

## Context Evaluation of Superior Class Programs

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**ABSTRACT** Efforts to improve the quality of resources in the field of education play a very important role. Education is expected to improve the quality of students. Education is an effort to broaden the horizons of knowledge in order to shape values, attitudes and behavior. Improving the quality of education also appears as a demand due to the development of science and technology, this study describes the achievements of the superior class program in the implementation of learning activities, extracurricular activities and implementation of superior class programs supporting and inhibiting the evaluation of students at MTs Muhammadiyah Bandar Lampung. How to evaluate *context* superior class program for madrasah tsanawiyah muhammadiyah bandar Lampung

**Keywords.** Context evaluation of superior class programs

### 1. Introduction

human resources play a very important role to advance a nation's development of science and technology, education is an effort to expand the horizons of knowledge in order to shape values, attitudes and behavior. Improving the quality of education also appears as a demand due to the development of science and technology.[1] Improving the quality of education can be done by making improvements, changes and renewal of the factors that affect the success of education.

The teacher is the component that has the most influence on the creation of quality learning processes and outcomes. Therefore, any efforts made to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers. [2]

Mulyasa explained "professional teachers will produce quality educational processes and outcomes in order to create intelligent and competitive Indonesian people, as mandated by the Law on the National Education System.[3]

[4] Syafaruddin explained that professional teachers in charge of teaching in schools need special skills

Professional teachers have good educational methods to develop the interests and talents of students so that if there is a good learning, it will produce a good education as well. Thus

the teacher holds an important and strategic role, as a teacher, educator, student trainer, teacher is an agent of social change through the field of education.

One of the learning objectives is a positive change in the behavior of students after participating in learning activities, such as changes that will psychologically appear in behavior that can be observed through the senses by others, both speech, motor and lifestyle. One of the changes in behavior that can be seen is the learning achievement of students, namely the results or level of abilities that have been achieved by students after participating in the learning process within a certain time in the form of changes in behavior, skills and knowledge and will then be measured and assessed which is then manifested in numbers or figures. statement.

Learning is the main determinant of educational success, if learning uses educational principles or learning theories. Learning is a three-way communication process, involving teachers as educators, students as students, and learning materials, media and learning resources as aids in learning communication.

Learning material in the learning process is only a stimulus for teacher action, it is also only an act of providing encouragement in learning that is aimed at achieving learning goals. Between learning and teaching with education is not something separate or contradictory. Instead, the learning process is an integrated aspect of the educational process. It's just that it is customary that the learning process is seen as an aspect of education if it takes place at school just. This shows that in general the basic process in educational activities is in schools.

From the learning process, students obtain learning outcomes which are the result of an interaction of act of learning, namely experiencing a process to improve their mental abilities, and act of learning, namely teaching students. The teacher as an educator, conducts learning based on the applicable curriculum, in that action the teacher uses the principles of education and educational theory.

The position of the teacher has an important meaning in education. The importance of it departs from the duties and responsibilities of teachers which are quite heavy to educate their students. Such a framework of thinking requires a teacher to equip himself with various skills which are expected to assist in carrying out his duties in educative interactions. As a system, of course, educational interaction contains a number of components which include objectives, lesson materials, learning activities, methods, tools, resources, and evaluation.

The success or failure of learning is thought to be largely determined by the teacher and students, namely the extent to which the teacher plays a role and how the students respond to the teacher's role. The position and role of the teacher in the learning process is quite significant, the teacher in addition to teaching and educating he also trains to develop students' skills and their application.[5]

Teachers also contribute to the success of students. This can be seen from how teachers master learning materials, how teachers optimize learning methods in a variety of ways, how teachers use media and learning facilities appropriately, and teachers can respond to the conditions of their students wisely and wisely, so it is not impossible to achieve learning objectives. easier.

In addition to teachers, students also contribute to the achievement of learning objectives. In learning, there are many factors that influence the learning achievement of

students, including intellectual factors which include the level of intelligence, learning ability, and the way students learn. Meanwhile, when talking about learning styles or theories, there are lots of learning styles that can be applied by students in their efforts to achieve the expected goals. Among the learning styles or theories are theories that developed before the 20th century, such as the theory of mental disciplines, the theory of natural development (*natural unfoldment or self-actualization*), perception theory, and theories that developed in and after the 20th century such as *classical conditioning*, law of influence, *operant conditioning*, Gagne theory, and social learning theory, discovery learning, meaningful learning.[6]

In the world of education, evaluation is always associated with the achievement of student learning outcomes. Although in essence it is broader than just student learning achievement. Evaluation of educational programs is a systematic study designed, carried out, and reported to help clients decide and/or increase the value and/or benefits of educational programs.[7]

