

Evaluating the Excellent Class Program Using the CIPP Model: Enhacing Islamic Education Quality in the Era of Global Transformation

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DOI: <http://doi.org/10.33650/al-tanzim.v10i1.13182>

Received: 22 October 2025

Revised: 12 December 2025

Accepted: 05 January 2026

Abstract:

This study aims to analyze Islamic education management, specifically the effectiveness of the management of the excellent class program in a state madrasah, using the CIPP (Context, Input, Process, Product) Model as an evaluation framework. A qualitative descriptive approach was used to gain a comprehensive understanding of the program's planning, implementation, and outcomes in improving the quality of Islamic education. Data were collected through interviews, observations, and documentation, then analyzed using the Miles and Huberman interactive analysis model. The results indicate that the excellent class program, implemented for 2 years, aims to respond to the demands of globalization by integrating the national and Cambridge curricula. Program implementation is supported by qualified human resources, structured curriculum planning, and the institution's commitment to quality improvement. However, the evaluation also identified several areas for improvement, such as consistency in program implementation, optimization of learning facilities, and systematic monitoring of academic processes. The learning program is implemented through extracurricular, co-curricular, and intracurricular activities that strengthen students' academic competencies and Islamic character. Overall, this study provides evaluative insights into the management of the excellent class program in a state madrasah and recommends strengthening sustainable quality management.

Keywords: *Excellent Class Program, CIPP Model, Quality Assurance, Global Curriculum Integration*

Abstrak:

Penelitian ini bertujuan untuk menganalisis manajemen pendidikan Islam, khususnya efektivitas pengelolaan program kelas unggulan di salah satu madrasah negeri, dengan menggunakan Model CIPP (Context, Input, Process, Product) sebagai kerangka evaluasi. Pendekatan yang digunakan adalah kualitatif deskriptif untuk memperoleh pemahaman komprehensif mengenai perencanaan, implementasi, dan hasil program dalam meningkatkan kualitas pendidikan Islam. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis dengan model analisis interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa program kelas unggulan yang telah dilaksanakan selama dua tahun bertujuan untuk merespons tuntutan globalisasi melalui integrasi kurikulum nasional dan Cambridge. Implementasi program didukung oleh sumber daya manusia yang berkualitas, perencanaan kurikulum yang terstruktur, serta komitmen institusi terhadap peningkatan kualitas. Namun, evaluasi juga mengidentifikasi beberapa area yang perlu diperbaiki, seperti konsistensi implementasi program,

optimalisasi fasilitas pembelajaran, dan pemantauan proses akademik secara sistematis. Program pembelajaran dilaksanakan melalui kegiatan ekstrakurikuler, kurikuler, dan intrakurikuler yang memperkuat kompetensi akademik dan karakter Islami siswa. Secara keseluruhan, penelitian ini memberikan wawasan evaluatif tentang manajemen program kelas unggulan di madrasah negeri dan merekomendasikan penguatan manajemen kualitas berkelanjutan.

Kata Kunci: *Program Kelas Excellent, Model CIPP, Penjaminan Mutu, Integrasi Kurikulum Global*

Please cite this article in APA style as:

Alamsyahbani, Risnita, & Istofa, D. N. (2026). Evaluating the Excellent Class Program Using the CIPP Model: Enhancing Islamic Education Quality in the Era of Global Transformation. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 10(1), 304-317.

INTRODUCTION

Education plays a strategic role in developing human resources not only through instructional activities but also through effective managerial processes, including planning, implementation, and evaluation (Mumtazah et al., 2023; Salajegheh, 2024; Suganthi et al., 2025). In the context of Islamic educational institutions, management quality is closely linked to efforts to strengthen students' academic competence, character, and moral integrity in responding to the demands of contemporary society. Therefore, educational management must be oriented toward quality assurance and continuous improvement to ensure institutional relevance and sustainability.

In the era of globalisation and rapid digital transformation, Islamic educational institutions are required to function not only as centres of teaching and learning but also as managerial entities capable of designing strategic innovations in curricula, learning systems, and character education (Abbas et al., 2024; Yulita et al., 2025). Management approaches that emphasise the development of 21st-century competencies (critical thinking, creativity, collaboration, and communication) are increasingly viewed as essential foundations for producing graduates who are globally competitive while maintaining Islamic values.

