



Contextual Analysis of Bilingual Program at SD Muhammadiyah Jakarta: An Evaluative Case Study Based on the CIPP Model and Ecological Systems Theory

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ABSTRACT

This study aims to evaluate the implementation of the bilingual programme at SD Muhammadiyah Jakarta using the CIPP (Context, Input, Process, Product) evaluation model combined with Bronfenbrenner's ecological systems theory. This topic is important as it reflects the integrative efforts of Islamic-based education with the global need for multilingual competencies, particularly in the context of urban Islamic schools facing social, cultural, and policy complexities. This study employs a qualitative approach with an intrinsic case study design. Data were collected through classroom observations, in-depth interviews with students, teachers, school principals, and parents, as well as school documentation. Analysis was conducted thematically based on the CIPP dimensions and ecological systems. The findings indicate that the bilingual programme is implemented systematically with strong cross-system support, including active participation from teachers, principals, and parents. Translanguaging strategies have proven effective in helping students understand the material without neglecting Islamic values. These findings expand the application of the CIPP model and ecological theory in the context of values-based bilingual education. This research contributes to the development of a holistic evaluative approach and provides a policy basis for Islamic schools to implement contextual and sustainable bilingual programmes. Further research is recommended to adopt a longitudinal and mixed-methods design to strengthen the validity and scope of the findings.

Introduction

Bilingual education at the primary school level has become a strategic issue in both national and global education systems, particularly in response to the trends of globalisation, social mobility, and increasing demands for multilingual communication skills (Tochon 2009). In the Indonesian context, the trend toward adopting bilingual programmes is growing, from international schools and religious-based private schools to top public schools, as part of a strategy to improve graduate quality and national education competitiveness (Surdyanto 2018). Bilingual programmes are not only seen as a means of improving English language

skills, but also as a medium for enhancing global literacy, work competitiveness, and student readiness to face the challenges of the 21st century (Palacios-Hidalgo et al. 2021; G. Parra 2021). As the adoption of this programme increases, complexities in its implementation also arise, ranging from disparities in human resource readiness, lack of integrated curriculum models, to cultural resistance to the dominance of foreign languages in locally-based educational institutions (Huang et al. 2023). In Indonesia, despite strong momentum to expand bilingual programmes, few studies have comprehensively evaluated their implementation in private Islamic schools such as SD Muhammadiyah, which have unique characteristics in terms of values, culture, and institutional governance. This is important because the success of bilingual programmes in religious schools cannot be separated from the alignment between local values, learning strategies, and the social context in which the school operates (Wijayanti, Lestari, and Yulia 2018; Zein 2018).

In practice, the implementation of bilingual programmes requires systemic support that includes internal school policies, bilingual teacher competencies, the availability of teaching materials, parental support, and student readiness to access learning in two languages (Centeno et al. 2020; Palmer 2018). However, previous findings indicate that the implementation of bilingual programmes often faces structural and pedagogical challenges, such as insufficient teacher training, limited monitoring of the learning process, and a lack of formative evaluation-based studies that can provide constructive feedback for programme development (Ball et al. 2023; Creed, Filippi, and Holliman 2024). Specifically, in the context of SD Muhammadiyah Jakarta, bilingual programmes are often faced with the dilemma between the demands of globalisation and the preservation of Islamic identity, which indirectly shapes the direction and pedagogical orientation of the institution. In this case, the existence of bilingual programmes is not only a technical issue of learning, but also an ideological and sociocultural issue that requires a holistic and context-sensitive evaluation approach (Morais, Hübner, and Welp 2023; Morita-Mullaney, Renn, and Chiu 2020).

In response to this complexity, the CIPP (Context, Input, Process, Product) model-based programme evaluation approach is a relevant analytical tool, as it allows researchers to not only assess programme outcomes, but also to evaluate initial conditions, resources used, and implementation processes systematically (Stufflebeam, in Al-Shanawani, 2019; Umam & Saripah, 2018). This model has been widely applied in the context of formal education, including in the evaluation of bilingual programmes, teacher training, and competency-based curriculum development (Lee et al. 2024; Sari et al. 2024; Shih and Yuan 2019). However, most existing CIPP studies have focused more on structural and administrative aspects, while the ecological and contextual aspects that influence programme success have not been comprehensively examined. Therefore, a theoretical approach is needed to explain how various environmental systems—such as family, school, community, and macro policies—influence the success of bilingual programme implementation.

