description of the ICP, the number of students in the department, the number of classes, and the condition of educators and students.
2. Researchers will conduct an interview with Mrs. Dr. Hj. Like Raskova, head of the ICP at the Faculty of Tarbiyah and Teacher Training, to gather information related to the planning and implementation of the ICP.
3. Researchers interviews number of lecturers and students to prove that in the data collection process, the information from the respondents involved in this research was similar or not. The researcher chose five ICP MPI students as informants, including the chairman of class, the vice chairman, and several class members.

Furthermore, subjects may increase as the research progresses. This is based on considerations of data adequacy. If the data obtained is not sufficient to address the research problem, the researcher can determine other subjects that are considered to provide more complete information.

In conducting observations, the researcher will attend two international program classes and take part in the learning process. The duration of observation is determined by the adequacy of the information obtained. If the existing data is insufficient to answer the researcher's questions, it can be developed by observing documentation, such as teaching materials and teacher lesson plans, as well as documentation of activities carried out in ICP.

E. Data and Data Resource

The main data sources in the qualitative method are verbal expressions and behavioral observations. Meanwhile, documents and other sources provide additional information. The data and information required in this research can be obtained from two sources, more specifically:

4. Primary Data

Primary data is the main data that is directly obtained from the source, observed, and recorded, such as interviews, observations, and documentation with related parties or informants, with a comprehensive understanding about the problem being researched.

In this case, the main source for obtaining data about ICP is the informant. The informants in this research have characteristics that suit the research setting, namely having good academic qualities, having sufficient time, and possessing the ability to provide insightful feedback in response to research questions. The informants are lecturers or instructors who are directly involved in the ICP program, including the head of the Islamic Education Management department and ICP lecturers.

5. Secondary Data

Secondary data is data obtained from existing data that is related to the problem being studied, which is existing literature, important documents, and supporting research. In this research, such as the absent and documentation during the interview related to the ICP at the Islamic Education Management department.

F. Research Instrument

According to Sugiyono in his book, qualitative research does not carry out measurements but rather exploration to find information, so the research instrument is the researcher himself.³⁸ The main thing that needs to be considered is the researcher's readiness for doing research. Several things that need to be considered include understanding qualitative research methods and mastering insight into the field being researched.

³⁸ Sugiyono. *Metode Penelitian Pendidikan (pendekatan kuantitatif, kualitatif, dan R&D)* (Bandung: Alfabeta. 2009). 300

The qualitative method as a human instrument serves as a crucial tool in determining the research focus, selecting informants as data sources, assessing data quality, analyzing data, and interpreting and concluding research results.

Before conducting research, researchers need to identify the components to be studied. As in the interview process, researchers need to prepare relevant questions. Then, in observations, researchers need to determine the main points of research that can provide information and answer research problems. The research design is still temporary and will develop after the researcher enters the research object.³⁹

G. Data Collection

In this research, the researcher acts as an instrument as well as a data collector. The data collection methodologies employed in this study are observation, interviews, and documentation, which are as follows:

1. Interview

An interview is an interaction between two or more individuals, in order to obtain information and data by the interviewer from the interviewee. To obtain detailed information, researcher needs an interview guide. The data collection methodologies employed in this study encompass observation, interviews, and documentation.

Interviews are presented by a systematic arrangement of questions and probes that obtain comprehensive responses related to individuals' experiences, perceptions, opinions, feelings, and knowledge. Data consists of verbal quotes with sufficient context to interpret.

To complete the data and information needed by researchers, interviews were conducted with key informants who understand the ICP well. In this case, the researcher interviewed the ICP class administrator, the Head of the Islamic Education Management department, and several lecturers who taught International classes in the Islamic Education Management department. The purpose of the interview was to collect information pertaining to the details of the ICP program, planning the ICP program, as well as seeing the informants' responses to the program, and as

³⁹ Sugiyono. *Metode Penelitian Pendidikan (pendekatan kuantitatif, kualitatif, dan R&D)* (Bandung: Alfabeta. 2009). 306

information material for evaluating the ICP at UIN Maliki Malang. The effectiveness of an interview lies in the neutral, relaxed, comfortable and pleasant atmosphere presented by the questioner to the respondent. The questioner should employ sentences that are simple and easy for the respondent to understand.

2. Observations

Observation is a method of obtaining information through observation, supported by recording the condition or behavior of the target object. This is different from interviews, which focus on individual words and sentences. The primary focus of the observation pertains to the concept of action and its meaning. Based on the type, observation can be classified into two distinct types: participatory observation and non-participatory observation.⁴⁰ Participatory observation refers to the research method wherein researchers actively participate in ongoing activities or projects as a way to conduct their observations. Meanwhile, in non-participatory observation, the researcher is an external person to a program, meaning he is not involved in the program activities being studied. The researcher was present in the middle of the activity but was not a participant in the activity.

In this case, the researcher is physically present during the activity's execution but maintains an external perspective and keeps from participating actively. The researcher conduct direct observations related to the implementation of international classes; these observations were carried out in the ICP class of 2020. From this, the researcher studied the implementation of the program and the lesson plans that will be used in the learning process in the ICP at the Islamic Education Management class as supporting data. Observations were carried out several times until the data collected was sufficient to answer the research problem. The data obtained was documented in the form of field notes.

3. Documentation

Documentation techniques are used to complement and increase the accuracy and correctness of data or information obtained from documentation materials in the field and can be utilized as a method of verifying the authenticity and reliability of data. The process of documentation analysis involves the systematic collection of data from archives and documents located at the research location or outside the research location that are related to the research. This method is employed to collect data that is

⁴⁰ Djuju Sudjana. *Evaluasi Program Pendidikan Luar Sekolah*. (Bandung: Rosdakarya, 2006). 199

already available in document-based records. It works to support and complement data obtained through observation and interviews.

According to Sarosa, the study of documents includes all records in the form of paper (hardcopy) or electronic (softcopy). Various forms of documents can be books, articles from mass media sources, diaries, laws, blogs, web pages, photos, and others.

Documentation techniques are needed as a source of supporting data to understand the implementation of the International Class at Islamic Education Management. The documentation is in the form of photos of program planning, photos of program activities, and program documents or archives.

H. Data Validity

In order to ensure the accuracy and reliability of the data, researchers must assess the validity of the collected information. The purpose of this assessment is to determine the quality, reliability, and accuracy of the data obtained by researchers following their study activities. Data triangulation, both technically and from sources, assessed the obtained data. The following is an explanation of the triangulation of methods and sources:

1. Methodological triangulation

Methodological triangulation refer to assessing the correctness of the data. In this case, researchers collect data from the same source but using different techniques. Data collection techniques are interviews. To ensure the reliability and validity of the collected data from informant answers, it will be checked by researchers using data of observation and documentation techniques according to conditions in the field. Then the researcher collects the results of multiple techniques to reach conclusions.

The researchers collected data through the observation, interviews, and documentation methods. Researchers collected data through interviews with the head of the Islamic Education Management department and lecturers who taught the ICP. The purpose of this interview was to find out about the implementation of international class learning in the Islamic Education Management department. Following the conclusion of interviews, researchers continue to validate the accuracy of the information collected through the implementation of observational techniques and thorough recording of information collected from institutions involved in the

ICP. Additionally, the researchers carefully recorded the many actions taken during the period of the study.

2. Source triangulation

Source triangulation is a method employed to validate the accuracy of the data obtained after research through several sources. Researchers conducted interviews with several informants. Therefore, the data can be obtained from different points of view. Informants in this research are subjects who have a thorough understanding of the problems that will be raised by the researcher, have sufficient time to be a resource, and are ready to answer the researcher's answers.

I. Data Analysis

Data analysis as the process of systematic searching and compiling data obtained from various sources, such as interviews, field notes, and other materials, so that it can be easily concluded and the findings can be presented to people. Data analysis encompasses the systematic organization and categorization of data, followed by organizing data, describing it into units, synthesizing it, arranging it into patterns, choosing what is important and what to study, and making conclusions that can be presented to the audience.

The data analysis procedure has two distinct steps, which are: re-examining statements and preparing analysis patterns and data descriptions. The process of analyzing statements includes critically assessing the responses to the statements based on the results of the interview. Is the statement appropriate to the context of the program being evaluated? Have all questions been answered completely and clearly? Are other questions needed to explore data that has not been collected? After the statements have been analyzed, the researcher prepares a pattern of data analysis and description.⁴¹ Data analysis can be carried out through the following series of activities, namely:

1. Data collection

In the context of qualitative research, the process of data analysis is initiated concurrently with data collection. Researchers engage in the examination and interpretation of data obtained through interviews. In instances where the collected data seems insufficient to adequately address the research questions, researchers can decide to add to their findings by gathering additional data from alternative sources or employing alternative methodologies.

⁴¹ Djuju Sudjana. *Evaluasi Program Pendidikan Luar Sekolah*. (Bandung: Rosdakarya, 2006). 212.

The researchers conducted data collection by interviewing lecturers and academic staff responsible for understanding the ICP of the Islamic Education Management department. The individuals mentioned include the head of Islamic Education Management at UIN Maulana Malik Ibrahim Malang, the lecturer of the ICP, and the staff of the organizer of the program ICP. Researchers try to observe and understand the situation in the classroom, whether explicitly or implicitly. The results of the observations are collected as field recordings.

2. Data reduction

Data reduction refers to the process of systematically selecting and categorizing data that has already been obtained. The data collected during research is substantial, and thereafter, the information is meticulously documented and analyzed. Data reduction is the process of summarizing and selecting relevant data, prioritizing key components, identifying common themes and patterns, and eliminating irrelevant information. The researchers selected the relevant information required to address the question presented by the formula problem. The data collected by researchers through interviews, observations, and documentation is then reduced to facilitate the next step.

In qualitative research, the longer the researchers observe the program, the more complex the data is obtained. Therefore, it needs an immediate analysis of the data by reducing it. It is feasible to determine whether the available data possesses the capability to effectively address the research questions. This factor has an impact on the continued progression of the research, determining whether additional data is required or not.

In the context of data reduction, researchers direct their attention to the relevant data pertaining to the ICP. Data collected through interviews, observations, and documentation is thoroughly examined and analyzed. Upon reduction, the data will provide a more accurate representation of the outcomes derived from the observation or interview, hence easing researchers in locating the additional needed information.⁴²

3. Display data

⁴² Djuju Sudjana. *Evaluasi Program Pendidikan Luar Sekolah*. (Bandung: Rosdakarya, 2006). 215

Following the last step of the data reduction procedure, the next step is the display of the data. Qualitative research often uses various methods for presenting data, such as short explanations, charts, or inter-category relationships. Typically, the data is presented in the form of narrative text. By displaying the data, the researcher will be easier to understand the events that occurred, which will facilitate the process of following work based on the understanding.⁴³ In this case, the researcher presents the data in the format of narration text. The data already collected and reduced are presented as narrative text so that the information can be easily assessed.

4. Conclusion

The conclusion of qualitative research is a new insight or discovery. The formulation of problems in qualitative research is subject to change and can be adapted throughout the research process in the field, depending on the researchers' findings. Qualitative research findings can be a description or illustration of an object that was previously unclear or unknown. After assessment, it has become obvious that the object in question led to conclusions that resulted from the true cause of the research problem. The conclusion of the study aims to address questions relating to the research's focus. In this case, the researchers formulate their conclusion in descriptive form.

CHAPTER IV

DISPLAY DATA AND RESEARCH FINDINGS

⁴³ Sugiyono. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. (Bandung: Alfabeta, 2009). 341

A. Description of the Research Object

1. The Historical Background of the International Class Program (ICP)

The International Class Program (ICP) is an innovation in improving the quality of education. The International Class has been established for the last few years, as a response to advances in science and the needs of the world community. This phenomenon inspires each university to compete and to improve its quality to a global scale, which is commonly referred as internationalization.. UIN Maulana Malik Ibrahim Malang, through the educational model it has developed, seeks to produce individuals who possess spiritual, moral, scientific and professional excellence. By developing the universality of Islamic teachings or Islam rahmatanlil'alamin, UIN Maliki Malang must be able to take part in this kind of global constellation. So, the desire is clear, that the development of human resources with such qualities would make a significant contribution to the global community in the coming years.

The orientation of UIN Maliki Malang is to become one of the international class PTINs with the aim of imparting universal Islamic principles to children from various countries around the entire world. Islamic teachings are universal teachings. Teachings that bring grace to the universe (rahmatanlil'alamin). Therefore, higher education institutions teach and invest universal or global values. And, one potential strategy to achieve this objective requires through the transformation of Islamic universities into World Class University. It is hoped that, a world-class university is dedicated to the education of Islam as a source of mercy for all of creation (rahmatan lil'alamin).⁴⁴

One of the programs developed is the International Class Program. The ICP at the Faculty of Tarbiyah and Teacher Training was first introduced as a program within the department in 2009. The Department of Islamic Religious Education was the department that first offered this program to its students. The foundation of the of ICP was based on the needs of each department to expand their scope to a wider scope, namely internationally. In April 2009, the Faculty of Tarbiyah and Teacher Training at UIN Maulana Malik Ibrahim Malang, lead by Dr. H. Nur Ali, M.Pd and Prof. Dr. H.M. Zainuddin, MA, initiated the submission of an application for ICP procurement to the university. The project was supported by various stakeholders. One of the first steps taken by the main initiators was a needs assessment by carrying out a series of activities

⁴⁴ Zainuddin, M. UIN Maulana Malik Ibrahim Malang menuju World Class University. (Malang: UIN Maliki Press. 2014) 4-5

such as RTD (Round Table Discussion), comparisons to several other ICP programs at other universities in Indonesia, especially East Java. In addition, the committee also collected data from websites of foreign universities that have ICP programs as a reference in initiating ICP at the Faculty of Islamic Education and Teacher Training (FITK), UIN Maulana Malik Ibrahim Malang.

