



Evaluating Class Programs to Improve Educational Quality at MTSN Kota Madiun (CIPP Evaluative Study)

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Abstract

This study aims to describe the results of classroom program evaluation using the CIPP evaluative approach. The research data were obtained through observation, interviews, and documentation. The data analysis technique used data reduction, data display, and conclusion. The results of this study showed that: (1) The *Context* evaluation included objectives, program legality, and environmental support at MTsN Kota Madiun. (2) The *Input* evaluation at MTsN Kota Madiun was human resources that were in accordance with the standards and sources of funds that came from the monthly dues of the students that had been agreed upon together. (3) The *Process* evaluation of the Program at MTsN Kota Madiun included a written test and interview selection process for the prospective students and several routes to be able to join the class program as desired, one of them was through the Try Out route organized by MTsN Kota Madiun. (4) The *Product* evaluation of the class program at MTsN Kota Madiun was besides academic achievement, there was also the achievement of the class program, i.e., the creations created and the development of self-potential based on the expertise of each class program.

Keywords: CIPP, Classroom Program, Evaluation Program

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INTRODUCTION

Quality has various definitions, from conventional to more strategic. The conventional definitions of quality usually describe the direct characteristics of a product, such as performance, constraints, ease of use, aesthetics, and so on. The strategic definition of quality is something that can fulfill the desires or needs of customers (meeting the needs of customers). Gasperz, in Vincent 2001, defines it as the totality of a product's characteristics that support its ability to satisfy specified or defined needs (Yusuf, 2015).

Improving the education quality of an educational institution is currently a top priority. This is the most important part of building a sustainable education. Therefore, educators must have a management principle in carrying out the level of change or development toward a qualified education (Ridwanulloh et al., 2022). The quality of education can be viewed from the benefit of education for individuals, communities, and nations or countries. Specifically, some people see the education quality based on the height and breadth of knowledge to be achieved by someone who takes an education. In the education process, the education quality is related to teaching materials, methodology, infrastructure, personnel, financing, environment, and so on. However, in educational outcomes, the quality is related to the school's achievements in a certain period of time, which can be in the form of academic ability tests, such as daily tests, report cards, national exams, and non-academic achievements, such as sports, arts, or skills (Suderadjat, 2005).

In accordance with the Law No. 20 of 2003 concerning the National Education System (SISDIKNAS) and Regulation of the Minister of National Education of the Republic of Indonesia Number 34 of 2006 concerning fostering achievements for the students who have intelligence potential or special talents, MTsN Kota Madiun provides a medium or facility to develop the competencies possessed by the students in the class program that aims to make them have more proficient and honed abilities after graduating from MTsN Kota Madiun by being accepted at the level of education that suits the desires of the students. Forming the potential of the students can ease the development of achievements and the value or quality of education in school so that it can be considered a highly developed school because it has the students who have the potential for high achievement and ability in the academic and non-academic fields (Mudhofir, 2012).

Management of school quality improvement needs to be implemented to improve the quality of education and the competitiveness of the school through granting authority in managing the school and encouraging the participation of school and community members in improving the quality of education. Academic superiority is expressed by the grades achieved by learners. Extracurricular superiority is expressed by the various types of skills that the students acquire during the extracurricular program. Outside of this framework, the output quality can also be seen from the life values followed, morality, encouragement to develop, and others that the students acquire during their education. Djaali (2014) specifically stated that the measure of education quality is (1) the graduate competencies indicated by the achievement of minimum essential basic competencies and (2) the quality of the learning process in the classroom and the education process in schools. From the above statement, it can be concluded that the quality of education is the highest value of the input, process, output, and outcome of education. In accordance with the fulfillment of national education standards, the quality of education is measured through evaluation, accreditation, and certification (Mutohar, 2013; Mastuhu, 2003).

Dessler defines quality as the totality of the appearance and characteristics of a product or service that relate to its ability to meet the needs sought. In other words, quality measures how well a product or service meets the needs of its customers. Improving the quality of education can be influenced by educational input factors and educational management process factors. Educational inputs are everything that must be available because they are needed for the continuance of the process. Educational inputs consist of all existing school resources. School components and resources, according to Subagio Admowidorio, consist of people, funds, facilities, infrastructure, and regulations (Mahmud, 2005).