To bridge this gap, Bronfenbrenner's ecological systems theory serves as a highly relevant theoretical framework. This theory explains that individual learning and development are influenced by five interacting environmental systems: the microsystem (classroom and teacher), mesosystem (relationship between home and school), exosystem (educational institution policies), macrosystem (cultural and religious values), and chronosystem (time and policy changes) (Renn and Smith 2023; Vital and Yao 2023). In the context of bilingual programmes, this theory can explain how student success is not only determined by the curriculum and teachers but also by a broader social support structure. However, integrative studies combining the CIPP evaluation model with ecological systems theory in the context of Islamic primary schools in Indonesia remain very limited. Yet, such an approach could yield a more comprehensive and applicable understanding of the dynamics of implementing bilingual programmes in value-based schools such as Muhammadiyah.

Previous research by Centeno et al., (2020) and Morita-Mullaney et al., (2020) shows that the success of bilingual programmes is greatly influenced by the complex interaction between school policies, teacher competence, and student readiness to use two languages. Meanwhile, Palmer, (2018) emphasises the importance of teachers as agents of social change in fostering multilingual and multiliterate awareness. However, these studies were generally conducted in the context of developed countries or international schools, and thus do not reflect the unique challenges faced by urban Islamic schools in Indonesia, which combine religious missions with modern educational practices. This is reinforced by the findings of Wijayanti et al.,(2018), which highlight the need to adapt the bilingual curriculum to align with local values and student needs. Additionally, research by Vogel et al., (2020) and Parra et al., (2021) shows that the success of bilingual programmes not only impacts academic achievement but also the development of intercultural competencies and work readiness. This fact further underscores that evaluating bilingual programmes requires a cross-dimensional approach that considers not only inputs and outputs but also processes, contexts, and accompanying social interactions.

Unfortunately, to date, no evaluative studies have explicitly integrated the CIPP approach and ecological systems theory in evaluating bilingual programmes in urban Islamic primary schools. Yet, this combined approach holds significant potential for generating findings that are not only descriptively accurate but also contextually and strategically meaningful in supporting the development of values-based bilingual education policies. The absence of such studies creates a significant literature gap, particularly in understanding how bilingual policies are transformed into effective classroom practices in a social environment rich in religious values and global expectations. Thus, this research is of high urgency, not only to expand theoretical understanding of educational programme evaluation but also to provide a strong empirical basis for decision-making at the school and local policy levels.

This study is also expected to contribute to methodological innovation by introducing an evaluative analysis approach that combines two major theoretical models, namely CIPP and Bronfenbrenner's ecological system, in the context of contemporary Islamic education.

Practically, the results of this study can serve as an important reference for school principals, teachers, foundation managers, and education policymakers in designing, implementing, and evaluating bilingual programmes in a more contextual, participatory, and sustainable manner. Furthermore, this study also has the potential to enrich the discourse on bilingual education in Indonesia, particularly in developing policy models that are adaptive to local dynamics while also responsive to global demands. Thus, this research is not only academically important but also strategically relevant in the context of transforming the education system towards integration between quality, values, and diversity.

Based on this background, the primary objective of this research is to evaluate the implementation of a bilingual programme at one of the Muhammadiyah primary schools in East Jakarta using a combined approach of the CIPP evaluation model and ecological systems theory. This study aims to identify the contextual, input, process, and outcome factors that influence the success of the programme, as well as to examine the systemic interactions between the social, cultural, and institutional environments in supporting the effectiveness of bilingual learning. The findings of this study are expected to provide an in-depth and data-based overview of the challenges and opportunities in the implementation of bilingual programmes in urban Islamic schools in Indonesia. The research question in this study is: How effective is the implementation of bilingual programmes in Muhammadiyah primary schools in East Jakarta based on the CIPP evaluation model and ecological systems theory? This question will be further elaborated into sub-questions related to contextual factors, inputs, implementation processes, and programme outcomes, as well as how the five systems in ecological theory influence the implementation. With this clear and focused formulation, the research is expected to contribute conceptually and practically to the development of bilingual education that is relevant to the socio-cultural context of Indonesia.

