

## The evaluation of integrating english language learning program in islamic boarding school: The CIPP mode

Yulnada Sari\*; Ni Nyoman Padmadew; Putu Suarcaya; I.G.A Lokita Purnamika Utam; Dewa Putu Ramendra

Universitas Pendidikan Ganesha, Indonesia

\*Corresponding Author. E-mail: [yulnadda@gmail.com](mailto:yulnadda@gmail.com)

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### ABSTRACT

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One of the challenges in educational places is to make a suitable program, which is expected to help the students to be more active in teaching and learning processes, especially in English class. One of the institutions that provides English programs is Fadhilatul Islmiyah Islamic Boarding School. Then, this study aims to evaluate the English program, namely the Integration of English Language Learning Program. The evaluation uses the CIPP model by Stufflebeam (1971). The study uses a qualitative method with a case study. The participants are five students, two teachers, and a headmaster at Fadhilatul Islmiyah Islamic Boarding School. The data analysis uses thematic analysis from both teacher and student views following context, input, process, and product stages. The context evaluation showed the students' need to learn grammar and vocabulary. Input evaluation found that the curriculum, syllabus, and textbook are designed by the English teacher. Process evaluation found that the teacher used game and role-play strategies to improve student's speaking skills. Lastly, product evaluation is used to determine whether the program is effective or not, and it uses a test. Then, it found that the result of the post-test was higher than the pre-test.

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## INTRODUCTION

The One of the reasons why designing an educational program is important is to achieve the goals and objectives (Agustina & Mukhtaruddin, 2019). One of the important steps to meet the goals and objectives is conducting an evaluation because an evaluation is used to assess whether the program needs to continue or not (Aziz et al., 2018). In addition, Rejina and Baral (2023) mention that an evaluation is used to improve the quality of the program since, by analyzing the results of the evaluation, the teachers can identify the strengths and weaknesses of the program. Baharuddin et al. (2023) add that the results of the evaluation can help the teacher to make decisions or adjustments to improve the quality of teaching and the design of the curriculum. Furthermore, an evaluation also provides accountability to stakeholders such as students, parents, agencies, and governments. An evaluation demonstrates the effectiveness of using the resources and whether the program meets the goals and objectives or not (Zulkifli, 2023). Therefore, an evaluation is very important for the effectiveness of an educational program because it is used to focus on goal accomplishment for the next alternative in decision-making.

One of the models of evaluation is the CIPP model. It consists of context, input, process, and product (Kasmains et al., 2023). This model was proposed by Stufflebeam (1971). According to Sanchez (2023), the CIPP model is the appropriate evaluation model that can be used to

evaluate an educational program. Furthermore, the CIPP model also tries to explain the goals and objectives of the program by monitoring the implementation of program activities (Zhiyong, 2023). Besides, the CIPP model is a program evaluation model that consists of procedures in which it describes and assesses a program using certain criteria in order to help educators in making decisions or policies (Basaran et al., 2021). Hence, the CIPP evaluation model can be used to evaluate an educational program, and it is a useful model to assess the effectiveness of programs by following the steps of context, input, process, and product.