Programs are activities designed to implement policies and are implemented for an indefinite period of time. The program is a series of activities that are carefully planned, and its implementation runs in a continuous process and occurs in an organization or institution that involves many people to help the process of sustainability of a program (Madjid, 1995).

There are four main elements to be categorized as a program Widiyoko (2013), i.e., a) Activities that are carefully planned or deliberated, not by individuals or only by one person, but the design of activities that are prepared with smart and careful thinking. b) The activity takes place in a sustainable

manner from one process to another. In other words, there is a connection between the previous and the future process; c) The activity runs in an organization or institution, both in formal and non-formal organizations, not including individual activities; d) The activity is implemented by involving a lot of people's help, not the activities of other people or other individuals (Hasibuan, 2000).

The definition of evaluation, in general, can be interpreted as a systematic process to determine the value of something (provisions, policies, decisions, performance, processes, people, objects, and others) based on certain criteria through assessment. Determining the value of something can be done by comparing criteria. Evaluators can directly compare general criteria and can also take measurements of something to be evaluated. Evaluation is the process of describing, obtaining, and providing information that is useful for assessing alternative decisions (Hasbullah, 1996).

Ahuja, as quoted by Yusuf (2015) stated that a program is a number of activities designed in an organized manner to create a set of results that will have an impact on solving specific problems or meeting necessary needs. So, it can be concluded that a program is a number of activities carried out in a planned and sustainable manner in an organization or institution that will have an impact on a problem that will be solved. The quality of education can be seen in terms of its relevance to the needs of society, whether or not graduates can continue to the next level and even get a good job, as well as a person's ability to overcome life's problems. The quality of education can be seen from the usefulness of education for individuals, communities, and nations or countries. Specifically, there are those who see the quality of education in terms of the height and breadth of knowledge to be achieved by someone who takes an education. In the context of education, quality refers to the process and results of education. In the education process, the education quality is related to teaching materials, methodology, infrastructure, personnel, financing, environment, and so on. However, in educational outcomes, quality is related to the achievements of schools in a certain period of time which can be in the form of academic ability tests, such as general tests, report cards, national exams, and non-academic achievements, such as sports, arts or skills (Hanafiah, 2004).

Evaluating the running program must be comprehensive from various aspects that are useful for determining decisions on the program being run, such as the process of collecting data and analyzing data so that it becomes a broader

and more comprehensive activity that is used to make important decisions related to the program or project to be assessed. In addition, there are several principles that must be carried out so that the evaluation can run optimally. The form of evaluation results is a recommendation from the evaluator to make a decision (decision maker) (Hanafi, 2013).

According to Suharsimi Arikunto, there are four possible policies that can be carried out based on the results of the evaluation of the program implementation, namely: a) Stopping the program because it can be seen that the program has no benefits or cannot carry out the objectives of the program; b) Revising the program, because there are parts that are not in accordance with what was expected and with the objectives of implementing the program; c) Continuing the program, because the implementation of the program shows that everything is running in accordance with the guidelines and objectives of program implementation provides useful results (Yasin, 2008); and d) Deploying the Program (implementing the program in other places, or repeating the program at a later time), because it is considered that the program works well. It is very good if it is implemented later in another place and time. School quality improvement management needs to be implemented to improve the quality of education and the competitiveness of the school through giving authority in managing the school and encouraging the participation of school and community members to improve its quality of education (Mulyasa, 2013).

METHOD

Researchers used evaluation research methodology. The evaluation used CIPP (context, input, process, and product) evaluation proposed by Stufflebeam. The CIPP model is based on learning by doing, which is a continuous effort to identify and correct errors that have been evaluated according to new procedures to maintain and implement highly effective practices. The CIPP evaluation model includes recognizing the institutional issues of evaluation in a systematic way and discussing the need for evaluation training by considering technical feasibility and adequacy (Damanhuri, 2014).

The researchers aimed to find and identify data related to the focus of research using the observation method so that the researchers were full observers, besides that the role of the researchers was as a complete observer. The presence of the researcher was also known by the subjects and informants. The researchers tried to explore data about class program evaluation using the CIPP

approach in this institution in order to get the information collected to be truly appropriate and guaranteed its validity.