Research Methods

This research methodology uses a qualitative approach with an intrinsic case study design based on the theory of Robert E. Stake (1995). This approach was chosen based on the research objective, which is to gain an in-depth and contextual understanding of the implementation of a bilingual programme in a specific educational institution. The qualitative approach aligns with the interpretive paradigm, which emphasises subjective meaning, participant experiences, and social interactions within an educational context. The data collected is narrative and descriptive, obtained from primary sources such as in-depth interviews with the school principal, teachers, students, and parents; participatory observation in bilingual classrooms; and document studies such as syllabi, programme reports, and school policies.

Data collection methods were conducted using three main techniques. First, semi-structured interviews were used to explore the perceptions, experiences, and evaluations of education stakeholders regarding the bilingual programme. Second, participatory observation was conducted to directly observe bilingual learning practices in the classroom, including teacher-student interactions, language use, and learning dynamics. Third, documentation studies were conducted on internal policies, curriculum guidelines, and activity reports to understand the inputs and implementation processes of the programme. Purposive sampling techniques were used to select key informants relevant to the

programme's implementation, while snowball techniques were used to expand the scope of informants when necessary. Data validity was ensured through source triangulation, member checking, and audit trails of the analysis process.

Data analysis was conducted using thematic analysis techniques based on the CIPP model. The process included four stages: (1) transcription and organisation of field data, (2) open coding based on CIPP themes and ecological systems, (3) categorisation and development of sub-themes, and (4) data interpretation based on the theoretical framework (Stufflebeam 2003). In data processing, Nvivo software was used as a tool. Analysis results will be interpreted contextually by combining evaluative (CIPP) and systemic (ecological theory) perspectives to produce findings that not only describe programme effectiveness but also the socio-cultural dynamics that influence it.

The research procedure comprises five main stages. The first stage is planning, which includes proposal development, ethical approval, and instrument testing. The second stage is data collection in the field, conducted in stages according to the school's schedule and participant readiness. The third stage is data processing through transcription, verification, and organisation of qualitative data. The fourth stage is data analysis using a thematic approach. The final stage is reporting the results in the form of a scientific narrative, including critical reflections on the research process and findings. This methodology is designed to maintain the reliability of findings while remaining flexible to field dynamics, and to anticipate challenges such as limited access, informant bias, or data sensitivity, adhering to strict research ethics principles.

With this methodological framework, the research is expected to produce in-depth, valid, and contextually relevant findings in explaining the successes and challenges of bilingual programmes in urban Islamic primary schools. The results will not only enrich the literature on educational programme evaluation but also contribute to the development of bilingual education policies and practices that are more responsive to the social, cultural, and local values of the context.

Findings

This study evaluates the implementation of the bilingual programme at SD Muhammadiyah Jakarta based on the four evaluative dimensions of CIPP (Context, Input, Process, Product) by Stufflebeam (2003) and Bronfenbrenner's ecological systems theory framework (Bronfenbrenner 1979). The main results show that the programme has been implemented systematically with support from various educational actors. The findings reflect the alignment between the program's objectives and the institution's needs, resource readiness, translanguaging-based learning strategies, and initial achievements in terms of students' basic linguistic skills. Positive interactions between the micro (classroom), meso (home-school relationships), and macro (Islamic values) systems were found to be important factors in the program's success.

Findings Based on the CIPP Evaluation Model

1. Context

The bilingual programme at SD Muhammadiyah Jakarta was developed to integrate Islamic values with students' global skills through English language proficiency. The principal (Ms. S) explained that, *'We want students to have Islamic character but also be able to compete in*

the global world. That is why bilingualism is very important.' This statement is supported by the class teacher (Ms. W), who stated, *"We incorporate Islamic values into language learning, for example, by continuing to recite prayers before lessons even when the Science subject uses English terminology."*

From the students' perspective, 13 out of 15 students expressed enjoyment in learning with two languages, finding it fun and providing new experiences. For example, Student R said, *"I like English because I can sing funny songs and say colours like red and green."* Meanwhile, observations revealed that the classroom had a bilingual visual atmosphere: the lesson schedule was written in two languages, labels on classroom objects used both Indonesian and English, and the teacher greeted the class with *"Assalamu'alaikum, good morning class."* From the results of interviews with the school principal and teachers, student statements, and observation results, it is evident that the school environment actively supports the simultaneous implementation of Islamic values and bilingualism. Teachers consistently incorporate Islamic greetings into classroom interactions and maintain local cultural ethics. The school environment and institutional culture support the creation of a conducive learning context for bilingual education.

