



## 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.

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