Evaluation of the implementation of the class program at MTsN Kota Madiun used the CIPP evaluation model by looking at the four interrelated components. It was expected that this research would be an input in the implementation of the Classroom Program at MTsN Kota Madiun. The focus of evaluation research using the CIPP model in this study was as follows:

- 1). *Context* Evaluation is information related to the legality of the program, environmental support, and the purpose or focus of the class program.
- 2). *Input* Evaluation is information related to human resources that support and are involved in the classroom program.
- 3). *Process* Evaluation is information about the guidance of the class program implementation.
- 4). *Product* evaluation is information on the achievements that have been obtained by the students in the class program (Dakir, 2004).

FINDINGS AND DISCUSSION

After conducting this research, the researchers found many things that had been proven in the field, i.e., the class program that had been implemented by MTsN Kota Madiun in the form of program objectives, program legality, program support, human resources involved, curriculum and learning methods, infrastructure, implementation, and obstacles in the implementation of the class program so that the students got additional material in the form of a superior class program that had become the basis for the talents of the students' interests so that they could broaden their horizons, knowledge, and experience in participating in the class program.

Context Evaluation of Classroom Program MTsN Kota Madiun

This context evaluation assesses the entire condition of the current program, starting from identifying weaknesses and improving such as program objectives, program legality, and environmental support for the class program. Context evaluation can be used as an assessment of needs, problems, assets, and opportunities in the specified environment. These needs include determining the maintenance of things that are necessary or useful to fulfill objectives and determining the objectives to be achieved in relation to the mission of the

institution while adhering to ethical and legal standards. Context evaluation can affect the foundation or basis of class program provision and can then be maintained and used as an institutional icon as an advantage and an advantage of the program owned by an institution. According to Arikunto, the purpose of the program is to determine the achievement of the program with steps that have been carried out in several ways, including (Ariska et al., 2020):

- a. Determining the focus to be evaluated (focusing on the evaluation)
- b. Drafting the evaluation design (designing the evaluation)
- c. Collecting information
- d. Analysis and interpretation of information (analyzing and interpreting)
- e. Reporting information
- f. Managing evaluation

Evaluation of Input Classroom Program at MTsN Kota Madiun

The main objective of input evaluation is to determine how to utilize inputs in achieving program objectives. In the realm of education, input is like a new candidate for the students who will later join the class program at the school. However, they will be assessed in accordance with the procedure for admitting the new students by passing several tests and abilities in the academic and non-academic fields (Ayriza, 2008). With this goal, it is necessary to evaluate it in order to get input that is in accordance with the objectives of program implementation. Input evaluation has a particular focus on a particular program developed by educational institutions, such as human resources involved in the program, infrastructure that support the running of a program, sources of funds used to develop the program, and curriculum that aims to develop the material to be given to the students in accordance with the school recommendations.

Evaluation of the Classroom Program Process at MTsN Kota Madiun

Process evaluation is reviewing the organization's plans and previous evaluations to identify important aspects of the organization that shall be monitored (Hodiyanto & Susiaty, 2018). Evaluating the process of implementing the class program will be able to determine the extent to which the learning process run properly according to school regulations and have been conveyed properly to the students who should be obtained the class program material. The implementation of learning in the classroom program is carried out every day on active school days Monday-Saturday at 2 PM -3:30 PM with the provision that the students have to follow the material according to the selected class program

and follow until the end of the class program time, so the students can make the best use of their time by sharpening and developing the material that has been given in special programs.

Evaluation of Classroom Program Products at MTsN Kota Madiun

Product evaluation is a way of identifying and accessing outputs and benefits, both planned and unplanned, in the short and long term. Based on several definitions, it can be understood that evaluation activities compare what has been achieved from a program with what should be achieved based on predetermined standards or criteria (Idrus, 2019). In the context of program implementation, the criteria refer to the success criteria of its implementation, while the things that are assessed are the process and results to make a decision. Product evaluation can be used to see the level of program success. Then a decision is made whether the program is continued, postponed, improved, developed, accepted, or rejected.