2. Input

The class teacher (Ms. W) stated that she had participated in basic bilingual training, although it was not sufficient to design bilingual materials independently. Currently, we are working with Pearson Edexcel, so the mathematics and science textbooks and teaching materials refer to their curriculum. In an interview, she said, *'I have participated in basic training, but I want more technical and thematic training in line with the Pearson Edexcel curriculum.'* The principal (Ms. S) mentioned that the school has provided *"bilingual mathematics and science textbooks, flash cards, LCD projectors, visual dictionaries, and educational videos."*

Parents also demonstrated their involvement in supporting this programme. One parent (Ms. D) mentioned, *"I often attend parent-teacher meetings, and we also have a communication book and a WhatsApp group. Usually, the teacher explains the theme for the week, and we help review it at home."*

Using a triangulation approach, the findings on the input dimension in the implementation of the bilingual programme at SD Muhammadiyah Jakarta show consistency in the data from various parties. First, the results of interviews with teachers and the principal indicate that the school has provided various supporting resources such as bilingual thematic books, vocabulary cards, visual dictionaries, animated media, and multimedia devices to support the bilingual learning process. Teachers also revealed that they had undergone basic bilingual training, although they felt they still needed further capacity development that was more applicable and specific to the needs of first grade. Second, from the parents' perspective, testimonials were obtained that supported these findings. Some parents stated

that they received regular information about their children's bilingual activities through parenting activities and communication forums between the school and parents. Third, school documentation such as teacher training schedules and lists of bilingual learning aids indicate that systematic efforts have been made by the school to provide adequate input. However, these three sources also consistently emphasise that strengthening teacher professionalism through advanced thematic training remains a key need to ensure that the quality of programme implementation can continue to improve sustainably.

3. Process

Bilingual learning is conducted using a translanguaging approach, where the teacher presents the material in Indonesian and then inserts English terms. The teacher (Mrs. W) gave an example: *"When learning about body parts, I say 'this is hand, in English: hand'-and I ask students to repeat it."*

Classroom observations showed that this strategy was positively received. The observation noted: *"Students are seen actively imitating the English terms taught, especially when singing songs or playing guess the picture."* One student (S) stated, *"Miss said 'stand up', then I understood what it means."*

In terms of collaboration, small group activities are being implemented, but student communication is still predominantly in Indonesian. The teacher stated, *"We have not targeted students to speak full English, the important thing is to be familiar first."* Based on the results of observations and interviews with teachers and students, it confirms that the process is running according to the initial design of translanguaging but has not yet reached the active use of English widely.

4. Products

From the results of interviews and documentation of learning outcomes, it was found that students showed progress in recognising basic vocabulary, especially in the themes of colours, numbers, animals, and body parts. Eleven out of 15 students were able to name more than 10 words in English independently. An example of a student quote from R1 states, *'I can say colours: red, blue, yellow. And animals like cat, dog, rabbit.'* Additionally, 8 out of 10 parents interviewed stated that their children began to show increased confidence in using English, even at home.

In terms of affective aspects, students showed high enthusiasm for bilingual activities. Teachers stated that students' courage in responding in English increased after three months of implementing the programme. Activities such as English Day and Storytelling Sessions at school also encouraged active student participation.

Findings Based on Bronfenbrenner's Ecological Systems Theory

The thematic analysis procedure in this study was conducted with the help of NVivo software, which was used to organise and interpret qualitative data based on Bronfenbrenner's ecological systems theory. In the initial stage, all collected qualitative data

(including transcripts of interviews with students, teachers, principals, parents, and classroom observation results) were fully transcribed and converted into a digital format compatible with NVivo. Each file was assigned a unique identification code to maintain clarity of source, such as G-01 for the first teacher or S-03 for the third student, to support data tracking during the coding process.