Unit Pengembangan Kelas Internasional Ketua Sekretaris	:	<ol style="list-style-type: none"> 1. Dr. Hj. Like Raskova Octaberlina, M.Ed 2. Nur Hidayah Hanifah, M.Pd 3. Basori, MS. Ed. 4. Dr. Idrus Muchsin Bin Agil, M.Pd.I 5. Ima Mutholiatil Badriyah, M.Pd 6. Alfian Nur Azizi, M.Pd
Unit Bimbingan Konseling Ketua Sekretaris	:	<ol style="list-style-type: none"> 1. Imro'atul Hayyu Erfantinni, M.Pd 2. Roiyan One Febriani, M.Pd 3. Ratna Nulinnaja, M.Pd.I
Unit Laboratorium Museum Pendidikan Islam Ketua Sekretaris	:	<ol style="list-style-type: none"> 1. Yhadi Firdiansyah, M.Pd 2. Muhammad Muhsin Arumawan, M.Pd 3. M. Imamul Muttaqin, M.PdI
Unit Laboratorium Kewirausahaan Ketua Sekretaris	:	<ol style="list-style-type: none"> 1. Nailul Fauziyah, M.A 2. Dr. Laily Nur Arifa, M.Pd 3. Hayyun Lathifaty Yasri, M.Pd 4. Lusty Firmantika, M.Pd 5. Nur Cholifah, M.Pd
Unit Laboratorium Microteaching Ketua Sekretaris	:	<ol style="list-style-type: none"> 1. Drs. A. Zuhdi, MA 2. Nuril Nuzulia, M.Pd.I 3. Nuril Huda, M.Pd 4. Azharotunnafi, M.Pd
Unit Pengembangan Al-Qur'an dan Sains Ketua Sekretaris	:	<ol style="list-style-type: none"> 1. Rasmuin, M.Pd.I 2. Siti Ma'rifatul Hasanah, M.Pd 3. Fitratul Uyun, M.Pd 4. Hasyim Amrullah, M.A

Pict 1. Organizational Structure of ICP Unit Management

2. Vision and Mision

Vision

Supporting the creation of internationally reputable human resources that are globally competitive and uphold Islamic values

Mision

International experience - organizing a variety of activities that support the creation of international experience

International network - establishing cooperation with foreign institutions and or institutions

3. Field Study of ICP

In the ICP, there are three main areas of study that are emphasized in its application, and they are:

- a) Foreign languages The objectives that want to be achieved with bilingual language learning are (1) increased mastery of subject matter, (2) the improvement of the ability to use foreign languages (English/Arabic) both scientific and nonscientific use, (3) being able to reach scientific knowledge of various international media, and (4) being able to communicate between domestic and student abroad so as to able to apply the student exchange.
- b) Relationship with Foreign Affairs In ICP, students also generally study interaction between countries. In this case, ICP students can obtain this field of study by cultural exchange such as: foreign practical work or attending public lectures, or even attending regular lectures where the lecturers are from overseas.
- c) Tourism and Guide In this field, ICP students will be able to identify, analyze, evaluate and provide recommendations on improving the effectiveness of interaction between stakeholders (government, society, business and industry) on the tourism aspect. This can be achieved because ICP students always struggle with international matters.⁴⁵

B. Display Data

Qualitative data can be obtained by conducting observations, interviews and documentation studies. In this research, researchers conducted field observations at the UIN Maulana Malik Ibrahim Malang, especially in the ICP of Islamic Education Management department. The research was held for about three months, specifically from June to August. The researchers conducted an investigation of the implementation of ICP class learning and next presented the findings in a narrative format.

In addition, researcher interviews several key informants. Using the purposive sampling method, researcher consider and select informants who has the comprehensive understanding of the program to be studied. The following are the informants in this research:

Table 2. Key Informants

⁴⁵ Like Raskova dkk. 2020. Prospektus ICP UIN Maulana Malik Ibrahim Malang. UIN Maliki Press

No	Nama Informan	Gender (M/F)	Position
1	Dr. Nurul Yaqien, S.Pd.I, M. Pd,	M	Chair of the MPI Department and ICP class lecturer
2	Devi Pramitha, M.Pd.I	F	Secretary of the MPI Department and ICP class lecturer
3	Dr. Hj. Like Raskova Octaberlina, M.Ed	F	Head of the Language Development Unit (ICP)
4	Fantika Febry Puspitasari, M.Pd	F	ICP class lecturer
5	Prayudi Lestantyo, M.Kom	M	ICP class lecturer
6	Binti Roisul Hasanah	F	ICP class student
7	Muhammad Fajrin	M	ICP class student
8	Nabila Shidqiyyah	F	ICP class student
9	Alfi Nur Azizatur Rasyida	F	ICP class student
10	Anindya Ulhaq	F	ICP class student
11	Achmad Fahim Nurfatih	M	ICP class student

Based on the table above, researchers interviewed eleven informants. It is hoped that the required data and information can be collected. The following is a presentation of the research data:

1. Evaluation of the Instructional International Class Program in Islamic Education Management Department

a. Context Evaluation of the Instructional International Class Program for the Islamic Education Management department

Regarding the context evaluation in the implementation of the ICP in the Islamic Education Management department at UIN Maulana Malik Ibrahim Malang, Mrs. Like Raskova gave the information in an interview by the researcher. Responding to developments of education and employment, as well as preparing students to contribute to the international world. In the interview it was mentioned,

So, we must be able to make a contribution not only at the domestic level but also internationally. The form of contribution can be in the academic field, work, or even academic development. By sending them to study abroad. Well, ICP facilitates this. ICP

prepares them to be able to contribute there, such as in the fields of education and teaching or developing academic education. They could study abroad, or they could later teach abroad. So students must know what is needed outside of that. So, if we already know the market, we know what we have to do. Continue to work there. We want a function that has reciprocity. We understand, oh it turns out the international world is like this. If we know what is needed internationally, it means that we need to prepare what kind of workforce, and at the same time, we are preparing ourselves to sell internationally because we know exactly what they need.⁴⁶

This program was motivated by one of UIN Malang's goals as a campus with an international reputation, so ICP was formed as an effort to support internationalization through utilization international languages both in daily communication and especially in classroom learning. This is reinforced by the words of the head of the MPI department, Mr. Nurul Yaqien, in an interview conducted by the researcher,

The ICP Class was established at MPI, firstly because we support the campus program, in accordance with what the Rector said: that our campus has a superior reputation internationally, both domestically and abroad. So, it is nationally superior and internationally reputable. So, in order to support the development of the internationalization of universities, we need classes that are also at a foreign level, such as foreign languages, so the introduction to the learning process must use a foreign language in the MPI department while choosing English only.⁴⁷

This opinion was also conveyed by Ms. Devi Pramitha as secretary of the Islamic Education Management department in an interview by the researcher, she said,

The background to the ICP program, especially in the MPI department. So initially, the ICP program was established during Mr. Nur Ali's time as dean two terms ago. So, this is specifically for departments that have a lot of students, such as PAI, PIPS, and also MPI. Actually, there are two classes in the ICP program: the English class and the Arabic class. So, in the MPI, up until now, we only had English classes. We saw that students were more enthusiastic about English. "In Arabic, it's not that there aren't any, but few people are interested, so we haven't done it yet."⁴⁸

⁴⁶ Like Raskova. Head of ICP Units. Interviewed by the author. Oral History Archive. Malang: UIN Malang. August 2023.

⁴⁷ Nurul Yaqien. Head of Islamic Education Management. Interviewed by the author. Oral History Archive. Malang: UIN Malang. July 2023.

⁴⁸ Devi Pramitha. Secretary of Islamic Education Management. Interviewed by the author. Oral History Archive. Malang: UIN Malang. August 2023.

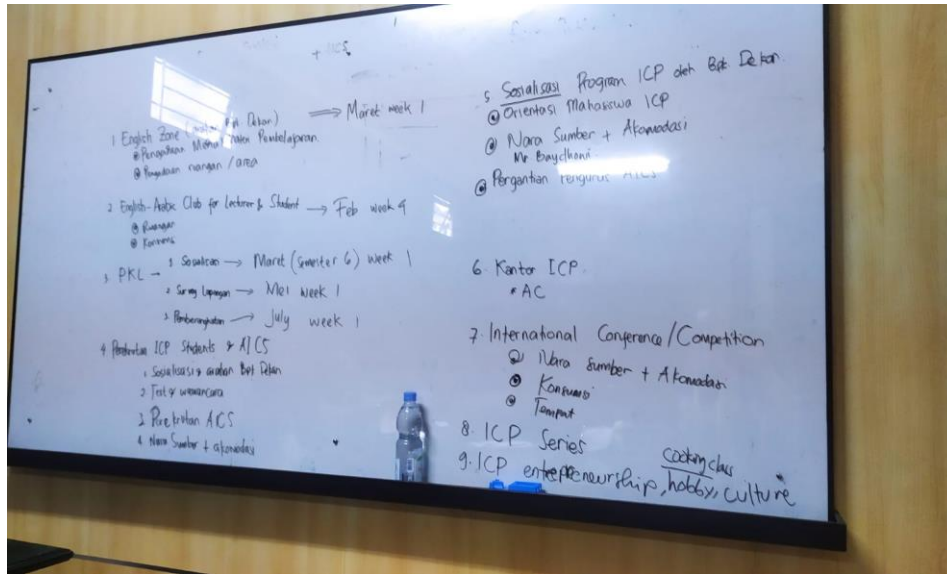
The ICP was established as a form of campus internationalization. In the ICP class, students will be led to learning with international standards, so that later students will be familiar with these things and can compete and contribute internationally. This is as explained by Mrs. Fantika Febry Puspitasari, M.Pd as a lecturer in the ICP class in an interview, she revealed,

In my opinion, the purpose of ICP is as a program of internationalization, so students will be trained and familiarized with international languages. "One of the efforts is to form classes where the program trains students to learn English, access learning resources from international journals, so that it is hoped that children can actively speaking English, in the classroom and in their daily."⁴⁹

Based on the data presented above, the results of interviews, observations, and documents, it can be inferred that the establishment of the ICP class was inspired by a desire to improve the quality of the university towards an international reputation. Furthermore, it can be seen from the students who have high talent and enthusiasm for international affairs. that the current development of science and technology requires humans to get involved. To deal with this Problem, the university offers a platform for students to develop their talents and direct their passions through international classes.

The department Islamic Education Management, which operates under the Faculty of Tarbiyah and Teacher Training is involved in running this ICP class program, aimed at improving and preparing students to be ready to compete internationally. There is an optimistic expectation that students can continue their studies abroad with scholarships. The ICP program at Islamic Education Management department has weaknesses in human resources, namely that the teaching lecturers do not achieve the qualifications. So it becomes an obstacle in the process of implementing learning in class. However, this problem can be covered by students' interest in learning and creativity. Students actively learn foreign languages, and support their language skills by participating in training both out and on campus, especially those held by the ICP units.

⁴⁹ Fantika Febry. ICP Lecturers. Interviewed by the author. Oral History Archieve. Malang: UIN Malang.. June 2023.



Pict 2. Results of the Program Planning Meeting by the ICP Team

Furthermore, as researchers found in the observations of the ICP class learning process, it appeared that students had a high interest in attending lectures. Students are active in discussions, such as in the questions and answers section. Even though they don't yet have mastered the skills, they try to fill the gaps by studying hard, practicing, and being enthusiastic in class. This is a strength in the ICP program to continue developing and facilitating the students to improve their competencies. In the new academic year 2023-2024, the ICP unit introduces a new program, learning companion programs that provide support and motivation for improving student abilities.

b. Input Evaluation of Instructional International Class Program in Islamic Education Management Department

Input evaluation is an evaluation that aims to obtain information regarding resources and their utilization, including personal analysis of resource usage and preferences for appropriate strategies to be considered in achieving a program. Input evaluation plays a role in assisting in the selection of program strategies for specifying procedural design. The information and data collected can be used to determine existing sources and strategies optimally.

Regarding the input evaluation, the approach applied to ensure the effectiveness of the program is arrange the selection of prospective participants held by the ICP unit. The program starts each semester. The upcoming class will be available for students in the second semester, and registration is currently open for

any students interested in participating in the ICP class program. Students who register will go through a comprehensive selection process, which includes both academic assessments and interviews. The process of academic selection usually consists of either written assessments or online evaluations, sometimes given through platforms such as Gform, to assess an individual's language skills. Followed by interview selection, such as the exam in English speaking by the ICP unit. Meanwhile, the final interview regarding the student's commitment and preparation to participate the ICP class is handed over to the department. Participants who meet the criteria have the potential to be accepted into the ICP class. The following information is based on interviews done by researchers with Mr. Nurul Yaqien, the head of the MPI department.

