



Evaluating Language Curriculum Management in International Class Programs: A CIPP Model Perspective

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ABSTRACT

Objective: This research aims to evaluate the language aspects in the curriculum management for the International Class Program (ICP) at UIN Salatiga and UINSI Samarinda from an institutional perspective. It is qualitative research involving several informants, such as the ICP Directors, the Head of the Study Program, and the lecturers. **Method:** To gather the data, the researchers used observation, interview, and documentation. After collecting the data, the researchers perform analysis to answer research questions. In analyzing the result, the researchers refer to three stages: data reduction, data display, and conclusion (drawing/ verifying). **Results:** The results of the evaluation in the curriculum management of the ICP are analyzed using the CIPP evaluation model assessment, which comprises Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation. **Novelty:** Through this assessment model, the researchers can find the existing curriculum that can support the language learning aspects and the opportunities for the ICP management to improve the curriculum on language aspects of learning to achieve the expected outcome.

INTRODUCTION

The first two decades of the 21st century highlighted the critical role of education in equipping individuals with essential 21st-century skills (21CS), vital for thriving in modern and future societies (Osman et al., 2024). Critical thinking (CT), problem-solving, innovation, creativity, and digital literacy became more significant due to emerging knowledge-based economies and the invasion of technology. The level of human knowledge influences the action in solving the magnitude of life's challenges. If humans have an adequate level of knowledge, they are expected to be capable of dealing with life's problems, but on the other hand, if humans do not have the knowledge and abilities, they will face problems in solving the problems they will face.

The Hyogo Framework for Action (HFA) (2005–2015) highlights education as a cornerstone for reducing worldwide risks by emphasizing the need to apply knowledge and foster innovation (Torani et al., 2019). Education raises awareness and equips individuals with the necessary understanding to effectively prevent and respond to challenges (Beribe, 2023; Chankseliani et al., 2021; Izumi et al., 2021; Klein & Todesco, 2021). It is especially vital for empowering vulnerable populations by disseminating information about hazards, vulnerabilities, and capacities, ultimately building a more resilient and prepared society. Looking at these conditions, universities have an important role in

Accommodating the necessities of the required knowledge. Universities are expected to prepare human resources with the skills and competencies the market requires.

In addition, quality universities will also aim to produce leaders and thinkers who will determine the development of their country in the future.

In education development, internationalizing higher education institutions (HEIs) have become an inseparable part of Indonesia, along with the globalization of today's education. Conceptually, internationalization integrates international, intercultural, or global dimensions into its goals, functions, or delivery through education. Higher education has taken many steps to support the institution's internationalization, such as international student recruitment programs (international mobility), student and staff exchanges, international partnership development, collaborative research development, and curriculum internationalization.

Internationalizing HEIs relies heavily on stakeholder engagement, which plays a pivotal role in fostering inclusivity, enhancing educational quality, and establishing global collaborations to ensure competitiveness in the international arena (Väänänen et al., 2024). Internationalization is also associated with several success factors of HEIs, such as increased reputation, competitive quality of programs, or excellence in research (Dorasamy et al., 2022). To respond to the challenge of internationalization, the State Islamic University of Salatiga (UIN Salatiga) and the State Islamic University of Sultan Aji Muhammad Idris (UINSI) Samarinda, as the leading colleges of the Islamic Higher Education Institution (IHEI), have done many internationalization ways. One of the ways in which both universities have responded to the internationalization quest is by opening the International Class Program (ICP).

HEI is a fundamental, if not the primary, medium for facilitating internationalization processes – whether sustainable or not – that occur globally (Mbah et al., 2024; de Wit & Altbach, 2021; de Wit, 2019). At the same time, ICP is a leading college program managed by universities in collaboration with partners from universities or institutions abroad. The curriculum management of the ICP is arranged so that the graduates are expected to have qualified cognitive abilities, speak foreign languages, and have adequate cultural insight. The ICP aims to provide education and learning services that focus on selected students using Arabic and English as a medium of language so that they are familiar with international languages and be prepared to enter international stages. To be fully prepared to encounter the globalization waves, the ICP provides cultural wisdom in the curriculum so that the students will have a sense of arts, creative skills, and cultural diversity.

The pressure point of the ICP curriculum is the multiple languages used in the teaching and learning activity, especially English. The problem arises as the ICP is a cross-study program wherein students from different study programs are selected as International Class students, and therefore, students who are not coming from the English Department or those who are not getting used to speaking English will have difficulty mastering English. The university also provides a boarding house for International Class students to enhance the intensity of foreign language speaking practices apart from class usage. However, based on the observation done by the researcher, the students still feel that mastering a foreign language becomes one of the main issues during their study time in the International Class.