Stufflebeam as cited in Tyas et al., (2018) explained that the purpose of product evaluation is to measure, interpret and determine the achievement of the results of a program, ensuring how much the program has meet the needs of a program group served. The function of outcome evaluation, then, is to help make decisions about the continuation, ending, and modification of the program, what results are achieved, and what is done after the program. The class program, as an icon owned by MTsN Kota Madiun, has the aim and result that the students can develop their abilities in the field of class programs that they have chosen so that from these results, the school can provide evidence to the student guardians and teachers that with the class program, the students can complete their assignments in morning subjects and additional material in the class program. This evidence can be shown by the achievements of the students in the academic and non-academic fields.

The low quality of graduates can cause various problems, such as graduates cannot continue their studies, cannot complete their studies at a higher level, cannot work, being accepted to work without experience or achievement, cannot keep up with the development of society, and cannot being a productive (Hada et al., 2021). Unproductive graduates will become a burden on society, add to the cost of life and the welfare of society and possibly become marginalized members of society. Therefore, the quality of human resources determines the progress of a nation's civilization. MTsN Kota Madiun has a superior school icon, i.e., a class

program that will be the flagship program for the students in the teaching and learning process and can develop the potential of the students in foreign language skills, mastery of technology, skills in preaching, *tilawaah*, and *tahfidzul qur'an*. It can be used as a provision to continue at the next level of education by sharpening the potential that has been previously owned and becoming a good achievement for the future.

Taylor, West, and Smith (2006) at the CSF (Central for the School of the Future) institute revealed the indicators of quality schools are: 1) Parent Support, 2) Quality of Educators, 3) Commitment of Learners, 4) School Leadership, 5) Quality of Learning, 6) Resource Management in Schools, 7) School comfort. The quality of education is related to the quality of graduates, teaching, guidance, and training from the teachers, and the quality of professionalism. This quality is related to the managerial quality of educational leaders. Limited funds, facilities and infrastructure, learning resource media facilities, and the educational environment are important factors in influencing the quality of education quality. The weakness of the quality of education has a high effect on the low quality of graduates. Therefore, the quality of education is important in the development of human resources, especially in educational institutions. It is mandatory that each school or educational institution has its own icon of excellence by creating the students with good quality and can compete with other educational institutions by highlighting the achievements that have been achieved and the students who have special competencies in the advantages possessed by the school. So that it can create the quality of graduates who can continue at the next level of education in institutions that have good quality and are able to compete scientifically and the ability of talent and interest (Amin, 2004).

The low quality of graduates can cause various problems, such as graduates cannot continue their studies, cannot complete their studies at a higher level, could not work, being accepted to work without experience or achievement, cannot be able to keep up with the development of society, and not productive. Unproductive graduates will become a burden on society, add to the cost of life and the welfare of society and possibly become marginalized members of society. Therefore, the quality of human resources determines the progress of a nation's civilization. MTsN Kota Madiun already has a school icon of excellence, i.e., a class program that will be the advantage of the students in the teaching and learning process and can develop the potential of the students in foreign

language skills, mastery of technology, skills in *khotibah*, *tilawaah*, and *tahfidzul qur'an*, resulting that it can be used as a provision to continue at the next level of education by further sharpening the potential that has been previously owned and become a good achievement for the future.

The quality of educational products will be influenced by how much educational institutions are able to optimally manage all potential, starting from the educational staff, the students, the learning processes, the educational facilities and the infrastructure, the finance, and the social interaction. In Indonesia, there are two educational institutions, i.e., General Educational Institutions and Islamic Educational Institutions. Islamic educational institutions are often considered backward and less advanced. Because of that, Islamic Educational Institutions need to change the conservative educational paradigm towards a new paradigm of education that is oriented towards a quality assurance system for academic community members. From the quote above, it is certainly very significant that the purpose of the class program at MTsN Kota Madiun is to provide more icons and benefits to the school so that it can provide quality assurance of education to the students by increasing academic and non-academic development. The learners will develop their abilities so they can help the school in providing excellence in their programs. Thus, in the realm of Islamic Education, they can compete with General Educational Institutions in terms of academic and non-academic. All of that depends on the innovation of each school, providing an icon, i.e., the advantages possessed by MTsN Kota Madiun that can create graduates who are able to compete with General Educational Institutions and has gained knowledge or provision in developing the talents and interests of the students in the class program material that has been given for approximately 3 years of study. Below are the tabled details of the program.

