

Evaluation of the International Special Class Program at UIN Sultan Aji Muhammad Idris Samarinda CIPP Model Study

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Abstract

The International Special Class (KKI) Program at UIN Sultan Aji Muhammad Idris Samarinda strategically responds to the demands of PTKIN internationalisation. Since 2017, a comprehensive program evaluation has not been conducted. The purpose of this study is to evaluate the effectiveness of the KKI program using the CIPP model. Qualitative methods with semi-structured interviews, observation, and document analysis. The research subjects included: managers, lecturers, and KKI students. The results of this study from the context dimension are quite strong, but still weak in the legitimacy of special policies. The input dimension is still weak, student selection is good, but bilingual lecturer human resources and budget are limited. The Process dimension is still lacking due to the decentralisation of methods without bilingual pedagogical standards. From the Product dimension aspect, it is good,

marked by student achievements across generations that have been documented but not systematically. Reflection of the aspiration-implementation gap experienced by PTKIN in developing international standard programs.

Abstrak

Program Kelas Khusus Internasional (KKI) di UIN Sultan Aji Muhammad Idris Samarinda merupakan respons strategis terhadap tuntutan internasionalisasi bagi PTKIN. Sejak tahun 2017, belum dilakukan evaluasi program secara menyeluruh. Penelitian ini bertujuan untuk mengevaluasi efektivitas program KKI menggunakan model CIPP. Metode yang digunakan adalah metode kualitatif yang mencakup wawancara semi-terstruktur, observasi, dan analisis dokumen. Subjek penelitian meliputi pengelola, dosen, dan mahasiswa KKI. Hasil penelitian menunjukkan bahwa dimensi konteks tergolong cukup kuat, namun masih lemah dalam hal legitimasi kebijakan khusus. Dimensi input masih lemah; meskipun seleksi mahasiswa berjalan baik, ketersediaan sumber daya manusia berupa dosen bilingual serta anggaran masih terbatas. Dimensi proses masih kurang memadai akibat desentralisasi metode tanpa adanya standar pedagogi bilingual. Dari aspek dimensi produk, hasilnya dinilai baik, ditandai dengan capaian mahasiswa dari berbagai angkatan yang telah didokumentasikan, meskipun belum dilakukan secara berkala. Hal ini mencerminkan adanya kesenjangan antara aspirasi dan implementasi yang dialami PTKIN dalam mengembangkan program berstandar internasional.

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A. Introduction

The globalisation of higher education seeks to shift the orientation of higher education institutions from national standards to cross-border competition encompassing the following dimensions: quality, reputation, and global competitiveness. Internationalisation in this context is not merely a strategic plan, but rather a demand for institutional relevance and the institution's position in the

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international academic arena. According to Knight (2004), the internalization of higher education is an integrative process at the level of curriculum, human resources, and institutional culture as a whole. Accordingly, without substantive transformation in the learning process, internationalisation will result in merely symbolic programs without tangible impact on graduate quality (De Wit, 2020). Based on the Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning Higher Education Quality Assurance, PTKIN in Indonesia is encouraged to develop international-standard programs in a systematic and accountable manner.

Responding to these demands, UIN Sultan Aji Muhammad Idris Samarinda (UINSI) as the only PTKIN in the East Kalimantan and North Kalimantan Regions developed the International Special Class Program (KKI) for the Islamic Religious Education (PAI) study program. Based on many national regulations, Law Number 20 of 2003 concerning the National Education System, Government Regulation Number 17 of 2010 concerning the implementation of education and the Decree of the Minister of Religious Affairs regarding the development of study programs within the PTAIN environment. UINSI refers to the practices carried out by UIN Jember as a PTKIN reference for the development of international classes (Teaching, 2017). The KKI program is designed to produce graduates who are competent in *hard skills* in the form of foreign language literacy and *soft skills* developed through the internal organisation of international students, *Excellent People of International Class* (EPIC). It is recorded that until 2024 at least the PAI study program has accepted 84 students with a trend of students continuing to increase and distributed in four batches: 16 students (2021), 20 students (2022), 22 students (2023) and 25 students (2024).

As KKI approaches its first decade, substantive issues have been identified: human resources (HR) aspects, the limited proportion of doctoral lecturers with bilingual skills, and forcing lecturers to rely on *ad-hoc, exceptional lecturer schemes* that do not guarantee the continuity of teaching quality. From a process perspective, obstacles have been encountered in implementing the use of foreign languages in lectures, leading to the identification that language use in KKI classes is still mixed, due to low student confidence and the continued dominance of Indonesian (Riyadi, 2024; Sa'diyah, 2023). Policy flexibility is a major obstacle despite the implementation of a *small group discussion approach* that should have proven effective for practising speaking skills (Komo, 2024). Budgetary limitations also impact the quality of facilities and infrastructure, and the consistency of *bilingual pedagogical standards* among lecturers. This reflection is called *the EMI paradox* (Dearden, 2014), adopting foreign languages as a medium of instruction without ensuring the readiness of instructors as effective bilingual teachers.