An educational program that is interesting to evaluate is the English Language Learning program in Islamic boarding schools, especially at the high school level. This program can be found in Fadhilatul Islamiyah Islamic Boarding School, Dompu, NTB. This program focuses on improving students' speaking skills because this program is a part of extracurricular activities and is conducted only in the dormitory. This program is divided into three levels, with the first level for X class, the second level for XI, and the third level for XII class. At the beginning of the program, the students will take a pre-test, and the program will run for six months. Lastly, at the end of the semester, the students will take a post-test. The same procedures will be carried out in every level. Furthermore, according to Sanjaya, Syefrinando et al. (2024), there are some aspects that need to be confirmed related to the English program in Islamic boarding schools. These aspects are that the English program should align with the school's educational goals, such as involving Islamic values, and the English program must also be in line with the students' needs for academic and professional growth. Sudaryono (2021) is also in agreement with Sanjaya et al. (2024). He mentions that in Islamic boarding schools, English must be taught using modern, student-centered, and communicative methods while remaining culturally sensitive to the Islamic context. However, Wadu and Ismanto (2021) find that some factors make the English program in Islamic boarding schools suboptimal. These are, firstly, limited integration of Islamic values, which leads to a mismatch between the language skills taught and the school's religious and cultural objectives, and, secondly, student motivation, as some students may not see the immediate relevance of English to their religious studies or personal goals, which reduces their motivation to learn the language effectively. Hence, for these reasons, it is very important to evaluate and address the gaps in order to ensure the English Language Learning program in Islamic boarding schools meets both the educational and cultural objectives of the Islamic boarding school. Besides, since the program was first established, there has not been any official evaluation regarding the integration of English language learning in Fadhilatul Islamiyah Islamic Boarding School.

There are some reasons to conduct an evaluation of the English program in Fadhilatul Islamiyah Islamic Boarding School. Firstly, the program is interesting because the students (santri/santriwati) who join the program will take pre-tests and post-tests. Secondly, the program runs for six months, which is considered a long time. Thirdly, the program focuses only on the speaking ability of the students. Fourthly, the activities include conversation practice, speech practice, and debate practice, covering both formal and informal English. Fifthly, in the area of Dompu, especially the Lanci Jaya district, there are seven Islamic boarding schools, but only Fadhilatul Islamiyah Islamic Boarding School integrates English into its activities. The others only focus on the Arabic language. Therefore, there is a curiosity to find out the strengths and weaknesses of the program, and also there has not been any research-based evaluation of this program, especially in the context of Fadhilatul Islamiyah Islamic Boarding School, Lanci Jaya, Dompu, West Nusa Tenggara.

In addition, there are some studies related to the use of CIPP in evaluating educational programs. The first was by Agustina and Mukhtaruddin (2019). This study focused on evaluating the integration of an English program in one of the Language Training Centres (LTC). This study was conducted at the private university of Universitas Muhammadiyah Yogyakarta

(UMY). The participants of the study were third-semester students from the Agriculture and International Relations departments, 15 English instructors, and two heads of the two departments. However, the results of this study only showed the effectiveness of the program from the students' views. The second study was by [Agus et al. \(2023\)](#). This study evaluated the quality of the implementation of inclusive education in Madrasah Aliyah Negeri 1 Tidore, a senior high school. This study also used CIPP as the model of the evaluation. This study employed a quantitative research design, and although this school is an Islamic high school, it is not considered an Islamic boarding school. The third study was by [Ayyusufi et al. \(2022\)](#) this study explained the comparison of the results of the evaluation of two Islamic boarding schools: Pondok Darul Fithrah Tawangsari and PPTQ Ulul Albab Polokarto Sukoharjo. The evaluation model used was CIPP. This study employed qualitative field research. The results of this study were categorized as very good, good, satisfactory, poor, or failed in each stage of context, input, process, and product. Although the setting of this study was in Islamic boarding schools, it did not evaluate the English program in the schools. Therefore, the current study aims to evaluate the English program in Islamic boarding schools under the CIPP model of evaluation because research on evaluation in the context of Islamic boarding schools with English programs is still limited.

## RESEARCH METHOD

The objective of this study is to evaluate the integration of the English program in Fadhilatul Islamic Boarding School in Lanci Jaya, Dompu, NTB. This study used a qualitative research design, specifically a case study. The CIPP model of evaluation by [Stufflebeam \(1971\)](#) was employed to evaluate the English program in the boarding school. The techniques used for collecting data were interviews, observations, and document analysis. The observations and document analysis included videos and reports related to the program's preparation, implementation, and evaluation. Additionally, the interviews were conducted with the study participants, and the interview questions covered the four elements of the CIPP model of evaluation: context, input, process, and product.

