EVALUATING INDONESIAN LANGUAGE LEARNING IN INDONESIAN ISLAMIC HIGHER EDUCATION USING CIPP MODEL

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Abstract: The primary objective of this study was to evaluate the implementation of Indonesian language learning in Indonesian Islamic higher education. To achieve this goal, the study employed the CIPP model and utilized a descriptive qualitative methodology. The collection of data was conducted by means of interviews, direct observation, and the examination of relevant documents. The findings are presented as follows: the program's alignment with stakeholder expectations is highly favorable in relation to the context component. Based on the available data pertaining to the utilization of learning resources for the purpose of composing academic papers and conducting research, the efficacy of the program's input is considered commendable. The program is commendable due to the inclusion of highly qualified lecturers, the provision of sufficient resources and infrastructure, and the utilization of standardized educational materials. The positive interaction between lecturers and students throughout the instructional and educational process is evidence that the process component is effective. The academic performance of students, with an average score of 3.64 out of 4.00, demonstrates how highly regarded the product component is. Overall, the implementation of Indonesian language learning is commendable, albeit with a few areas that require enhancement.

Keywords: evaluation, CIPP, Indonesian language, higher education

Law No. 12 of 2012 on Higher Education, specifically Article 35, Paragraph 3, stipulates that the development of the curriculum in higher education institutions is the responsibility of each individual institution. Permendikbud No. 3 of 2020, which outlines the National Standards of Higher Education, provides guidelines for carrying out this development process. As per the stipulation outlined in this rule, it is mandatory for all educational institutions to incorporate four General Compulsory Curricula (MKWU) within their academic programs. These curricula encompass religious studies,

citizenship education, Pancasila, and Indonesian language courses. This rule underscores the significance of these disciplines within the Indonesian setting. In response to this, it is noteworthy that all higher education institutions in Indonesia have incorporated a curriculum framework that encompasses four mandatory courses, one of which is the Indonesian language course.

The Indonesian language course is one of the compulsory subjects in the Indonesian higher education curriculum since it serves as the official and national language utilized within the borders of Indonesia. The Indonesian language course is a learning experience in order to develop the ability of students to speak Indonesia correctly and well because the mastery of the Indonesian language can be used as a measure of one's nationalism (Ibda, 2019). An Indonesian language course is expected to enable students to express their thoughts orally or in writing with the principle of good and correct language, making the Indonesian language a source of science and a tool of nation-building (Kementerian Pendidikan dan Kebudayaan, 2020). This suggests importance of making sure the implementation of this course runs very well and effectively.

University students study the Indonesian language in an effort to preserve the national language. The purpose of learning the language is to avoid having it negatively perceived by a large number of young people due to the influence of foreign culture, which has a propensity to influence perceptions in younger generations. Furthermore, since all of the university students are from different regions of Indonesia, it is crucial that it emphasize the study of Indonesian. In addition, the Indonesian language serves as a guide for preparing and using proper grammar in academic writing such as theses, dissertations, scripts, etc. (Gusnayetti, 2020). The mandatory courses in Indonesian language are conducted with the aim of guiding students to be able to use the language for research and public service for the benefit of the wider public and the development of science (Rahmawati et al., 2022).

The inclusion of the Indonesian language in the curriculum spans many educational levels, encompassing both primary and tertiary education. The primary objective of this program is to facilitate the acquisition and enhancement of students' linguistic competence. enabling them to employ the language with precision and efficacy (Gusnayetti, 2020). Purnamasari & Hartono (2023) claim that the government purposefully made this subject a requirement for higher education in order to guarantee that students would continue to be proficient in using it for the purpose of writing scholarly articles.

