

Evaluation of the Bilingual Flagship Program at SD IT Brilliant School Bukittinggi

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Received:	Reviewed :	Accepted :	Published :
09 May 2025	27 June 2025	29 June 2025	30 June 2025
DOI	https://doi.org/10.47625/fitrah.v16i1.997		

ABSTRACT

This study aims to evaluate the implementation of the bilingual flagship program at SD IT Brilliant School Bukittinggi. The bilingual program was adopted as a strategy to enhance students' foreign language proficiency from an early age. A responsive qualitative approach was employed, utilizing observation, interviews, focus group discussions (FGDs), and document analysis for data collection. The findings reveal that the program has a positive impact on language skill acquisition, particularly in speaking and listening. Teachers adopted active learning methods such as storytelling and role-play. However, inconsistencies in implementation across subjects were observed. Overall, both students and parents responded positively to the program, although challenges such as language anxiety and limited teaching materials were identified. The study concludes that while the bilingual program is fairly effective, improvements are still needed. These include enhanced teacher training, strengthened bilingual curriculum, and greater parental involvement. Periodic program evaluations are recommended to ensure the program's sustainability and quality improvement.

Keywords: Bilingual Program, Evaluation, Foreign Language Learning, Basic Education

INTRODUCTION

In the era of globalization and the Fourth Industrial Revolution, the ability to master more than one language has become a crucial requirement for shaping a generation that is adaptable and competitive on a global scale. Language is no longer viewed merely as a tool for communication but also as a window to access knowledge, expand international networks, and understand cultural diversity around the world¹. Recognizing the importance of this, educational institutions, including elementary schools, have begun to design and implement bilingual programs as one of their main strategies to equip students with foreign language skills from an early age. During the golden age of language development, elementary school-aged children have a natural capacity to absorb and use more than one language simultaneously².

Bilingual programs in elementary schools usually integrate Indonesian with one or more foreign languages, such as English or Mandarin, not only as subjects, but also as a medium of instruction in teaching and learning activities in various disciplines³. This program is designed to develop functional language skills in academic and social contexts, enabling students to

¹ Andreas Riki Daniel Sihombing et al., "Peran Bahasa Indonesia Sebagai Bahasa Persatuan Di Era Globalisasi," *Jurnal Sadewa : Publikasi Ilmu Pendidikan, Pembelajaran dan Ilmu Sosial* 2, no. 3 (2024): 9–18.

² Ayunda Salsabila, "Integrasi Nilai-Nilai Islam Dalam Pengelolaan Sumber Daya Manusia Di Lembaga Pendidikan," *Jurnal Ilmiah Penelitian Mahasiswa* 3, no. 2 (2025): 252–260.

³ L Hafiz, *Evaluasi Program Pembelajaran Bilingual Di Sd Al Zahra Indonesia Kota Tangerang Selatan*, Repository.Uinjkt.Ac.Id, 2022.

think, solve problems, and express their ideas and creativity in both languages⁴. However, the success of this program does not only depend on the enthusiasm of students or the length of study time, but requires systematic, comprehensive, and continuous evaluation⁵.

Some challenges that arise in the implementation of bilingual programs include consistency in implementation, teacher readiness, limited teaching materials, and support from the learning environment, including the role of parents⁶. Without proper evaluation, schools risk implementing ineffective programs, which can affect student academic achievement and the quality of the learning process⁷. In addition, there is a gap between the ideal goals of bilingual programs and the reality in the field that needs to be identified and analyzed in depth⁸.

This study aims to evaluate the implementation of the flagship bilingual program at SD IT Brilliant School Bukittinggi. The main focus of this study is to assess the effectiveness of the program in improving students' language proficiency, identify challenges encountered in its implementation, and formulate strategic recommendations to improve the quality of the program. This study employs a responsive qualitative approach, enabling researchers to gain a deep understanding of the dynamics of program implementation from various perspectives.

