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Research Article

Evaluating an International Class Initiative Program in EFL Higher Education: A CIPP Model Analysis

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ABSTRACT

Purpose of the study: This study evaluated the implementation of the International Class Initiation (IKI) program within the English Language Education department at Universitas Pendidikan Ganesha (Undiksha) using Stufflebeam's Context, Input, Process, and Product (CIPP) model.

Methodology: This mixed-methods study operationalized CIPP framework. For Context evaluation document analysis was assessed to evaluate policy alignment. For Input Evaluation observation was done to assess the infrastructure and document analysis for assessing the curriculum. Process evaluation focused on instructional quality and EMI consistency collected through surveys. Product evaluation focused on measuring students GPAs as well as mapping students co-curricular achievements.

Main Findings: Context and input evaluations revealed positive alignment with Indonesia's Key Performance Indicators (IKU 8) and the university's vision, supported by strict selection criteria and improved classrooms. Process evaluation demonstrated high pedagogical clarity and consistent English instruction, though it highlighted an affective support gap by the lecturers. Product evaluation empirically proved: IKI students achieved significantly higher GPAs ($p < 0.05$), secured 38.9% of student awards despite a unequal class distribution ratio, and recorded 15 international mobility placements, including dual-degree programs.

Novelty/Originality of this study: This study's novelty lies in its multi-dimensional evaluation of an International Class Initiative. It uniquely integrates qualitative policy analysis and quantitative instructional surveys with empirical evidences of infrastructure, academic and non-academic achievements, and international mobility outcomes. This comprehensive approach offers a complete picture of how CIPP can be used to evaluate "Internationalization at Home" program.

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1. INTRODUCTION

In the landscape of global competition, higher education is not only expected to produce competent graduates, but also possess global employability [1]-[3]. In developing context like Indonesia, Ministry of

Education, Culture, Research, and Technology (abbreviated as Kemendikbudristek) consistently encourage universities to accelerate internationalization of study programs through Key Performance Indicators (abbreviated as IKU), especially IKU 8 which states the importance of the provision of internationally standardized and globally recognized study programs [4]. Moreover, this idea is relevant with SDG 4 which targets sustainable development, global citizenship, cultural diversity, and appreciation of different cultures [5], [6], [7]. However, internationalization is often constrained by physical mobility of students abroad caused by financial and geographical factors [8]. To mitigate these inequalities, Internationalization at Home (IaH) has emerged as a relevant solution [9]-[11]. IaH emphasizes the international academic climate integrated in the campus environment without needing students to go abroad [12]. By this approach, local students can gain exposure to global academic atmosphere, develop intercultural competence, and improve professional English proficiency.

Several studies demonstrated that internationalized classroom foster inclusive multicultural understanding [13], enhance cross-cultural learning dynamics [14], and sharpen English proficiency and critical thinking [15]. In response to this national and global mandate, Universitas Pendidikan Ganesha (Undiksha), as one of Indonesia's leading teacher training institutions (LPTK), launched the International Class Initiation (IKI) program within its English Language Education (ELE) department. Grounded in Undiksha's vision of becoming a leading Asian institution by 2045 based on the local Tri Hita Karana philosophy, the IKI program functions as an academic incubator. This appointment has given ELE academic and moral responsibility. As a study program producing future English teachers, it is responsible to provide not only pedagogical theories, but also global values [16]-[18].

Nevertheless, the success of this relatively new program cannot be simply assumed. A significant empirical gap remains in terms of the actual performance of this localized international initiative. Its long-term sustainability must be proved with authentic data rather than only regarded from institutional expectation. Consequently, there is an urgent need for a comprehensive evaluation that can simultaneously examine institutional policies, resource inputs, classroom process, and actual students' performance outcomes to map the IKI program's reality [19], [20].