The Indonesian language has implemented and included in the curriculum at various levels of education, ranging from elementary to upper secondary. Upon the

culmination of their higher secondary education, it is anticipated that students will have achieved a level of proficiency, if not a sufficient understanding, in the Indonesian language. Nevertheless, it is evident that only a limited proportion of university students possess the proficiency to communicate in Indonesian in accordance with the established standards (Gusnayetti, 2020). Considering this alarming reality, it is important to conduct research evaluating the implementation of Indonesian language courses in a higher education context. The results of the evaluation could be used as a reference to set strategic policies and practices in the teaching and learning of Indonesian in higher education.

Program evaluation. according to "the process Stufflebeam (2005), is of delineating, obtaining, reporting, and applying descriptive and judgmental information about some object's merit, worth, probity, and significance to guide decision making, support accountability, disseminate effective practices, and increase understanding of the involved phenomena." Alkin & Vo (2018) explain evaluation as a methodical process that involves the systematic gathering, examination, and assessment of data using several standards or criteria. Similarly, Stake & Visse (2023) assert that program evaluation inherently involves the consideration and application of specific criteria and standards. This is the point where Mark & Henry (2023) argue for the concept of assessment as a catalyst for enhancing decision-making deliberative processes, particularly within the public sector in democratic nations.

For the purpose of this study, we employed the CIPP evaluation model proposed by Stufflebeam (2003). This model consists of context, input, process, and product. Context evaluations involve the systematic assessment of needs, issues, and possibilities within a specific and well-defined area. Input assessments involve the assessment of several tactics as well as the work plans and budgets associated with the selected approaches for implementation. Process evaluations are a crucial component of monitoring and assessing activities. They serve to assist evaluation users in implementing improvement initiatives and keeping accurate records of their execution of action plans. Product assessments involve the identification and assessment of both short-term and long-term results, as well as intended and unforeseen consequences (Stufflebeam & Coryn, 2014).

There are multiple justifications employing this evaluation framework comparison to other alternative models. Firstly, the framework proposed by Stufflebeam (2005) serves as a thorough guide for conducting both formative and summative evaluations programs. The primary emphasis approach centers around enhancing program effectiveness and utilizing evaluation findings. Consequently, it is strongly recommended that the evaluator consistently engage in dissemination of their findings to relevant stakeholders (Kinarsky & Fujita-Conrads, 2023). Furthermore, this evaluation model has gained widespread usage in both the United States and globally within the field of education. Notably, it remarkable demonstrated longevity compared to other early evaluation models. The primary focus of this approach is practicality, with the aim of enhancing programs by enhancing decision-making processes (Sanders et al., 2011). Therefore, this model prioritizes the guidance of planning and execution processes in context of development endeavors (Stufflebeam & Coryn, 2014).

Several previous evaluation research studies have been undertaken in the context of Indonesian education. Some studies focused on evaluating the learning of other courses in a higher education context, such as education statistics (Haryati et al., 2023). Other studies use the CIPP evaluation model to evaluate certain education programs. Akhmad et al., (2023) conducted a study evaluating distance learning at the Biology Education Department of STKIP Pembangunan Indonesia using the CIPP model. Another recent evaluation study using the CIPP evaluation model is a study conducted by Kusnadi et al.. (2023) focusing on the implementation of the CIPP evaluation model on madrasah academic supervision in Kapuas Hulu.

Several studies were undertaken to evaluate Indonesian language learning in public higher education contexts using the CIPP evaluation model (Aryanika, 2015; Yuliarti et al., 2021). Aryana et al., (2022) undertook research evaluating online learning Indonesian language courses using the CIPP model. Similarly, Rahmawati et al., (2022)evaluated implementation of mandatory Indonesian

language courses in Muhammadiyah and Aisyiah colleges using the CIPP model. Both studies have been undertaken in Indonesian public higher education institutions. The former was undertaken at Institut Keguruan dan Ilmu Pendidikan Siliwangi, and the latter was undertaken at Muhammadiyah and Aisyiyah higher education institutions.