Previous studies on the KKI UINSI were still partial and focused on certain aspects only, so a comprehensive program evaluation is needed from the planning aspect, human resource readiness, implementation process and achievement of results. Without evidence-based evaluation, improvement efforts are still reactive and do not address the systemic root of the problem (D. Stufflebeam & Shinkfield, 2007). It is hoped that the development of the study through *the Context, Input, Process, Product* (CIPP) model developed by Stufflebeam and Shinkfield as an analytical framework can conduct a comprehensive and academically accountable review based on existing evidence. The purpose of this discussion is none other than to produce an evaluative

assessment of the effectiveness of the KKI UINSI program that can serve as a basis for improving the program for sustainable policy-making.

B. Literature review

The International Special Class (KKI) Program at UIN Sultan Aji Muhammad Idris (UINSI) Samarinda has previously had several studies that have examined various aspects, including, first, the KKI learning process uses a *student-active learning approach* and student *-centered learning* using various digital media. The results of this study show obstacles to implementing foreign languages during lectures. (Riyadi, 2024) In line with the second finding, the implementation of language in the KKI class is still a mixture of Indonesian, Arabic and English, which is hampered by the lack of student *self-confidence* and some lecturers also dominate using Indonesian. (Sa'diyah, 2023) Third, the *Small Group Discussion* method is actually quite effective for use as an effort to practice speaking foreign languages in the KKI class, but the obstacle is the laxity of language policies, which is still the main cause. (Komo, 2024) Fourth, from the aspect of religious guidance, guidance on reading the Quran on the understanding of tajweed of KKI students ($t\text{-count } 2.054 > t\text{-table } 1.693$), While the fifth study on the intensity of reading the Quran of KKI students has a 21% effect on religious behaviour (Sakiman, 2022). It should be concluded from the above study that it is still partial, has not been comprehensively studied, and the entire KKI program, so it is relevant to measure the effectiveness, achievements and challenges of a holistic program.

C. Research methods

Through qualitative research with an interpretive-naturalistic paradigm (Patton, 2015) views the program as a social construction that is understood based on the perspective of the program actors directly. The hope is that this approach can capture the complexity of the dimensions of context, process and meaning behind the implementation of the KKI program holistically. Using the type of program evaluation research based on CIPP because its nature is not only to assess the final results, but to examine all aspects of the program dimensions based on empirical evidence systematically.

1. Research Subjects

The process of determining the research subjects used a purposive sampling technique based on active involvement, in-depth knowledge, and relevance to the evaluation questions (Creswell & Creswell J David, 2018). During the data collection process, the snowball sampling technique was applied flexibly to enrich other informants with relevant information. At least the mapping of this informant group is based on the CIPP model:

Table 1. CIPP Informant Group Mapping

Subject	Criteria	Amount	CIPP Components
Leaders and Managers	Policy makers and direct managers of KKI	2 persons	Context, Input and Process
KKI Lecturer	Teaching for at least 1 semester in the KKI program	2 persons	Input and Process

Active KKI Students	Active students of the KKI program	3 people	Process, Product
Institutional Documents	KKI guidelines, student data, selection instruments and program reports	-	Context, Input and Product

2. Location and Time of Research

This research was conducted at Sultan Aji Muhammad Idris State Islamic University Samarinda (UINSI) in the Islamic Religious Education (PAI) study program at the Faculty of Tarbiyah and Teacher Training (FTIK), which runs the International Special Class (KKI) program. This research location was chosen because it is the only PTKIN (Islamic Higher Education Institution) in the East Kalimantan-North Kalimantan (Kaltim-Tara) region that has received Excellent accreditation for both its study program and university. This research was conducted in the even semester of the 2025/2026 academic year.

3. Data collection technique

There are three relevant data collection techniques used in this study. *First*, semi-structured interviews were conducted based on interview guidelines developed based on CIPP component indicators but remained flexible in developing questions based on informant responses. *Second*, participatory observation of the learning process in the KKI class from the aspects of language use, academic interaction, student participation and lecturer teaching strategies. There are two notes on the results of descriptive-empirical observations and reflective-initial interpretations of the researcher. *Third*, analysis of primary documents in this case, namely: the 2017 KKI guidelines, course RPS, lecturer assignment decrees, English and Arabic language test instruments. As well as other secondary documents, namely national regulations and victory policies that are in line with PTKIN.