To address this gap, this study utilizes Stufflebeam's Context, Input, Process, and Product (CIPP) model as a critical diagnostic framework to map actual program achievements and challenges to guide decision-making in a step-by-step manner [21], [22]. Through CIPP model, holistic feedback can be collected to determine whether this program is already on the right tract [23]. Extensive studies have demonstrated the utility of CIPP to evaluate internationalized educational context. Prior aplications of the model revealed that students generally expressed their overall satisfaction with internationalization program [24], while also critical weaknesses were found particularly regarding programme delivery, teaching resources, the balance of language skills taught and students work assessment [25]. Furthermore, empirical evaluations usig CIPP indicated that sustained alignment between program objectives and stakeholder expectations, efficient execution, and measurable outcomes are essential for long-term program success [26]. Through the application of CIPP's multi-dimensional evaluation model to the IKI program, this study moves beyond surface-level description and contribute meaningfully to evidence-based institutional strategy recommendation. Specifically, this research addresses the following four research questions:

RQ1 (Context). How well is the IKI program supported by institutional policies and context?
RQ2 (Input). To what extent are the program inputs adequate for implementation?
RQ3 (Process). How effectively is the instructional process implemented?
RQ4 (Product). What academic and internationalization outcomes has the program achieved?

2. RESEARCH METHOD

This was evaluation research aiming at comprehensively assessing the implementation of International Class Initiation (IKI) program in English Language Education Department Undiksha. The evaluation model used was CIPP [27]. Operationally, this research was conducted through the four components of CIPP as described in Table 1.

Table 1. Evaluation Components of IKI Program Implementation

Component	Evaluation Focus	Data Source	Data Analysis
Context	1. Policy Alignment	1. Rector's Decree No. 3049/UN48/DK/2020; and operational guidebook of IKI class implementation	1. Content analysis
Input	1. Curriculum readiness 2. Selection process	1. ELE Department Syllabus 2. Operational guidebook of IKI class implementation; and	1. Content analysis 2. Content analysis

Component	Evaluation Focus	Data Source	Data Analysis
	3. Facility	screening report 3. Physical classroom observation	3. Descriptive qualitative
Process	1. Instructional quality	1. My Teacher Questionnaire (N=37)	1. Frequency analysis
	2. English-Medium Instruction (EMI) consistency	2. EMI 1 – 10 rating (N=37)	2. Frequency analysis
Product	1. Academic outcome	1. Student GPA form IKI and regular classes (N=111)	1. Mann-Whitney U
	2. Co-curricular outcome	2. Student achievements (N=18)	2. Frequency analysis
	3. International mobility outcome	3. Student international mobility participations (N=15)	3. Frequency analysis

The context evaluation focused on the regulation which served as the legal foundation of IKI class implementation. The data were collected by using document analysis for the official institutional policy documents, such as Rector's decree and operational guidebook of IKI class implementation. These documents were analyzed by using qualitative content analysis. It was done to systematically identify the alignment and relevance of the program's legal framework with the university vision and mission. The input evaluation assessed the readiness of supporting the implementation of this program, which focused on three dimensions: curriculum, selection process, and physical facilities. The data of curriculum and selection process were analyzed by collecting related documents of syllabus and reports of selection process and results. The data were analyzed using content analysis to evaluate the feasibility of the curriculum and the objectivity of the selection process. Meanwhile, the facility data were collected through direct observation to the classroom to assess the quality of the physical conditions. The data were then analyzed using descriptive qualitative to provide an in-depth picture of international classroom standard.

The process evaluation assessed the dynamic of the IKI program implementation, which was evaluated through two dimensions: 1) instructional quality which data were gathered by using Mokken Scaling of My Teacher Questionnaire [28], and 2) how often English was used within the classroom by using a 10-likert scale English-Medium Instruction (EMI) consistency survey. The survey sample consisted of 37 IKI students across the 2nd, 4th, and 6th semesters. The data were analyzed descriptively using frequency analysis to describe the performance of the learning environment. The product evaluation measured the outputs and the outcome of the IKI program, which were reflected by two dimensions: GPA (Grade Point Average), students' achievements, and international immersion. The GPA data (N=111) were collected conveniently through IKI students (N=47) and regular class students (N=64), who served as the comparison group. The data were statistically analyzed by using the non-parametric Mann-Whitney U test to evaluate if there was a significant GPA difference between IKI and regular classes. Meanwhile, the co-curricular achievements dimension was assessed through document analysis of students' competition awards, academic recognition, both nationally and internationally (N=18). Finally, the international mobility outcomes (N=15) were systematically categorized by program type, host country, and duration.