To the researchers' best of knowledge, there has not been any research evaluating Indonesian language courses in the context of state Islamic higher education institutions. Therefore, to fill in these existing gaps, we evaluate the implementation of Indonesian language courses in the context of Indonesian Islamic higher education using the CIPP evaluation model. This research aims to evaluate the context, input, process, and product of an Indonesian language course.

METHOD

The approach used in this research is a This is qualitative research conducted at one state Islamic university in the eastern part of Indonesia. Data were gathered via interviews, and documentation. observations, instruments have been enumerated in Table 1. We employed a systematic approach and interview protocols to conduct semi-structured interviews with a total of fifteen participants. The interview questions and responses were systematically documented and transcribed prior to undergoing subsequent processing and analysis. The individuals providing information are documented in Table 2.

employed an unstructured, participant observation methodology. We carried out three observations on the process of learning in an Indonesian language course. We conducted observations by actively participating in offline meetings and assuming the role of a passive observer. Our presence was acknowledged by both the lecturers and the entire class. The documentation of learning and teaching activities was acknowledged and agreed upon by both lecturers and students. We supplemented the data supply by utilizing document analysis. We employed photographs of several documents as primary data sources, specifically focusing on images pertaining to the vision, mission, goals, infrastructure, curriculum documents, and other relevant documents.

There are several indicators for each component to evaluate the Indonesian language course. The indicators for the context component include the university's vision and mission, need analysis, whether or not students need the course in relation to their study in higher education, and whether there are advantages to taking an Indonesian language course. Furthermore, the indicators related to the input component are students, lecturers, institution management, curriculum, teaching methods, financing, and facilities and infrastructure. These could use research instruments such as document analysis and interviews with lecturers.

The indicators of the process component include teachers' preparation, the use of methods, ICT, and media in the learning process, studentlecturer interactions, and teachers' evaluation of student learning. The focus of evaluation in the component is how implementation of Indonesian learning and teaching leads to the achievement of the intended learning goals. In addition, indicators of the product component include students' grades on the Indonesian language course and the final project on academic papers.

Tabel 1. The Instruments of Evaluation for Each Component

No	Component	Indicators	Instruments
1.	Context	The availability of a legal foundation	Documentation &
		The suitability of university vision and mission	interview
		The suitability of stakeholders' needs	
2.	Input	The availability of quality lecturers	Documentation,
		The availability of adequate learning resources	interview &
		The availability of adequate infrastructure	observation
		The availability of appropriate learning materials	
		The availability of appropriate teaching and learning	
		guidelines (RPS)	
3.	Process	Teachers' preparation and design of the learning and teaching	Documentation,
		process	interview &
		The utilization of various learning and teaching methods	observation
		The integration of ICT and media in the learning process	
		Student-lecturer interactions	
		The number of meetings for the teaching and learning process	
		Teachers' evaluation of student learning	
4.	Product	Students' grades on the Indonesian language course	Documentation & interview

Tabel 2. List of Informants

No	Informants	Numbers	Component
1.	Institution leaders	1	Context and input
2.	Department leaders	2	Input and process
3.	Lecturers	5	Input, process, and product
4.	Students	5	Context, process and product
5.	Alumni	2	Context, process and product

We performed data analysis following the prescribed methodology described by Miles and Huberman (1994). In the first phase, data condensation takes place, where the selection of data is done meticulously according to the unique needs of the review process. The selected data was further categorized into groups based on the four components of the evaluation model: context, input, process, and product. In the last

stage, the data obtained from detailed interviews, observations, and documentation, which were selected from the summarized results, are presented in a narrative fashion. In the final stage, we form conclusions by checking the veracity of the data before making any judgments, thereby ensuring adherence to the accuracy standard.

FINDINGS AND DISCUSSIONS

Findings

Following the objectives of the research, we presented the research results in several subheadings, which are the evaluation of context, input, process, and product components.