4. Data Analysis Techniques

Using an interactive analysis model, (Miles et al., 2014) through four components that move simultaneously and cyclically. *First*, data condensation, namely selecting, focusing and transforming data through verbatim transcription, thematic coding based on CIPP components, and creating analytical memos. *Second*, data presentation in the form of descriptive narratives per CIPP component, accompanied by direct quotes from informants as empirical evidence. *Third*, conclusion drawing and verification are carried out in stages per indicator, per component, and by comprehensive evaluation.

5. Data Validity

trustworthiness criteria developed by (Lincoln, YS & Guba, 1985). *First*, credibility, achieved through source triangulation, namely data confirmation from administrators, lecturers, and students. Technical triangulation through interviews, observation, and document analysis, as well as *member checking* as an effort to confirm transcripts with informants. *Second*, transferability

through a detailed description of the program context, hopefully, readers can find the relevance of the findings in the context of other PTKIN. *Third*, dependability, ensuring a transparent audit trail of all methodological decisions. *Fourth*, confirmability through reflexivity in the form of reflective memos and *peer debriefing* to critique the resulting interpretations.

D. Research result

1. Context Component Evaluation

The purpose of the evaluation in the context component dimension is to assess the suitability of the KKI program with Islamic higher education policies, institutional needs, and community needs. Essentially, the need for evaluation in the context dimension is as a means of activating systematic investigations regarding the benefits and value of a program being implemented (Hajarah, 2019; Rakhsan et al., 2023; Triani et al., 2021) to find recommendations, input, suggestions, and support appropriate decision-making. The evaluation results indicate that the KKI program was born due to the need for institutional development that has been explicitly identified. Based on interviews with the KKI program manager, this program refers to practices at UIN Jember as a PTKIN based on national regulations including: Law Number 20 of 2003, Government Regulation Number 17 of 2010, and the Decree of the Minister of Religious Affairs concerning the Implementation of Study Programs in the PTKIN Environment (Teaching, 2017). *Hard skills* in the form of foreign language and Islamic literacy, *soft skills* through the internal student organization EPIC which can be used to meet community needs.

Furthermore, at the context dimension level, there are weaknesses that need to be input, namely: first, there are no specific regulations governing the standards for implementing KKI within the PTKIN environment, thus creating inconsistencies between institutions because it depends on the initiative of each institution because it is not a comprehensive need but rather an adoption-adaptive one. This is in line with the opinion (De Wit, 2020) that internationalization without a strong policy foundation will result in a symbolic program. Thus, the context component dimension that needs to be fulfilled as a logical, relevant and fundamental institutional need in the aspect of legitimacy of specific policies through in-depth exploration based on empirical data, in this case, for example, it is necessary to implement a circular regarding the policy of using foreign languages for KKI managers, teachers and students when interacting in daily life.

2. Evaluation of Input components

As a sign and requirement in realizing effective learning, international standard programs, in particular, require above-average competency standards (DL Stufflebeam, 2003). The dimensions of the input components in this aspect include four things, including:

a. Qualifications of Lecturers and Human Resources

The evaluation results indicate that the proportion of doctoral lecturers with bilingual skills in the KKI program is still inadequate. Therefore, to find an adaptive solution, the faculty implemented a policy of appointing extraordinary lecturers (DLB) who possess bilingual skills or special competencies that support, fulfill, and address the needs of

the KKI curriculum. This solution and policy are relevant and aligned with the EMI Paradox (Wee, 2021) as confirmed by lecturer informants:

"The biggest obstacle to using foreign languages lies with KKI's human resources and students. Not all teaching staff have good foreign language skills, and students also have limited ability to actively use foreign languages." (Informant Lecturer 1, Interview 2026)

b. Curriculum and Academic Load

The KKI program is designed based on international standards. However, there is still a gap between curriculum design and actual implementation in the field. Various efforts are being made to bridge this gap, including through additional courses and language development and student competency development through the internal student organization EPIC. Students also expressed that some additional courses do not instill a sense of responsibility because they do not receive support from their academic transcripts:

'Even though we are an international class, we are still in the PAI study program, so the courses that have been offered to us are relevant' (Student Informant 1, Interview 2026).

c. Infrastructure

The KKI program has priority facilities and infrastructure compared to regular classes, equipped with air conditioning, smart TVs, audio systems, and projectors. However, there remains a gap between claims of priority infrastructure and the reality reported by students:

"Supporting facilities in the classroom are available, but sometimes they don't operate properly. For example, the AC is rarely on, often turning off." (Student Informant 2, Interview 2026).