3. RESULTS AND DISCUSSION

3.1 Context Evaluation

Context evaluation focused on legal context and the alignment with institutional policy and Undiksha's vision. Looking at the vision, "a leading university based on Tri Hita Karana philosophy in Asia by 2045", IKI program was explicitly designed as a stepping stone to achieve this. So, the program fully aligned with the institutional vision. Operationally, this program was regulated in Rector's Decree number 3049/UN48/DK/2020 about Guidelines for the Implementation of International Classes at Universitas Pendidikan Ganesha, 2020 *(Pedoman Penyelenggaraan Kelas Internasional Universitas Pendidikan Ganesha Tahun 2020)*. This guideline explicitly governed how this class should be run from various aspects such as curriculum, graduate competency standard, instructional content standards, instructional process standards, assessment process standard, standards for lecturers and educational staff, financing standard, and facilities and infrastructure standards.

Though it must be noted that these standards were rather comparable to the regular class's standards, with slightly internationalized indicators, such as:

1. "Instruction in international classes is delivered optimally in English, including all supporting resources," (instructional process standard)

2. "Further development of internationally standardized courses through regular evaluation leading to a joint degree program," (instructional content standard)
3. "Carried out in English," (assessment process standard)
4. "Classrooms with international standards for facilities, infrastructure, and cleanliness, with a maximum capacity of 20 students." (facilities and infrastructure standards).

In summary, the context evaluation showed that the IKI program was formally governed by Rector's Decree number 3049/UN48/DK/2020. While this guideline addressed the essential of academic management, the operational indicators do not deviate radically from the existing 'regular' guideline. Instead, given that Undiksha regarded this program as "initiative" (as the IKI name suggests), it was positioned as extension of the regular program with internationalized adaptations. Consequently, this regulation can be defined as flexible international model which maintained the continuity of the core educational standard of Undiksha.

3.2 Input Evaluation

In the input evaluation, the legal document revealed that the curriculum adopted for the IKI class in the English Language Education (ELE) department was identical to the curriculum of the regular program. However, this was intentional and did not stem from a lack of instructional design initiative. It can be justified by the nature of the ELE department itself. The baseline of the regular ELE program was already internationalized, as the medium of instruction, tasks, textbooks, and courses were all delivered in English. Since the core curricular substance already met the standards, the curriculum for IKI class did not require any adaptation, but rather focused on optimizing pedagogical delivery by using full English, selecting student inputs, providing international-standard facility, as well as international opportunity.

Focusing on the student admission and selection mechanisms, ELE Department maintained the quality input of the IKI students. Based on the regulatory guideline, the student intake process followed a hybrid pathway. First, it retained the regular admission process, and then students needed to apply for IKI selection process. The screening indicators comprehensively map out four vital input dimensions: 1) academic competence (English proficiency test), 2) international mobility program commitment, 3) financial readiness (may need self-funding for the international mobility), and 4) socio-cultural adaptability. Consequently, this multidimensional selection process ensured that the input of the IKI class comprises individuals who were not only academically proficient but also socio-economically and affectively prepared for international education standards.

Furthermore, the input evaluation revealed that the IKI class's composition is the combination of domestic and international students. The guideline regulated that international students enrolled in the university must be placed inside the IKI classes. This co-enrollment strategy improved the classroom input and Undiksha's dedication to *Internationalization at Home* (IaH). This student composition was proved during the 2024/2025 academic year, where IKI class included a full-time international student from Timor Leste. Moreover, the student's input is dynamic, which also accommodated inbound exchange students for short-term academic program. Most notably, ELE department, for 3 consecutive years, has been accommodating students from La Rochelle University, France, who took some courses in IKI classes. From an evaluative standpoint, this class composition transformed the classroom from a mono-cultural into an international learning environment expected by Undiksha.