The researchers summarize several reasons behind the difficulty in learning English as a foreign language that must be mastered. First, the difficulty in learning English, as highlighted by Brashi & Abdel (2024), stems from the unique features of legal discourse, which presents challenges in lexical choices, syntax, and punctuation in legal translation. Second, the variability in student abilities, especially in input-poor, instructed contexts,

makes creating tests that accurately track the progression difficult. This underscores the challenges of creating appropriate assessments for beginner learners of a foreign language, particularly in diverse educational settings (Morea et al., 2024). Third, the difficulty in learning English identified by Xie (2024) is related to several challenges students face in interdisciplinary learning. These challenges include a lack of professional vocabulary, insufficient interdisciplinary knowledge, underdeveloped thinking skills, and inadequate language proficiency.

Therefore, this study introduces a novel evaluation of the language aspects in the curriculum management of the International Class Program (ICP) within the context of Islamic Higher Education Institutions (IHEIs) in Indonesia. It highlights the evaluation of language aspects in the curriculum management for the International Class Program at UIN Salatiga and UIN Samarinda. The research question guiding this study is: How can the evaluation of language aspects in the curriculum management for the ICP at UIN Salatiga and UINSI Samarinda, using the CIPP evaluation model, contribute to improving language proficiency and academic success in internationalized higher education settings?

RESEARCH METHOD

This study evaluates the language aspects in the curriculum management of the International Class Program (ICP) at UIN Salatiga and UINSI Samarinda, specifically addressing obstacles and potential solutions. The research follows a qualitative case study approach, focusing on real-life, contemporary examples from both institutions. Case study research is a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case themes. This methodology enables a detailed, in-depth analysis through various data collection techniques, including observations, interviews, and document analysis. The primary data sources include key informants involved in curriculum management, such as Vice Chancellor I, the Dean of FTIK, and directors of relevant study programs at both universities. The research is grounded in the CIPP (Context, Input, Process, and Product) evaluation model, which assesses language aspects in the ICP's curriculum.

The CIPP evaluation model was developed by Daniel (1971) and adopted by Rodgers, R. (1979), plus indicators developed by BELMAWA DIKTI and International Class at UI and UNP. This model is generally based on the international class input, teaching and learning process, and output aspects. After collecting the data, in analyzing and interpreting research results, researchers refer to the three mutually sustainable stages, as proposed by Miles et al. (2018), comprised of data condensation, data display, drawing and verifying conclusion. The trustworthiness of the findings is ensured through triangulation methods, validating the data through multiple techniques and sources. This approach aligns with the research question: *How can the evaluation of language aspects in the curriculum management for the ICP at UIN Salatiga and UINSI Samarinda, using the CIPP evaluation model, contribute to improving language proficiency and academic success in internationalized higher education settings?*

The study's results will provide insights into whether the curriculum's planning, organization, and implementation are effectively fostering language development among students. The findings are expected to inform recommendations for refining the ICP

curriculum, addressing challenges faced by students in mastering foreign languages, especially English. This aligns with the overall goal of preparing graduates who are knowledgeable and proficient in foreign languages and ready to engage in global and intercultural contexts. Ultimately, the evaluation will identify strengths and limitations in curriculum delivery and content, offering a foundation for future improvements to meet the program's objectives.

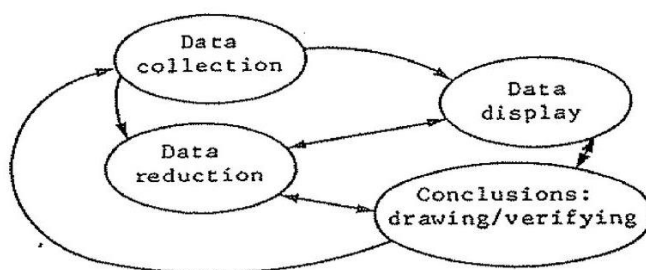


Figure 1. Data analysis cycle by Miles et al. (2018)

RESULTS AND DISCUSSION

Result

This research, an evaluation of language aspects in the curriculum management for the International Class Program at UIN Salatiga and UINSI Samarinda from an institutional perspective, where the program's success rate was seen in terms of context, input, process, and product aspects using the CIPP Evaluation method as follows:

Context Evaluation

This aspect examines the relationship between the program objectives and the stakeholders involved, which include the International Class Board of Managers, the Faculty of Education and Teacher Training, and the study program departments. Stakeholder engagement, in the context of internationalization, is particularly vital as it helps institutions align their objectives with global standards, attract international students, and foster collaborations that enhance global competitiveness (Li & Xue, 2022; Bulut-Sahin et al., 2023). Such engagement ensures that the ICP aligns with international best practices while addressing local needs, thereby creating a balanced and robust foundation for the program.

