

Evaluation of International Class Program Through CIPP Model (Case in Bachelor of Sharia Economics Study Program, UIN Sunan Ampel Surabaya)

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Abstract

International Class Program (ICP) of Bachelor of Sharia Economics (BSE) in UIN Sunan Ampel Surabaya was initiated to create excellent graduates who are able to compete in international competition. This study aimed to evaluate International Class Program (ICP) of Bachelor of Sharia Economics (BSE) in UIN Sunan Ampel Surabaya. The evaluation on International Class Program has been done through CIPP model; that is Context, Input, Process, and Product. The object being focused in this research were an International Class Program (ICP) of Bachelor of Sharia Economics (BSE) UIN Sunan Ampel Surabaya, which consists of 24 students and 15 lecturers. Context dimension evaluates learning objectives; the result is very good (acknowledged by the independent accreditation agency LAMEMBA). Input dimensions evaluates lecturers, students, curriculum, and facilities & infrastructures; the results are qualified for lecturers and students, very good for curriculum, and good for facilities & infrastructures. Process dimension evaluates pedagogy and professional; the result is very good. Product dimension evaluates academic and nonacademic achievements; the result is good. By employing these evaluations, policymakers and all the elements involved can conduct for evaluations to develop and to strengthen existing ICP programs.

Keywords: *International Class Program, evaluation, CIPP model*

A. INTRODUCTION

The International Class Program (ICP) of Bachelor of Sharia Economics was established to support the vision of UIN Sunan Ampel Surabaya to be an internationally reputable campus. ICP is a superior class which use English and Arabic for its medium of instruction. It is offered only to selected students who meet very strict requirements. The aim of this program is to prepare students to face global challenges. The ICP also encourages students to involve in such international programs as internship, benchmarking, mobility, and short courses in foreign universities.

The International Class Program (ICP) of Bachelor of Sharia Economics was designed to

achieve a set of goals and objectives as stated above. To ensure that the desired goals are met, an evaluation to a program is an extremely important step in the entire process of conducting a program. It hoped that the people in authority have the bases whether to continue or bring any necessary revisions in the program (Agustina & Mukhtaruddin, 2019). Evaluation study attempts to review the level of success that has been achieved, to determine the effectiveness and efficiency of ongoing program, and to obtain information to establish the next better program (Warju, 2016).

Evaluation is one of the critical series in the planning and implementation cycle of a program. Without evaluation cannot be ascertained the achievement of the program objectives. On the contrary, by evaluating the level of achievement of the objectives of a program can be known. The description of the success rate of a program has a significant effect on the decisions and strategic steps to be taken (Rachmaniar et al., 2021). But, planning, implementing, and assessing a service-learning project can be a complex task because service-learning projects often involve multiple constituencies and aim to meet both the needs of service providers and community partners (Zhang et al., 2011). The proper evaluation model is needed to meet these requirements.

The CIPP evaluation model (Context, Input, Process, Product) of Stufflebeam provides a theoretical framework that can guide the determination of a program's overall quality and merit. The CIPP model requires the consideration of multiple aspects of a program, including input from representative stakeholders, to conduct a comprehensive assessment. These aspects are assessed via four main evaluations (context, input, process, and product), which collectively provide data to assess the overall program. CIPP model has a comprehensive format (Lippe & Carter, 2018), (Bukit et al., 2019) and so has a great utility for educators and administrators (Singh, 2004). CIPP model has a holistic approach to evaluation, it is a complete evaluation model since it included formative and summative evaluations. Besides, CIPP model can improve strategy that an institution will use in carrying out its educational program (Prayogo, 2022). The CIPP model provide a strong framework for decision-making and policy-making for the design of a newer program (Tuna & Başdal, 2021).

CIPP model has long been used in various fields to evaluate programs both before they begin (by assessing the alignment of the contexts and input) and after they are complete (by evaluating how well the process has been implemented and whether the product is up to standards). The flexibility of the model is a major strength (Sopha & Nanni, 2019). The CIPP model is both flexible and prescriptive when utilized to assess program quality. Evaluations are conducted from one of two orientations: (a) improvement/formative-oriented evaluations performed at program completion to

guide the creation of a new program or improve an existing program or (b) accountability/summative-oriented evaluations conducted during program implementation to determine adherence to the intended program outline. Once evaluators have determined their orientation, they begin a more prescriptive approach to program evaluation by identifying components for each of the four main evaluations in the CIPP model (Stufflebeam, 2007).

Regarding above background, this study aimed to evaluate International Class Program of Bachelor of Sharia Economics in UIN Sunan Ampel Surabaya through CIPP model.