Context Component

As can be seen in Table 3 the presentation of research results shows several significant findings on the context component. The findings reveal the existence of a legal foundation that serves as the basis for the Indonesian language course in higher education. The rationale for studying the Indonesian language course in higher education is outlined in the Decree of the

Director General of Higher Education of the Republic of Indonesia No. 84/E/KPT/2020, which provides instructions for the mandatory inclusion of this course in the higher education curriculum. The Indonesian language course aims to equip students with the ability to effectively communicate their ideas through oral and written means, adhering to the standards of proper language usage. This proficiency in the Indonesian language serves as a means to acquire knowledge and promote national unity (Kementerian Pendidikan dan Kebudayaan, 2020). This is verified during the interviews with the executives of the department and institution, who state that "the inclusion of the Indonesian language course in the curriculum is a direct reaction to regulatory requirements" (DL.02).

Tabel 3. Results on The Context Component

No	Indicators	Findings
1.	The availability of a legal foundation	The Decree of the Director General of Higher Education of the Republic of Indonesia No. 84/E/KPT/2020 (Document) "The inclusion of the Indonesian language course in the curriculum is a direct reaction to regulatory requirements" (Interview with leaders).
2.	The suitability of university vision and mission	"The course is also in line the vision of mission of the State Islamic University of Alauddin Makassar which is Center for Enlightenment and Transformation of Science and Technology Based on Islamic Civilization" (Interview with lecturers)
3.	The suitability of stakeholders' needs	"This subject remains necessary due to its provision of various crucial elements that promote our progress in other courses. For instance, the topic is the process of composing a research report and an academic article" (Interview with students) "I discovered that the Indonesian language course was beneficial in fulfilling the requirements of other courses, particularly those that involve writing reports and academic papers" (Interview with alumni)

As for the suitability of the course for the needs of students, the interview results indicate that the student participants affirmed their requirement for this Indonesian language course in order to acquire the necessary skills for expressing their ideas through public presentations and academic writing. One student participant expressed the opinion that "this subject remains necessary due to its provision of various crucial elements that promote our progress in other courses. For instance, the topic is the process of composing a research report

and an academic article" (S.02). Another student indicated in her statement that "Indonesia language courses are still needed at the university level because we need to know how to write effectively and efficiently" (S.03). Furthermore, alumni also support this idea by stating, "I discovered that the Indonesian language course was beneficial in fulfilling the requirements of other courses, particularly those that involve writing reports and academic papers" (A.01).

Input Component

As can be seen in Table 4 the results of the research on the input component reveal several significant findings. The document analysis confirms that the lecturers possess the necessary qualifications to teach the Indonesian language course, as their qualifications align with the criteria outlined in Regulation 84/E/KPT/2020. The document analysis reveals that lecturers teaching the course in this Islamic higher education institution possess a minimum of a master's degree in Indonesian language education. The majority of them even have a doctorate degree in Indonesian language education. This finding is corroborated by interviews with department and institution leaders, who say that "all Indonesian language instructors possess a master's degree in their respective fields. The majority of them have a doctorate in the field of Indonesian language education" (IL.01).

Regarding the indicators of sufficient infrastructure, finance, and learning resources, the participants stated in the interviews that the availability of infrastructure and learning resources is typically satisfactory. This is analogous to the accessibility of financial resources. Nevertheless, certain student and lecturer participants continue to request improved infrastructure and learning materials, including the installation of air conditioners and LCD projectors in every classroom. This is apparent from the perspective of the participant: "The facility is sufficient for the typical educational process. The area that requires enhancement is the accessibility conditioning units in every classroom, together

with LCD projectors" (T.2). In addition, students expressed a similar concern, stating, "There is a frequent shortage of LCD projectors available for classroom use (S.4). Another student participant remarked, "A significant number of the classes lack air conditioning and are only equipped with fans." This hinders the classes from being conducive to successful teaching and learning processes" (S.1).