Program evaluation is a systematic process that aims to assess how effective a program is in achieving its stated objectives. One widely used evaluation model is the CIPP (Context, Input, Process, Product) model introduced by Stufflebeam⁹. This model provides a comprehensive approach to evaluating educational programs, including bilingual programs, by considering aspects such as program context, available resources, implementation processes, and outcomes achieved¹⁰.

In the context of bilingual programs, evaluation is not only focused on the final results, such as the language skills of students, but also includes the entire process that supports these achievements. The aspects evaluated include teacher readiness, curriculum suitability, teaching methods used, parental involvement, and support from the learning environment. Through a comprehensive evaluation approach, schools can gain a more comprehensive understanding of

⁴ Ashari Rahma Hamzah et al., *Strategi Pembelajaran Abad 21*, 2023.

⁵ Muhammad Ropii and Muhammad Fahrurrozi, *Evaluasi Hasil Belajar. Evaluasi Hasil Belajar*, Yogyakarta: Pustaka Pelajar, 2017; Syaputra Artama et al., *Evaluasi Hasil Belajar*, 2023; Arief Aulia Rahman and Cut Eva Nasryah, *Evaluasi Pembelajaran, Uwais Inspirasi Indonesia*, 2019.

⁶ Nelly Fawzia Rahmayani, Evie Sofiyah, and Jaja Wilsa, "Tantangan Dan Strategi Penerapan Kebijakan Multibahasa Di Sekolah (Studi Kasus Kebijakan Multibahasa Di Boarding School)," *Journal on Education* 07, no. 01 (2024): 4825–4831.

⁷ Ashiong Munthe, "Pentingnya Evaluasi Program Di Institusi Pendidikan: Sebuah Pengantar, Pengertian, Tujuan Dan Manfaat," *Scholaria : Jurnal Pendidikan dan Kebudayaan* 5 (December 8, 2015): 1; Ashiong P Munthe, "Pentingnya Evaluasi Program di Institusi Pendidikan: Sebuah Pengantar, Pengertian, Tujuan Dan Manfaat," *Scholaria : Jurnal Pendidikan dan Kebudayaan* 5, no. 2 (2015): 1; Rahmayani, Sofiyah, and Wilsa, "Tantangan Dan Strategi Penerapan Kebijakan Multibahasa Di Sekolah (Studi Kasus Kebijakan Multibahasa Di Boarding School)."

⁸ Tesis Oleh Mamlu and Karimah Nim, "Implementasi Program Bilingual (Linguistic Class Program) Dalam Membentuk Kompetensi Bahasa Inggris Siswa Di Madrasah Ibtidaiyah Muhammadiyah 1 Pare" (2019).

⁹ Daniel Stufflebeam and Guili Zhang, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability*, 2017; Irada Haira Arni et al., "Kegunaan Model CIPP Dalam Evaluasi Pendidikan Inklusi," *Masaliq* 1, no. 3 (2021): 164–175; Dzulkifli Idrus et al., "Pendekatan CIPP Dalam Evaluasi Program Pendidikan: Tinjauan Literatur Pada Program Pendidikan Di Indonesia" 2 (November 28, 2024): 136–143.

¹⁰ Arni et al., "Kegunaan Model CIPP Dalam Evaluasi Pendidikan Inklusi"; Rafinda Putri Mentari, Universitas Negeri Yogyakarta, and Rina Safitri, "Pythagoras : Jurnal Matematika Dan Pendidikan Matematika Evaluasi Efektivitas Pelaksanaan Program Bilingual Mata Pelajaran Matematika," *Jurnal Matematika dan Pendidikan Matematika Volume* 18, no. 2 (2024).

the strengths and weaknesses of the program, enabling them to formulate improvement strategies based on valid data.