From infrastructure standpoint, there was a significant contrast between IKI and regular classroom (Figure 1). Spatially, the IKI classroom was deliberately designed to have a maximum capacity of 20 students to optimize to student-teacher ratio and foster a higher engagement compared to the regular class which have 30-35 students' capacity. The students' desks and chairs in IKI classroom were also structurally sturdier and more comfortable. The facility inputs also reflected substantial upgrade. Unlike the regular classrooms which were equipped by multimedia projectors, IKI classrooms were outfitted with 65-inch smart TV, as well as dedicated computer and audio system.

Figure 1. Facility Differences between IKI and Regular Classroom

In addition to student input and infrastructure input, the readiness of human resource was also evaluated. The lecturers comprised the exact same academic staff who managed the regular classes. From a program evaluation standpoint, this did not indicate a compromise in instructional quality; rather, it magnified a highly prepared and inherently competent faculty input. Because the regular ELE program was already delivered in English, these lecturers already possessed the needed English communicative competence and cross-cultural pedagogical skills required for international education standards. Therefore, the staff development focused on optimizing internationalized teaching methodologies rather than basic English staff training.

In summary, the input evaluation demonstrates that while the IKI program's framework remained identical to the regular program due to the inherently internationalized nature of the English Language Education department, significant differentiation and readiness were achieved through administrative and material inputs. The program implemented a multidimensional student selection process. This process was enhanced by the integration of full-time international students and exchange students, creating an authentic global learning environment. Supported by highly ready teaching staff and significantly upgraded physical infrastructure, the institutional inputs were highly optimized. Consequently, the input evaluation of the IKI program provides a well-prepared foundation to translate its international objectives into actual classroom practice.

3.3 Process Evaluation

Going forward to Process evaluation, the assessment focused on the lecturers' teaching quality and English use in IKI class. To assess the empirical data of learning quality, a 6-point likert scaled survey adapted form Mokken Scaling of My Teacher Questionnaire [28] was distributed conveniently to IKI students from 2nd, 4th, and 6th semester (N=37). The result of the descriptive analysis is shown in Figure 2.

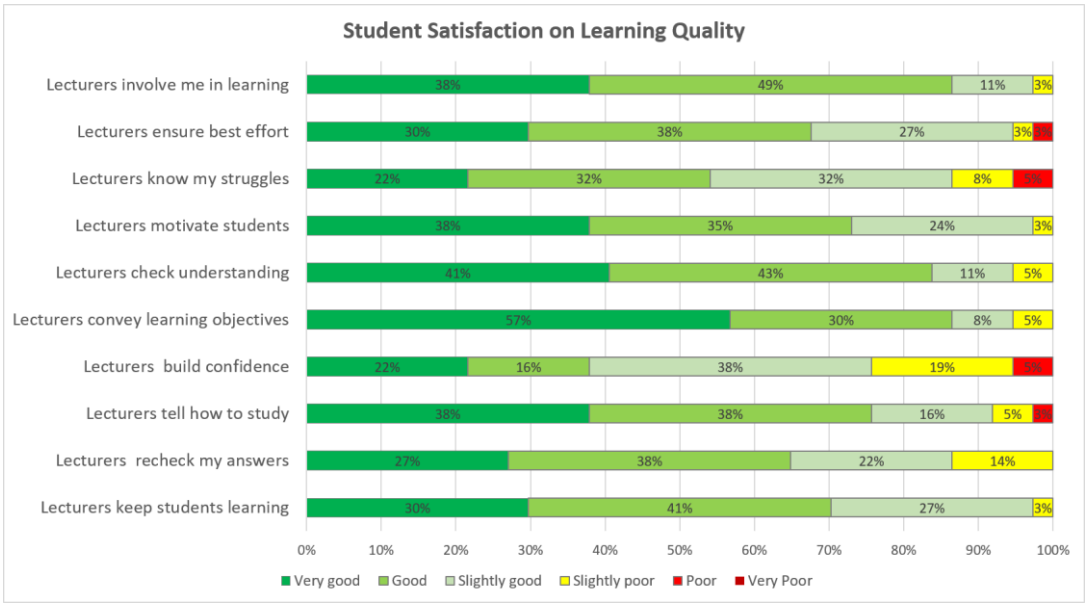

Figure 2. Student Satisfaction on Learning Quality

The empirical data indicated that that while the overall pedagogical process is satisfactory, notable discrepancy existed on some key areas which need improvement. On the positive side, lecturers demonstrated great ability in providing clear academic directions. This can be seen by the high rating combination of "Very Good" and "Good" for "lecturers conveying learning objectives" at 87%, and "lecturers checking student understanding" at 84%. Furthermore, active student engagement is actively supported, as students rated 87% satisfaction for "lecturers involving me in learning".