One form of educational innovation that reflects this managerial orientation is the implementation of excellence-oriented programs, commonly known as excellent class programs. Previous studies indicate that such programs, characterised by enriched curricula, differentiated instruction, and structured academic mentoring, can enhance students' academic achievement and contribute to overall educational quality (Abdurrofi, 2025; Fiyul, 2024). These findings provide an empirical basis for understanding excellent class programs as strategic instruments for quality improvement when supported by systematic management and evaluation.

State Islamic High School 2 Jambi City is a public Islamic senior high school under the supervision of the Ministry of Religious Affairs of Jambi Province that has initiated an excellent class program as part of its institutional strategy to enhance educational quality. The program has been implemented for approximately 2 academic years. It involves selected student cohorts: 29 in the first cohort and 25 in the second, for a total of 54 students participating to date. The establishment of this program was motivated not only by internal quality improvement efforts but also by the achievements of the madrasah's alumni. In the last three years, at least five graduates of this madrasah have successfully

pursued higher education abroad, including in Egypt, Jordan, and Australia. These achievements indicate strong academic potential and global orientation among students, while also highlighting the need for a more structured and systematic program to prepare future cohorts for similar international opportunities.

One of the most widely used evaluation frameworks in educational Research is the CIPP (Context, Input, Process, Product) model developed by Stufflebeam. This model emphasises program improvement and quality enhancement by examining not only outcomes but also contextual readiness, resource availability, and implementation processes that influence program effectiveness. Various studies have demonstrated the usefulness of the CIPP model in evaluating educational programs, including in madrasah contexts (Agus et al., 2023; Fatimah et al., 2023). Nevertheless, most previous studies have focused on private schools or boarding-based institutions, and on programs established for a relatively long time.

In contrast, this study addresses a clear Research gap by evaluating an excellent early-stage class program implemented in a public madrasah, with particular attention to the integration of the national and Cambridge curricula. This context has received limited scholarly attention in existing CIPP-based Research. Accordingly, this study aims to evaluate the excellent class program using the CIPP model to examine the achievement of program objectives, identify supporting factors and challenges, and provide a comprehensive assessment of program effectiveness. The originality of this Research lies in its focus on a newly implemented excellence-oriented program within a public madrasah context, offering empirical insights that can inform policy improvement and serve as a reference for the development of similar programs in other madrasahs.

RESEARCH METHODS

This study employs a qualitative descriptive approach with the CIPP (Context, Input, Process, Product) evaluation model developed by Daniel Stufflebeam. This approach was chosen because it provides a comprehensive depiction of the implementation of educational programs, covering all stages from planning to outcomes (Sugandi et al., 2025). The CIPP model is used not only to assess program effectiveness but also to serve as a foundation for decision-making to improve the quality of education in madrasahs.

The Research was conducted at State Islamic High School 2, Jambi City, the only madrasah under the supervision of the Ministry of Religious Affairs of Jambi Province to have implemented the excellent class program. The selection of informants was based on purposive sampling, with participants directly involved in the program's implementation. The Research instruments were developed based on the four components of the CIPP evaluation model and operationalised into specific indicators (see Table 1). These indicators guided the preparation of interview protocols, observation checklists, and document analysis sheets to ensure systematic data collection across context, input, process, and product dimensions.

Table 1. Matriks Reseach

CIPP Component	Evaluation Focus	Indicators	Data Sources	Data Collection Techniques
Context	Background, objectives, and legal basis of the excellent class program	Program background Program objectives Alignment with madrasah vision Legal and policy support	Head of madrasah, program coordinator, policy documents	Interviews, documentation
Input	Human resources, curriculum, facilities, and funding	Teacher qualification and competencies Curriculum integration Availability of facilities and infrastructure Funding sources and management	Head of madrasah, program coordinator, teachers, documents	Interviews, observation, documentation
Process	Implementation of intracurricular, cocurricular, and extracurricular	Learning implementation Teaching strategies Mentoring system (Guru Asuh) Supervision and monitoring mechanism	Teachers, students, program coordinator	Interviews, observation,
Product	Students' Academic and Non-Academic, and Character Development	Academic achievement English proficiency Research skills Non-academic achievement Character development	Teacher, students, achievement records	Interviews, documentation observation

Data analysis followed the interactive model proposed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing (Mulisa, 2022). In the context component, data were analysed to identify patterns related to program needs, objectives, and policy alignment. For the input component, analysis focused on the adequacy and relevance of resources supporting the program. The process component analysis examined the consistency between planned and actual implementation, as well as strengths and challenges encountered during learning and supervision. The product component analysis emphasised changes in students' academic performance, non-academic achievements, research competencies, and character development as indicators of program effectiveness.