For recruitment, we arrange the screening process for MPI students who have the ability and interest to join the ICP class. So first-semester students are given the opportunity to register for ICP classes. It has the test, especially language tests in English. This selection is held by the ICP unit.⁵⁰

Mr. Prayudi, an ICP lecturer, similarly expressed the same opinion at an interview done by researchers. He stated that

"Students who take this class (ICP) have passed the selection stage. Generally, the number of ICP students is smaller than in regular classes. So that the children who join here do meet the requirements based on selection."⁵¹

The following content is a legal document of the ICP student acceptance announcement due to the conclusion of the selection process during the previous academic year. There is a total of 15 students accepted in the Islamic Education Management program. Nevertheless, after a few semesters had passed, a number of students made the decision to withdraw from their overseas courses.

⁵⁰ Nurul Yaqien. Head of Islamic Education Management. Interviewed by the author. Oral History Archieve. Malang: UIN Malang. July 2023.

⁵¹ Prayudi. ICP Lecturers. Interviewed by the author. Oral History Archieve. Malang: UIN Malang. July 2023.



Hasil Seleksi Calon Mahasiswa ICP Batch 2022

Jurusan MPI

NO.	NAMA	KETERANGAN
1.	Sherly Amanda Ahnaf	DITERIMA
2.	Rara Novita Sari	DITERIMA
3.	Ghifari Sasmita Mutiara Ayu Syahputri	DITERIMA
4.	Emily Ghaitza Nurilhaq	DITERIMA
5.	Aanisah Jahroo' Fitriyyah Nuur'Ainii	DITERIMA
6.	Shofiyah Izzatun Nisa'	DITERIMA
7.	Manyingarri Alfianoor Ibrahim	DITERIMA
8.	Dinda Nur Maulidia	DITERIMA
9.	Atief Aisyil Wi'am	DITERIMA
10.	Holikul Mubin	DITERIMA
11.	Syukriati kamilah syah	DITERIMA
12.	Mohammad Haekal Izzat Amrullah	DITERIMA
13.	Nimas Faizzah Humairah	DITERIMA
14.	Amelia wahyuningtyas utami	DITERIMA
15.	Anugerah Sandi Permana	DITERIMA

Pict 3. Results of ICP student test

MPI ICP classes are limited to a maximum of fifteen students. It is hoped that with a small number, classes can be handled more optimally. Lecturers can be more intense in their teaching and get to know students well, so they can adapt them to the right learning methods and styles. The following was conveyed by the secretary of the MPI department, Mrs. Devi Pramitha:

ICP classrooms are smaller than regular classes because we limit the number of ICP students; at MPI, the maximum is 15 people. So, in recruiting students, a selection is carried out by the ICP unit. Then the interview test was handed over to the department. Yesterday, the person who interviewed was the head of the department and the secretary of the department, myself. This interview is related to student motivation and commitment in participating in the ICP program. From here, we can see the students' seriousness in participating in this program."⁵²

Furthermore, in an interview with Mr. Prayudi, one of the ICP class teachers, he said that a small number of students could supporting to enhance the efficacy of the learning process. According to Mr. Prayudi,

The ICP MPI class has few participants. Because it is limited by the department. So that the class can be more optimal. And the most important thing is that organizing the class can be easier. Because there are few of them, we are more focused, and

⁵² Pramitha. Secretary of Islamic Education Management. Interviewed by the author. Oral History Archive. Malang: UIN Malang. August 2023.

we can get to know each one and understand the treatment we provide.⁵³

The researchers observed that the environment in ICP classrooms was more beneficial compared to regular courses throughout the implementation of ICP class learning due to the limited size of the room and its associated smaller capacity. When the researcher was present, there were seven ICP students. With a small quantity, it can improve the quality of learning. It appears that the teaching lecturer can supervise the students one by one.



Pict 4. Learning in the ICP Class

In supporting the ICP program, there is special infrastructure for ICP participants. The ICP Unit provides a special room for the class, such as for self-development classes, writing skills training, and language development, such as TOEFL training, located in the micro-teaching building. In addition to this, there is also a computer laboratory for practical classes. The researchers observe in the field regarding the condition of development classrooms and computer laboratories. The development classroom is filled with equipment that is good and functions well, even looking new. The above infrastructure is to support effective implementation of the ICP program. Supporting resources for implementing the ICP program have been provided based on the results of interviews with Mrs. Like Raskova, namely

⁵³ Prayudi. ICP Lecturers. Interviewed by the author. Oral History Archive. Malang: UIN Malang. June 2023.

In the ICP unit, there are special infrastructure for the ICP class. So they get special English language training for student lecturers. We also have professional development to prepare students for the world of work. So, this is in the form of career guidance, writing, and also a CV. Then, in micro-teaching, there is a special room for ICP students, and there is TOEFL training too. This is important, yes. To improve your language skills, you can continue your studies for a career.⁵⁴



Pict 5. Computer Laboratory of Microteaching

One method of facilitating educational advancement within the classroom is through the implementation of international seminars and guest lecturers. The objective of this initiative is to offer students new ways for participating in learning through globally resources, boosting the possibility of interactive experiences. During an interview done by researchers, Nabila Shidqiyyah, a student enrolled in the ICP Islamic Education Program, expressed her perspective.

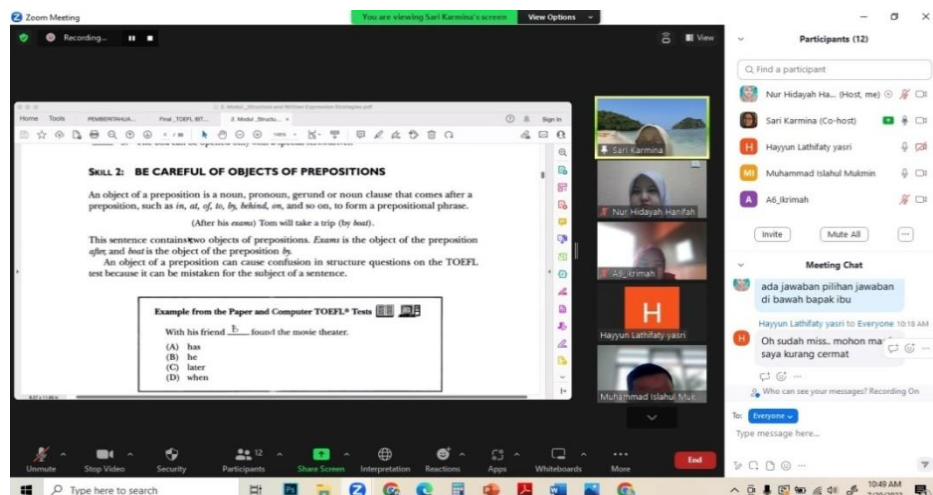
Based on the findings of the previous interview, it can be inferred that one effective strategy for implementing the ICP class is to establish a selection process to ensure that only students who meet the required standards are accepted into the program. The form of means of supporting learning in the classroom is by holding international seminars and guest lectures. This aims to provide new experiences for students to experience learning with international sources, and even be able to interact. One of the ICP MPI students, Nabila Shidqiyyah, said in an interview by researchers:

⁵⁴ Prayudi. ICP Lecturers. Interviewed by the author. Oral History Archieve. Malang: UIN Malang. August 2023.

So far, I have attended seminars with guest lecturers from abroad. So, I was really excited about this activity. The problem is: first, this is new knowledge. Second, the presenter uses English; we can learn it too, so we learn to understand what he is talking about. Third, what I felt was a new atmosphere, because usually the lecturers were local, Indonesian only. Well, at ICP, it is wider to foreign guests. We can learn what the international world is really like.⁵⁵

Providing supporting infrastructure to improve the quality of learning in the classroom. Especially language training, which can be applied inside and outside the classroom.

Input in the implementation of ICP is also supported by the management of human resources, named lecturer training. In this case, ICP teaching lecturers have qualifications that suit class needs in achieving goals. Among the main qualifications, of course, teaching lecturers must master the subjects taught, supported by good foreign language skills, especially English. In its implementation, the lecturers of ICP MPI classes did not have maximum input. The reason is that the teaching staff do not yet meet the qualifications as determined by the ICP unit. To address this, the ICP development unit is making efforts to empower educational resources by holding language development classes, specifically TOEFL training. It is hoped that after participating this activity, the teaching staff will experience an increase their skill, especially english, so that they can support the ICP class learning process as planned.⁵⁶



Pict 6. Language Training for Lecturer

⁵⁵ Nabila Shidqiyah. ICP Sudents. Interviewed by the author. Oral History Archieve. Malang: UIN Malang. July 2023.

⁵⁶ Obovration. Class of International Class Program. June 2023.

The Islamic Education Management department tries to achieve this goal by placing lecturers who are senior and who master the subjects being taught with supporting language skills. As the results of an interview with the head of the Islamic Education Management department, Mr. Yaqien, stated,

We are working on it because, currently, we have not enough human resources. So we try to find lecturers who speak English actively or who are foreign graduates. Currently, learning is carried out bilingually. The introduction must be in English. But in delivering the material, it is not optimal. Because there are terms that are difficult to convey in English. So the languages are still mixed. Because if the lesson isn't conveyed, it's useless to teach.⁵⁷

The secretary of the MPI department also stated a similar thing: so far, the recruitment of ICP lecturers has not been able to meet these standards. Besides that, the financial situation is not insufficient; the lecturers assigned to the ICP class are regular class lecturers. As stated by Mrs. Devi Pramitha in an interview by the researcher.

There are several ICP lecturers who possess the required qualifications. According to the standards of the ICP unit, yes. The MPI department still doesn't meet 100% of the qualifications. Sometimes there's only master at a point. The main point is that the lecturer's must master the knowledge they teach, it must be appropriate, that's for sure. But, for the second point, master a foreign language. Well, even though we're not experts here, there are several lecturers who can speak. There are lecturers who had short courses or research abroad. But for overseas alumni, there aren't any at Islamic Education Management yet.

Regarding the classification of ICP lecturers as learning objects, students conveyed similar things. The integration of English into learning is not complete yet. The reason is that there are several teachers who do not master English fluently. Nurul Shidqiyyah said in an interview

There are lecturers who use English, some of them. This semester there are ten courses, which means there are ten lecturers. There are approximately 6 lecturers who use English, 4 don't. So not all of it. But if the lecturer is aware of the existence of this program, the lecturer will try to use the language.⁵⁸

⁵⁷ Nurul Yaqien. Head of Islamic Education Management. Interviewed by the author. Oral History Archive. Malang: UIN Malang. July 2023.

⁵⁸ Nurul Shidqiyyah. ICP Students. Interviewed by the author. Oral History Archive. Malang: UIN Malang. July 2023.

Based on the explanation above, it can be concluded that in evaluating the input of the ICP for the Islamic Education Management department, the approach taken is the selection of the students. The ICP class program will be opened every semester, and students who wish to join will be selected first. The selections held are: an academic nature, comprising language selections and interviews that assess the student's dedication to participating in the program. Then, the qualification of ICP class lecturers is very important. However, in this case, it is not optimal. ICP class lecturers are also regular class teachers. So the goal has not yet fully met the qualifications. The main assessment is that the lecturer has mastered the field of science taught, then lecturers are considered and selected who have English language skills, basic skills in English, or have educational experience or short courses abroad.

c. Process Evaluations of the Instructional International Class Program in Islamic Education Management Department

Basically, the purpose of process evaluation is to find out the degree to which the plan has been implemented and identify areas that need enhancement. Process evaluation in the CIPP model focuses on "what" activities are carried out in the program, "who" is responsible for the program, and "when" the program will end. Process evaluation functions to identify how optimally the activities are carried out in the program according to the plan. Process Evaluation of implementing the ICP is implemented as a plan so that the effectiveness of the program could be described and known.

According to the finding of observations done by the researcher in the fourth semester ICP class, ICP class learning is different from regular classes. One of the most striking is the utilization of introduction language. The lecturer will open the lesson in English. In delivering the material, English has not been implemented optimally. This is because the lecturers have not yet mastered the MPI material, which is integrated with international languages. So it is feared that the main goal of learning, which is the comprehension of theoretical concepts, may not be effective. However, lecturers accompany this by providing learning resources from international sources, such as international journals. It is hoped that

students will be familiar with Management terms in English.⁵⁹ Sourced from the ICP lecturer, Mr. Prayudi, in a research interview, revealed the following.

Mastery of foreign languages is still low. That's what we can't deny. Because in my class, this is a practical lesson, understanding the latest technology, if it's just theory, they will get sleepy. Well, then I need to give an introduction to their understanding in practice. Even though the screen is in English, to practice it requires understanding, so it has to be explained again in Indonesian.⁶⁰

Throughout the interview done by the researcher, Mrs. Fantika gave a description and explanation regarding the application of ICP class learning.

In my own class, I feel that the utilization of English is not optimal due to my language skills are not yet expert. There is an obligatory language part, we start with a greeting and also the opening and ending of the lesson in English. To deliver the material, it is accompanied by Indonesian again. But from the students, I saw that they had enthusiasm for the language, such as during the presentation when they tried English, even though it was still mixed with Indonesian. We're not quite there yet. Because in various scientific fields, for example, theory, we want to anglicize the theory, we are afraid of different understandings.⁶¹

In addition, to supporting classroom learning, lecturers also need to pay attention to things outside the class. When lecturers do not have adequate English skills, lecturers can alternate learning with other activities, such as collaborative classes with international students. so that the communication can occur between students to practice language skills in lectures. This was conveyed by Mrs. Fantika in an interview,

In fact, the main goal of the class is that the material can be understood well and can be applied later. So, here, language is secondary. So what I emphasize most is understanding the theory while continuing to improve the language. Maybe it would be better if there was selection from the start for the lecturers. So it is true that lecturers who teach can discuss their field of science in English and guide the children by teaching them scientific terms in English. For now, we can help children actively participate in international conferences and build relationships with overseas colleagues, such as by collaborating with international students

⁵⁹ Observation. Class of International Class Program. June 2023.