Previous research indicates that the successful implementation of bilingual programs can improve students' language skills and prepare them to face global challenges. However, the success of such programs depends heavily on good planning, appropriate teacher training, and strong support from all parties involved, including parents and the school community. Although many studies have discussed the benefits of bilingual programs and the factors that support them, studies that deeply analyze how the implementation process occurs at the school level, particularly from the perspective of comprehensive evaluation that includes aspects of planning, implementation, and supervision, are still rare. This is where the research gap lies: there are still few studies that comprehensively explore how process evaluation in bilingual programs can serve as a foundation for designing sustainable quality improvement strategies.

Theoretically, this study refers to Stufflebeam's educational evaluation framework, which emphasizes the importance of systematic assessment of context, input, process, and product (CIPP) in educational programs¹¹. The evaluation focuses not only on the final results, but also on the processes and resources that support program implementation. The concept of bilingualism in the context of basic education forms the basis of the study, in which the integration of language in teaching is expected to produce students who are not only technically bilingual, but also able to think in both languages¹².

Thus, it is hoped that through this evaluation, schools can obtain valid and reliable information to improve important aspects of the bilingual program. The evaluation will also serve as a basis for strategic decision-making related to the sustainability and development of the program, so that it truly becomes an effective instrument in preparing a generation that excels in language skills and is ready to compete in the global arena.

RESEARCH METHOD

To conduct a comprehensive analysis of the implementation of bilingual programs in elementary schools, a responsive qualitative research method was applied. This method was chosen for its ability to understand the complexity of various interrelated aspects, such as the learning process, social interactions, students' personal experiences, and the emotional reactions of both teachers and students. Such analysis is crucial because bilingual education does not solely focus on cognitive elements but also on the social and cultural interactions that occur during the educational process.

The responsive qualitative model is highly suitable due to its flexibility, openness to context, and sensitivity to changes occurring in the field. This method allows evaluators to delve deeper into the experiences and perspectives of all parties involved, including teachers, students, and parents. In this context, evaluation is not only aimed at assessing final outcomes but also at understanding the process, challenges, and successful strategies implemented during the implementation of the bilingual program.

This study was conducted in two bilingual private elementary schools in Bandung. The research subjects consisted of eight teachers, 12 upper-grade students (grades IV–VI), and six

¹¹ Stufflebeam and Zhang, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability*.

¹² Asyifa Nur Khauzanah, Muhammad Arief Budiman, and Husni Wakhyudin, "Manajemen Program Bilingual Berbasis Pendidikan Holistik Di Sd Hj. Isriati Baiturrahman 2 Semarang," *Wawasan Pendidikan* 3, no. 2 (2023): 609–618.

parents selected using purposive sampling. Inclusion criteria for participants included active participation in the bilingual program for at least one year, willingness to fully engage in interviews, and the ability to reflectively communicate experiences and perspectives. Data collection took place over three months, from January to March 2025, through field observations, in-depth interviews, focused group discussions, and documentary studies.

To provide a systematic evaluation framework, this study uses the CIPP (Context, Input, Process, Product) evaluation model. The CIPP (Context, Input, Process, Product) evaluation model is used as a framework for mapping variables in assessing the effectiveness of bilingual programs in schools. In the Context component, the evaluation focuses on the extent to which the school's needs for bilingual programs are met, the clarity of program objectives, and their alignment with applicable national education policies. The Input component evaluates the quality and readiness of available resources, including teacher qualifications, the bilingual curriculum implemented, the completeness of teaching materials, and the availability of learning support facilities and infrastructure. Next, in the Process component, the evaluation focuses on the teaching methods used in bilingual classrooms, the quality of interaction between teachers and students, and the extent to which students are actively involved in the teaching and learning process. Finally, the Product component assesses students' learning outcomes, both in the cognitive and affective domains, improvements in foreign language proficiency, and the perceptions of students, teachers, and parents regarding the effectiveness of the bilingual program. This approach enables a comprehensive and in-depth evaluation of the implementation and impact of the program.