It is also interesting to note that when they discussed the indicators of the learning materials and course outlines (RPS), the majority of student participants perceived that they were appropriate. They are given some basic knowledge of how to write effective sentences and paragraphs, including how to write academic papers and articles for publications. As indicated in the following excerpts, "the materials delivered by lecturers are useful as the lecturers guide us in writing good sentences and paragraphs" (S.05). This is similar to the lecturer participant's statement, "We teach students several materials like effective sentences and paragraphs, writing papers, and reports" (T.04). A few student participants, however, raised in the interviews that their lecturers did not share the course outlines with them. Furthermore, another student participant indicated that he wants more practical materials in which students are given more opportunities to practice writing academic papers or articles, as seen in the statement, "The teaching materials are good. What I need more of is practicing writing academic papers and articles" (S.02). This was also raised by another student, who said, "We need more practice to write papers and reports and present our ideas in front of classes" (S.04).

Tabel 4. Research Results on The Input Component

No	Indicators	Findings
1.	The availability of quality lecturers	Lecturers are qualified to teach the Indonesian language course because they have the appropriate qualifications; The minimum is master's degree in Indonesian language and literature (Document and
		Interviews)
2.	The availability of adequate learning resources and funding	The availability of learning resources and funding is generally satisfactory (Document, Interviews)
3.	The availability of adequate infrastructure	The availability of infrastructures is generally sufficient. However, some students and lecturers are still requesting enhanced infrastructure and instructional resources. (Observation, Interviews)

Continued Table 4

4.	The	availability	of	In general, adequate infrastructures are readily
	appropriat	e learning mat	erials	accessible. However, there continue to be requests
				from several students and lecturers for improved
				instructional resources. (Interviews, Observation)
5.	The	availability	of	The learning materials and course outlines (RPS),
	appropriat	e teaching	and	most student participants perceived that they were
	learning guidelines (RPS)		S)	appropriate.
				"The materials delivered by lecturers are useful as
				the lecturers guide us in writing good sentences and
				paragraphs" (Interviews with students).

Process Component

The results of the research on the Process component highlight several important findings. Firstly, lecturers' preparation and design of the Indonesian learning and teaching process are considered good. This is evident in the document analysis, in which lecturers are able to show their course outlines and learning materials for each meeting. However, it is interesting to note that the materials covered by lecturers in their course outlines did not really match the newly

released guidelines from Director General of Higher Education of the Republic of Indonesia No. 84/E/KPT/2020. This regulation requires lecturers to cover teaching materials, which gives students more opportunities to practice writing academic papers and journal articles. This is evident in some of the proposed learning materials, which include exploring literature, designing a research proposal, writing a research report, and updating yourself on academic papers and articles.

Tabel 5. Results on The Process Component

No	Indicators	Findings
1.	Teachers' preparation and	Good preparation and design of Indonesian learning
	design of the learning and	and teaching by lecturers. However, lecturers' course
	teaching process	outlines do not really match the newly released rules
		from the Director General of Higher Education of
		Indonesia (Document, Interview).
2.	The utilization of ICT, various	In addition to lecturing, lecturers utilize small group
	learning and teaching methods	and whole class discussions, mini-research projects,
		and mini-lectures. They use ICT in their teaching
		(Observation, Interviews)
3.	Student-lecturer interactions	Lecturers possess the ability to establish an
		environment in the classroom that is conducive to
		both learning and teaching (Observation, Interviews).
4.	The number of meetings for	Lecturers held 16 meetings in accordance with the
	the teaching and learning	regulation (Document, Interviews)
	process	
5.	Teachers' evaluation of	Lecturers evaluate and assess student learning via
	student learning	summative and formative assessments, including
		projects, academic papers, and examinations
		(Document, Interviews).

Another indicator of the process component evaluated in this research is the number of meetings and the teaching hours. It is evident from the document analysis and classroom observation results that the lecturers held the 16 meetings in accordance with the regulation. This is also evident in the interviews with students, as

can be seen in the statement: "We have sixteen meetings for this subject" (S.01). Similarly, lecturer participants also highlighted the same number of meetings for the subject as indicated in the excepts: "I teach the Indonesian language course sixteen times as required in the guidelines, which include midterm and final term

examinations (T.3). This implementation is in line with the required number of meetings in the newly released regulation from the Director General of Higher Education of the Republic of Indonesia, No. 84/E/KPT/2020.