The technique for selecting the sample was purposive sampling, in which the researcher did not apply specific criteria in determining the participants of the study. The participants included five students in the third grade of senior high school (Aliyah) at Fadhilatul Islamiyah Boarding School, who were also residents of the boarding school. These students had three years of experience participating in the English program since its inception. The other participants were two English teachers at the boarding school and the head of the boarding school.

Furthermore, the instruments used in the study included an interview guide and an observation checklist. The data were analyzed qualitatively using thematic analysis. The data analysis techniques followed the steps of data collection, data reduction, data presentation, and verification or drawing conclusions.

## FINDINGS AND DISCUSSION

### Findings

The program that was evaluated in this study was the integrated English Language Learning Program at Fadhilatul Islamiyah Islamic Boarding School. The evaluation is from the perspectives of students, teachers, and a headmaster. This program has been run for three years. The participants in this study have been experienced in following the program for three years. They joined all the levels, starting from the first, second, and third levels. Recently, they have

been in the last level of the program. The program's meeting is twice a week with 90 90-minute duration for six months. At every level, they need to do a pre-test and post-test. The institution developed the curriculum and the syllabus in collaboration with the English teacher

### ***Evaluation of Context, Input, Process, and Product (CIPP)***

#### ***Context Evaluation***

In context evaluation, it is necessary to describe the students' needs when designing a program. According to Stufflebeam (1971), the context evaluation explains student's needs and problems to achieve goals and find priorities. Then, in the context of the evaluation of the integrating English Language Learning Program at Fadhilatul Islamiyah Islamic Boarding School. It explores further related the needs of the students according to the views of teachers, students, and a headmaster of Fadhilatul Islamiyah Islamic Boarding School.

*"In my opinion, ...mmmm I need to learn more about vocabulary and grammar because if we used incorrect grammar the meaning will be different" (Student 1).*

The teacher also added that the problem faced by the students in speaking English is related to their pronunciation because the students in the program are never learning English before. Then, it is very important to improve the pronunciation of the students.

*"One of the problems faced by the students in learning English especially in speaking is pronunciation because they can hardly pronounce all English words correctly" (Teacher 1)*

Another interesting finding in defining the need analysis in this program is about the levelling system. As Teacher 2 and the headmaster explained, the levelling system of this program is based on their grade; for instance, the students in grade X are in the first level, and the students in grade XI are in the second level. Also, the students in grade XII are in the third level. According to the interview results, some students agreed with and disagreed with this system. As the students who agreed said that:

*"I agree about the levelling system because mmmmm..... we are in the same grade and the same age then of course we learn the same level" (Student 2)*

Meanwhile, the students who disagreed about the leveling system felt that their English background of every student in the class are different. Then, the students who have good English background do the task in the class quicker than the students who have low English skill.

*"I disagree about the levelling system because I feel like our English is different. Usually my friend who has good English. They are so fast in finishing the task rather than my friend who have lack of English knowledge" (Students 3)*

The context evaluation in this study is based on the views of both teacher and students in this program. O'Connor and O'Neill (2023) explain that gathering views from both teachers and students are important for evaluating educational programs because it provides a comprehensive and balanced perspective. Then, it was found that the students who joined the program of integrating English language learning in Fadhilatul Islamiyah Islamic Boarding school need to improve their vocabulary, grammar, and pronunciation when speaking English. It is supported by Gonzalez and Martinez (2020). They state that one of the functions of an English program is to make students have good and effective communication. Then, the students may need to improve their vocabulary, grammar, and pronunciation because these elements need to be known by the students when speaking English. However, Derakhshan and