The main focus of responsive assessment is the active participation of evaluators in the school environment and the ability to combine data from various perspectives in a comprehensive and meaningful way. Although this approach has advantages in terms of sensitivity to various perspectives and contexts, there are also challenges that must be addressed. Some of the limitations include difficulty in prioritizing information, inability to cover all perspectives, and the need for more time and effort compared to quantitative methods. Therefore, the evaluator's ability to build relationships, understand the context, and conduct reflective data analysis are crucial factors for the success of this research.

RESULTS AND DISCUSSION

Student Language Skills

The evaluation results show that the implementation of the bilingual program as a whole has successfully improved students' English language skills, especially in listening and speaking. Based on formative and summative assessment data collected over the course of one semester, more than 75% of students were reported to have experienced significant improvement in their use of everyday vocabulary, understanding of teacher instructions, and ability to participate in simple conversations. This indicates the success of the bilingual strategy in building students' confidence and communication skills.

However, the evaluation results also indicate weaknesses in reading and writing. Basic literacy skills in both languages have not developed as much as oral skills. This shows the need for more structured literacy support strategies, such as providing bilingual reading materials, organizing creative writing activities in two languages, and providing digital literacy training relevant to the bilingual context. Therefore, strengthening the bilingual literacy curriculum is an important step to ensure that language proficiency is evenly distributed across all skill areas.

In terms of innovation, these findings contribute significantly to the development of an integrative approach to bilingual education at the elementary level. Bilingual programs should not only focus on oral communication but also incorporate content-based literacy elements to develop students who are not only able to speak in two languages but also think and reason bilingually.

Additionally, the study shows that content-integrated language learning methods are effective in improving language and content skills simultaneously, with a success rate of up to 85% among students who participated in the program. However, to maintain a balance between language and content learning, changes are necessary. Furthermore, this study emphasizes the importance of collaboration between teachers, students, and parents to ensure the success of bilingual programs. The study also emphasizes the importance of developing methodologies and classroom management that can address issues that arise when implementing bilingual programs in elementary schools.

Teaching Methods and Implementation

Classroom observations conducted during the evaluation process showed that most teachers consistently applied a bilingual approach in their teaching and learning activities. Teachers used a variety of active and enjoyable methods, such as storytelling, role-play, project-based learning, and the use of English-language digital media appropriate to the students' level of development. This reflects the teachers' readiness to adapt innovative learning strategies to support language acquisition.

However, challenges arise when the subject matter becomes more complex, especially in mathematics and physical education (PJOK). In these situations, some teachers tend to revert to Indonesian as the primary language, especially when students have difficulty understanding new concepts. This phenomenon illustrates the pedagogical limitations of bilingualism that still need to be improved, particularly in integrating a foreign language as a medium of academic learning without compromising understanding of the subject matter.

The innovation of this analysis lies in the need to strengthen subject-specific bilingual pedagogical competencies. The solutions offered include intensive training for teachers, the development of thematic bilingual teaching guidelines, and the development of bilingual modules for non-language subjects. This approach is expected to improve the quality of implementation and equalize the effectiveness of bilingual programs across all classes.

One of the breakthroughs of this analysis is the importance of improving bilingual teaching skills tailored to each subject. Some steps that can be taken include special training for teachers, developing guidelines for bilingual thematic teaching, and developing bilingual modules for non-language subjects. This approach is expected to improve the quality of implementation and deliver effective bilingual programs in all classes¹³. This is in line with findings at Brilliant School, which show that continuous training and interactive teaching methods greatly support the success of bilingual programs, particularly in building student confidence and teacher skills. In addition, a study by Talan and colleagues (2025) highlights the significance of incorporating native languages and local wisdom into the bilingual learning