Conversely, the survey result indicated affective limitations that require closer monitoring. The most critical area of concern was related to psychological support and student empowerment. Specifically, the indicator "lecturers build confidence" showed the lowest satisfaction by the students, where only 38% of students rate it as positive ("Very Good" or "Good"), while 38% expressed indifferent perception ("Slightly Good") and 24% were dissatisfied ("Slightly Poor" and "Poor"). This affective limitation was followed by teacher empathy in which the indicator "lecturers know my struggles" was rated a combined 13% negative response ("Slightly Poor" and "Poor") and 32% marginal rating ("Slightly Good"). These findings imply that while the technical and administrative sides of teaching was highly optimal, the lecturers faced challenges in managing the affective barriers experienced by students in IKI class.

For the next step, the process evaluation focused on the consistency of lecturer's English-Medium Instruction (EMI) inside the IKI classrooms rated by the students (1 – 10 rating) as shown in Table 2.

Table 2. Students' Perceived Rating on English Medium Instruction (EMI) Consitency

EMI Rating (1–10)	Frequency (f)	Percentage (%)
10	7	18.90
9	13	35.10
8	12	32.40
7	2	5.40
6	1	2.70
5	2	5.40
Mean = 8.54; Median = 9.00		

Statistically, the data revealed a very positive consistency of EMI with a high mean score of 8.54. The majority of the students (86.4%) of the total sample (f=32), rated the pedagogical English consistency at a high level of 8, 9, or 10. The data indicates that at the operational level, lecturers successfully maintain a highly rich English environment which directly translated the policy guidelines into actual practice. However, a small but noteworthy findings, comprising 13.5% of the students (f=5), rated the consistency of English use at a more moderate level, ranging from 5 to 7. This variance implies that while lectures were mainly delivered in English, often, the code-switching back to Indonesian were still used in the learning process. These minor drops in consistency mainly occurred during the complex and challenging material which needed more clarification from the lecturers. Overall, the process evaluation confirms that the IKI program worked as a positive EMI environment, even though, to maintain full consistency remained an ongoing issue.

In summary, the main strengths of the instructional process were found in the lecturers' high pedagogical clarity, strong student engagement, and a highly consistent English-Medium Instruction (EMI), which effectively translated policy into real practice. Conversely, one critical area needing improvement was on the affective side of teaching. Student satisfaction was hindered by the lecturers' ability to build academic confidence and empathy toward learning struggles. Therefore, future interventions must strategically equip lecturers with affective teaching techniques to support the diverse emotional and psychological differences of students in IKI class.

3.4 Product Evaluation

The final stage of the IKI program evaluation was the process evaluation which focused on students' academic and co-curricular achievements. To measure the academic achievement, a sample of Semester Grade Point Average (Semester GPA) and Cumulative Grade Point Average (Cumulative GPA) scores were collected from 111 students from Regular classes (N = 64) and IKI classes (N=47). These two groups were compared to assess the output of the program as one of the success criteria. The regular classes were positioned as the benchmark. The non-parametric Mann-Whitney U test was used to evaluate the Semester and Cumulative GPA differences between the regular and IKI classes (Table 3).