Data validity was ensured through source triangulation by comparing information obtained from different informants and method triangulation by cross-checking interview data with observations and documentation. This analytical procedure enabled the researcher to identify patterns, strengths, and areas requiring improvement in each CIPP component, thereby providing an evidence-based evaluation of the excellent class program.

RESULTS AND DISCUSSION

Results

Context of the Excellent Class Program

The context component refers to the background, objectives, and legal foundation underlying the implementation of the excellent class program at State Islamic High School 2, Jambi City. This component focuses on how the program was initiated, the needs it was designed to address, and the alignment between program objectives, institutional vision, and formal policy support.

Interview data showed that the excellent class program was initiated as a strategic response to global educational challenges in the digital era and the increasing demand for competitive graduates from public madrasahs. As stated by the head of madrasah, "The excellent class program was designed to respond to global educational challenges. We want our students to excel academically while maintaining strong Islamic values, so they can compete at national and international levels without losing their religious identity".

Similarly, the program coordinator emphasised that the program specifically targets students with strong academic potential and focuses on balanced student development. The coordinator explained: "This program is intended for students with high academic potential. The focus is not only on academic achievement but also on character formation and personal development, so students grow intellectually and morally".

Document analysis shows that a clear and structured legal basis supports the implementation of the excellent class program. In addition to the formal legal basis issued by the Jambi Provincial Ministry of Religious Affairs, this program is in line with national education regulations. This includes Government Regulation No. 57 of 2021 concerning National Education Standards, which emphasises quality assurance and continuous improvement in education. The program is also in line with Government Regulation of the Republic of Indonesia Number 17 of 2010 on the management and implementation of education, particularly its provisions allowing educational institutions to develop special programs based on students' talents, interests, and academic abilities.

Furthermore, documentation indicates that curriculum enrichment and institutional cooperation within the excellent class program are legally supported by Regulation of the Minister of Education and Culture Number 31 of 2014, which governs cooperation between Indonesian and foreign educational institutions. This regulation is technically reinforced by the Regulation of the Director General of Primary and Secondary Education Number 407/D/PP/2015, which provides operational guidelines for such cooperation. The excellent class program reflects the madrasah's strategic effort to address both internal educational needs and external global challenges through a formally supported initiative that integrates academic excellence with Islamic values. From a context perspective, the program demonstrates a clear direction and a strong foundational basis for implementation.

Input Component

The input component refers to the availability and readiness of resources supporting the implementation of the Excellent Class Program, including human

resources, curriculum, facilities and infrastructure, and funding mechanisms. This component focuses on how these resources are prepared and utilized to support program sustainability.

Interview data indicate that the human resources involved in the Excellent Class Program include the head of the madrasah, the deputy head for curriculum affairs, the Excellent Class coordinator, subject teachers, and selected students. The head of the madrasah plays a central role in planning, coordinating, and supervising program implementation, while promoting a collaborative leadership approach. As stated by the head of madrasah: "The success of the excellent class depends on teamwork. We involve the curriculum division, coordinators, and teachers from the beginning so that planning and implementation run in the same direction".

All teachers involved in the program hold at least a bachelor's degree (S1) and teach subjects aligned with their academic qualifications. Several teachers are currently pursuing master's degrees (S2), reflecting efforts toward continuous professional development. The program coordinator explained that teacher selection is conducted carefully to ensure instructional quality, especially for subjects delivered using international curriculum frameworks: "Teachers in the advanced classes are selected based on their academic background. For subjects that use the Cambridge curriculum, teachers must have sufficient English language skills to support bilingual learning, with a minimum level of intermediate to advanced".

Curriculum documents and classroom observations show that the excellent class program integrates the national curriculum with the Cambridge curriculum, particularly in science and social studies subjects. This integration is intended to strengthen students' academic competence and global insight through bilingual instructional practices. Observations of classroom activities indicate that English is actively used as the medium of instruction in selected subjects. At the same time, national curriculum standards remain the primary reference for assessment and learning outcomes.