In relation to the use of appropriate teaching methods, it is revealed from the results of observation that lecturers use various teaching methods such as lecturing, small group and whole class discussion, and mini research projects. This is also confirmed in the interviews with students, in which they unequivocally argue that the teaching methods frequently used by the lecturers are quite various. One student stated, "The classroom activities that our lecturer used were presentations from the presentations of papers from students, group discussions, and small projects" (S.03). In relation to the indicator of student-lecturer interactions, the results of observation show that lecturers are able to create a conducive classroom atmosphere for learning and teaching to take place. The lecturers provide students with more opportunities to do independent learning through whole-class discussion and small-group discussion. This line of thought was also raised during interviews with lecturers and department leaders.

Another indicator essential for the process component is the lecturers' implementation of assessment and the evaluation of student learning. The lecturers reported that they conducted assessment and evaluation of student learning through the implementation formative and summative assessments such as quizzes, academic papers, and projects. This includes the use of tests and projects for midterm

and final term examinations. This is evident in the following excerpt: "For the assessment of student learning, I tend to use individual or group projects for mid- and final semesters" (T.02). Similarly, another lecturer participant also raised that he gave an assignment to write an academic paper for the final project, as stated in the excerpts: "I ask the students to write a paper on their chosen topic as their final project" (T.05). The students also confirmed these forms of assignments and tasks from the lecturers. However, they brought up the issue of lecturers failing to provide feedback on their submitted assignments and tasks.

Product Component

As can be seen in Table 6, the researchers also examined the data pertaining to the product component indicator, which consists of the students' final projects in the form of academic papers or research projects, as well as their grades in the Indonesian language course. The results of document analyses revealed that the students' grades in this course are satisfactory. The average score they got was 3.64 out of 4.00. This figure suggests the students' overall score is very good. Some students, however, did not pass the course. The major reason is that they do not meet the required number of meetings. This is indicated in the following excerpts from lecturer participants: "Overall, the students did well in the course. They generally got 3.50 to 4.00" (T.4). Similarly, another lecturer indicates in her statement, "I generally gave them good marks for their hard work. Some students failed because they were lazy. They did not join the class as required in the regulation" (T.1).

Tabel 6. Rresults on The Product Component

No	Indicators	Findings
1.	Students' grades on the Indonesian	The students have achieved satisfactory ratings on
	language course	this course. They obtained an average score of 3.64 out of 4.00.

Discussion

Based on the findings derived from the analysis of various components encompassing the contextual aspect of the program, it can be inferred that the Indonesian language course program offered at the university aligns well with the context, as evidenced by its

compatibility with the institution's background, vision, mission, and the needs of students. The implementation of this Indonesian language course has a legal foundation, including the newly released regulation from the Director General of Higher Education of the Republic of Indonesia, No. 84/E/KPT/2020.

Furthermore, the interviews with students indicate their needs for the Indonesian language course, particularly in relation to how to express their ideas academically, both in oral and written form. This implies that Indonesian language courses in higher education contexts are essential, as also indicated in the study of Aryana et al. (2022). The Indonesian language course does not only trigger students' love for Indonesian as their national language but also helps them write academic papers and research reports (Purnamasari & Hartono, 2023). This suggests that this course can help students in the completion of other courses, i.e., in formulating and reporting the assignments of other courses. It is indicated that it is common for any course to ask students to write papers (Aryana et al., 2022). Students are required to express ideas in both written and non-written forms. But in the world of writing, there are still a lot of students who make mistakes in their writing (Gusnayetti, 2020). Thus, it is clear that this Indonesian language course is really fundamental and needed by the students in order to succeed in higher education.