Table 1

Evaluation Components	Focus	Indicators	Reality
Context	Classroom Program Objectives Program Legality	School background on class program procurement	In accordance with the information presented by Mr. Bambang Wiyono, the principal, the superior class program is established since 2010, but it is still not optimal in its development, and there are still many shortcomings in it. Over time, the school sees a lot of potential students who are very competent when sharpen and developed in accordance to their talents, so MTsN Kota Madiun facilitates the students who have potential talents and interests by directing them to the superior class program.

Evaluation Components	Focus	Indicators	Reality
		School support for the implementation of the class program	From the results of interviews with the principal, that school support is in the form of facilities and infrastructure that will support the students in the process of developing the talents and interests possessed by the students and adjusted to the needs of the class program, especially in terms of delivering material and practice.
		School readiness in implementing the class program	The readiness of MTsN Kota Madiun in developing class programs can be seen from the readiness of adequate material, costs, and infrastructure according to the needs of the students and managers of superior class programs because each material in the class program has different needs from other classes. The materials and costs are adjusted to the needs of each class program.
		Decree on the Featured Class Program of MTsN Kota Madiun	Laws No. 20 of 2003 concerning the National Education System (SISDIKNAS) and Regulation of the Minister of National Education of the Republic of Indonesia Number 34 of 2006 concerning achievement coaching for the students who have special intelligence potential or talent. The existence of a Decree on fostering achievements for the students who have the potential for intelligence or potential talent interests is in accordance with the implementation and development of class programs at MTsN Kota Madiun, i.e., Bilingual Language Class (BLC), Multimedia Class (MMC) and <i>Hubbul Qur'an</i> Class (HQC) according to the needs of the class program students.
		Number of students for each level and class program	The number of students in the 2021/2022 academic year Class VII (409 students) Class VIII (377 students) Class IX (438 students)
	Environmental Support	Environmental support for the class program at MTsN Kota Madiun from several parties.	Environmental support to MTsN Kota Madiun is very good with the existence of a superior class program. In accordance with the statement of the principal that the request for a superior class program originated from deliberations with the student guardians, it means that they believe that our school is able to provide additional material or special material to support the ability of the students in the academic and non-academic fields. The enthusiasm of the students also shows that they are very able to follow the material provided to the students, especially in the class program.
Input	Human resources that support the development	Teachers involved in the class program learning	The school forms a superior class program manager with the aim of facilitating the teaching and learning process in the class program.

Evaluation Components	Focus	Indicators	Reality
	of class programs	Qualifications in the new students of the class program at MTsN Kota Madiun	The qualifications of the students are adjusted to the class program they will take, and the important point is being able to read the Qur'an properly and correctly, mastering English and having achievements at the previous level of education, and passing several tests before being declared accepted by the school.
	Infrastructure Facilities	Facilities that support the implementation of the class program	Facilities which are in the form of class program infrastructure are available and tailored to the needs of each class program. What is already available is a language laboratory for language development, a computer laboratory for IT development, and a mosque along with a pulpit for revival mullah training and recitation of the HQC students.
	Source of Funds	Source of funds for class program procurement	The existence of class programs is in accordance with the proposals of the student guardians and in collaboration with the school, so funds are held if there are events or activities related to the class programs students tailored to the needs of the students.
	Curriculum	Class program material	The materials provided to the class program students is in accordance with the agreement of the class program manager and tailored to the needs of the students at each level of the level and adjusted to the level of difficulty of the material and its practice in everyday life as additional material for class program tests and exams at the end of the semester.
Process	Class program implementation	Teachers integrated Lesson Plans	In reality, the material is still not integrated into the Lesson Plan, only in the form of material books adjusted to the program level.
		Teachers relate the content of the learning materials to the advantages of the class program.	The materials are adjusted to the needs of the students in the class program, so the school prepares additional books or materials to be developed in the teaching and learning process with the students.
		School develops the skills of the teachers and the students	The class program can develop the potential possessed by the teachers and the students. By increasing the class program material, the teachers have to adjust the ability and materials, so it can be conveyed properly to the students and they can develop