B. RESEARCH METHOD

This research employed an evaluation research method with a survey approach to explore data both qualitatively and quantitatively. The evaluation model used was CIPP: Context, Input, Process, Production. CIPP evaluation model, which was developed by Daniel L. Stufflebeam, is a comprehensive framework for conducting and reporting evaluations. Context evaluations assess needs, problems, and opportunities as bases for defining goals and priorities and judging the significance of outcomes. Input evaluations assess alternative approaches to meeting needs as a means of planning programs and allocating resources. Process evaluations assess the implementation of plans to guide activities and later to help explain outcomes. Product evaluations identify intended and unintended outcomes both to help keep the process on track and determine effectiveness. The breakdown of CIPP evaluation model used in this research is shown in Table 1.

The object being focused in this research were an International Class Program (ICP) of Bachelor of Sharia Economics (BSE) UIN Sunan Ampel Surabaya, which consist of 24 students and 15 lecturers. This research evaluated ICP in one year of study (two semester), started from an odd semester of 2021-2022 and an even semester of 2021-2022. Data collection techniques used were FGD (Focused Group Discussion) techniques, questionnaires, interviews, documents, and observations. The validity of the qualitative data used informant review model and data triangulation. The validity of the questionnaire instrument used expert validation.

Table : 1 Aspect Evaluated in CIPP Model

Dimension	Aspect Evaluated	Indicators
Context	Learning Objectives	Graduate profiles Learning outcomes
Input	Lecturers	Skills and expertise Foreign language proficiency Personality

	Participants (students)	Academic potential Cognitive ability Foreign language proficiency
	Curriculum	Appropriateness of course units with the learning objectives
	Facilities and infrastructures	Availability of facilities to support learning process in international class Infrastructure used for international class
Process	Pedagogic	Readiness of lecturers in giving lectures/practicum The ability of lecturers to liven up the classroom atmosphere The ability of lecturers to explain the course material Clarity in the delivery of material and answers to questions in class Utilization of learning media and technology
	Professional	Appropriateness of material or assignments with the objectives of the course The ability of lecturers to explain the relationship between the materials being taught and others The ability to explain the relevance of the materials being taught with the context of life The ability to provide relevant examples of the concepts being taught Mastery of the latest issues in the material being taught
Product	Academic achievement	The ability to use a variety of communication technologies GPA
	Non-academic achievement	Academic Championship Organizational engagement Non-academic Championship

C. FINDINGS AND DISCUSSION

Context Evaluation

Context evaluation aims to determine how far the goals and objectives of the program are being achieved in accordance with the needs established. A specific aspect assessed in context evaluation is learning objective, include graduate profiles and learning outcomes. We used qualitative survey approach for context evaluation.

The students of International Class Program (ICP) of Bachelor of Sharia Economics (BSE) Program in UIN Sunan Ampel Surabaya were designed into three graduate profiles. They are practitioners in Islamic finance; Islamic finance and public policy analyst; and moslem entrepreneur. As practitioners in Islamic finance, ICP graduates will apply Islamic finance principles as the experts and practitioners in Islamic financial institutions such as Islamic banks, Islamic insurances, and Islamic microfinances. They can work as financial analysts, credit analysts, account officers, and Sharia-compliance supervisory boards in Islamic financial institutions who uphold integrity and Islamic values.

As Islamic finance and public policy analyst, ICP graduates can analyze theories of Islamic finance and economics as researchers and analysts in the field of finance, macroeconomics, and public policy based on Islamic economics. Graduates of this program have the competences in Islamic financial, macroeconomic, and public financial analyses to contribute to the policy making process that supports the economic ecosystem based on Islamic values. As moslem entrepreneur, ICP graduates are expected to be entrepreneurs who have competences in Islamic marketing, Islamic business planning, Islamic financial management, and halal product development by prioritizing Islamic values and professionalism; hold global vision; and uphold Islamic ethics in managing their businesses.

These three graduate profiles have been defined by Expected Learning Outcomes (ELOs). The International Class Program (ICP) of Bachelor of Sharia Economics (BSE) UIN Sunan Ampel Surabaya has four aspects of Expected Learning Outcomes (ELOs): attitudes, general skills, knowledge, and specific skills. For the attitude aspect, graduates are designed to be able to demonstrate attitudes that uphold human values in carrying out duties based on religion, morals, and ethics. Besides, graduates are also designed to be able to demonstrate attitudes of independence, hard work, and entrepreneurship. For general skills, graduates are designed to be able to apply humanely, logical, critical, systematic, and innovative thinking in the area of economics. Graduates are also designed to be able to solve contextual problems related to their expertise through information and data analysis results.

For the knowledge aspect, graduates are designed to be able to analyze the basic principles of Islamic business and entrepreneurship and the fundamentals of Islamic business ethics. Graduates are designed to be able to evaluate the conceptual and theoretical framework of Islamic financial institutions including products and services, financial statements, and management. Graduates are also designed to be able to analyze concepts in Islamic macro and microeconomics, national finance, and economic development as a supporting ecosystem of Islamic economics.