Based on interviews with the informants, the researchers conclude that the context evaluation for the ICP reflects a strong alignment with its goal of fostering a global perspective and enhancing students' international competitiveness. This objective is consistent with the broader trend of universities shifting their focus toward their third mission—actively contributing to society—beyond traditional roles like teaching and research (Abreu et al., 2016; Compagnucci & Spigarelli, 2020). This mission also aligns with societal engagement efforts, which aim to bridge educational outcomes with real-world applications (Klemeshev et al., 2019).

Meanwhile, one of the primary objectives of the ICP at UINSI Samarinda is to enhance graduates' qualifications for the international arena through a strong emphasis on language development. The language curriculum serves as a foundational element, providing students with the linguistic skills necessary for academic success and global engagement by utilizing Arabic and English as mediums of instruction. However, its implementation faces challenges, particularly at UINSI Samarinda, where limited human

resources hinder effective language instruction. Despite these obstacles, the program proactively supports language development through various annual initiatives, such as language-strengthening seminars and student activity programs. These efforts aim to continuously improve the language proficiency of ICP students, ensuring they are well equipped to compete and excel in international contexts.

The ICP incorporates various learning activities designed to develop students' global competencies to support this goal. These include formal activities such as language-focused courses and informal initiatives like hosting foreign guests and engaging in cultural exchange programs. Using English and Arabic as instructional mediums ensures that students are exposed to the linguistic demands of international settings, further preparing them for global engagement. Additionally, the program's emphasis on cultural wisdom fosters creativity, appreciation for diversity, and adaptability – key attributes for succeeding in international contexts.

The university's commitment is evident through the provision of adequate facilities and infrastructure, such as classrooms equipped with modern teaching aids and boarding houses that encourage immersive language practices. However, while the program's foundation is strong, the researchers identified certain challenges. The high number of credits required for completion creates a demanding workload, potentially affecting students' physical and mental well-being. To address this, the ICP Director must carefully organize class arrangements and schedules to ensure that learning activities remain effective and manageable for students.

Furthermore, there is an opportunity for greater stakeholder collaboration in refining the program's curriculum. Engaging with industry partners, alumni, and international educators could provide additional insights to ensure the program remains relevant and aligned with global trends. By leveraging these partnerships, the ICP can better equip students with the skills needed for future challenges while maintaining a sustainable and supportive learning environment.

Input Evaluation

This component includes implementation guidelines, organization and management, program participants, and the design of the language aspects curriculum set by the ICP Director. Effective stakeholder engagement is pivotal in aligning the program's strategic initiatives with the expectations and needs of the academic community, students, faculty, industry, government, and international partners (Väänänen, 2024). By fostering collaboration across these stakeholders, the program ensures that its inputs are relevant, practical, and geared towards achieving the desired outcomes for graduates.

Based on the interviews with informants, the researchers concluded that the planning and operations of the ICP, particularly concerning the language aspects, have been effectively implemented. Key areas such as financial management, scheduling, student selection, and lecturer allocation have been carefully organized to support the program's goals. However, an opportunity for improvement lies in the professional development of lecturers. While most lecturers are graduates of overseas universities, the lack of structured refresher activities prior to the start of classes limits their ability to align with the semester's specific objectives. Introducing periodic professional development sessions or workshops would ensure that all lecturers share a unified understanding of the program's goals and teaching strategies, ultimately enhancing the quality of instruction.

At UINSI Samarinda, the input evaluation revealed that adequate teaching and learning facilities support the ICP. Classrooms have air conditioning, speakers, projectors, musical instruments, and other infrastructure that enhance the educational environment. These resources create a conducive atmosphere for language learning and help students engage more effectively with the curriculum. Furthermore, the curriculum itself is regularly adjusted to meet the needs of students aspiring to achieve international qualifications, ensuring its relevance to global standards.

In addition to infrastructural and curricular support, the ICP management organizes annual programs to strengthen language proficiency among students. These programs provide opportunities for students to actively practice and refine their language skills through structured activities and interactions. However, while these initiatives are commendable, there remains room for the ICP to explore innovative and diverse language-learning methodologies, such as integrating technology-driven tools, immersive virtual exchanges, or partnerships with international language experts. This diversification can further enrich the student's learning experience and better prepare them for the demands of global engagement.