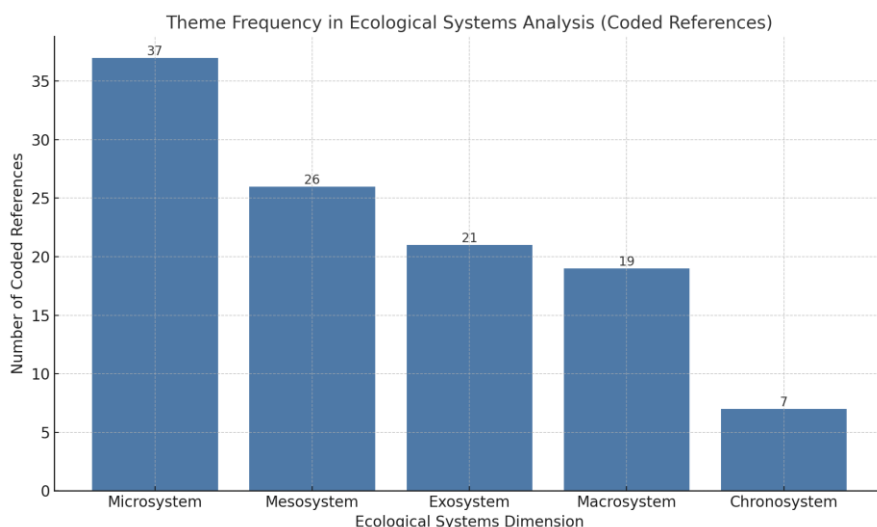
The next step was the creation of category nodes in NVivo. Five main nodes were formed based on the five dimensions of the ecological systems theory: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Each of these nodes is then developed into more specific sub-nodes. For example, within the microsystem node, sub-nodes such as 'teacher-student interaction' and 'use of visual media' are created, while in the exosystem node, sub-nodes such as 'foundation support' and 'school principal supervision' are created. This structure is designed to map the dynamics of the environment that influence the bilingual learning process holistically.

The coding process was conducted combinatively—both manually and using NVivo's auto-code feature—on each relevant data segment. Each quote or narrative that conveys a specific meaning is coded into the corresponding node. For example, a quote from a teacher stating, "I teach by incorporating English terms every day," is coded into the Microsystem – Teacher Practices node. This process enables accurate mapping of theme distribution while preserving the context of each participant's quote within their respective ecological systems.

After all data were coded, NVivo automatically generated coding frequency statistics, i.e., the number of references collected under each node. The results showed that the microsystem dimension had the highest frequency (37 references), followed by the mesosystem (26), exosystem (21), macrosystem (19), and chronosystem (7). These results indicate that direct interactions within the classroom and teacher practices were the most central aspects discussed by participants and observed by researchers during the data collection process.

The visualisation of these analysis results is presented in the form of a bar chart illustrating the intensity of themes based on the five dimensions of the ecological system. The dominance of the microsystem highlights the importance of the classroom as the centre of bilingual dynamics—where translanguaging practices, the use of visual media, and teacher-student interactions serve as the primary driving forces. The mesosystem and exosystem dimensions indicate that collaborative relationships between schools and homes, as well as the role of internal school policies, also contribute to the programme's success. Meanwhile, the macrosystem shows how cultural and religious values remain embedded in the implementation of the programme, ensuring that bilingual education does not erode students' Islamic identity. The chronosystem is still limited due to the short-term nature of the research; however, the data shows a trend towards long-term planning and institutional intent to strengthen and continue the programme, indicating strong potential for future longitudinal studies.

The following diagram illustrates the results of data processing using the help of NVivo qualitative analysis software :



a. Microsystem (Classroom and Teachers)

Teachers play a central role in creating an inclusive and enjoyable bilingual learning environment. Observations show positive interactions between teachers and students, the use of visual media, and student involvement in simple discussions. Teachers use a mixture of verbal and visual methods to deliver material. The classroom is also designed as a dual linguistic space with Islamic nuances, where posters and teaching materials support the concept of bilingualism while instilling religious character.

b. Mesosystem (School and Family Relationships)

The relationship between the school and parents is quite active. Parents participate in parenting activities, engage in 'English at Home' activities, and receive learning guidelines from the school. Of the 10 parents interviewed, 7 reported that their children brought home new vocabulary and shared their learning activities in English. One parent (R.A.) mentioned, 'My child can now say "Good morning, Mom!" and sometimes asks about vocabulary using pictures.'

c. Exosystem (Institutional Policies)

The school principal actively oversees the implementation of the programme and provides training and supervision. School policy stipulates that the bilingual programme is part of strengthening the school's graduate profile. The school principal also stated that the support of the foundation and the role of the school committee are crucial in ensuring the sustainability of the programme. For example, the provision of learning aids and the planning of further training for teachers are the result of coordination between the school and the foundation.