Table 3. Mann-Whitney U Test Comparing Semester and Cumulative GPA between Regular and IKI Classes

Variable	Class	n	Mean Rank	Mann-Whitney U	Z-score	p
Semester GPA	Regular	64	47.88	984.5	-3.076	<0.05
	IKI	47	67.09			
Cumulative GPA	Regular	64	44.13	744.5	-4.484	<0.05
	IKI	47	72.19			

The inferential statistics revealed that the IKI class achieved a significantly higher academic performance compared to the regular class. For the Semester GPA, the IKI class achieved a mean rank of 67.09, which was higher than the regular class's mean rank of 47.88. The Mann-Whitney U test confirmed that this is statistically significant ($U=984.50$, $Z=-3.076$, $p<0.05$). Similarly, the Cumulative GPA of the IKI class accumulated a significantly higher mean rank of 72.19, compared to the regular class of 44.13 ($U=744.50$, $Z=-4.484$, $p<0.05$). From an evaluative perspective, these product outcomes demonstrated a real causal relationship within the program. The significant academic achievement in the IKI class indicates that the selective student inputs, the immersion of international students, and the improved infrastructures have successfully produced exceptional academic performance.

Moving forward to co-curricular achievements, the synthesis of 2026 (January to June) co-curricular achievements were analysed (Table 4). These achievements comprised from students' co-curricular recognitions both nationally and internationally.

Table 4. Distribution of Co-Curricular Achievements in 2026 (January to June)

Category of Achievement	Number of achievements (f)	Event Percentage (%)
Exclusive IKI Class	7	38.9
Exclusive Regular Class	5	27.8
Collaborative IKI and Regular	6	33.3
Total	18	100

Note: Ratio of total classes in ELE department is 1:6 (1 IKI class vs. 6 Regular classes per semester).

The synthesis revealed that out of 18 registered achievements, 38.9% were secured exclusively by the students in IKI classes, 27.8% were exclusively by the regular classes' students, and the other 33.3% were the collaboration of IKI and regular students. These statistics of IKI class co-curricular achievements were exceptional given that there was only 1 IKI class compared to 6 regular classes per semester in ELE department (1:6 IKI-regular class distribution ratio). Despite constituting only a very small fraction of the total classes, the single IKI class managed to outperform the combined achievements of six regular classes.

To further validate the global reach of the program's outputs, the product evaluation also shows the students' international mobility lists as shown in Table 5. The data includes 15 participations of IKI students in various overseas outbound achievements.

Table 5. IKI Students International Mobility

No	Participant (Initials)	Program Type	Place	Duration
1	DA	Degree Program	La Rochelle University, France	2 years
2	PP	Degree Program	MCUT, Taiwan	2 years
3	PDKM	Degree Program	MCUT, Taiwan	2 years
4	NLPSD	Degree Program	La Rochelle University, France	2 years
5	IGGPP	Degree Program	MCUT, Taiwan	2 years
6	FV	Short Program	Lithuania	4 months
7	NLES	Short Program	Thailand	1.5 months
8	PDKM	Short Program	Xiamen University, China	10 days
9	MDAW	Short Program	Xiamen University, China	10 days
10	NLES	Short Program	Thailand	10 days
11	NLES	Short Program	Philippines	6 days
12	NLPSD	Short Program	Taiwan	5 days
13	GYV	Short Program	Taiwan	5 days
14	KA	Short Program	Taiwan	5 days
15	IGGPP	Short Program	Taiwan	5 days

Table 5 shows both short-term academic exposures and degree program. Most notably, five exceptional students successfully advanced into the 3+2 Fast-Track Dual-Degree Program. In this accelerated program, students accomplished three years of their Bachelor's degree (S1) at Undiksha and followed by two years of pursuing a Master's degree (S2) at partner universities (Ming Chi University of Technology (MCUT) in Taiwan and La Rochelle University in France). During their fourth year of S1 program, these students followed an integration where they simultaneously continued their undergraduate requirements while actively engaging in their first year of S2 program abroad. The remaining ten participations followed short programs in Lithuania, Thailand, China, and the Philippines, with durations ranging from 5 days to a 4-month immersive study. Within the CIPP product evaluation framework, these exceptional academic and co-curricular achievements provide empirical verification that the IKI program successfully delivers its core internationalization promise, acting as a pipeline that promotes talented local students into world-class students.

This study used Stufflebeam's Context, Input, Process, and Product (CIPP) evaluation model [27] to systematically assess the implementation of the International Class Initiation (IKI) program in the English Language Education (ELE) department at Universitas Pendidikan Ganesha (Undiksha). By evaluating each dimension, this discussion focuses on how policy alignments, structural and material inputs, English-Medium Instruction (EMI), and student outcomes define the program's success.