In terms of facilities and infrastructure, observation and documentation reveal that the learning environment is generally supportive of program implementation. Classrooms are equipped with air conditioning, smart televisions, Wi-Fi, and individual student lockers, which create a conducive learning environment. However, both document review and field observations indicate that laboratory facilities remain limited. As a result, the madrasah has established cooperation with external institutions to support practical learning activities, particularly for science subjects. One of the teachers said, "For practical activities, we sometimes collaborate with external laboratories because our facilities are still limited. This cooperation helps ensure that students still gain hands-on learning experiences".

Funding data indicate that the excellent class program is financed through contributions from the madrasah committee and institutional support. Financial management is carried out transparently and accountably, as reflected in documented financial reports and administrative records reviewed during the study. The program coordinator emphasized that financial planning aligns with

program priorities and is regularly monitored to ensure effective resource use. The input component of the excellent class program is supported by competent human resources, an integrated national-international curriculum, and generally adequate facilities and funding. Nevertheless, limitations in laboratory infrastructure remain a key area requiring further strengthening to support the program's academic objectives fully. The program demonstrates sufficient readiness to support implementation, while also highlighting specific resource gaps that need to be addressed for long-term sustainability.

Process of Implementation

The process component in this study refers to how the excellent class program is implemented through intracurricular, co-curricular, and extracurricular activities. This component focuses on the execution of planned learning activities and student development programs, and on the extent to which implementation aligns with program objectives and institutional work plans.

Interview data from teachers and the excellent class coordinator indicate that intracurricular learning activities are implemented in accordance with both the national and Cambridge curricula. Learning processes emphasise active, creative, and communicative approaches, particularly in subjects delivered using bilingual instruction. One teacher involved in the program stated: "In the excellent class, learning is designed to be more active. Students are encouraged to discuss, present ideas, and use English in class, especially in science and social studies".

However, the interview findings also reveal that innovative learning methods are not yet consistently implemented by all teachers. The program coordinator acknowledged that some teachers are still strengthening their pedagogical competencies, particularly in adopting student-centred and interactive teaching strategies. Student perspectives also confirm this condition. One student from the excellent class explained: "Some teachers already use fun and active learning methods, so the lessons are easier to understand. But there are still a few teachers who need to develop their teaching methods so that the material can be explained more clearly".

Co-curricular activities are systematically implemented and regularly scheduled to support students' academic and personal development. These activities include research mentoring, IELTS preparation programs, physical preparedness activities (*kesamaptaan*), and character development through the *guru asuh* system. The *guru asuh* system functions as a mentoring mechanism that allows students to consult assigned teachers regarding academic difficulties and personal challenges. One student said: "Through the mentoring system, we have mentors we can talk to and discuss learning or personal issues with, not just academic issues".

In addition, students actively participate in extracurricular activities such as theatre, archery, dance, futsal, basketball, the Youth Red Cross (PMR), and the Adolescent Information and Counselling Centre (PIK-R). These activities contribute to the development of students' interests, talents, discipline, teamwork, and sense of responsibility.

Observations of program implementation show that intracurricular, co-curricular, and extracurricular activities are conducted in accordance with the madrasah's annual work plan. Monitoring and supervision are carried out by the madrasah head and the program coordinator through regular evaluations, classroom observations, and teacher coaching sessions. The data reveal a consistent pattern indicating that the process component of the excellent class program is implemented in a structured and systematic manner. Learning activities and student development programs are aligned with the program's objectives of strengthening academic competence, language proficiency, research skills, and character formation. Nevertheless, the findings also indicate the need for continuous improvement in teachers' instructional creativity and methodological consistency to ensure that learning processes are more adaptive, engaging, and easily understood by students.

Product

The product component in this study refers to the outcomes of the excellent class program, particularly regarding students' academic achievement, non-academic accomplishments, and character development. This component focuses on observable results that reflect the effectiveness of program implementation in achieving its stated objectives.

Interview data from teachers and the excellent class coordinator indicate that students demonstrate noticeable improvement in English proficiency. This improvement is reflected in students' TOEFL scores and in their increased confidence and consistency in using English during classroom interactions. Coordinator program stated: "Compared to regular classes, excellent class students are more confident using English, both in discussions and presentations, and their TOEFL scores also show gradual improvement".

Teachers also reported that the academic performance of excellent class students, as indicated by semester examination results, is generally higher than that of students in regular classes. In addition to achievement in formal assessments, all excellent class students are required to produce a research proposal as part of the program. According to the program coordinator: "each student must prepare a research proposal. This is intended to train their academic writing skills and introduce them to basic research from an early stage".