'Supporting facilities in the classroom, the AC often breaks down' (Student Informant 3, Interview 2026).

Furthermore, a dedicated language laboratory and structured access to international-standard journals have not yet been identified. These limitations are closely related to structural constraints within program management, such as limited budgets, which hinder overall improvements in the quality of infrastructure.

d. Student Selection

One component of the student selection process is based on three stages: administrative selection, written selection, and oral selection, to validate the language skills of prospective KKI class students using a standardized language test. Although the trend of interest and acceptance of KKI classes continues to increase, indicating consistent institutional interest in this program.

Overall, a thorough, systematic evaluation of the input dimension is necessary to improve not only the quantity but also the quality of the KKI

program's product. Therefore, it is necessary to deepen the offering of courses that can support the soft skills of bilingual and international students.

3. Process Component Evaluation

The process dimension assesses the quality of learning implementation, mechanisms, program management, and obstacles faced by lecturers, students, and administrators. The evaluation is expected to detect, predict, and design procedures to ensure targeted improvement interventions:

First, Methods and Use of Foreign Languages. A decentralised pattern without standardised bilingual pedagogy indicates that learning methods are entirely left to the lecturers. Administrators determine the outputs per course. This finding was conveyed by a lecturer informant:

"The lecture method, discussion, and individual understanding of classical texts are presented. Foreign languages are only used in the PPT, and the delivery is still in Indonesian because students still have minimal language skills." (Informant Lecturer 1, Interview 2026)

"The method is still a mix of Indonesian and foreign languages, depending on how the lecturer teaches." (Informant Lecturer 2, Interview 2026)

Students have varying perceptions regarding the frequency of foreign language use, ranging from "very often" to "depending on the lecturer's mood," further demonstrating the lack of a binding minimum standard for foreign language use. One supporting program that consistently uses full foreign language is the UPB program:

"It depends on the lecturer's mood, but if the UPB course is specifically for Thursday, it must be entirely foreign language." (Student Informant 2, Interview 2026)

'Not very often because many of my friends are still not confident when using a foreign language, although actually there are still a few friends who use a foreign language when presenting and chatting casually (Student Informant 1, Interview 2026)'

These findings confirm the gap between *the intended curriculum* and the actual *implementation of the curriculum in the classroom*. This phenomenon is referred to as *the washback effect*. (Knight, 2004) where lecturers return to their comfort zone using Indonesian even though the context is teaching international classes.

Second, Student Obstacles from Background and Double Burden. The obstacles faced by KKI students are diverse. In addition to the limited foreign language skills due to their previous high school education, they also face a unique double burden due to the Quran memorization program, amidst already high academic demands. The fourth informant mentioned that the most dominant obstacle is memorization:

"The biggest obstacle, in my opinion, is managing the time for murojaah (recitation) for tahfidz, because not everyone has a background in Islamic boarding schools or the ability to memorize the Quran." (Student Informant 4, Interview 2026)

On the other hand, several students expressed appreciation for the differences in learning experiences in regular classes, particularly the

lecturers' competence in their fields and the dynamic learning system. One informant offered constructive, policy-relevant advice:

"It should be, because the KKI program has days where we are required to communicate in a foreign language. Besides fulfilling our role as KKI students, this also serves as practice for building self-confidence and distinguishing us from the regular class. " (Student Informant 1, Interview 2026)

Third, Program Management. KKI is led and managed in a structured manner, consisting of a chairperson, secretary, and members based on the decisions of the faculty leadership through coordination and direct supervision from the faculty. One of the identified obstacles is multidimensional in nature, encompassing aspects such as curriculum maturity, facilities and infrastructure, lecturer capacity, and budget constraints. From a process perspective, this is still lacking, so decentralizing methods without bilingual pedagogical standards will lead to inconsistencies in learning quality and a disproportionate academic burden for students due to an inadequate support system.

4. Product Component Evaluation

The product component evaluation dimension assesses the achievement of program objectives in terms of foreign language competency, academic competitiveness, and students' readiness to be globally competitive in facing the challenges of internationalization. Product evaluation must be able to measure the achievement of both planned and unplanned programs (D.L. Stufflebeam, 2003; D. Stufflebeam & Shinkfield, 2007) .