Kasmains (2023) find that there are several key aspects that students need to improve in speaking skills, such as fluency, confidence, body language, turn-taking, feedback, and contextual language use. This means that mastering these aspects can enhance students' speaking proficiency. Additionally, the levelling system in this program is also based on the student's grades even though they have different backgrounds of knowledge. The levelling system allows teachers to tailor instruction based on learners' proficiency levels, and it helps students progress at their own pace (Nguyen & Parker, 2019). Therefore, the levelling system is important in language learning because it personalizes education by accommodating individual learner needs and preferences

### *Input Evaluation*

To achieve the goals and objectives of the program, the institution needs to put the input evaluation. The input evaluation is about the description of the program, especially planning and allocation of the resources to achieve the program (Stufflebeam, 1971). The integration of the English Language Learning Program in the Fadhilatul Islamiyah Islamic Boarding School. There is a levelling system for the first, second, and third levels, and it is based on the student's grade. According to the headmaster of Fadhilatul Islamiyah Islamic Boarding School, the aim of integration of English Language Learning in the Islamic boarding school is to make students be a global competitor with Islamic value.

*"One of main goal to design this program is to make students in Fadhilatul Islamiyah Islamic Boarding School becoming Global Competitor with Islamic value. Even though, this program divided into three levels based on their grade or age but there is also pre-test and post-test to know how work the program is" (headmaster)*

Another teacher also adds that to know the effectiveness of the program, the teachers use pre-test and post-test. Pre-test and post-test are used to find out the English competence of the students before and after joining the program. In addition, one of the problems encountered by the teachers is lack of teaching resources since Dompur, NTB, Indonesia is one of the areas that considered rural area in Indonesia.

*"Lately, it is very often... mmmm electricity off and if this condition happened then, we would miss the class because we need to access the internet to add additional material. Additional material is very needed even though we have already the book for teaching" (Teacher 2)*

The input evaluation explains the aims, descriptions, and problems faced by the teachers. One of the problems faced by the teacher is finding additional material. Since the students in the class have different knowledge and abilities in speaking English, additional material is crucial in this program. It is in line with Fitriana (2023), who states that it is a challenge to find material that accommodates different levels of students' knowledge and ability in speaking class because tailoring resources to meet the diverse needs of students can impact the learning outcomes. Additionally, to determine the effectiveness of the program, the pre-test and post-test are used to determine the students' abilities before and after joining the program. It is supported by Gonzalez and Martinez (2020). They mention that a test can be used to determine the effectiveness of a program because it provides measurable data on students' knowledge, skills, and progress before, during, and after the program. Meanwhile, Kaur and Aziz (2020) use benchmarking to see the effectiveness of the program by comparing program results to other similar programs. Thus, there are several tools that can be used by the teachers to gain a deeper understanding of how well the program meets the goals.



### *Process Evaluation*

The evaluation of the implementation of a program is important for the institution because it determines whether the program is effective or not (Stufflebeam, 1971). In the process evaluation, the implementation of the English Language Learning program in Islamic Boarding School, especially in Fadhilatul Islamiyah, can be shown from the use of material, the strategies used, and the assessment. Regarding the material used in this program, the teachers provide the syllabus and textbook for all levels. All the teachers used the textbook in teaching and the add the material from other sources as the internet website.

*“Before the program started, in the beginning we buy the textbook, and we used during the program” (Student 4)*

*“.....sometime the teachers asked us to use our handphone to browse a certain material on the internet” (students 5)*

However, from the teachers' views, the material in the textbook is not always suitable for the students because sometimes the materials are too easy and too difficult for the students therefore the teachers need to modify and add the material from other resources.

*“...For me, there is a time when the material in the book is not suitable for the students because a certain topic is too easy and also too difficult for them. So....yeah I need to add and make modification for the material” (teacher 2)*

Another teacher and student give their opinion about the class activities in the speaking section in this program as teacher 2 said:

*“I usually asked my students to do a role play to enhance their speaking as do drama in groups” (teacher 2)*

Additionally, the teacher also uses game in the class to motivate the students becoming more active in speaking. As student 3 said:

*“My teacher usually makes a game and ask me to speak. For example, playing guessing vocabulary and make it into sentences” (student 3)*

Furthermore, in the program, every week, the teacher also gives the assessment or homework for the students to make a video conversation with other people.