Documentation and interview data further reveal that students have achieved various non-academic accomplishments at both city and national levels through participation in competitions and extracurricular activities. These achievements reflect students' active involvement beyond academic learning. Teachers also reported positive developments in students' discipline, responsibility, and adherence to Islamic values. These character outcomes are observed in students' daily behaviour, compliance with madrasah regulations, and active participation in religious activities. One teacher noted: "Students in the excellent class show better discipline and responsibility, especially in managing their time and participating in religious activities at school".

Observational data support these findings, showing that students are actively engaged in both academic and non-academic programs and demonstrate

positive attitudes toward learning and self-development. However, observations also reveal variation in students' research competencies, particularly in formulating research problems and designing research methods. This variation indicates that continuous mentoring and guidance are still required to ensure more consistent outcomes across all students.

The data pattern indicates that the excellent class program positively contributes to students' academic performance, English language proficiency, research skills, and character development. At the same time, the findings highlight the importance of ongoing support and refinement, particularly in strengthening research competencies and ensuring sustainable and evenly distributed student achievement.

Discussion

The context evaluation results show that the excellent class program at State Islamic High School 2 Jambi City was not created incidentally, but emerged from a clear awareness of changing educational demands. Rapid technological development and global competition have encouraged madrasahs to prepare students who are academically capable, adaptable, and able to compete beyond the local context while maintaining Islamic values. The context component plays an essential role in determining whether a program's objectives are relevant to actual needs and environmental conditions. Studies on the application of the CIPP model emphasize that strong contextual foundations help ensure that educational programs are not merely administrative initiatives, but strategic responses aligned with institutional vision and stakeholder expectations (Alanshori et al., 2025).

Furthermore, the existence of a formal legal basis enhances the program's contextual readiness. Regulatory support provides legitimacy and ensures the program operates in accordance with national education standards. Previous evaluation studies highlight that legal and policy alignment is a critical indicator of contextual effectiveness, as it enhances program sustainability and accountability in public educational institutions (Karsono et al., 2022; Lundeto et al., 2021). The context evaluation indicates that the excellent class program is relevant to contemporary educational needs and well aligned with institutional goals and regulatory frameworks.

The input component focuses on the readiness of the resources supporting the implementation of the excellent class program, including human resources, curriculum, facilities, and funding. The involvement of the madrasah principal, program coordinator, and subject teachers reflects a collaborative management structure. Leadership that is visionary and participatory is widely recognized as a key factor in ensuring the successful implementation of innovative educational programs (Candrasari et al., 2023; Wang et al., 2024). Recent studies emphasize that strong instructional leadership contributes to program coherence, teacher commitment, and continuous quality improvement in schools (Nellitawati et al., 2024; Nombrado & Guhao, 2025).

Teacher competence also plays a critical role in determining program quality. The findings show that teachers involved in the program meet formal

academic qualifications and teach in accordance with their fields of expertise, with additional language competence required for subjects delivered in English. This aligns with the principle of teacher competence and alignment in educational input theory, which emphasizes matching teachers' academic backgrounds with the subjects they teach (Mukti & Noviafitri, 2024). The integration of the national curriculum with the Cambridge framework reflects an effort to balance global academic standards with national educational goals. Empirical studies suggest that blended or integrated curricula can strengthen critical thinking, language skills, and academic competitiveness when supported by appropriate instructional strategies and teacher preparedness (Anggraini et al., 2025).

Facilities and infrastructure constitute another important input element. The availability of technology-supported classrooms, internet access, and learning facilities indicates that the madrasah has responded to the demands of digital-era learning. The madrasah's initiative to collaborate with external institutions, therefore, represents an adaptive strategy to address these constraints. The excellent class program receives support from committee funds contributed by parents to the madrasah to sustain operational activities, provide facilities, and support teacher training. This community-based financing model aligns with the principle of community-based education management, in which the success of an educational program relies not only on government support but also on the active participation of the community, in this case, the students' parents (Fiyul, 2024).

The integration of student-centred approaches, such as communicative and creative learning methods, suggests that the madrasah has deliberately moved beyond traditional lecturing toward practices that foster critical thinking and student involvement. Instructional innovation and active learning strategies are important for improving students' engagement and outcomes, especially when curricula combine local and international elements (Eustaqio et al., 2022; Nurrahman et al., 2023).