First, the program manager reported that students' foreign language competency, both verbally and non-verbally, had improved after participating in the program. Foreign languages have become an integral part of the KKI community's daily ecosystem, from interactions between students to academic references in foreign languages. However, this improvement is still partial due to the lack of pre- and post-test scores to measure language competency achievement. Program monitoring will immediately address systemic weaknesses.

Second, empirical evidence of student academic achievement and competitiveness is very strong, spanning various fields across academic years. The official UINSI EPIC Instagram page demonstrates a consistent track record of achievement:

Table 2. Summary of Student Achievements of the KKI Program at UINSI Samarinda

Name	Force	Performance	Level	Year
FPNA	10	2nd Place in Speech Contest — National Competition Branch, East Jakarta	National	2025
KNA	8	Second Place Winner	Province	2025/2026

		of East Kalimantan Ramadhan Festival Vlog Competition — Islamic Center Sharia Bazaar 1st Place in Hifdzil Qur'an 10 Juz		
UHA	10	Women's Category — XVIII MTQH, Bontang City FTIK UINSI	Regional	2025/2026
ESR	10	Samarinda Ambassador 2026	Institutional	2026

The data summary above demonstrates the broad spectrum of KKI student achievements across various fields. These achievements are spread across different cohorts, with national and institutional competition levels. These achievements represent *unintended positive outcomes*, confirming that the KKI ecosystem has successfully developed a competitive and multidimensional student profile.

Third, academic retention and resilience, demonstrated by the steadily increasing trend in student enrollment, indicate increasingly consistent public trust in the program. Because academic resilience is heterogeneous due to the dual burden of academic demands, memorisation of the Quran (tahfidz), and internal student organisation, EPIC is a factor that requires attention in future program design. Overall, the product component dimension is good due to significant empirical evidence across cohorts, but it has not been systematically documented from a continuous evaluation perspective.

E. Discussion

Based on the evaluation results of the four dimensions in the CIPP component, an interrelated pattern. KKI UINSI Samarinda represents a phenomenon in the literature of internationalisation of higher education as an aspiration-implementation gap, the gap in internationalisation ambition and actual implementation capacity. If traced in a chain: limited budget (input) - bilingual pedagogical standards have not been strictly monitored so that there is a decentralization of teaching methods (procces) - the use of language is not consistent, in the process of teaching and learning discussions are present in a PPT only not in lecture interactions so that student motivation and enthusiasm are based on individual awareness only (procces), until this is in line with criticism (Dearden, 2014) of *the EMI Paradox*. On the other hand, the individual achievements of KKI students become valuable capital that confirms the dialogue accompanied by adequate reinforcement (input) and standardization of the process.

There are at least three main recommendations. First, strengthening policy legitimacy, meaning institutions need to develop internal policy documents based on empirical data that specifically regulate standards for KKI implementation, including success indicators, periodic evaluation mechanisms, and short- and long-term program development *roadmaps*. *Second, developing human resources for managers and lecturers systematically through bilingual pedagogical training based on Content and Language Integrated Learning (CLIL)* (Lysak, 2024) using approaches such as content, communication, cognition (mental management in using knowledge), and culture. Third, implementing standardisation of the use of foreign languages by lecturers and students in teaching all KKI classes to ensure reciprocal academic interaction in the classroom, so that internationalisation does not only appear in lecture slides.

F. Conclusion

Evaluation of the KKI program at UIN Sultan Aji Muhammad Idris Samarinda using the CIPP model shows that overall, it is considered quite effective, although there are still structural gaps that need to be addressed systematically. The context component dimension from the institutional needs aspect is strong but still requires support in the form of special internal regulations based on empirical data. At the input dimension level, it is sufficient but still needs improvement from the aspect; the three-stage student selection is maintained, but it would be better if every year there is an increase in the bilingual level from the previous year's standard. The limited number of bilingual lecturers and the budget are structural obstacles that have not been overcome. At the process dimension level, it is still not decentralised because the level of bilingual use has not been standardised pedagogically and is still present at the PPT level and has not been implemented consistently in discussion interactions. Furthermore, the achievements of KKI students have been documented, but need to be done systematically based on their cohort. Through findings based on the aspiration-implementation phenomenon, in general, the GAP experienced by PTKIN is an international standard program. The chain impact of a limited budget affects the quality of human resources, process consistency, and the equitable distribution of internationally competitive student product achievements. The three recommended priorities for institutions are the development of KKI policies, CLIL-based bilingual training, and minimum standards for foreign language use for parties involved in KKI programs. Students are expected to highlight their significant bilingual potential, based on *soft skills* and *hard skills*, and based on unique values. Future researchers can expand the scope of other PTKIN to obtain a more comprehensive comparative picture.

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