Moreover, regular feedback mechanisms could be established to gather input from students and lecturers about the curriculum and its implementation. Such feedback would enable the ICP management to continuously improve the program by addressing specific needs and challenges identified by its key stakeholders. By refining its inputs through a cycle of evaluation and improvement, the ICP can ensure its graduates are equipped with the linguistic and cultural competencies necessary to thrive in international arenas.

Process Evaluation

The process evaluation encompasses various components, including the learning process, selection and determination of students, briefing activities, supervision, implementation, and reporting conducted by the International Class Board of Managers. This evaluation focuses on ensuring that the program is executed and operates by its pre-defined plans, as highlighted by Neumann et al. (2018), Mertens and Wilson (2012), and Scheirer (1994). By systematically examining these elements, process evaluation aims to identify strengths and improvement areas in the implementation phase.

In terms of language instruction, the ICP management has demonstrated strong support by ensuring that English is used as the primary medium of instruction for 70–80% of the teaching activities. This practice aligns with the program's goal of enhancing students' global competencies. The availability of facilities and infrastructure, such as language labs, multimedia classrooms, and other educational aids, further facilitates the success of language learning processes (Farhana et al., 2024; Njirazafa, 2023; Nurchalis et al., 2021; Waang, 2023). Additionally, the program employs a variety of teaching strategies and methods, which have been instrumental in promoting student understanding and engagement.

However, the researchers note that lecturers' flexibility in selecting teaching methods poses both opportunities and challenges. While this autonomy allows for innovation and customization, lecturers must exercise caution and precision in choosing methods that align with the intended learning outcomes. The suitability of the chosen methods significantly impacts students' comprehension and ability to grasp the teaching material effectively. Therefore, regular training and guidance for lecturers on pedagogical

strategies can enhance their decision-making and ensure consistency in achieving the program's objectives.

Another significant aspect of the process evaluation is addressing the diverse backgrounds of students, many of whom are from non-English/Arabic majors. The program takes a gradual and supportive approach to improving students' proficiency in these languages, allowing them to progress at their own pace. This tailored approach is beneficial in creating meaningful learning experiences and fostering gradual improvement in language skills. However, there is room for further refinement in this area, particularly by incorporating differentiated instruction techniques to address the varied proficiency levels of students.

The researchers also identified opportunities for improvement in facilities and infrastructure. While existing resources support the learning activities to a great extent, enhancements in these areas could further optimize the teaching and learning experience. For instance, adding more advanced language learning technologies, access to international language resources, and opportunities for virtual or in-person exchanges with native speakers could significantly enhance the learning outcomes. The researchers emphasize the importance of robust supervision and feedback mechanisms. Regular monitoring of teaching activities and collecting feedback from both students and lecturers can provide valuable insights into the effectiveness of the learning process. Such feedback can inform iterative improvements in curriculum delivery, ensuring that the program remains adaptive to the needs of its participants and aligned with its overarching goals.

In conclusion, while the ICP has made commendable efforts in supporting language learning, ongoing evaluations and targeted improvements in teaching strategies, facilities, and supervision mechanisms are crucial. These efforts will ensure that the program meets and exceeds its objectives, equipping students with the language skills and cultural competencies necessary for international engagement.

Product Evaluation

The product evaluation component assesses the learning outcomes of language aspects in the ICP class. It focuses on measuring, interpreting, and judging the results to determine their merit, significance, and alignment with the program's objectives. Based on the pre-test and post-test results, there is a noticeable improvement in TOEFL scores across all students, indicating progress in their language proficiency. However, intermediate test scores revealed some fluctuations, suggesting that while overall improvement is evident, there may be inconsistencies in how students absorb and apply their language skills over time. These variations highlight the need for more personalized or adaptive teaching approaches to address individual learning needs and sustain continuous progress.

The curriculum management for language aspects in the ICP has effectively supported students' language skill development. The curriculum is structured with clear objectives and various teaching methods to meet the diverse needs of students. However, there remains significant potential for further enhancement, particularly in refining the lecturers' teaching materials, methods, and strategies. Updating these aspects in line with current educational trends, incorporating technology, and adopting more student-centered teaching methods could ensure that the ICP curriculum remains relevant and effective in fostering language skills in an ever-changing educational landscape.