⁶⁰ Prayudi. ICP Lecturers. Interviewed by the author. Oral History Archieve. Malang: UIN Malang. July 2023.

⁶¹ Fantika Febry. ICP Lecturers. Interviewed by the author. Oral History Archieve. Malang: UIN Malang. June 2023.

from abroad, so they can actively communicate and exchange ideas and cultures. I think that's one effective way.⁶²

Through the utilization of source triangulation, researchers have looked at the outcomes of their field observations, specifically within the context of the ICP class during the fourth semester of the academic year 2022-2023. Students can be seen carrying out active discussions between the presenter and the audience. The presentation media is in the form of a PowerPoint prepared in English, which is then delivered bilingually. During discussion sessions, the audience also participates, such as by providing additional explanations, giving arguments, and asking each other.

The class taught by Mrs. Siti Ma'rifatul Hasanah, it appears that the lecturer started the class and presented lessons in international languages. This serves as an illustration and habituation and provides encouragement for students to be serious about pursuing commitment and approaching the international world.⁶³ The reason is that in the international world it is not enough just to have ability or skill, but it must be complemented by an attitude and mentality. So that it is able to appear and compete globally.



Pict 7. ICP Class Learning

⁶² Fantika Febry. ICP Lecturers. Interviewed by the author. Oral History Archieve. Malang: UIN Malang. July 2023.

⁶³ Observation. Class of International Class Program. June 2023.



Pict 8. Lecturer teach ICP Class

Based on the results of the observations, interviews, and documentation studies above, it can be concluded that the evaluation of the ICP class learning implementation process, has been implemented well, although not optimally. It is known that the ICP unit and the MPI department have concerted to support the learning process. However, there were problems. The ICP class learning process has implemented international languages, but it is not yet optimal.

As the goal of education is to convey the knowledge taught. Currently, the priority is understanding the material, besides lecturers accompanying learning with international languages, such as when opening classes or greetings and also closing lectures, while in learning they apply bilingual languages, namely Indonesian and English. So, what needs to be improved is by paying attention to the main components in learning, teachers and students. In this case, it is necessary to consider the placement of ICP teachers who suit their qualifications and select students who are considered capable of taking this ICP class.

d. Product Evaluations of the Instructional International Class Program in Islamic Education Management Department

Researchers' research into the ICP program's product evaluation yielded information indicating that the product or outcomes of its implementation had a positive impact. The reason is that the ICP program is currently not being implemented optimally, but it is having a significant effect on students' abilities. It is known that ICP students have their own uniqueness. As stated by Mr. Prayudi in an interview with the researcher

One of the most striking things is that ICP students' understanding of the concept is faster than in regular classes. Their logical thinking is increased, so they ask about things that are crucial to them. And the most important thing is that organizing the class can be easier. Due to the limited number of individuals, our attention is directed to them, helping us to get a comprehensive understanding of each person's specific needs and decide on the most suitable kind of treatment.⁶⁴

Mr. Nurul Yaqien, head of the Islamic Education Management department, also gave a positive answer to this matter. Students who take part in the ICP program have special talent. In this context, students have the capacity to achieve outstanding performance not only in their academic pursuits but also in non-academic sectors. conveyed in an interview, namely:

From what I see, ICP students are more confident. From their self-confidence, they convey their opinions, arguments, and discussions. Then, they are also more active in participating in international activities, such as international conferences or international webinars, whether held by the ICP unit or by outside institutions. It can be related to their status as selected individuals. Yes, because before participating in the ICP class, they are selected. And so far, ICP students have had many achievements, up to the national level. Like in the arts sector, yesterday Fahim was a top model in Jakarta. But so far, there is no international level.⁶⁵

Mrs. Devi Pramitha, secretary of the MPI department and a lecturer who teaches the ICP class, said that the changes in the ICP class seem to have a good impact. Students develop and progress gradually. In the interview, it was stated

There is a slight difference between ICP and regular, specifically in the quality of students. Because in learning, lecturers provide students with English-language reference books, they inevitably have to read, and they are also asked to look for learning journals from international sources. They are trained to be familiar with international Problems. So, their insights are different due to the content of national and international journals is different.⁶⁶

Product evaluation can be measured by looking at the output from program implementation. Learning outcomes are shown by obtaining good grades and being

⁶⁴ Prayudi. ICP Lecturers. Interviewed by the author. Oral History Archive. Malang: UIN Malang. July 2023.

⁶⁵ Nurul Yaqien. Head of Islamic Education Management. Interviewed by the author. Oral History Archive. Malang: UIN Malang. July 2023.

⁶⁶ Devi Pramitha. Secretary of Islamic Education Management. Nurul Yaqien. Interviewed by the author. Oral History Archive. Malang: UIN Malang. July 2023.

able to work on or contribute to areas of interest. ICP MPI students are starting to show positive results, namely producing papers written in international languages and publishing them on literacy platforms. One of them is in the MPI postgraduate journal database, Ar-Rasikhun.

The Role of Educational Supervision Management According to Quran Surah Ali-Imran: 29

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Abstract. This study aims to determine the role of educational supervision in improving the quality of education. The research method used is library research, which involves collecting data from various sources of literature related to educational supervision. The results showed that educational supervision has a function as a coordinator of teaching and learning programs, helping teachers see clearly educational goals, guiding students' learning experiences, monitoring and supervising the performance of school staff in carrying out their respective duties and responsibilities, increasing insight and teacher professional abilities, improving the quality of learning, increasing teacher attendance and activity, as well as providing feedback and suggestions for improvement. Educational supervision is a professional job that demands the same requirements as any other professional job. Supervision activities are carried out through various teaching problem-solving processes and aim to increase the effectiveness and efficiency of the teaching-learning process. Supervision is assistance to teachers in improving teaching-learning situations; educational supervision includes supervision of teaching and its supporting components. Teaching supervision is an activity that is directly related to teaching but not directly with students. Supervision activities are carried out through various processes for solving teaching problems. By supervising good education management, it is hoped that it can improve the quality of education and help achieve the desired educational goals.

Keywords. supervision, education, evaluation

Pict 9. Papers of ICP Students

Based on the findings of observations, interviews, and documentation analysis, it can be concluded from the product evaluation of the implementation of ICP class that the ICP program has provided good results, especially enhancing students' learning capabilities. Students' attitudes toward attending class, ICP students are more enthusiastic and have good self-confidence. In addition to this, students are becoming more aware of the need of dealing with international learning styles, beginning with the fundamental practice of utilizing different languages, particularly English. After completing undergraduate studies, students continue their studies to the next academic level. However, in this case, none of the Islamic Education Management students have continued abroad.

2. Problems in Instructional Process of the International Class Program of Islamic Education Management Department

The implementation of a program usually finds advantages as well as drawbacks. There are things that need to be paid attention to and reviewed in order to achieve goals according to plan. One way to find out problems in the program is through evaluation, so that from an early stage the Problems can be identified and alternative solutions can immediately be found.

When researchers was done to assess the implementation of the International Class Islamic Education Management departement at UIN Maulana Malik Ibrahim Malang. The researchers employed the CIPP technique, which encompasses four key components: Context, Input, Process, and Product. This study aims to gather information concerning the difficulties and obstacles that may arise during the implementation of the ICP program.

In the input evaluation, it was found that one of the Problems in implementing the ICP class in the MPI department was the lack of human resources. The lecturers who teach the ICP MPI class are not optimal, many of them are lecturers who teach regular classes too. In addition to that, students of ICP class also have problems due to some students are not yet ready to adapt to learning in the ICP class, causing difficulties when given English assignments. As said by Mrs. Devi Pramitha's,

The first is related to human resources, especially the lecturers. Well, on average, ICP lecturers are almost the same as regular class lecturers. in the sense that in terms of language, sometimes they occasionally find it difficult to fully utilize it 100%, and the use of references with normal methods of teaching, such as regular classes, giving assignments, and so on. Well, the second factor is the students themselves. Sometimes students feel burdened; for example, there are lecturers who are a bit strict. Such as giving assignments using English or writing papers in English. " In the end, some of them even asked to move back to regular classes.⁶⁷

Throughout input evaluation, it was determined that the main obstacle to the implementation of the ICP class within the MPI department was a shortage of human resources. The lecturers who deliver the ICP course may not be optimal, as some of them also teach regular classes. As a result of an interview with Mrs.

⁶⁷ Devi Pramitha. Secretary of Islamic Education Management. Interviewed by the author. Oral History Archieve. Malang: UIN Malang. July 2023.

Fantika Febry, a lecturer who teaches the ICP class, she also experienced problems or obstacles during the learning process. She said,

Actually, in class, the main thing is that the material can be understood well and can be applied later. In this context, language assumes an assistant position. So what I emphasize most is understanding the theory while continuing to improve the language. Maybe it would be better if there was selection from the beginning of the recruitment of lecturers. So it is true that lecturers who teach can discuss their field of science in English and guide the children, teaching them scientific terminology in English. For now, we can help children actively participate in international conferences and build relationships with overseas colleagues, such as by collaborating with international students from abroad, so they can actively communicate and exchange ideas and cultures. In my opinion, it's more effective.⁶⁸

The head of the Islamic Education Management department also said the same thing. The human resources of lecturers in ICP are still not optimal. So it has an impact on the accuracy of implementing learning in class. The goal has not been totally realized. Another Problem that arises is class availability. However, this can be overcome by using a microteaching building, especially a computer laboratory. In the interview, he said:

Our current problem is human resources, specifically a shortage of teachers. So in the placement, we take the amount of human resources that we think can teach in ICP class with their skills. Although not yet an expert linguist, the one in concern already has substantial knowledge of their own subject. requiring the skills of someone well-versed in the subject matter as well as possessing linguistic proficiency. There are those who are experts in languages but not in the MPI field that we need. Or sometimes, mastering MPI knowledge but not being an expert in the language. Besides that, class availability is also a problem. So sometimes ICP students study in the microteaching building.⁶⁹

Based on the data presented above, it can be concluded that the main obstacle is related to human resources, specifically teaching lecturers. In the ICP class of MPI, the teaching lecturers have not met the maximum requirements. The ICP class teacher is also a regular class teacher, which may not be optimal. The utilization of international languages in communication is not effectively integrated

⁶⁸ Fantika Febry. ICP Lecturers. Interviewed by the author. Oral History Archive. Malang: UIN Malang. July 2023.

⁶⁹ Nurul Yaqien. Head of Islamic Education Management. Interviewed by the author. Oral History Archive. Malang: UIN Malang. July 2023.

into classroom learning, as a result it is hampered by human resources who are not yet qualified in language skills.

3. The Impact of the Instructional International Class Program for Islamic Education Management Department

The establishment of the ICP was for exact goals. With this program, it is hoped that it will provide good results or impacts as planned. The ICP program is a forum for developing student skills in response to the university's goal of becoming a World Class University, so that international standard classes are also established. Based on the results of an interview with the MPI department secretary, Mrs. Devi Pramitha, regarding the impact of implementing the MPI ICP program, she revealed the following:

There is a slight difference between ICP and regular, in terms of the quality of the students. Because in learning, lecturers give English reference books, so they inevitably have to read, then they are also asked to look for learning journals from international sources, they are trained to be familiar with international things." So, their insights are different because the content of national and international journals is different.⁷⁰

Additionally, MPI ICP participants directly stated that after enrolling in the ICP class, the students felt a change in themselves. Supported by a comfortable and exciting learning atmosphere, thus increasing enthusiasm for studying. As international class students, motivate students to put more effort into learning, through which students' abilities continue to develop. delivered by Bintu Roisul, one of the MPI ICP class student program

From me personally, the impact is very big, for example, students know and want to learn about English. Alhamdulillah, my language skills are starting to develop little by little. Because, like it or not, I have to learn and adapt to a positive environment, so that my speaking or grammar improves.⁷¹

Muhammad Fajrin, head of the ICP class for the fourth semester of the 2022-2033 teaching year, said in an interview by researchers

From my perspective, the responsibility for ICP is with the individual, as it is not feasible for me to assess the entire student

⁷⁰ Devi Pramitha. Secretary of Islamic Education Management. Interviewed by the author. Oral History Archieve. Malang: UIN Malang. July 2023.