Context Evaluation – Internationalization with Local Value in Mind

The context evaluation reveals a very relevant alignment between the IKI program's guideline (Rector's Decree No. 3049/UN48/DK/2020) and Undiksha's institutional vision of "becoming a leading university in Asia by 2045 based on the Tri Hita Karana philosophy". Nationally, this alignment directly supports the Indonesian Ministry of Education, Culture, Research, and Technology's Key Performance Indicators (specifically IKU 8), which require the internationalization of domestic study programs [29]. However, the findings also indicate that the operational indicators in the guideline do not deviate significantly from the regular academic standards. This approach is in-line with the fact that universities in developing countries often adopt flexible, adaptive international standards to maintain local academic continuity while progressively inserting global standards [30], [31]. By adapting existing guidelines rather than making a new one, it can minimize administrative barriers and ensures a fundamental standard of the institution [32].

Moreover, tying this transformation in the local Tri Hita Karana philosophy aligns with the idea of inclusive and sustainable internationalization [33]. Aligning local philosophy to the internationalization context can also avoid the "academic colonization" which is often associated with Western-centric educational system [34], [35], [36]. Instead, it can promote a global learning environment which is still grounded in local values [37]. The program also magnifies the idea of Internationalization at Home (IaH) which purposefully integrates international and intercultural contexts to the domestic learning environment [9]. This finding suggests that successful internationalization does not need to abandon local values, but it can be strengthened by integrating local philosophy to the internationalized institutional policies and practices.

Input Evaluation – The Interaction among Educational Ecosystems

The input evaluation highlights a significant difference in physical infrastructure. The IKI classrooms are designed by reduced class sizes and better technological tools. Roman et al. [38] stated that physical learning environments with smaller student-teacher ratios increased active learning [39], collaboration [40], and student engagement [41]. This infrastructure differentiates the IKI program from the regular track. The modern facility can transform the physical space into a catalyst for active learning environment [42].

The present findings magnify that infrastructure alone is not enough to explain program success. It suggests that the program's readiness goes beyond physical infrastructure. The interaction among selective student recruitment, international classroom composition, and supportive learning environments is significant to provide a more complete foundation to meet the objectives of the IKI program. Rather than running them independently, all of these inputs complement one to another in creating a conductive condition for English-medium learning and classroom interaction.

Process Evaluation – Balancing Cognitive and Affective support

The process evaluation presents a complex view of the learning environment. On one hand, the program shows positive pedagogical clarity and high English-Medium Instruction (EMI) consistency. This indicates that the lecturers successfully can maintain an English environment in line with a primary goal of the institutional policy. On the other hand, the survey showed a significant gap in the affective dimension of teaching. This finding is consistent with the idea emphasizing that EMI environment often brings language anxiety [43], [44], performance pressure [45], [46], and cognitive burden for students [47]. When instructors focus only on cognitive aspects of teaching, they may miss the emotional challenges that students experience [48]. Without affective support, it can reduce students' willingness to communicate [49].

The contrast between cognitive and affective aspects suggest that international classroom implementation involves more than linguistics and instructional competence. Equally essential is also affective support that helps students handle the emotional and psychological challenges which are very often associated with learning using foreign language. The balance between cognitive and affective aspects can contribute positively on their learning success.

Product Evaluation – From Institutional Ecosistem to Student Achievement

The product evaluation provides encouraging empirical evidence of the IKI program's success both academically and non-academically. From an evaluation standpoint, this performance points to a positive alignment of program inputs and processes. Positive learning environment can lead to better academic outcomes [50], [51]. When placed in smaller classrooms, these students benefit from increased individual attention and collaborative learning opportunities [52]. This positive outcome is also reflected in co-curricular achievements which demonstrates that the program serves as an effective academic incubator. It fosters a competitive, high-achieving environment that encourages students to participate in national and international competitions. Furthermore, the program's global reach is evidenced by its outbound international mobility records. The participation of fifteen IKI students in international programs, ranging from short-term study to the highly selective Fast-Track Dual-Degree programs, confirm that the program fulfils its internationalization goals. By facilitating these high-impact international transitions for domestic students, the IKI program successfully connects local talent with global academic opportunities. The combination of supportive institutional policies (context), adequate educational resources (input), effective instructional practices (process), and international opportunities for students appears to contribute to students' achievements (product). These findings suggest that meaningful educational outcomes are produced not by isolated interventions but by the interaction of institutional, pedagogical, and organizational factors in a coherent educational ecosystem.