*“Usually, I make a conversation with my friends or other people and record it. mmmm yeah because the teacher asked me to do that as the homework” (student 4)*

The process evaluation in this study is based on the material used, teacher strategies, activities in the class, and assessment. The material is from textbooks and the internet. The teachers used role play and games as strategies to enhance student's speaking skills. Using games and role-play as strategies in language teaching enhances student's speaking skills by offering fun, engaging, and realistic contexts for language use (Derakhshan & Karami, 2020). Lastly, the teacher gives homework to assess the students every week, and a weekly assessment can help students stay engaged with the material, practice regularly, and improve their skills over time (Agustina & Mukhtaruddin, 2019). Then, it can be said that by providing continuous opportunities for practice and feedback, the teachers can help students develop their speaking ability incrementally.

### *Product Evaluation*

Product evaluation is related to finding the objectives of the program (Stufflebeam, 1971). In this study, the product evaluation can be seen from the Integration of English Language Learning Program in the boarding school. The levelling system, textbook, and the teacher. The program focuses on improving student's speaking skills. The material is all about asking the students to speak English as do conversation in drama, speech, and presentation. Additionally, the levelled system is based on their grade, and the topic in the conversation is in line with the material defined in the English textbook in the government. Besides, according to the teachers, to see the effectiveness of the program, it uses pre-tests and post-tests at every level, and overall, the result of the pre-test and post-test of the students who joined the program is effective, and the score of post-tests is higher than pre-tests. However, some weaknesses were found in this program, such as the levelling system. Since it is based on the students' grades, their English proficiency is not at the same level, and it makes both teachers and students face problems in the teaching and learning process. This mismatch between students' grades and proficiency levels creates challenges for both teachers and students, making the teaching and learning process less effective (Agus et al., 2023). Another weakness found in this program is related to human resources, which needs more teachers because recently, there have been only two teachers handling each level. Dizon (2023) finds that having an adequate number of teachers ensures better individual attention, classroom management, and personalized learning. Hence, differentiated instruction strategy and teacher recruitment are used to overcome the problems of different English levels of the students and the lack number of teachers.

## Discussion

In the context evaluation, it explains further about the need for analysis of the program (Stufflebeam, 1971). Then, the English Language Learning Program focuses on improving students' speaking skills. The speaking skills include pronunciation, grammar, vocabulary, fluency, and clarity (Fitria, 2023). If the students want to have good speaking skills, especially in English, then they need to understand the knowledge of pronunciation, grammar, and vocabulary, as well as need to achieve fluency and clarity in speaking English (Iksan et al., 2022). However, not all students can master that ability, as the students of Fadhilatul Islamiyah mentioned that grammar and vocabulary are needed to speak English well. It is supported by Ayyusufi et al. (2022), who state that grammar, pronunciation, and vocabulary are the basic aspects that need to be mastered to have good speaking skills in English. In addition, the levelling system is important to note because it is fundamental in an English language program. According to Nation and Macalister (2020), a levelling system helps teachers ensure that instruction or strategies are used to tailor students' proficiency levels. Another student's need found in this study is improving pronunciation. Since the students in Fadhilatul Islamiyah are from traditional Islamic Boarding Schools, they may have a lack of exposure to English because the school emphasizes religious studies such as learning Al-Qur'an, Hadith, and Fiqh. Therefore, improving pronunciation is essential in learning speaking skills because it directly impacts how effectively a speaker can communicate and be understood (Lei & Trung, 2024).