⁷¹ Bintu Roisul. ICP Students. Interviewed by the author. Oral History Archieve. Malang: UIN Malang. June 2023.

population of MPI. However, personally, I experienced a positive impact. I gained an increased degree of skill in speaking. After being taken to ICP, I tried to optimize it, and there were changes that ultimately had an impact on me. But if the individual has no intention, the result depends on their effort.⁷²

The same opinions are also conveyed by ICP lecturers. There is a good impact, not only in class, students are also active in activities held by the ICP unit, as conveyed by Mrs. Fantika as follows:

If I look at it, qualitatively we don't see much change. However, the ICP class students are more active than the regular class. In this context, students are accommodated directly by the ICP unit, so they are specially empowered and have more competence. There are programs that are investigated by the ICP unit; language development is one of them.⁷³

The ICP program has a good impact on students. Enhancing student confidence, critical thinking, mindset, and responsibility. This can be seen during the implementation of learning in class. As stated by the ICP lecturer, Mr. Prayudi Lestantyo

One of the most striking things is that ICP students' understanding of the concept is faster than regular classes. Their logical thinking is sharper, so they ask what things are crucial for them. Something that I didn't even think about, they asked me that much. And the most important thing is that organizing the class can be easier. Due to the limited number of individuals, our attention is more concentrated, helping us build personal connections and gain comprehensive insights into the treatment we provide.⁷⁴

After completing multiple semesters, students' progress began displaying positive effects, especially in the affective aspect. Students' interest increases, they want to develop and hone their skills through non-academic activities outside the classroom. Among the achievements obtained were Top Model Environmental Ambassador, 1st Runner Up FITK Ambassador 2023, Indonesian Initiative Ambassador Batch 3, and Finalist Ambassador for the Faculty of Tarbiyah and Teacher Training, UIN Maulana Malik Ibrahim Malang.

⁷² Muhammad Fajrin. Head of ICP Class. Interviewed by the author. Oral History Archieve. Malang: UIN Malang. July 2023.

⁷³ Fantika Febry. ICP Lecturers. Interviewed by the author. Oral History Archieve. Malang: UIN Malang. July 2023.

⁷⁴ Prayudi. ICP Lecturers. Interviewed by the author. Oral History Archieve. Malang: UIN Malang. July 2023



Pict 10. International Seminar by ICP Unit

After completing multiple semesters, students' progress began to display positive effects, especially in the affective aspect. Students' interest increases, they want to develop and hone their skills through non-academic activities outside the classroom. Among the achievements obtained were Top Model Environmental Ambassador, 1st Runner Up FITK Ambassador 2023, Indonesian Initiative Ambassador Batch 3, and Finalist Ambassador for the Faculty of Tarbiyah and Teacher Training, UIN Maulana Malik Ibrahim Malang.



Pict 11. Achievements of ICP Students

Based on the data presented above, it can be seen that the ICP of the Islamic Education Management Department at UIN Maulana Malik Ibrahim Malang has shown good results. Student development and progress are considered to be more inclined toward student activity and creativity. In the field of language, it is in the learning process. Besides that, lecturers also develop the potential to be more empowered when teaching ICP classes in international languages. Students are also active in participating in international activities, both on and off campus. From the ICP unit, holding an international seminar and presenting speakers from abroad. Then there are also collaborative classes, in which the students are taught by foreign lecturers. This has a good impact on student knowledge. The teaching and experience provided are certainly different, with new nuances, learning new cultures, and broadening students' insight into the international world.

Table 3. Research Findings

No	Research Fokus	Research Findings
1	How is the instructional process of the International Class Program in the Islamic Education Management department at UIN Maulana Malik Ibrahim Malang?	<p>Based on the CIPP Evaluation, it can be inferred that the implementation of ICP class learning</p> <ol style="list-style-type: none"> 1. Context Evaluation: <ul style="list-style-type: none"> - Program background: the university's vision towards World Class University with an international reputation. Students have the interest and competence to engage in global development as an opportunity to establish an ICP class - Objective: facilitate students to develop their skills. Familiarize and train students in order to equip them with the necessary skills and knowledge to pursue continued studies and careers on an international scale. 2. Input Evaluation: <ul style="list-style-type: none"> - Selecting prospective ICP students by held the test - Taught by lecturers who are qualified in their fields and mastered English - Facilitate students with international programs, e.g., International Seminar, fieldwork practice abroad, partnership with foreign universities - Supporting student through training programs. e.g., language development program (TOEFL), self-development program - Limited number of students 3. Process Evaluation <ul style="list-style-type: none"> - International languages have been implemented. However, it's not yet optimal. - Language as a learning support tool, is used obligatory at opening classes, greetings, and closing. - Learning in bilingual language (Indonesian

		<p>English)</p> <ul style="list-style-type: none"> - Students actively discuss in bilingual language. <p>4. Product Evaluation</p> <ul style="list-style-type: none"> - Program achievement percentage is approximately 70%. - ICP students have better self-confidence and critical thinking skills than regular students. - Active in both academic and non-academic activities. e.g., international seminars and student exchange - Participate in development activities - performance within and across the university. e.g., compete in academic and artistic competency events.
2	<p>What problems are encountered in the instructional process of the International Class Program in the Islamic Education Management department at UIN Maulana Malik Ibrahim Malang?</p>	<ol style="list-style-type: none"> 1. Lack of human resources The lecturer does not meet the required teaching qualifications for the ICP class. 2. There are some students who are not yet experts in English. 3. Limited financial
3	<p>What is the impact of instructional process of the International Class Program on the quality of education in the Islamic Education Management department?</p>	<ol style="list-style-type: none"> 1. ICP students are more active than regular classes. 2. Create written work to be published in the journal database. 3. Achievement in both academic and non-academic fields (won a competition, became a faculty ambassador)

CHAPTER V

DISCUSSION

A. Evaluation of the Instructional International Class Program in Islamic Education Management at UIN Maulana Malik Ibrahim Malang

1. Context Evaluation for the Instructional of International Class program in Islamic Education Management at UIN Maulana Malik Ibrahim Malang

Context evaluation provides data about the background of establishing the program objectives and the prioritization of goals. This evaluation explains relevant environmental conditions, describes existing and desiring conditions in the environment, and identifies unfilled needs.⁷⁵ The findings of the context evaluation of the Instructional process ICP of Islamic Education Management at UIN Maulana Malik Ibrahim Malang through interviews, observations, and documentation studies by researchers serve as a response to the university's vision of being superior and internationally reputable. Mr. Nurul Yaqien, the head of the Islamic Education Management department, and Mrs. Like Raskova, the head of the ICP unit, both provided a similar response. They suggested that organizing international classes can serve as a solution to the resulting challenges in the modern era. Educational institutions feel obligated to enhance and adapt their educational programs as needed. Supported by the enthusiastic interest and talent of students who want to develop their potential, especially language skills and international resources, it is hoped that the ICP program can become a forum that can support students in their learning process. MPI ICP students said that the program was an innovation on campus, which provided a platform for students to develop their personal and academic growth. It is the responsibility of educational institutions to accommodate and facilitate students. As a student, it is an obligation to take an active role in the advancement of civilization, starting with a commitment to studying and exploring the international world that will impact their future careers. Students see this program as a challenge and a valuable opportunity to develop following a series of campus internationalization programs, one of which is joining the ICP.

⁷⁵ Ambiyar & Muharika. *Metodologi Penelitian Evaluasi Program*. (Bandung: Alfabeta. 2019): 177

Researchers found that between the context evaluation findings and appropriate theories, such as Padmadewi's theory, globalization and technological progress require humans to be able to compete and participate in a global environment. Therefore, international insight needs to be developed in students to overcome this. The world of education then has to deal with the reality of globalization and internationalization.⁷⁶ This follows Roro Imas' theory that the development of an international class aims to prepare the next generation with global concerns. It is hoped that the next generation will be able to take a role in the era of globalization and internationalization, so equipping them with international foreign language skills will be very important. The foreign language developed is English, which is the most widely used language in international communication.⁷⁷

The ICP program has been operational for multiple iterations and is presently in the process of continuous development and enhancement. This can be the strength of the ICP. The program had a positive response from all stakeholders. Islamic Education Management lecturers supported the program by participating in skills development classes, and students also had a high interest in joining the ICP class. So, in determining participants, the ICP unit held a selection. However, there are weaknesses in the implementation of the program, namely human resources, particularly the lecturers of the ICP of Islamic Education Management who do not meet the qualifications. In general, the main competency of teaching lecturers is mastering the field of science being taught. For the ICP program, the lecturers needed are those who master the scientific field being taught and also master a foreign language, especially English. However, thus far, the lecturers of the ICP of Islamic Education Management have not met these qualifications in their entirety.

The findings above are supported by Tayibnapis' theory, which states that context evaluation has an important role in facilitating decision-making, identifying program goals, and formulating program objectives. The main purpose of context evaluation is to determine its strengths and weaknesses. By knowing these strengths and weaknesses, the evaluator will be able to provide direction for necessary

⁷⁶ Padmadewi. Teachers' Readiness in Promoting 21st Century Skills in Teaching Students at a Bilingual Primary School. (Bali: Atlantis Press. 2020): 161

⁷⁷ Roro Imas. Evaluasi Program Kelas Bilingual Di Primary Global Islamic School 2 Serpong. (Repository UIN Jakarta. 2022): 144

improvements.⁷⁸ Context evaluation is the first stage in the CIPP evaluation model. In context evaluation, information will be obtained regarding the background to the establishment of a program. In addition, this evaluation also discusses the weaknesses and strengths of a program. So it is important for evaluators to know this as a consideration for the continuation of the program.⁷⁹

According to the theory proposed by Koswara and Triatna, the concept of quality education may be defined through analyzing its multiple aspects, including input, process, output, and outcome. Quality educational input included competent teachers, dedicated students, well-designed curriculum, modern facilities, and various aspects of quality education providers. The quality education process is a quality learning process. Quality educational output is what graduates the students with the required competencies. And the outcome of quality education is graduates who are able to continue to a higher level of education or are absorbed into the business or industrial world. As the goal of education is to prepare students to successfully move into the next chapter of their lives. Universities, as tertiary institutions, prepare students to be able to survive and compete in the world of work in particular and prepare them to continue their studies to the next level or have a career. The wider the scope to be achieved, the more complex the provisions that must be prepared.

According to Law no. 20 of 2003, article 35 concerning National Education Standards, national education standards are used as a reference for curriculum development, educational staff, facilities and infrastructure, management, and financing. Through strategic planning in the education sector, educational institutions are able to prepare a great output. So, in an educational program, factors such as educational staff, facilities and infrastructure, and program management are important points in achieving educational goals. The level of development of a community can be seen from both the external and internal aspects. A highly cultured educational institution is characterized by its ability to integrate its external look with contemporary requirements and standards. For example, an educational institution has: (1) quality human resources, (2) effectively constructed educational facilities - both quality and quantity, (3) is capable of providing enough educational resources and

⁷⁸ Tayibnapi, F.Y. *Evaluasi Program*. (Jakarta: Rineka Cipta. 2020): 4

⁷⁹ Komariah, Aan dan Cepi Triatna. *Manajemen Pendidikan*, (Bandung: Alfabeta. 2020): 275

infrastructure, (4) maintains a clean, neat, and beautiful environment, (5) has a broad and good network, and so on.⁸⁰

2. Input Evaluation for the Instructional of International Class program in Islamic Education Management at UIN Maulana Malik Ibrahim Malang

Input evaluations components include human resources, supporting infrastructure, budgetary resources, and various necessary procedures and rules.⁸¹ The findings of the input evaluation of the ICP of Islamic Education Management at UIN Maulana Malik Ibrahim Malang are an approach to screening potential ICP class students. Selection is carried out every year at the start of the new school year, often in September. Two stages of selection were held, the first was academic selection, namely a language test. the final interview test, to ensure students' readiness and commitment to take part in the ICP program. The establishment of a screening process aims to ensure that the students admitted into the ICP class program have the required interests and abilities.

Then the strategy employed to achieve the goals of the ICP program is to select the best lecturers who master their fields and English language skills. However, in this case, it cannot be implemented optimally. The rationale behind this is that the lecturers now allocated to teach in the ICP are the same teachers that teach in regular classrooms. The department does not have authorization to hire specialized teaching staff for international classes, mostly due to financial constraints. Because the fees charged to ICP students are the same as for regular students. In response to this, the MPI department chooses senior lecturers who are considered capable of speaking English, effectively using the available resources. In addition, the ICP unit is developing programs for ICP lecturers, especially language training. The implementation of training or development is facilitated by the existence of special infrastructure, namely the microteaching building. Several agendas have been implemented, such as TOEFL training for batches 1 and 2, in July and August 2023, in the training room on the 1st floor of the microteaching building, and international

⁸⁰ Like Raskova dkk. Prospektus ICP UIN Maulana Malik Ibrahim Malang. (Malang: UIN Maliki Press. 2020): 33

⁸¹ Eko Putro Widoyoko, Evaluasi Program Pembelajaran: Panduan praktis bagi Pendidik dan Calon Pendidik, (Yogyakarta:Pustaka Pelajar,2013): 182

seminars held in the hall on the 3rd floor of the building. Then, ICP is facilitated by a laboratory computer. So that technology-based courses in particular can be practiced directly in class.