d. Macrosystem (Cultural and Religious Values)

Islamic values remain the main foundation in the implementation of the bilingual programme. Teachers continue to use Islamic expressions such as 'Assalamu'alaikum,' 'Bismillah,' and daily prayers in every learning activity. In interviews, 5 out of 6 teachers said that they 'do not just teach language, but also manners.' Students also emphasised that they are taught to remain polite and respectful towards teachers even when learning in English.

e. Chronosystem (Long-Term Changes)

As this research is short-term, the chronosystem aspect cannot yet be fully evaluated. However, based on interviews with teachers and the principal, the bilingual programme has been running for two years and shows an upward trend in student engagement and quality of implementation. The principal plans to strengthen the programme in the medium term through curriculum development and further training.

Discussion

1. Consistency of Findings with Evaluative and Ecological Literature

The main findings of this study indicate that the implementation of the bilingual programme at SD Muhammadiyah Jakarta has been systematic and contextual, supported by the involvement of various stakeholders in the educational environment. These results are consistent with the CIPP evaluation framework, which emphasises the need for synergy between context, inputs, processes, and products in assessing the effectiveness of educational programmes (Umam and Saripah 2018; Sari et al. 2024). From a contextual perspective, the alignment between the school's vision and the objectives of the bilingual programme—namely, to develop globally competent Islamic students—reflects a local interpretation of educational globalisation, as discussed in the studies by Palacios-Hidalgo et al., (2021) and M. E. G. Parra et al., (2021). Meanwhile, the use of a translanguaging approach by teachers supports the literature by Morais et al., (2023), which emphasises the importance of flexible bilingual learning practices that are sensitive to students' linguistic and cultural contexts.

More broadly, these findings reinforce the concept of additive bilingualism proposed by Cummins and García, namely that mastery of a foreign language does not have to come at the expense of students' mother tongue or cultural identity (Alvear 2018). In the case of SD Muhammadiyah Jakarta, the integration of English into learning is done without shifting the dominance of Islamic and local values. This is evident in the use of Islamic greetings in learning, as well as curriculum guidelines that combine English language material with religious content. The consistency between school strategies and macro-system values reinforces the findings of Morita-Mullaney et al., (2020), who emphasise that fair and effective bilingual education policies must be contextual and responsive to community norms.

2. Expanding the Evaluation Model through an Ecological Perspective

The integration of Bronfenbrenner's ecological systems theory in this evaluation provides a deeper understanding of systemic interactions in bilingual education. Findings indicate that the success of the programme is not only determined by the quality of teaching

(microsystem) but also by the relationship between the school and the family (mesosystem), institutional support (exosystem), and cultural-religious values (macrosystem). Parental support in English Day at Home activities, their participation in parenting seminars, and the involvement of teachers and school principals in curriculum development demonstrate high social cohesion between systems. These findings align with Vital & Yao, (2023), who state that effective educational practices are influenced by cross-system interconnections in the learning environment.

This study also highlights that the active involvement of school principals in pedagogical supervision and reflection strengthens the position of the exosystem as a structural supporter in bilingual education. This involvement reflects Palmer, (2018) findings regarding the role of educational actors as agents of social change in building a school culture that supports multiliteracy. In this context, the bilingual programme is not merely viewed as a linguistic strategy but as a systemic approach to shaping a learning ethos and collective participation. This expands the scope of the CIPP theory, which has been more focused on structural aspects, into an analytical tool that can capture the social and cultural dynamics in programme implementation (Shih and Yuan 2019; Suri and Hariyati 2024).

3. Discrepancies and Contextual Analysis

Although the research results generally support the existing literature, there are several important differences. One of these is the limited use of active English by students in spontaneous oral interactions. This is not entirely consistent with the findings of Centeno et al., (2020), which show that bilingual programmes significantly improve academic achievement at the primary school level. In the context of SD Muhammadiyah, students' cognitive achievements are still limited to basic vocabulary and the use of simple phrases. This difference may be due to differences in teaching approaches, namely context-based translanguaging rather than full immersion as in Centeno's study. In addition, factors such as student age, mother tongue background, and cultural preferences may also influence students' level of confidence and engagement in using the second language.