Input evaluation consists of evaluating the sources, curriculum, teaching staff, and instructional methods used in the program (Stufflebeam, 1971). One of the goals of the English program at Fadhilatul Islamiyah Islamic Boarding School is to make the students become global competitors with Islamic values. Then, the curriculum, syllabus, and textbook are designed by the English teacher, as well as other stakeholders. There are two English teachers in this program, and the methods used are role play and games to enhance students' speaking skills. It is supported by Miranda and Wahyudin (2023). They state that role play, and games can enhance students' speaking skills because these methods encourage active participation of the students.

However, limited teaching resources as additional material is one of the problems faced by the teacher in the program because sometimes, the teachers cannot access the internet. Additional material is essential to support teaching and learning because it can effectively enhance the learning experience and improve speaking skills by providing a comprehensive approach (Agus et al., 2023). In addition, assessment becomes an important aspect of the teaching and learning process because it is used to evaluate whether the students understand the material or not (2018). Then, the students were given homework by the teachers to make a conversation video to improve their speaking skill.

Process evaluation focuses on how the program is implemented (Stufflebeam, 1971). To know if there is improvement in students' speaking skills in the Integration English Language Learning program of Fadhilatul Islamiyah Islamic Boarding School, the teachers give the students pre-tests and post-tests at every level. According to Thomson (2020), process evaluation evaluates whether the teaching methods and classroom activities are effective or not. As the program focuses on improving students' speaking skills, the teacher uses various methods and strategies. The common strategies used by the teacher to enhance the speaking skills of the students are using games and role play. The teachers found that the students feel motivated when they learn through games. Game is an effective way to encourage students to speak because they create an engaging, interactive, and low-pressure environment where students can practice speaking naturally (Kaur & Aziz, 2020).

In addition, product evaluation examines the goals and effectiveness of the English Language program, including student performance, language proficiency, and the impact on the student's future opportunities (Dizon, 2023). Some goals have already been achieved by the program Integrating English Language Learning at Fadhilatul Islamiyah Islamic Boarding School. The result of the post-test is higher than the pre-test, which means that there is a significant improvement in student's speaking scores after joining the English program. Besides, the students also feel more confident speaking English, and they also are participating in English competitions in Dompu, West Nusa Tenggara. Therefore, participating in this program not only enhances students' language proficiency but also allows them to engage in real-world language use. Then, the results of this study can contribute to the advancement of science in the future and educational practices in several ways. Firstly, this study used the CIPP evaluation model in the context of Islamic Boarding schools. It means that this study provides a structured approach that can be adapted for evaluating other educational programs globally. Secondly, this study highlights the unique context of Islamic Boarding schools, which combines religious education with language learning, and it covers the way for further research in similar contexts.

## CONCLUSION

The educational program is aimed at conducting teaching and learning processes to create good, quality human resources. It seems a hard job, then, to make sure the program is effective or not; there must be goals and objectives as the guideline for the implementation of the program. Thus, it can be said that it is a must to make an evaluation and assessment. A tool must be used to do both evaluation and assessment. The tool can be the CIPP model of evaluation promoted by Stufflebeam (1971). The integration of English Language Learning is one of the programs in the Islamic Boarding School of Fadhilatul Islamiyah. The participants of this study are five students who experienced all levels of this program, two English teachers, and a headmaster of Fadhilatul Islamiyah Islamic Boarding School. The students who joined the program must follow the pre-test and post-test to see their competence before and after the program. The program runs for six months.

Additionally, the result of this study is divided into four categories as proposed by the CIPP model, namely, context, input, process, and product evaluation. This research provides



useful input for the program's improvement. This means that a possible solution can be defined to overcome the problems found. Besides, the information in this study can be used to inspire the teacher and researcher to conduct a better educational process and conduct further research. The study also recommends that future researchers conduct longitudinal studies to evaluate the long-term retention of English language programs and explore other English skills, such as reading, writing, and listening skills. Lastly, this study also gives recommendations for policymakers. They can develop a curriculum which integrates language and religious studies.

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## Conflict of interests

There are no known conflicts of interest associated with this publication.

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