For specific skills, graduates are expected to support the development of industrial products, services, and standard management tools for meeting market needs and demands based on principles of Islamic economics. Graduates are expected to implement the principles of Islamic economics in the framework of Islamic industry and business, applied research, and various applications as management support systems based on industrial needs in Islamic financial and non-financial sector. Graduates are also expected to implement the Islamic economic framework in order to solve business

problems using the current business model. These graduate profiles and expected learning outcomes have been acknowledged by the independent accreditation agency LAMEMBA. The summary result of Context Dimension can be seen in Table 2.

Table : 2 The Summary Result of Context Dimension

Dimension	Aspect Evaluated	Indicators	The Result
Context	Learning Objectives	Graduate profiles	Very good (acknowledged by LAMEMBA)
		Learning outcomes	Very good (acknowledged by LAMEMBA)

Input Evaluation

Input evaluation aims to identify and measure the capabilities of the resources, systems and strategies to be used in the program execution stage. The aspects evaluated in the input dimensions are the lecturers, the students, the curriculum, and the facilities and infrastructures. We used qualitative survey approach for input evaluation.

The lecturers of the International Class Program (ICP) were the choice of the head of the BSE study program and were legalized by the dean of Faculty of Islamic Economics and Business. ICP lecturers are selected based on academic qualifications (including their skills and expertise) and based on foreign language proficiency, both English and Arabic. Besides, teaching assessment report was also used to ensure the lecturers' personality. Thus, all the lecturers of ICP are qualified based on the faculty legality.

The participants of the International Class Program at BSE were obtained from admission processes based on three aspects: academic potential, cognitive ability, and foreign language proficiency. A total of 24 students were selected and these are the first generations of ICP. The participants who passed the admission test are qualified based on the faculty legality.

Table : 3 The Summary Result of Input Dimension

Dimension	Aspect Evaluated	Indicators	The Result
Input	Lecturers	Skills and expertise	Qualified
		Foreign language proficiency	Good, active in English and Arabic with TOEFL and TOAFL scores 500 and above
		Personality	Very good, the lecturers are a good figure

Participants (students)	Academic potential	Qualified
	Cognitive ability	Qualified
	Foreign language proficiency	Good, with TOEFL and TOAFL scores 450 and above
Curriculum	Appropriateness of course units with the learning objectives	Very good (acknowledged by LAMEMBA)
Facilities and infrastructures	Availability of facilities to support learning process in international class	Good, the facilities are same for all students (ICP class or not)
	Infrastructure used for international class	Good

Process Evaluation

Process evaluations assess the implementation of plans to guide activities and later to help explain outcomes. In the case of this study, process evaluation assesses class learning held by the lecturers, which includes two aspects: pedagogic and professional. We used quantitative survey approach for process evaluation. The summary result of process evaluation can be seen in Table 4.

Table : 4 The Summary Result of Process Dimension

Dimension	Aspect Evaluated	Indicators	The Result (%)				
			Poor	Fair	Good	Very Good	Excellent
Process	Pedagogic	Readiness of lecturers in giving lectures/practicum	0,0	2,5	17,1	57,9	22,4
		The ability of lecturers to liven up the classroom atmosphere	1,9	6,8	22,8	47,2	21,2
		The ability of lecturers to explain the course material	1,2	1,9	17,2	45,9	33,8
		Clarity in the delivery of material and answers to questions in class	0,6	4,3	19,6	47,9	27,5
		Utilization of learning media and technology	0,0	1,9	22,2	53,2	22,8
		Appropriateness of material or assignments with the objectives of the course	0,0	0,6	12,3	54,1	32,9
	Professional	The ability of lecturers to explain the relationship between the materials being taught and others	1,2	2,5	20,3	47,8	28,1

The ability to explain the relevance of the materials being taught with the context of life	0,6	5,6	17,7	49,2	26,9
The ability to provide relevant examples of the concepts being taught	1,9	3,1	17,7	49,2	28,1
Mastery of the latest issues in the material being taught	1,9	2,5	20,8	48,1	26,8
The ability to use a variety of communication technologies	0,0	1,2	16,6	49,7	32,4

Pedagogic aspects include six indicators: readiness of lecturers in giving lectures/practicum, the ability of lecturers to liven up the classroom atmosphere, the ability to explain the course material, clarity in the delivery of material and answers to questions in class, utilization of learning media and technology, and appropriateness of material or assignments with the objectives of the course. The result of pedagogic aspect evaluation can be seen in Figure 1. It can be concluded that pedagogic aspect in ICP evaluation is very good.