Another disparity arises at the level of teacher readiness. Although they have undergone basic training, most teachers admit that they have not received more practical advanced training. This indicates imperfections in the input dimension, as also criticised by Creed et al., (2024) and Huang et al., (2023), who highlight the importance of continuous training and strengthening the professional identity of bilingual teachers. Although there are school initiatives to support teacher development, resource and time constraints remain major obstacles. These differences indicate that the effectiveness of bilingual programmes depends not only on structure but also on long-term investment in educational actors.

4. Theoretical Implications for the Integration of CIPP and Ecological Systems

The findings of this study make a significant contribution to the development of educational programme evaluation theory. First, the integration of CIPP and ecological systems theory has proven capable of explaining the complexity of implementing bilingual programmes in value-based schools such as Muhammadiyah. This combination allows for analysis not only of technical and structural aspects but also of socio-cultural dynamics and

values. Thus, the CIPP model, which has been considered too technocratic, can be expanded to accommodate interactions between social systems as outlined by Bronfenbrenner (Renn and Smith 2023). This supports the idea that the success of a programme does not stand alone on the product dimension but is the result of complex relationships between context, input, process, and cross-system interactions.

Second, this research reinforces the position of ecological systems theory as an operational framework in programme evaluation, not merely for understanding individual development. In this context, Bronfenbrenner's five systems can be explicitly mapped onto the structure of bilingual education, from teacher-student interactions (microsystem), school-home relationships (mesosystem), foundation support (exosystem), to Islamic values and curriculum globalisation (macrosystem). This expands the application of ecological theory into a more concrete and applicable evaluative domain, as recommended by Wang et al., (2023) and Lansey et al., (2023).

From a practical standpoint, these findings provide direct input for school administrators and policymakers. First, teacher training needs to be expanded from merely introducing bilingual methods to problem-based training that incorporates local values and cultural approaches. These integrative training modules can be developed by foundations or local governments as part of policies to strengthen modern Islamic schools. Second, schools can formalise parent partnership programmes such as 'Home English Kits' or 'Family Literacy Days,' which have been proven to encourage bilingual interaction at home. Third, bilingual policies in religious schools should not only target linguistic achievements but also affective indicators such as self-confidence, manners, and character values.

These findings also provide a basis for replicating similar programmes in other urban Islamic schools, taking into account adaptations to their respective socio-cultural contexts. The involvement of foundations and school principals as programme quality assurance agents shows that decentralising bilingual education policy to the school level can be an effective strategy, provided it is supported by a system of supervision and institutional capacity building.

This study has several limitations that need to be considered. First, the intrinsic case study approach used limits the generalisation of findings to other schools with different characteristics. Although the depth of data is assured, the scope of the sample and the location of the study are limited. Second, qualitative methods do not allow for the presentation of inferential statistics or quantitative measurements of changes in student abilities over time. Third, the study has not fully explored the chronosystem within ecological theory, as the programme's implementation duration was insufficient to capture long-term changes.

For future research, it is recommended to use a mixed methods design that can combine the strengths of qualitative and quantitative data. A longitudinal approach is also important to observe the development of student competencies, changes in teacher identity, and the effects of policies over a longer period of time. Comparative studies between schools with

different socio-cultural characteristics can also contribute to cross-contextual understanding of the effectiveness of values-based bilingual programmes.

Conclusion

This study evaluates the implementation of the bilingual program at SD Muhammadiyah Jakarta by integrating the CIPP evaluation model and Bronfenbrenner's ecological systems theory, and finds that the program has been run systematically and contextually, supporting the school's vision in forming a generation of globally minded Muslims. Results show an increase in students' basic English vocabulary acquisition and self-confidence, without ignoring Islamic values and local culture, with translanguaging strategies, teacher support, parental involvement, and principal leadership as key success factors. This study makes a theoretical contribution by expanding the CIPP model with an ecological dimension, while strengthening the additive bilingualism approach rooted in cultural and religious values. Practically, the findings offer policy insights for designing contextualized and sustainable bilingual programs through practice-based teacher training, parental involvement, and integration of local values in the curriculum. However, limitations in location, participant coverage and time duration point to the need for follow-up studies with mixed methods and longitudinal approaches to evaluate long-term impacts, including in-depth exploration of chronosystem aspects as part of the dynamics of implementing value-based bilingual education.

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