These findings align with Rusydi Ananda and Tien Rafida finding that input evaluation helps organize decisions, determine available resources, alternatives selection, what plans and strategies to achieve goals, and determine what work procedures to achieve them. Questions related to input evaluations that support solving problems that encourage the implementation of the program

Regarding improving lecturers skills, aligning with Roro Imas theory, developing foreign language skills for educators and education staff will facilitate the implementation of the learning process and the international educational climate, more generally in the context of students who master foreign languages. The development of foreign languages for educators is very important because the main factor in the learning process is the educator. In addition to this, learning facilities are another factor that influences the program implementation process. In achieving program goals, learning facilities are the facilities and infrastructure used by teaching staff in the teaching and learning process so that they can achieve educational goals. The use of learning facilities needs to be managed well to avoid waste and inappropriate use of facilities. Therefore, it is necessary to manage the utilization of learning facilities in accordance with the principles so that program objectives can be achieved.⁸²

3. Process Evaluation for the Instructional of International Class program in Islamic Education Management at UIN Maulana Malik Ibrahim Malang

The results of process evaluations of the ICP of Islamic Education Management at UIN Maulana Malik Ibrahim Malang show that learning implementation in the ICP class is going well, even though not optimally. The expected goals can be seen in the implementation in the classroom. The thing that differentiates regular classes from ICP classes is the delivery of material using an international language, English. The most important aspect of learning is the transfer of knowledge. The process of delivering material in English is a privilege in the ICP

⁸² Azhari Ulpha Lizni dkk. Manajemen Pembiayaan Pendidikan, Fasilitas Pembelajaran dan Mutu Sekolah, Jurnal Administrasi Pendidikan Vol.XXIII No.2 ISSN: p.1412-8152 e.2580-1007 (Universitas Pendidikan Indonesia. 2016) Hlm. 27

class. In practice, English in the classroom has not been fully utilized. One of the obstacles comes from human resources, mainly lecturers and students. On average, lecturers begin the class in English, then teach bilingually, explaining the English material in Indonesian. This is a kind of introduction and familiarization so that students become familiar with the scientific terms being studied, especially MPI theory's in international languages.

These findings are supported by Ananda and Rafida's theory in their book, process evaluation is used to detect or predict procedural designs or implementation plans during the implementation stage, to provide information for program decisions, and to serve as a record or archive of procedures that have occurred. Process evaluation includes the collection of assessment data that has been determined and applied in program implementation practices.⁸³ The supporting theory stated by Nia Mei in her journal is that the process evaluation will explain student activities, the activities of educators and education staff, learning strategies, and the participation of student parents in supporting the program being implemented.⁸⁴

Scientifically, ICP students are responsive and understand the subject well. However, the use of English is not optimal. One of the Problems that arises is the insufficiency of human resources. As a reaction to this, the ICP unit held a training session for ICP lecturers. And this was welcomed by the lecturers by participated in skills development training, especially language skills. It is hoped that these programs can support teaching and learning activities in the classroom so that planning can be implemented by creating an international environment throughout the classroom.

Based on the explanation above, it can be concluded that teachers should also be active in upgrading their learning capabilities so that they are able to transfer knowledge to students well, even in a fun way. Teachers as role models will probably produce educational outcomes that require an independent learner who is responsible, creative, and innovative. The primary objective of education is to generate individuals who possess an authentic enthusiasm for learning and are ready to adapt and respond well to new challenges in accordance with what is expected.⁸⁵ Educators are the most

⁸³ Rusydi Ananda. Pengantar Evaluasi Program Pendidikan. (Medan: Perdana Publishing. 2017): 37

⁸⁴ Nia Mei. Evaluasi Program Model CIPP Pada Pelatihan Menjahit Di LKP Kartika Bawen. (Learning Community : Jurnal Pendidikan Luar Sekolah. 2019. vol. 3, no. 2): 6-13.

⁸⁵ Aulya Fahm. Evaluasi Program Kelas Unggulan Dalam Meningkatkan Mutu Pendidikan (Studi Evaluatif pada MTs. Muallimin UNIVA Medan). (Medan: repository UINSU. 2021): 90

important element. Educators have carried out their duties and functions well. They try to make international classes a reality in learning.

The supervision and assessment of the ICP are conducted through several methods, such as assessing program outcomes, evaluating the language skills of students using the TOEFL test, holding discussions with lecturers, and scheduling meetings. Through the process of evaluation, administrators of the ICP unit are able to identify Problems or blockages that may arise during program implementation so that alternative solutions can be found to resolve these problems.

The evaluation process carried out by the ICP unit is in accordance with Ambiyar and Muharika's theory in their book. The researcher used a typical design in evaluation research with a mixed-methods approach. In the qualitative segment, the focus group discussion (FGD) method was carried out to remind evaluators about the problems that must be explored in the survey of program participants who will be evaluated, then continued by executing the survey method, and should be followed by interviews to clarify some of the survey findings because they could lead to problems related to inequality in analysis results. And the next step is to take a qualitative approach again by directly involving evaluators to strengthen the data obtained through the previous approach.⁸⁶

4. Product Evaluation for the Instructional of International Class program in Islamic Education Management at UIN Maulana Malik Ibrahim Malang

The findings of the product evaluations of International Class Learning for Islamic Education Management at UIN Maulana Malik Ibrahim Malang refer to the outcomes achieved by students upon their enrollment in the international class. One of the primary advantages is its significant impact on the development of public speaking abilities, supporting students' enthusiasm and confidence in the learning process so that they have a broader mindset and insight in order to reach the international world. This impact has a significant influence on students' interest, not only in academic potential but also in non-academics.

The practice of integrating international languages in the classroom, the learning process, giving assignments, and using international sources are able to train students' abilities and motivate students' awareness of the importance of international programs in today's world of globalization. Especially mastery of foreign languages

⁸⁶ Ambiyar & Muharika. *Metodologi Penelitian Evaluasi Program*. (Bandung: Alfabeta. 2019): 163

and global knowledge. Students are becoming increasingly involved in many international activities, such as international seminars, language development and self-improvement, and service activities abroad. The implementation of the ICP program in the classroom has not been optimal, it shows that internationalization activities are not enough just in the classroom but also in the non-academic scope, even learning in the field and going out into the community.

From the perspective of students, mastery of foreign languages can be a benchmark for program achievement. When these students are able to use a well-developed international language, the achievement of the program goals can be said to be successful. The same thing also applies to lecturers and educational staff. Educators, if they respect the approved language use criteria in their educational practices, will successfully accomplish the program targets. So the benchmark is developing language skills. According to the success indicators defined for the ICP at UIN Maulana Malik Ibrahim Malang.

Then, the evaluation of the final assignments. This evaluation takes the form of an assignment to write research papers using either national or foreign languages. The examinations conducted include assessments on thesis writing and oral presentations. Papers assignments are allowed to be written in either a national language or a foreign language. This assignment will clearly show how competent the students are at using bilingualism. Then the graduates are evaluated through an observation process. However, the existing observation process does not yet have a clear systematic methodology. Therefore, in conducting graduate observations, institutions should be able to take advantage of technology to obtain data. Institutions can utilize web-based resources provided to alumni so that the data obtained is valid.⁸⁷

B. The Problem of the Instructional of International Class Program in Islamic Education Management at UIN Maulana Malik Ibrahim Malang

Problems with the implementation of a program can be identified through monitoring and evaluation. In the CIPP model evaluation, the identification of Problems is carried out in the process evaluation. Specifically, at this stage, researchers will look at the

⁸⁷ Musdar. Pemanfaatan Google for Education (GAFE) di SMKN 10 Jenepono. (Klasikal: Journal of Education, Language Teaching and Science. 2019. vol 1, no. 3): 64

program implementation process. If the program has not run optimally as planned, it could be caused by the Problems. Problems in the implementation process are common, so supervision and evaluation are needed. In this manner, Problems or problems identified early can immediately find solutions and make improvements. So that the stated goals can be achieved well.

Through process evaluation in the implementation of International Class learning in Islamic Education Management at UIN Maulana Malik Ibrahim Malang, researchers identified several problems that occurred in the implementation of learning in the classroom. The first Problem faced is the lack of qualified human resources. The available human resources are not sufficient to supply the required needs. The Islamic Education Management material is diverse, not comparable to lecturers who master international languages. However, while considering the mastery of Education Management knowledge, the lecturers are in accordance with the recruitment of teaching staff, which must be linear with the proposed lesson. Researchers conducted observations and interviews with ICP lecturers, Mr. Prayudi Lestantyo, Mrs. Fantika Febry Puspitasari, and Mrs. Devi Pramitha. As stated by secretary of Islamic Education Management, Mrs. Devi, there are no ICP lecturers who are graduated from foreign universities, ICP lecturers are the same as regular classes. The department allocates ICP lecturers who master their fields and are considered to possess basic English skills. Some lecturers expressed the difficulties they have in teaching in the class. It is a challenge to teach in English, combining the material with a rich international vocabulary. Lecturers have tried their best, supported by participating in educator development programs. The second problem occurred upon implementation in the classroom, students as learning objects. When lecturers apply international languages, there are students who are not able to receive and understand them well due to their inadequate language skills. The third problem is the limited offinancial. The recruitment of ICP lecturers has not been able to meet these standards. Because of the financial situation is not insufficient; the lecturers assigned to the ICP class are regular class lecturers. As stated by Mrs. Devi Pramitha in an interview by the researcher.

In meeting the needs of teaching staff, the ICP unit together with the department strives to provide the lecturers who are deemed capable enough to teach in ICP classes. The problem currently found is, the lack of qualified lecturer resources, which has an effect on the learning process in international classes and has an impact on student abilities and output. The aim of the program is for students to be able to actively speak international languages and even achieve well on the international stage. As stated by Sartika in her

theory, educators who are not competent in foreign languages will be an obstacle to implementing the learning process in international classes.⁸⁸

Problems come from both parties, lecturers and students, thus hampering the implementation of international learning in the classroom. Learning in the ICP class is teaching material in English. So it is not focused on language learning or development. So students who join the ICP class should be those who have English language skills. However, the situation in the field shows that there are still many students who have not mastered English. Then, while lecturers try to implement internationalization in the class, they are hampered by students who have not yet mastered, it is feared that the knowledge want to convey will not be received and understood perfectly. In fact, the ICP Unit provides a language development program, the program focuses on improving language skills, specifically Toefl skills for English and Toafl for Arabic. The program does not provide language learning from a basic level. As a result, students who are less competent in language skills will face fewer obstacles and hinder the implementation of programs in international classes. This affects the effectiveness and efficiency of program achievement.

Effectiveness refers to the successful implementation that directly help the organization achieve multiple goals. Meanwhile, Georgepoulos and Tannenbaum, quoted by Indrawijaya, define "Effectiveness is viewed from the point of view of achieving goals, where the success of an organization must consider not only the organization's goals but also how to defend itself in pursuing goals."⁸⁹ Evaluation during the program implementation process plays a role in monitoring the progress of implementing the program.

C. The Impact for the Instructional of International Class Learning in Islamic Education Management at UIN Maulana Malik Ibrahim Malang

A program can be defined as the design of an activity with a specific aim. Arikunto & Jabar stated that if the program is directly linked to program evaluation, the program is defined as a unit of activity, which is the realization or implementation of a policy. Evaluation is carried out continuously and involves many people.⁹⁰ Because a program is a unit or unity of activity, it may be said that a program is a system, which is a collection of

⁸⁸ Sartika, T. Penggunaan Bahasa Indonesia dan Bahasa Inggris Sebagai Pengantar Pembelajaran di Indonesia. (INA-Rxiv. <https://doi.org/10.31227/osf.io/y8tq4>. 2019) 7

⁸⁹ Indrawijaya, A.I. Teori, Perilaku, dan Budaya Organisasi. (Bandung: Refika Aditama. 2010): 188

⁹⁰ Arikunto, Suharsimi. Evaluasi Program Pendidikan. (Jakarta: Bumi Aksara. 2010) 16

sub-systems that work to achieve an activity goal in an organization. In order to ensure the effective implementation of the program and alignment with organizational objectives, it is important to do an evaluation. Through a series of evaluation processes, the results of the implementation of a program will be known, or what is called the impact, which is the goal as planned. Knowing the impact of implementing a program is a key aspect of product evaluations. By employing this approach, the evaluator can measure the results of the achievements of the program that has been implemented.