With regard to the evaluation of the indicators related to the input component, the results are promising. It is possible to draw a conclusion regarding the competence of lecturers based on the findings of the analysis that lecturers have met the required criteria. This state Islamic university has qualified lecturers and meets the required criteria in the regulation. This is similar to the study conducted in Surakarta, in which the majority of students perceived that their lecturers in Indonesian language courses are qualified, have expertise, and have ample experience in conducting their teaching (Hidayah et al., 2021). These qualities are considered essential for the success of Indonesian language learning and teaching.

In addition, the number of facilities, funding, and learning resources for the teaching and learning process are generally considered adequate. The funding has been found to be well supported by a transparent budget and sufficient financial resources. As for the facilities and learning resources that contribute to the successful learning process, it can be inferred that the university possesses sufficient facilities to facilitate high-quality educational programs. However, there are still certain areas open for improvement, such as the absence of optimal

cooling systems in each classroom, which may hinder the creation of a conducive learning environment. This issue of facilities is also still a serious concern in other higher education contexts (Aryanika, 2015; Hidayah et al., 2021). These findings imply the need for better-quality facilities and learning resources in line with the current development of technology.

The evaluation of the teaching materials indicates that the student participants feel that it is very useful to support their success in other courses. The lecturers use integrated teaching materials, including the integration of higherorder thinking skills and Islamic teaching in Indonesian language learning (Rahmiati et al., 2019), which is in line with the vision and mission of this state Islamic university. These existing teaching materials, however, have not been updated to meet the new regulation. The materials still accommodate the previous regulation from the Director General of Higher Education of the Republic of Indonesia, No. 43/DIKTI/Kep/2006. The participants' main reason is that they were not aware of this new guideline. This similar condition was also evident in the study conducted by Rahmawati et al. (2022), where the lecturers did not use the latest guidelines because they did not know the information. This is in contrast to the study conducted by Aryana et al. (2022), in which their participants were fully aware of the new regulation from the Dictorate General of Higher Education. The possible explanation for this significant difference is that the latter institution is under the auspices of the Ministry of Education, while the former institution where the present study was conducted is under the Ministry of Religious Affairs. Thus, the latter might be provided with an earlier opportunity for socialization. This finding implies the need for lecturers to update their materials to meet the new regulation and at the same time suit the students' needs and education levels (Lestari. 2022).

Furthermore, the results of the document analysis also indicated various uses of teaching materials by lecturers, which is similar to Aryanika's findings (2015). She revealed that the development of the curriculum for Indonesian language courses lacks uniformity, resulting in a wide range of materials being delivered to students across different study programs within a single higher education

institution. This implies the need to redesign the course unit for the Indonesian language course and for each lecturer to teach students how to use Indonesian in both written and non-written forms. Every lecturer, regardless of whether they are teaching an Indonesian language course or another subject, should possess the competence to effectively and accurately teach the usage of the Indonesian language within the framework of their specific academic programs (Gusnavetti, 2020). This is the point where Ibda (2019) asserts Indonesian language learning at the university should be contextual, in addition to being oriented toward understanding language and its functions. The use of various language learning materials, such as videos, DVDs, and YouTube, is also essential in addition to coursebooks (Suwandi, 2018).

Several key issues could be highlighted in relation to the evaluation of the process component. Firstly, the lesson plans for the Indonesian language course have comprehensively organized through the design of a course unit (RPS) by each respective lecturer. Empirical evidence from classroom observations indicates that the implementation of the lesson plans consistently aligns with the predetermined measures outlined in the RPS. The materials provided for students suit the needs of university students. This is essential, as the Indonesian language course in higher education must be different from the Indonesian subject for high school students (Ibda, 2019). When the learning materials provided for students tend to be similar to the ones they have learned during their years in secondary schools, this makes them bored, less engaged, and less motivated during the teaching and learning process (Gusnayetti, 2020). This implies the need for lecturers to be well prepared in their teaching, including the preparation of their RPS as the guidelines for their teaching. Aryanika (2015) also found in her study that some lecturers do not prepare course outlines for their courses.