There are many program evaluation models used by experts. One of the most widely used evaluation models in education is the CIPP model (**Context - input - process - product**) developed by Stufflebeam. The CIPP model looks at four dimensions, namely the context dimension, the input dimension, the process dimension and the product dimension. The uniqueness of this model is that each type of evaluation is related to the decision-making device (*decision*) concerning the planning and operation of a program. The advantage of the CIPP model is that it provides a comprehensive evaluation format at each of the evaluation stages mentioned above. This model provides a clear and structured picture in evaluating the success or failure of a program.[8] The CIPP model has a special component in evaluation, namely context (*context*), input (*input*), process (*process*) and result (*product*). The context component can assist in the needs of teachers to identify the learning process and community needs. Input (input) is an evaluation component that can determine the best plan in knowing needs. Process is an evaluation component that maintains the planning process and its constraints, as well as identifies planned management needs. Meanwhile, the product is an evaluation component that can be measured and assessed for its output and can be estimated about the benefits, value, significance and opportunities.[9]

The CIPP model, as the name implies, consists of four types of evaluation activities, namely: a) Context evaluation (*context*), assessing needs, problems, assets and opportunities to assist policy makers in setting goals and priorities and assisting other users in identifying objectives, opportunities and outcomes. Input evaluation is carried out to assess alternative approaches, action plans, staff plans and financing for program continuity. in meeting the needs of the target group and achieving the goals set. This evaluation is useful for policy makers to choose the most suitable design, form of financing, resource allocation, implementation and schedule of activities for program continuity. Process evaluation is used to assess the implementation of the plan that have been set to assist implementers in carrying out activities and then will be able to help other user groups to know the performance of the program and estimate the results) Evaluation of results (product), is carried out with the aim of identifying and assessing the results achieved, expected, and not expected in the long term short and long term, both for implementing activities so that they can focus on achieving program goals and for other

users in gathering efforts to meet the needs of the target group.[10] CIPP is an evaluation model that uses a management-oriented approach (*management-oriented evaluation approach*) or referred to as a form of program management evaluation (*evaluation in program management*).[11]

The CIPP model rests on the view that the most important goal of program evaluation is not to prove (*to prove*), but increases (*to improve*). Therefore, this model is also categorized in an evaluation approach that is oriented towards program improvement (*improve-ment- oriented evaluation*), or a form of development evaluation (*evaluation for development*). That is, the CIPP model is applied in order to support organizational development and help organizational leaders and staff obtain and use input systematically so that they are better able to meet important needs or, at a minimum, to do their best with available resources.

exists.[11] This study only presents the context of the CIPP model program evaluation, Evaluation activities learning using the CIPP model in this study consisted of evaluation, namely context evaluation, carried out to evaluate the needs of MTs Muhammadiyah Bandar Lampung activities in the learning process and evaluate problems that occur in the field both during the learning process or outside the learning process.

## 2. Subject

Evaluation is one of the components of the learning system in particular, and the education system in general, meaning that evaluation is an activity that cannot be avoided in every learning process. Meanwhile, according to Ralph Tayler evaluation is a process that determines the extent to which educational goals can be achieved.[12]

In the dictionary *Oxford Advanced Learner's Dictionary of Current English*, the evaluation *isto find out, decide the amount or value* which means an attempt to determine the value or amount. Which must be done carefully, responsibly, using strategy, and can be accounted for.[13]

This evaluation describes the relevant environmental conditions, describes the existing and desired conditions of the madrasa, and identifies unmet needs and untapped opportunities during program implementation.[14]

According to Wirawan, "Evaluation is research to collect, analyze and present useful information about the object of evaluation, evaluate it by comparing it with evaluation indicators and the results are used to make decisions about the value and benefits of the object of evaluation." [15]

Evaluation is very much needed in the learning process because evaluation is an assessment activity in the learning process so that with the evaluation of the learning process the vision and mission of the school are carried out so that with the evaluation each activity will be controlled and carried out properly.

Understanding the meaning of evaluation Literally evaluation comes from English *evaluation* which means assessment or assessment, evaluation is an important part of management based on objectives and learning from experience evaluation also depends on examination or measurement or assessment that must be carried out to obtain information so that evaluations can be carried out, evaluation aims to make policies and decisions in the learning process so that with the evaluation of learning programs can be carried out properly. [16]

According to Stufflebeam, defines evaluation as "*The process of delineating, obtaining, and providing useful information for judging decision alternatives*". This means that evaluation is a process of describing, obtaining, and presenting useful information to formulate an alternative decision so that by obtaining good information, educational goals will be even better. In a teaching and learning process there is an evaluation activity. Evaluation is an activity to find out whether the teaching and learning process has achieved the goals that have been set or not, in other words, the teaching and learning process has not been known to be successful or not before the evaluation is carried out. Therefore evaluation must be needed in the teaching and learning process. With a good and thorough evaluation, you will be able to find out what you want from teaching and learning activities. An evaluation is said to be good if it has criteria. The evaluation criteria are good according to Smith (2002) are "validity, objectivity, prakticability". From a good evaluation, it will be able to motivate both students and teachers. In the science of educational evaluation, there are many models that can be used to evaluate a program. Although they differ from one another, the meaning is the same, namely to carry out data or information collection activities relating to the object [17].