The establishment of the ICP class aims to provide a forum for students to develop their skills and prepare them to be ready to join and compete in the international world. One approach is by learning in class with an international learning style, especially using English. Through this program, institutions expected that humans could be active and exist to participate and excel in both academic and non-academic sectors. As researchers found from observations and interviews, the first impact of instructional process ICP, the ICP students of Islamic Education Management actively participate in academic and non-academic activities outside of class as a development of skills and efforts to gain information about the world of education more widely. The International Class students of Islamic Education Management achieved several interesting achievements; among them were winning Top Model Environmental Ambassador, Runner Up 1st FITK Ambassador 2023, Indonesian Initiative Ambassador Batch 3, and Finalist Ambassador of the Faculty of Tarbiyah and Teacher Training, UIN Maulana Malik Ibrahim Malang. Next, the second impact, students contribute through written papers and publish it on journal database platforms; one of the publishers is the MPI postgraduate journal, *ar-Rasikhun*. The variety of achievements made by ICP students outside the class shows that there is an influence as an impact from the existence of the ICP class. The third impact is, when compared to regular classes, ICP students tend to be more active and confident, with a willingness to explore and discover innovative concepts. This is an opportunity for them to be active on the international stage. So there needs to be attention from both teaching and educational staff to facilitate and open access for students to international, academic, and non-academic levels. Through the process of evaluation, the impact caused by a learning program will be known, which can be measured based on success criteria as an indicator of achieving learning goals.⁹¹ Thus, the results of the evaluation can be used as a

⁹¹ Putu Suardipa. Peran Desain Evaluasi Pembelajaran Untuk Meningkatkan Kualitas Pembelajaran. *Widyacarya*. 2020 Vol 4, No. 2): 93

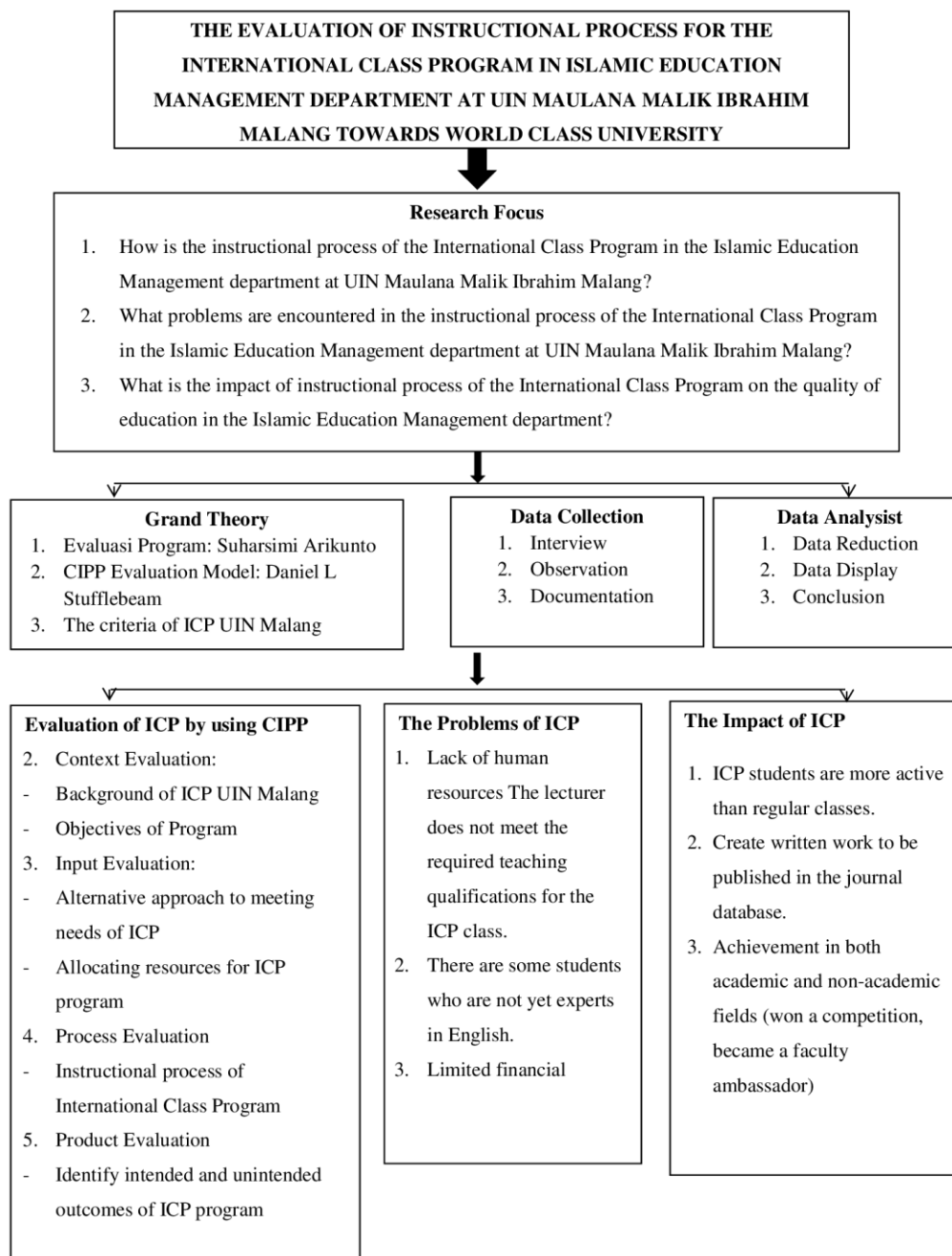
consideration in making decisions about program sustainability, whether the program will be continued, developed, or even stopped if it is identified negative or detrimental impact.

In the process of the instructional process of ICP, it may display various conditions, such as success, failure, or total failure, depending on the results achieved or outcomes. Because in this process, there are various elements that may support or hinder the achievement of a program's targets. Product evaluation consists of identification and analysis of: 1) changes (impacts) that occur after the implementation of a program; and 2) results (achievements) that are achieved as a result of program implementation.⁹² The conclusion of the data will determine whether the program is continued, modified, or terminated. The results of product evaluations identify the impact of the program and the achievements of the goal. The significance of the ICP is the improvement in language skills, both national and foreign languages, and the improvement of students performance. Language skills that are continuously honed in a campus environment contribute to the development of proficient students and lecturers.⁹³ The changes continue to occur as a result of guidance and habituation to use the language learned. It has a significant impact on students' mindsets, encouraging them to develop a proactive attitude towards their academic pursuits. This process begins with the basics within a college environment and then pushes them to achieve proficiency at international levels.

⁹² Roro Imas. Evaluasi Program Kelas Bilingual Di Primary Global Islamic School 2 Serpong. Repository UIN Jakarta. 2022): 46

⁹³ Fauzi, & Triono, A. Dasar-dasar dan Teori Pendidikan: Mewujudkan Pendidikan untuk Masa Depan Generasi. Rumah Kreatif Wadas Kelir. 2021): 175

Chart 2. Research Result



CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and data analysis presented by the researcher about the evaluation of the ICP of the Islamic Education Management Department at UIN Maulana Malik Ibrahim Malang, which has been described above, the researcher will provide the following conclusions:

a. Evaluation of the Instructional of International Class Program in Islamic Education Management Department

- 1) Context Evaluation: The researcher explored information regarding the background and objectives of the ICP in the Department of Islamic Education Management at UIN Maulana Malik Ibrahim Malang. The results of the researchers' findings are: the establishment of the ICP class was motivated by the desire to improve the quality of the university towards an international reputation. Besides that, the students have good talent and interest in the international world. In response to this, the university provides a platform for students to develop their talents and channel their interests through the establishment of international classes. The ICP aims to enhance the skills and knowledge of students, equipping them with the necessary tools to effectively participate in global competition. There is an aspiration for students to pursue their studies abroad through the funding of scholarships. However, the ICP has weaknesses in human resources, namely that the teaching lecturers do not meet the qualifications. Thus, it poses a barrier to the implementation of learning in class.
- 2) Input Evaluation: This step is conducted to determine the input and approach used in realizing the ICP: based on the results of interviews and observations, the following information was obtained: The approach employed in implementing the ICP class is a screening process, ensuring that only students who meet the necessary criteria are accepted into the program. This information was gathered through interviews and observations. Then, provide supporting facilities to improve the quality of learning in the classroom. Especially language training, which can be applied inside and outside the classroom. The implementation of the ICP is further facilitated by the management of human resources, specifically through the

contribution of lecturers. ICP teaching lecturers have qualifications that suit class needs in achieving goals. Among the main qualifications, obviously, lecturers must master the subjects being taught, supported by good foreign language skills, especially English.

- 3) Process Evaluation: the findings of observations in the implementation of the ICP indicate that the program has run well, achieving approximately 70% of the goals planned. The program has been implemented well. The learning process in the ICP has implemented international languages, but it is not yet optimal. The main focus of education is to effectively transmit the knowledge that is being taught. Language serves as a support tool to enhance learning, with lecturers involving international languages in many aspects such as class openings, greetings, and lecture conclusions. Furthermore, during the learning process, bilingual languages are used in the class, specifically Indonesian and English.
 - 4) Product Evaluation: refers to the evaluation of outcomes resulting from the implementation of a program. After several years of implementing the program, it has shown good results, although it is not yet as optimal as expected. The ICP program has provided good results, especially regarding students' ability to learn. The attitude of students toward attending class, ICP students are more enthusiastic and have good self-confidence. In addition, students are starting to realize the importance of studying international learning styles, from the simplest, namely the use of foreign languages, especially English. After completing undergraduate studies, students continue their studies to the following academic level. However, in this case, none of the students from Islamic Education Management have continued abroad.
- b. Problems of the Instructional of the International Class Program in Islamic Education Management Department

Based on the data presented above, it can be inferred that the main problem comes from human resources, specifically lecturers. In the ICP for the Islamic Education Management Department, the lecturers are not yet fully qualified. The lecturer in International Class also serves as a regular class lecturer, which may not run optimally. The utilization of international languages in communication is not effectively integrated into class learning due to problems with human resources who lack the required skills in language.

Besides, International Class students also get problems. Some students do not have good English language skills, which hinders their ability to actively participate in the learning process in the class. Consequently, these students find difficulty when given the English language assignments.

c. Impact of the Instructional of International Class Program in Islamic Education Management Department

The ICP begins in the second semester. After following the program for several semesters, it began to appear to have a positive impact on students. The enhancement and advancement of students' growth and progress have been shown to be inclined to student activity and creativity. Mastery of English is in the process of being learned. Besides, the lecturers also develop their capacity for effectively teaching International Class using international languages. Students are also active in participating in international activities, both on and off campus. The International Center Program Unit is organizing the international seminar that will feature distinguished speakers from foreign countries. Then there are also collaborative classes, where students are taught by foreign lecturers. This has a positive impact on student knowledge. The teaching and experience offering new nuances, learning new cultures, and expanding students' insight into the international scale.

B. Suggestions

The researcher has made a few important findings. Upon analyzing the conclusions, the researcher would like to gratefully provide ideas that should be considered. Based on the evaluation of the ICP class learning, there are several factors that may be considered in order to determine its sustainability and enhance the development of the program. The implementation of the ICP required significant rearrangement to provide specific and written goals and targets, enhancing its focus in accordance with mutual agreements. In this case, the university must formulate its own regulations, directed by the ICP Unit, pertaining to the implementation of the ICP. Universities have to make a decision about the implementation of a system design that highlights the distinctive characteristics of international classes in comparison with regular classes.

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APPENDIX

1. Research Certificate



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faksimile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email: fitk@uin-malang.ac.id

Nomor : 1436/Un.03.1/TL.00.1/08/2023
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

13/6/2023 8 Juni 2023
M. J. Y.
M. Y.

Kepada

Yth. Ketua Program Studi Manajemen Pendidikan Islam UIN Maulana Malik Ibrahim Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:


Nama	: Rizky Nur Afni
NIM	: 19170009
Jurusan	: Manajemen Pendidikan Islam (MPI)
Semester - Tahun Akademik	: Genap - 2022/2023
Judul Skripsi	: Evaluasi Program International Class Program Studi Manajemen Pendidikan Islam UIN Maulana Malik Ibrahim Malang Menuju World Class University
Lama Penelitian	: Juni 2023 sampai dengan Agustus 2023 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

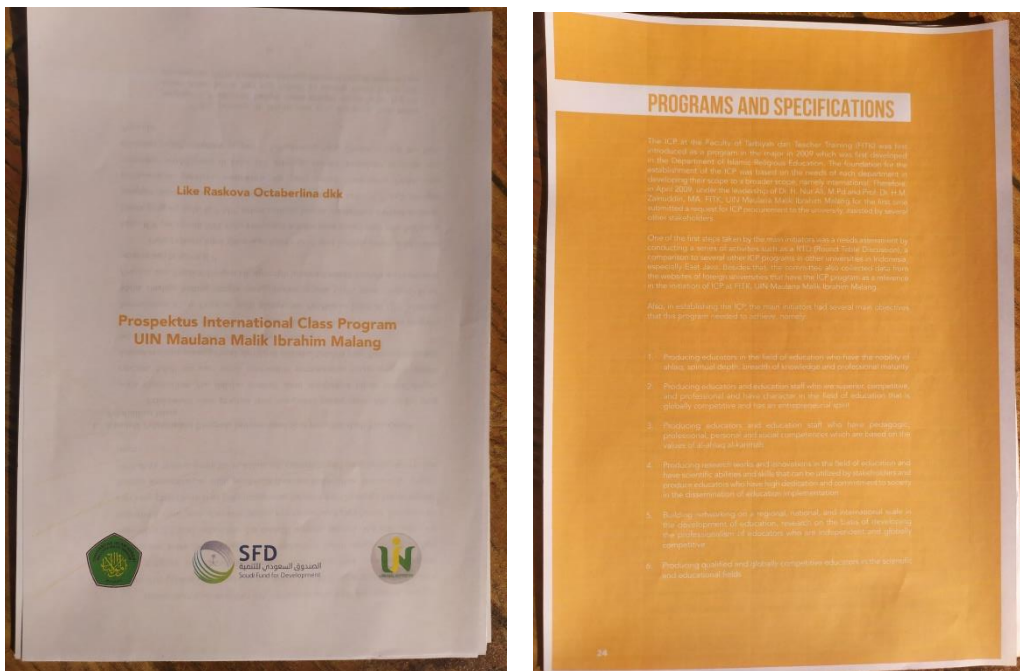
An Dekan,
Wakil Dekan Bidang Akademik


Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

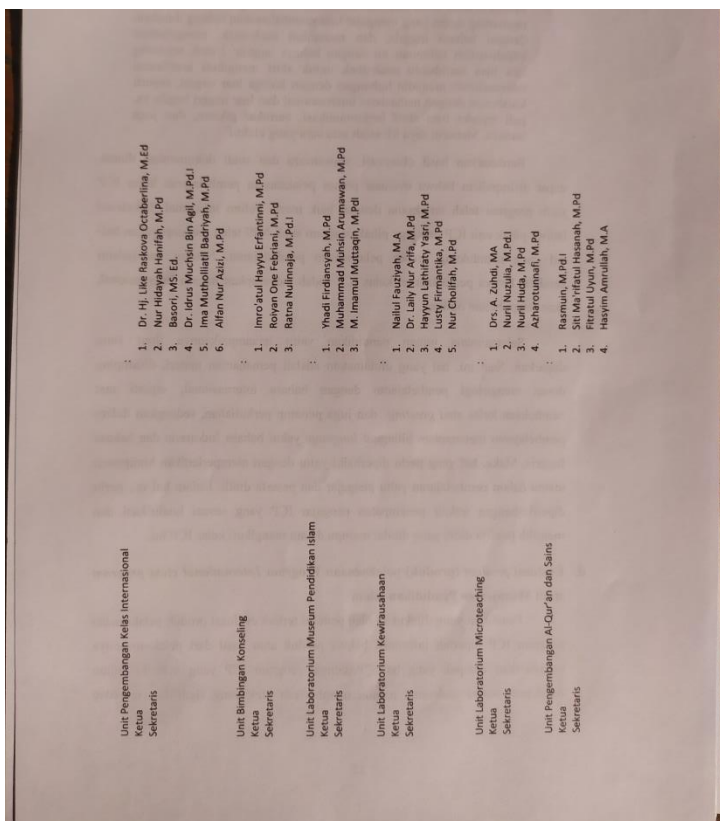
Tembusan :