Despite these strengths, the findings also reveal that some teachers are still developing their pedagogical skills to deliver these approaches effectively. This is a common challenge during curriculum or program innovation; implementing complex instructional methods often requires ongoing professional development and reflective practice so that teachers can confidently apply them (Amalia, 2025). Teacher growth is not automatic; even well-designed programs require investment in training and support for classroom application, especially in contexts introducing new learning standards or integrated curricula.

Beyond classroom instruction, the excellent class program includes mentoring and structured student support through co-curricular activities. The *guru asuh* (mentoring teacher) system provides students with personalised guidance on academic and personal challenges, creating space for reflection, motivation-building, and social development. Educational studies show that mentoring systems can enhance students' resilience and self-confidence, which in turn can help them navigate both academic and social demands more effectively (Awoyemi et al., 2024).

Extracurricular activities are also central to the program's process, offering students opportunities to explore interests, build discipline, and work

collaboratively. Active involvement in extracurricular programs is widely recognized as contributing to holistic student development, including improved teamwork skills, discipline, and social responsibility (Martadiningsih & Nirina, 2024; Tawakkal et al., 2025). From a managerial standpoint, the regular monitoring and evaluation conducted by the principal and program coordinators reflect *ongoing supervision*, a key factor in sustaining program quality. Supervision that involves observation, feedback, and mentoring enhances both teacher performance and program fidelity over time.

The product component in the CIPP evaluation model examines the results achieved after a program has been implemented. In this study, the findings indicate that the excellent class program has produced positive outcomes, particularly in students' academic performance, language skills, research abilities, and character development. The national curriculum with elements of the Cambridge curriculum has improved students' academic exposure and learning standards. The requirement for students to prepare research proposals also indicates an effort to introduce research skills at the secondary education level. Project-based learning at an early stage has been shown to help students develop analytical skills and better readiness for further education (Fitri et al., 2024; Wisudanto et al., 2022; Zhou, 2023).

Character development is another important outcome of the excellent class program. The findings indicate positive changes in students' discipline, responsibility, and adherence to Islamic values. This suggests that character education has been integrated into daily school activities rather than treated as a separate component. Studies on character education emphasize that values are more effectively internalised when they are consistently practised within the school environment (Ridlo & Yanti, 2024; Safitri, 2024). This research suggests that madrasahs seeking to develop similar programs should begin with a clear analysis of contemporary educational demands, supported by strong leadership, qualified teachers, integrated curricula, and sustainable community-based funding.

CONCLUSION

This study demonstrates that the excellent class program at State Islamic High School 2 Jambi City has been implemented with a clear contextual foundation, adequate resource support, and a structured implementation process. The evaluation results show that the program's background, objectives, and legal basis are aligned with institutional needs and contemporary educational demands. From the input and process perspectives, the program is supported by competent human resources, an integrated national Cambridge curriculum, and systematic intracurricular, co-curricular, and extracurricular activities. At the product level, the program contributes to improvements in students' academic performance, English proficiency, research skills, non-academic achievements, and the strengthening of Islamic character. However, the findings also highlight areas that require further improvement, particularly in laboratory infrastructure, teachers' instructional innovation, and the consistency of students' research competencies.

Scientifically, this study contributes to the field of Islamic educational management by providing an empirical evaluation of an early-stage excellent class

program implemented in a public madrasah context, which has received limited attention in previous CIPP-based studies. The findings extend existing literature by demonstrating how excellence-oriented programs with international curriculum integration can be managed and evaluated in public Islamic high schools. Nevertheless, this study has limitations. The evaluation was conducted in a single madrasah and relied on qualitative data, which may limit the generalizability of the findings. In addition, the relatively short duration of program implementation restricts the assessment of long-term outcomes. Future research is therefore recommended to involve comparative studies across multiple madrasahs and to incorporate longitudinal and mixed-methods approaches to obtain a more comprehensive understanding of the effectiveness and sustainability of excellent programs.

ACKNOWLEDGMENT

The author would like to express their sincere gratitude to the Head of State Islamic High School 2 Jambi City, the excellent class program coordinator, teachers, and students for their valuable cooperation, time, and support throughout the research process. Special appreciation is also extended to the academic supervisors for their guidance, constructive feedback, and continuous support, which significantly contributed to the completion of this study.

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