As for the use of learning and teaching methods, it can be concluded from the observations that the methods used by the lecturers in the teaching of Indonesian language courses are generally various and effective. They use various teaching methods, such as small and group discussions, small projects, and lecturing. This result of observation was also confirmed in

the interviews, in which some student participants indicated the use of interesting teaching methods. This is in contrast to a previous study by Rahmawati et al. (2022) that found some lecturers employ limited instructional approaches, such as the utilization of lectures and questioning techniques, which lack diversity in their teaching methodologies.

Effective implementation of teaching methods needs support from the other indicator of the process component, which is the use of ICT and teaching media. According to the observation, the lecturer is not yet very good at using information and communication technology (ICT) and different media tools for educational purposes. This means that these tools are not being used to their full potential to help students learn. They tend to use standard technology available in teaching, such as LCD projectors. The use of ICT and teaching media could, in fact, help teachers in their teaching. Indonesian language learning is insufficient with oral transmission of information. necessitating innovation and creativity in line the advancements in science and technology (Sujinah, 2020), particularly in the era where digital literacy is a necessity (Ariyati, 2020).

The next indicator is student-teacher relationships. The quality of the relationship between teachers and students, both within and beyond the classroom, is widely seen as positive. The findings of the observations indicate that both students and lecturers consistently uphold effective communication in order to engage in discussions pertaining to subject matter-related concerns. In the academic setting, it is important for both students and lecturers to maintain a sense of mutual respect in their interactions. The last aspect is student engagement during the teaching and learning process. Based on the findings of the observations, it can be inferred that students possess a commendable capacity to comprehend and actively engage in the learning process. This is evident in their ability to effectively follow the instructional content presented by the lecturers, as well as their active participation within the interactive learning environment.

Based on the results of the document pertaining to the attainment of students' learning outcomes in the final examination of the Indonesian language course, the average score

achieved was very good. They are able to write a standard academic paper as required for their final project. Based on the available data, it can be inferred that the implementation of an Indonesian language course in Islamic higher education institutions has successfully attained its stated objectives, as evidenced by the average score of 3.64 out of 4.00. This course is considered successful because it provides students with the necessary skills to write academic papers or reports that might be assigned in other courses.

CONCLUSION

The study aims to evaluate the learning of Indonesian language courses at one state Islamic university in Indonesia using the CIPP evaluation model. Based on document analysis, direct observation, and in-depth interviews with stakeholders, the results of the evaluation are overall good. The context evaluation shows that this course has a legal basis and is in line with students' needs. The input evaluation indicates the availability of adequate facilities, funding, and learning resources, including qualified lecturers. The process evaluation shows the existence of course outlines, the implementation of several teaching methods, and the assessment of student learning. The product evaluation shows a very good category, as seen in the average score of 3.64 in this course.

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Several essential aspects are recommended to enhance the quality of the Indonesian language course at this state Islamic university. Firstly, the need to update the teaching materials in the course outlines (RPS) to suit the newly released regulation. This course needs to provide more opportunities for students to practice their academic writing skills as well as their public speaking skills. Furthermore, there is a requirement to incorporate additional cuttingedge and diverse instructional approaches to stimulate and involve student learning, which encompasses furnishing students with valuable comments about their scholarly writing. Finally, there is a need to improve the existing facilities and learning resources to suit the current development of ICT and teaching media.

This research is subject to several This is case study research limitations. conducted at one state Islamic university in Indonesia, which means that the results could not be generalized to other state Islamic university contexts. Furthermore, this study involved limited data gathering techniques. This in-depth interviews, classroom observation, and document analyses. Therefore, we strongly recommend that future researchers include other methods of data gathering. This might include the use of surveys and questionnaires to cover larger participants, which could contribute to a better capture of Indonesian language learning in Islamic higher education contexts.

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