1. Yth. Ketua Program Studi MPI dan kantor ICP UIN Maulana Malik Ibrahim Malang
2. Arsip

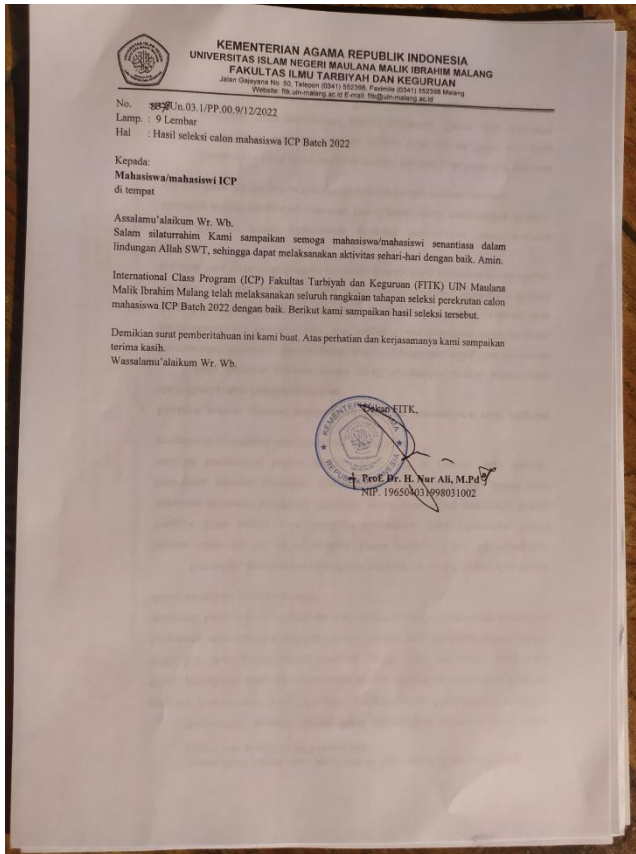
2. Prospectus for the International Class Program at UIN Maulana Malik Ibrahim Malang



3. Organizational Structure of the Language Development Center (International Class Program)



4. Acceptance of ICP Islamic Education Management Students



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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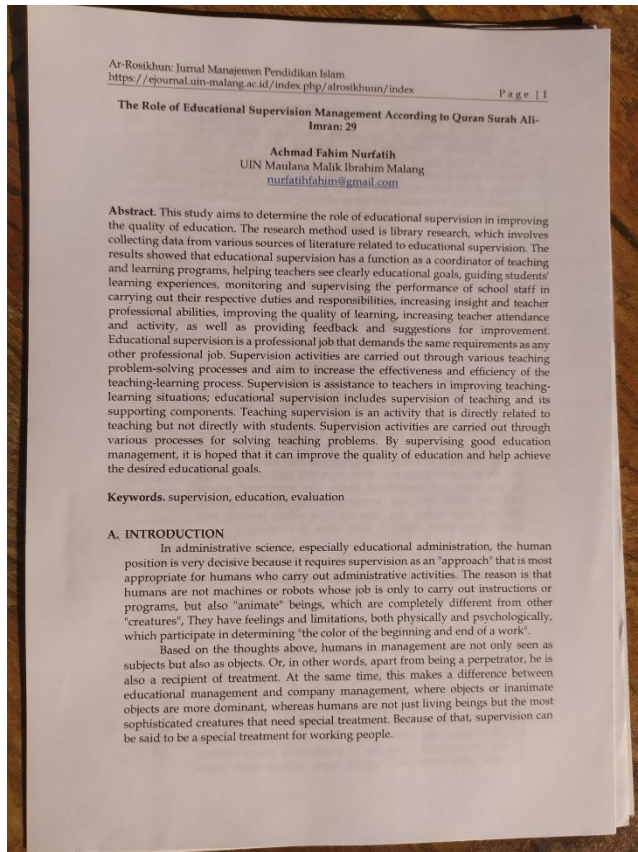
Hasil Seleksi Calon Mahasiswa ICP Batch 2022
Jurusan MPI

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13.	Nimas Faizzah Humairah	DITERIMA
14.	Amelia walyuningtyas utami	DITERIMA
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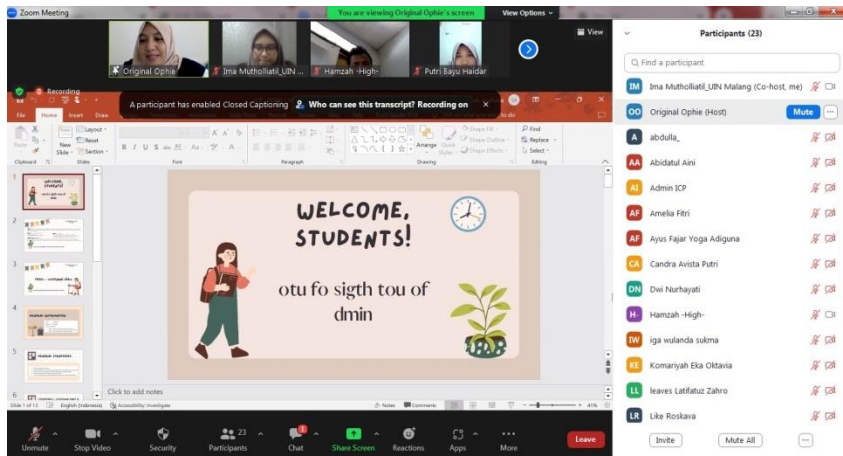
5. ICP student achievements



6. Attainments

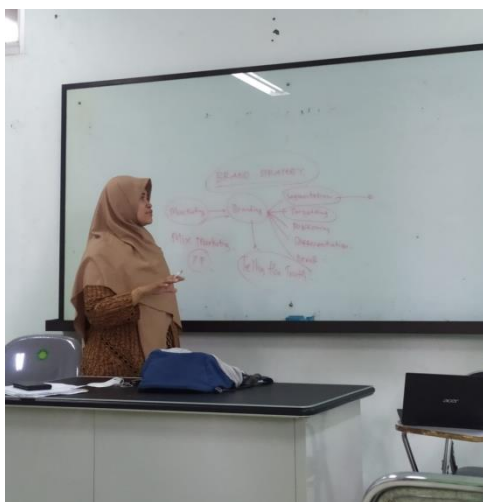


7. Documentation of Skill Development Activities and International Seminar





8. Documentation of ICP Learning Process



9. Research Documentations





10. Research Instruments

NO	FOKUS PENELITIAN	TEORI	INFORMAN	TEKNIK PENGUMPULAN DATA		
				WAWANCARA	OBSERVASI	DOKUMENTASI
1.	Bagaimanakah pelaksanaan pembelajaran program <i>International Class Program</i> studi Manajemen Pendidikan Islam di UIN Maulana Malik Ibrahim Malang?	<p>Evaluasi program menurut Suharsimi Arikunto (2004) adalah serangkaian kegiatan yang dirancang untuk mengetahui sejauh mana tingkat ketercapaian dari program yang dicanangkan.</p> <p>Nana Sudjana dan Ibrahim (2004) memaknai masing-masing tahapan evaluasi CIPP sebagai berikut:</p> <ul style="list-style-type: none"> - Context: kondisi atau latar belakang yang mempengaruhi perencanaan 	<ol style="list-style-type: none"> 1. Ketua Program Studi MPI 2. Sekertaris Program Studi MPI 3. Ketua Pogram ICP 4. Dosen kelas ICP MPI 5. Mahasiswa ICP MPI 	<ol style="list-style-type: none"> 1. Peluang apa yang dimanfaatkan dalam menetapkan tujuan? 2. Kompetensi apa yang ingin dikembangkan melalui program ICP? 3. Apakah program ICP sudah berjalan sesuai dengan rencana? 4. Apakah sarana prasana yang disediakan dimanfaatkan dengan maksimal? 5. Apakah dosen pengajar ICP sudah 	<p>Pengamatan dilakukan terhadap:</p> <ol style="list-style-type: none"> 1. Tempat pelaksanaan program (ruang kelas ICP) 2. Proses pelaksanaan pembelajaran di kelas ICP 	<p>Analisis dokumen berupa:</p> <ol style="list-style-type: none"> 1. Profil lembaga ICP 2. Hasil/karya mahasiswa 3. Foto kegiatan pelaksanaan program

		<p>program.</p> <ul style="list-style-type: none"> - Input: kualitas input yang dapat mendukung ketercapaian program. - Process: pelaksanaan program dan penggunaan fasilitas sesuai dengan apa yang telah direncanakan. - Produk: hasil yang dicapai setelah program tersebut dilaksanakan. Suatu hal yang menarik dari model ini adalah pada setiap evaluasi selalu terkait pada perangkat <p>Kualifikasi ketercapaian program ICP</p> <p>Berdasarkan wawancara dengan penanggungjawab program ICP</p>		<p>memenuhi kualifikasi?</p>		
2.	<p>Kendala apa saja yang dialami dalam pelaksanaan pembelajaran program <i>International Class Program</i> studi Manajemen Pendidikan Islam di UIN Maulana Malik Ibrahim Malang?</p>		<ol style="list-style-type: none"> 1. Ketua Program Studi MPI 2. Sekertaris Program Studi MPI 3. Ketua Program ICP 4. Dosen kelas ICP MPI 5. Mahasiswa ICP MPI 	<ol style="list-style-type: none"> 1. Kebutuhan apa saja yang belum terpenuhi? 2. Hambatan apa saja yang dialami dalam pelaksanaan program? 3. Apakah sarana dan prasarana yang dibutuhkan sudah terpenuhi? 4. Bagaimana jadwal kegiatan pelaksanaan kelas ICP MPI? 	<p>Pengamatan terkait dengan</p> <ol style="list-style-type: none"> 1. Tempat pelaksanaan kegiatan 2. Proses pelaksanaan pengembangan (jika sedang ada kegiatan) 3. Bukti foto pelaksanaan kegiatan 	<p>Analisis dokumen berupa:</p> <ol style="list-style-type: none"> 1. Lembar kerja mahasiswa 2. Foto kegiatan pelaksanaan program

3.	<p>Bagaimana dampak pembelajaran program ICP terhadap mutu pendidikan program studi Manajemen Pendidikan Islam?</p>	<ol style="list-style-type: none"> 1. Kualifikasi mahasiswa <ol style="list-style-type: none"> a. Mengakses program internasional <ul style="list-style-type: none"> • Mengikuti seminar internasional • Mengikuti workshop internasional • Mengikuti kuliah kolaboratif b. Memperoleh beasiswa S2, baik di dalam maupun luar negeri c. Menuliskan tugas akhir dengan menggunakan bahasa internasional, seperti bahasa Inggris 2. Kualifikasi dosen/pengajar <ol style="list-style-type: none"> a. Memiliki kompetensi di bidang studi yang diampu b. Menguasai bahasa asing c. Memiliki pengalaman 	<ol style="list-style-type: none"> 1. Ketua Program Studi MPI 2. Sekretaris Program Studi MPI 3. Ketua Program ICP 4. Dosen kelas ICP MPI 5. Mahasiswa ICP MPI 	<ol style="list-style-type: none"> 1. Bagaimana potensi mahasiswa setelah mengikuti program ICP? 2. Apakah tujuan yang diharapkan sudah tercapai? 3. Bagaimana dampak pelaksanaan kelas ICP terhadap kualitas mahasiswa? 4. Bagaimana keberlanjutan program kelas ICP? 5. Apa saja keunggulan program kelas ICP MPI? 	<p>Pengamatan tentang:</p> <ol style="list-style-type: none"> 1. Proses pelaksanaan pembelajara 2. Pengamatan terhadap lulusan 3. Pengamatan atas prestasi yang diraih oleh mahasiswa 	<p>Analisis dokumen tentang:</p> <ol style="list-style-type: none"> 1. Hasil/karya mahasiswa 2. Tugas akhir mahasiswa (web jurnal MPI) 3. Foto kegiatan pelaksanaan program
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		<p>studi di luar negeri, menempuh kuliah atau mengikuti short course</p> <p>3. Kualifikasi sarana prasarana</p> <p>a. Memiliki sumber pendanaan khusus untuk program ICP</p> <p>b. Memiliki program pengembangan diri</p> <p>c. Memiliki organisasi (AICIS)</p>				
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