At UINSI Samarinda, the researchers observed that the learning outcomes for ICP students extend beyond academic achievement to include non-academic aspects such as practical application and cultural understanding. The ability to implement what they have learned in real-life situations is a clear indicator of the program's success. However, the curriculum's effectiveness could be further improved by selecting lecturers who possess the required subject matter expertise and strong proficiency in both English and Arabic. This would ensure that students receive comprehensive support, both inside and outside the classroom, facilitating their mastery of the languages and aligning with the overall goal of developing graduates capable of thriving in global contexts.

Moreover, there is room for improvement in aligning assessment methods with real-world language use, particularly in fostering communicative competence. Currently, the focus on standardized tests like TOEFL is beneficial for measuring academic language proficiency but needs to fully capture students' ability to use the language in authentic, practical settings. Integrating more performance-based assessments, such as presentations, debates, and projects, could provide a more holistic measure of language proficiency, allowing for a deeper understanding of students' communication abilities in various real-world scenarios. By refining the curriculum, focusing on continuous professional development for lecturers, and expanding the scope of assessment tools, the ICP can further enhance its effectiveness and ensure that graduates are well-prepared to meet academic and professional language requirements.

Discussion

The evaluation of language aspects in the curriculum management of the International Class Program (ICP) at UIN Salatiga and UINSI Samarinda aimed to address the research question: *"How can the evaluation of language aspects in the curriculum management for the ICP contribute to improving language proficiency and academic success in internationalized higher education settings?"*. This section presents findings based on the CIPP evaluation model, focusing on context, input, process, and product dimensions. The results highlight the evaluation of language aspects in the curriculum management for the International Class Program at UIN Salatiga and UIN Samarinda from an institutional perspective. It was obtained from interviews and questionnaires with the informants and the ICP guidebook's documentation.

This research discusses in detail (1) Context Evaluation which comprises the goals of the program, such as the beneficiaries, the needs, the resources, the problems, the background, and the environment; (2) Input Evaluation which consists of the plans of the program such as the stakeholders, the strategies, the budget, the coverage, and the research; (3) Process Evaluation which elaborates the action taken for the program, such as the development, the implementation, monitoring, and feedback; and (4) Product Evaluation which explains about the result of the program, such as the impact, the effectiveness, the transportability, the sustainability, and the adjustment.

The curriculum management of the ICP is adjusted based on the need analysis of the students in order to obtain scholarships and student exchanges as a platform for self-actualization, network development, learning international culture, and exposing language skills. It is organized by dividing the curriculum into class curriculum, which is learned and scheduled in the classroom, and boarding curriculum, which is learned and scheduled in the boarding house where they are staying. The curriculum organization, then, is very compact and complex in ensuring the quality of the graduates. In addition, its implementation integrates the field of education and the field of job

training as well as work experience to provide recognition of work competency by the job structure in various sectors (Blanka et al., 2022; Jerman et al., 2020; Lukita et al., 2020; Melnyk et al., 2021). In the end, the student's comprehension of the curriculum of the ICP is evaluated through formative and summative assessments scheduled by the university.

The curriculum management of the ICP has experienced many improvements to accommodate the students better and help them cope with the current developments. In the process, the thing that remains unchanged is the focus on the student's language development, which involves English and Arabic as the main languages to be mastered by the students. To understand more about how the language aspects are taught and how it impacts the students' development (Ali et al., 2023; Baskara & Mukarto, 2023; Hilaikal & Ayu, 2023; Hong, 2023), the researchers describe the data on the evaluation of language aspects for the ICP using CIPP (Context-Input-Process-Product) model evaluation with the detail of research finding.

CONCLUSION

Fundamental Finding: This study evaluated the language aspects in the curriculum management of the International Class Program (ICP) at UIN Salatiga and UINSI Samarinda through the CIPP evaluation model (Context, Input, Process, and Product). The findings revealed that while the programs provide strong institutional support for students' language development, challenges persist, particularly in addressing varying English and Arabic proficiency levels among students and ensuring cohesive teaching strategies. **Implication:** The results underscore the importance of institutional commitment in enhancing language learning outcomes. For universities aiming to internationalize their curriculum, including structured language development programs, such as immersive boarding experiences and exposure to native speakers, is critical. These findings suggest that aligning curriculum goals with global competencies can significantly impact students' readiness for international competition. **Limitation:** The research faced limitations in terms of its scope and methodology. Data were drawn from a limited number of institutions, and the qualitative design relied heavily on informant interviews and documentation, which may only partially capture all stakeholders' perspectives. **Future Research:** Therefore, future studies could expand the scope by including more institutions and adopting a mixed-methods approach to understand the program's impact better. Further, exploring innovative pedagogical strategies, such as technology-enhanced language learning and faculty development programs, could provide actionable insights for improving language aspects in similar programs.

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