Evaluation Components	Focus	Indicators	Reality
		in the learning process of the class program.	their material well according to the teachings or additional material from the teacher who deliver it.
	Monitoring the implementation of class program learning	School follows-up the results of monitoring the implementation of classroom program learning	The principal provides regular evaluations to the teachers and especially to classroom program managers in the development and learning of classroom programs, which means that the principal is alert and responsive to the development of classroom programs, such as in terms of infrastructure and delivery of material to the students
	Obstacles found during the implementation of classroom program learning	Factors that hinder the implementation of the class program	There are several factors that hinder at this time, especially during the Covid-19 pandemic, where the students have not been able to receive material and development optimally, so the teachers had to deliver online material as much as possible so that the data is well conveyed and can be accepted by the students
Product	Learners' achievements and work in class programs	Learners' understanding of featured materials and class program subjects	The students' understanding of receiving class program material can be seen from the results of the work or competitions that they participate in or at certain events held by the school <ol style="list-style-type: none"> 1. Participating in various competitions 2. Achieving an average score above the Minimum Criteria of Learning for Mastery (KKM), which is above 65 3. Competing in academic and non-academic achievement
		Achievements of the students in the superior class program	The achievement of the students in developing class program material can be balanced with academic and non-academic learning in the morning, which means that the students can follow and complete their duties as MTsN Kota Madiun students who annually have grades above the average and passed every exam held by the school.

Efforts to improve the quality of education are issues that will continue to be discussed in the governance and management of education. Improving the quality of education is an effort that must be pursued continuously so that expectations for quality and relevant education can be achieved. Quality education is the hope and role model of all leaders of educational institutions. Everyone will certainly prefer to study at educational institutions that have a reputation for academic excellence. On this basis, schools must be able to provide

good service and quality to avoid being abandoned by the community and be able to compete with other educational institutions by highlighting the advantages of each institution (Suderadjat, 2005).

Hadis and Nurhayati (2010) explained from the macro perspective that many factors affect the quality of education, including curriculum factors, educational policies, educational facilities and infrastructure, application of information and communication technology in the world of education, especially in teaching and learning activities, learning methods, modern educational strategies and approaches, appropriate educational evaluation methods, adequate education costs, professionally implemented education management, trained, knowledgeable and experienced human resources. Quality is essential as part of the education process. The learning process is the goal of educational organizations. The quality of education is the quality of graduates and services that satisfy education-related parties. The quality of graduates is related to graduates who have good grades (cognitive, affective, and psychomotor), are accepted to continue to a higher level of quality and have a good personality. The quality of graduates is related to graduates who have good grades (cognitive, affective, and psychomotor), are accepted to continue to a higher level of quality, and have a good personality (Ernawati et al., 2020).

In terms of **contexts**, based on the Law No. 20 of 2003 concerning National Education System (SISDIKNAS) and Regulation of the Minister of National Education of the Republic of Indonesia Number 34 of 2006 concerning fostering achievements for the students who have the potential for special intelligence or talent, MTsN Kota Madiun has a superior class program for the students who have the potential or talent that was in accordance with the class program at MTsN Kota Madiun, i.e., the Bilingual Language Class program which has a superior program for mastering foreign languages, namely Arabic and English, Olympiad, and *tahfidzul qur'an*, then the Multimedia Class program specialized in the IT field, i.e., special material for video editing, graphic designing and *tahfidzul qur'an*, as well as the *Hubbul Qur'an* Class program, the majority of which is about developing religious knowledge, i.e., *khitobah* and *tilawah* as well as the *tahfidz* program which have a target of 3 *juz* in 3 years, which means that every year the students are required to complete 1 *juz*.

The principal develops this class program in accordance with the recommendations of the student parents who feel that with the class program, the students can develop their abilities well in accordance with the direction of

the teachers who have the ability or are adapted to the class program. In 2011, there were already a class program, i.e., MMC, but as the times expands and the number of the students increase, the school manage the class program better by adding facilities and infrastructure tailored to the needs of the students, such as language laboratories and computer laboratories for BLC classes and MMC classes and repairing mushola which is then a mosque at MTsN Kota Madiun as a facility and infrastructure for the students from HQC in cultivating their potential as revival mullah and readers of the holy Qur'an properly and correctly. With the various advantages possessed by MTsN Kota Madiun, the school has a face or brand image that is different from the others, i.e., by bringing up a superior class program that aims to facilitate and provide direction to the students who have potential by choosing a class program according to their talents and interests.