The findings provide several implications for higher education institutions which implement Internationalization at Home initiatives. First, internationalization should be supported by institutional policies that align global objectives with local values. This integration can strengthen institutional identity. Second, universities should view IaH as educational ecosystems in which curriculum design, student selection, learning facilities, and classroom composition interact to support learning outcomes. Third, while the lecturers' cognitive and instructional competence is important, professional development of the lecturers should also emphasize affective pedagogical strategies that can build students' confidence, reduce language-related anxiety, and encourage active participation. Finally, continuous evaluation using comprehensive frameworks such as the CIPP model can support evidence-based internationalization program's decision making.

This study contributes to the growing literature on Internationalization at Home (IaH) by providing a comprehensive evaluation of an international classroom initiative by implementing the CIPP framework. The integration of qualitative and quantitative evidence gave a holistic assessment of institutional policies, educational resources, instructional implementation, and student outcomes. It offers a broad and complete perspective rather than studies which only focus on only one aspect of internationalization. Nevertheless, several limitations should be acknowledged. First, the study was conducted in one department at one Indonesian university, which may limit the generalizability of the findings to other university contexts. Second, the process evaluation data primarily relied on students' perceptions, which may be influenced by individual experiences bias. Third, the cross-sectional design of the evaluation only explored at one point of the program implementation. Therefore it cannot provide conclusions in terms of the long-term influence of the IKI program. Future studies should focus more on the evaluation of multiple institutions which implement IaH initiatives to improve the generalizability of the findings. Longitudinal research could provide broader conclusions of the sustainability of the program as well as the long-term effect. In addition, future evaluations should also discuss the perspectives from lecturers, administrators, alumni, international partners, and other relevant stakeholders to provide a more comprehensive understanding of the program effectiveness.

4. CONCLUSION

This study applied Stufflebeam's CIPP model to evaluate the International Class Initiation (IKI) program in the English Language Education department at Universitas Pendidikan Ganesha. The context evaluation confirmed positive alignment with the institutional *Tri Hita Karana* vision and IKU 8 by implementing flexible internationalization model. The input evaluation showed effective curriculum optimized for "Internationalization at Home" (IaH) idea by enrolling local and international students in the same classroom, and put them into technology-enhanced smart classrooms. The process evaluation revealed high pedagogical clarity (87%) and English-Medium Instruction (EMI) consistency (M = 8.54), yet identified an affective gap (only 38% satisfaction in confidence building). Finally, the product evaluation empirically proved program success: the IKI students demonstrated statistically better Semester and Cumulative GPAs ($p < 0.05$), got 38.9% of awards despite a highly unequal 1:6 IKI-regular class ratio, and obtained 15 outbound international mobility

placements, including prestigious 3+2 dual-degree program in Taiwan dan France. By integrating institutional policies, supportive educational ecosystems, effective instructional practices, and opportunities for international engagement, the program shows how Internationalization at Home can be implemented in the way that the global orientation of internationalization can be grounded in local educational values.

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AUTHOR CONTRIBUTIONS

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CONFLICTS OF INTEREST

The author(s) declare no conflict of interest.

INFORMED CONSENT STATEMENT

Institutional permission was obtained before data collection, and participants were informed about the purpose of the study. Participation was voluntary, and participant identities were protected through coding. All images in this article have been authorized and are the property of the authors.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

The authors declare that no artificial intelligence (AI) tools were used in the generation, analysis, or writing of this manuscript. All aspects of the research, including data collection, interpretation, and manuscript preparation, were carried out entirely by the authors without the assistance of AI-based technologies.

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