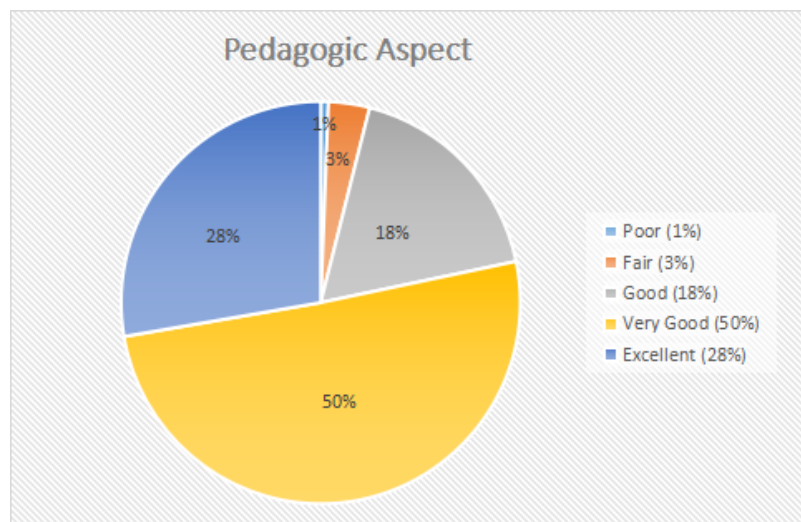


Figure 1: The Result of Pedagogic Aspect Evaluation

Professional aspect includes five indicators: the ability of lecturers to explain the relationship between the materials being taught and others, the ability to explain the relevance of the materials being taught with the context of life, the ability to provide relevant examples of the concepts being

taught, mastery of the latest issues in the material being taught, and the ability to use a variety of communication technologies. The result of professional aspect evaluation can be seen in Figure 1. It can be concluded that professional aspect in ICP evaluation is very good.

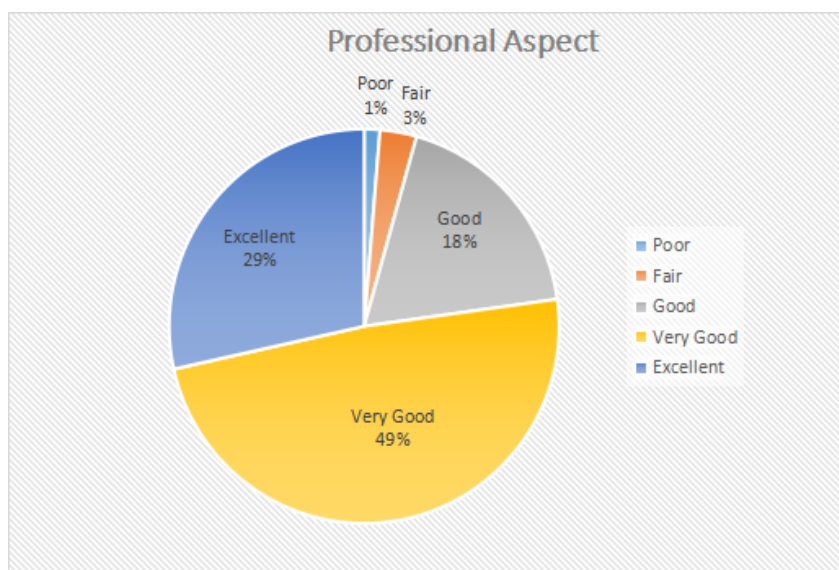


Figure 2. The Result of Professional Aspect Evaluation

Product Evaluation

Product evaluation aims to describe the learning outcomes of ICP and from the learning outcomes, the success rate of ICP can be observed. Product evaluation in International Class learning is adjusted to the objective of program that is academic achievement and nonacademic achievement. Academic achievement can be seen from GPA and academic championship, whether nonacademic achievement can be seen from organizational engagement and nonacademic championship. We used both quantitative and qualitative survey approach for product evaluation.

Table : 5 The Summary Result of Product Dimension

Dimension	Aspect Evaluated	Indicators	The Result
Product	Academic achievement	GPA	Excellent, 96% of ICP students achieve GPA 3.50 and above
		Academic Championship	Good, 33% of ICP students are the winner of international and national competition
	Non-academic achievement	Organizational engagement	Excellent, all students active in organizational engagement

Non-academic Championship	Fair, 30% of ICP students are the winner of international and national competition
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D. CONCLUSION

The evaluation on International Class Program has been done through CIPP model. Context dimension evaluates learning object; the result is very good (acknowledged by the independent accreditation agency LAMEMBA). Input dimensions evaluates lecturers, students, curriculum, and facilities & infrastructures; the results are qualified for lecturers and students, very good for curriculum, and good for facilities and infrastructures. Process dimension evaluates pedagogy and professional; the result is very good. Product dimension evaluates academic and nonacademic achievements; the result is good. By employing these evaluations, policymakers, program staffs, and individual service providers can conduct for evaluations to develop and to strengthen existing ICP programs.

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