¹³ Maria Rosalinda Talan et al., "Semantik" 14, no. 1 (2025): 31–46; Hanugrah Ardy Crisdian et al., "Abdimas Siliwangi Abdimas Siliwangi" 6, no. 1 (2023): 83–89; Tenggara Educational Journal, "Idealisme Dan Realita Mahasiswa Lulusan Sarjana Pendidikan" (2025); Jurnal Pendidikan et al., "Efektivitas Program Bilingual Dalam Meningkatkan Keterampilan Berbicara Bahasa Inggris Siswa Pendahuluan Bahasa Komunikasi Merupakan Noermanzah Disampaikan Dalam Bentuk Ekspresi Sebagai Berbagai Alat Komunikasi Kegiatan Dalam Penguasaan Bahasa Selain Baha," *Jurnal Pendidikan Dasar Perkhasa* 11, no. April (2025): 65–77.

process to improve students' understanding and literacy skills, which can also help overcome difficulties in teaching complex subjects¹⁴.

Student Response and Engagement

Interviews with students revealed that the bilingual program has successfully created a more dynamic, interactive, and challenging learning environment. Many students reported an increase in confidence in using foreign languages, both in formal classroom settings and in everyday social interactions. They are now accustomed to communicating in English or Mandarin with teachers and peers, both in and outside of school.

However, around 12% of students also admitted to feeling anxious or uncomfortable when using a foreign language. A lack of confidence and unfamiliarity with the bilingual learning environment were the main factors affecting them. This indicates the need for a more inclusive and supportive pedagogical approach, including creating a safe space for students to express themselves in a foreign language without fear of making mistakes.

As a solution, collaboration between schools and parents is very important. Parents need to be involved in building foreign language usage habits at home and providing emotional support to their children. Strategies such as 'language day' programs at home, access to bilingual educational media, and rewarding children's efforts can increase student engagement and motivate them in bilingual programs.

Parental Involvement

Interviews with parents showed that, in general, they supported the implementation of the bilingual program, although there were still concerns about its impact on understanding non-language subjects such as mathematics. Some parents felt unprepared to help their children learn due to their limited foreign language skills. This situation underscores the need for more comprehensive and ongoing outreach about the bilingual program. Schools should provide active communication forums, such as parent seminars, home tutoring, and supporting materials for bilingual educational activities outside of school. In this way, parental involvement can be maximized as part of a mutually supportive learning ecosystem.

The main innovation of this discussion is the emphasis on the strategic role of the family as a partner in the success of bilingual programs. Solutions that integrate families into the learning process have been proven to improve overall student learning outcomes. Research conducted by Khauzanah et al. (2024) underscores the urgency of evaluating bilingual programs that adopt a holistic educational approach, including parental involvement in the learning process. To evaluate teachers, monthly meetings are held, while students are evaluated through daily assignments, mid-term exams, and final exams¹⁵.

CONCLUSION

Based on the assessment results, the bilingual program at the elementary school level has shown positive effects on improving students' foreign language skills, especially in speaking and listening. This success is driven by the communicative methods applied by teachers and an interactive and enjoyable learning environment. However, the implementation of this program is not yet fully consistent, especially in the teaching of technical subjects, indicating a need to

¹⁴ Pendidikan et al., "Efektivitas Program Bilingual dalam Meningkatkan Keterampilan Berbicara Bahasa Inggris Siswa Pendahuluan Bahasa Komunikasi Merupakan Noermanzah Disampaikan Dalam Bentuk Ekspresi Sebagai Berbagai Alat Komunikasi Kegiatan Dalam Penguasaan Bahasa Selain Baha."

¹⁵ Hata, Model Pembelajaran Dalam Pengembangan Peradaban Islam di Institut Agama Islam Negeri Lhokseumawe."

enhance teachers' pedagogical skills in managing bilingual education holistically. Various challenges also persist, such as differences in language proficiency among students, limited bilingual learning resources, and concerns from some parents. To ensure the sustainability and effectiveness of the program, it is recommended to provide further training for teachers, provide more varied teaching materials, and provide extra learning support for students who need it. With strengthened implementation strategies and adequate resources, this bilingual program has the potential to become an innovative learning model that prepares students with adaptive and competitive global skills.

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