In terms of *input*, MTsN Kota Madiun has carried out input in accordance with the standards and provisions of school qualifications in admitting the new students by looking at the history of achievements from the previous education level, as well as tests carried out at the school in the context of admitting the new students, especially in the Bilingual Language Class program (BLC), Multimedia Class (MMC) and *Hubbul Qur'an* Class (HQC). In the admission test for the new students, this class program uses tests related to academic and non-academic abilities and can use achievement certificates for the students who have achievements at the previous education level. Thus, the school know whether or not the students who enroll in the superior class program deserve to be accepted in accordance with the criteria in the class program. Educators who provide additional material in the class program also have special expertise in the field or class program concerned. If the teacher is not in accordance with the classification of class program material, then he/she cannot provide material in the BLC, MMC, or HQC program classes. Facilities or infrastructures at MTsN Madiun City is in accordance with the needs in developing class programs used by the students.

In terms of *process*, the implementation of the superior class program in each program of MTsN Kota Madiun runs very well based on previous years. There has been many evaluations and improvements in the development of the superior class program. The implementation of the superior class program in Learning and Teaching Activity (KBM) runs in line with the morning KBM on the grounds, so the students can focus according to the material provided. In the morning KBM, the students can only study the material provided by the teachers

and the subject at that time. When it is 2 PM-03.30 PM, i.e., teaching and learning activities on class program material, the students are required to show their abilities or talents according to the material schedule. In its implementation, the class program manager has to make the classroom atmosphere different with the aim that the students are not bored with the classroom atmosphere occupied from the morning, i.e., by changing the rooms and using different methods or learning methods. The students during class program hours are free to be creative according to their own abilities.

In terms of *output*, the students can balance between obligations or morning KBM tasks and class program tasks. Thus, the students have to be able to divide their time so that it can be completed properly because each material will have an assignment and has to be completed according to the specified target. With additional tasks, the students can complete well so that the grades they get are also good in accordance with the KKM value of MTsN Kota Madiun and they all pass the semester, the class promotion, and the final school exam every year like the students in general. It is precise with their advantages that they can provide the best grades and achievements in the academic and non-academic fields because every year the students of the superior class program do not have any failures, so it can be concluded that the students of the superior class program can balance their duties and obligations in the morning KBM with additional material or assignments from the superior class program they choose. Product in the form of academic and non-academic achievements of the class program students can show that the school can provide good facilities and results from the superior class program they have. With its rapid development, it will be able to attract more people who want to join MTsN Kota Madiun.

CONCLUSION

The results of this study indicates that: (1) Context evaluation included objectives, program legality, and environmental support at MTsN Kota Madiun. (2) Input Evaluation at MTsN Kota Madiun includes human resources that are in accordance with standards and sources of funds that are purely from monthly student fees in accordance with the collective agreement. (3) Evaluation Process of the Program at MTsN Kota Madiun includes the process of selecting written tests and interviews of the prospective students and several paths to be able to take part in the class program as desired, one of which was through the Try Out path held by MTsN Kota Madiun, which in rank 1-3 will get a Golden Ticket and can directly join the class program according to their respective wishes. (4)

Evaluation Product of the class program at MTsN Kota Madiun is that in addition to academic achievement, there is also the achievement of the class program, i.e., the creation and development of self-potential in accordance with the expertise of each class program field. The low quality of graduates can cause various problems, such as graduates cannot continue their studies, cannot complete their studies at a higher level, cannot work, being accepted to work without experience or achievement, cannot be able to keep up with the development of society, and are not productive. Unproductive graduates will become a burden on society, add the cost of life and the welfare of society and possibly become marginalized members of society. Therefore, the quality of human resources determines the progress of a nation's civilization. MTsN Kota Madiun already has a school icon of excellence, i.e., a class program that will be the advantage of the students in the teaching and learning process and can develop the potential of the students in foreign language skills, mastery of technology, skills in *khotibah*, *tilawaah*, and *tahfidzul qur'an* so that it can be used as a provision to continue at the next level of education by further sharpening the potential that has been previously owned and become a good achievement for the future.

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