According to Ralph Taylor, evaluation is a process that determines the extent to which educational goals can be achieved. While Cronbach, Stufflebeam and Alkin interpret evaluation by providing information to make decisions. Another opinion expressed by Malcolm and Provus defines evaluation as the difference between what exists with the standard to find out whether there is a difference. There are also those who argue that evaluation is a systematic or orderly study of the benefits or uses of several objects.[18]

While other opinions say that evaluation is an assessment which means the process of determining the value of an object for an effort to determine whether the program can be used or not evaluation is a process to measure the influence of the program on the community so that with the evaluation of the program it can run well. M Nazar Al Masri, "Evaluation According to the Philosophy of Islamic Education M. Nazar Al Masri Stai Al Azhar Pekanbaru Email:", Journal of Religious Social Research, Vol. 17 No. 2 (2014), H. 230-38,.

Seeing from the description above, it can be seen that there are differences of opinion among experts regarding the definition of evaluation. However, in general, there is still a common ground. In connection with the evaluation of the superior class program, what is meant is to want to know, to what extent the results of student learning activities in achieving the goals that have been set.

So based on some understanding of evaluation, the writer can conclude that the meaning of evaluation is the process of describing, collecting and presenting useful information for consideration in decision making. And if the evaluation learning is to collect information that is used as the basis for knowing the level of progress, development and learning achievement of students, as well as the effectiveness of teaching staff.

Furthermore, programs are activities or activities designed to implement policies and carried out for an indefinite period of time.[20] So it is necessary for a program to be evaluated to measure the extent to which success has been achieved so that a good program can be realized and can be utilized by the community people. The program is in the form of a series of activities that are carried out not only once but continuously and the implementation of the program always occurs within an organization that means it must

involve a group of people.[21] program or series of activities that has been formed to be realized and with this evaluation if the program does not go through an evaluation it cannot be known how and how high the policies that have been issued so that they can be implemented.

The definition of class in a narrow sense is a room bounded by a wall where students gather together to participate in the learning process. Whereas in a broad sense the class is a small community that is part of the school community which as a unit is organized into work units that dynamically organize creative teaching and learning activities to achieve a goal. From this definition, it can be concluded that the class is a small unit of students who interact with educators in the learning process with a variety of unique features.

The class which is a small unit of students has different social situations from one class to another. Therefore, so that learning objectives can be achieved optimally, there are schools that intentionally classify students on the basis of certain abilities possessed by students into a class commonly referred to as a favorite class or superior class.

Around 1992, the Ministry of Education and Culture (now the Ministry of National Education) began to introduce excellence-oriented education. The development of human resources who have insight into excellence is absolutely necessary. The development of human resources with an insight into excellence is an organic function towards a century marked by free competition. This is also a challenge for the development of the education sector. Because education with an insight into excellence is very important, the Ministry of Education and Culture held a National Working Meeting (Rakenas) in 1996 whose theme was "Realizing Insights of Excellence through Education and Culture in order to Increase the Competitiveness of the Nation".

In essence, the insight of excellence is the perspective of the Indonesian people to realize the ideas, ideas, and thoughts in the form of the best behavior and attitudes according to the capabilities of citizens in a consistent and disciplined manner in the context of nation building. Insights of excellence include faith and piety to God Almighty, independence that is able to face the era of globalization, excellence that can produce quality work, expertise and professionalism in mastering family knowledge and national unity. With this insight into excellence, it is expected to achieve excellence in international regulations.

One alternative in order to implement the superior class insight is through the superior class program. This refers to the Decree of the Minister of Education and Culture Number 0487//U/1992, article 15 which reads the application of insight into excellence through acceleration programs, special programs, special class programs, and special class education programs that reflect excellence education.

According to the Ministry of Education and Culture of the Republic of Indonesia written by Agus Supriyono, the superior class in Indonesia is a class that is developed to achieve excellence in educational processes and outcomes. Meanwhile, the definition of superior class issued by the Directorate of Basic Education in the manual for the implementation of superior class is a number of students who because of their outstanding achievements are grouped in one particular class and then given a teaching program that is in accordance with the developed curriculum, and additional material in certain subjects.

Superior Class is a class that is attended by a number of students who excel in three assessment domains with above-average intelligence who are specifically grouped. This grouping is intended to foster students in developing their intelligence, abilities, skills, and potential as optimally as possible so that they have the best knowledge, skills, and attitudes as well as the spirit of the concept of insight into excellence.[23] Basically, the implementation of education for children who excel or are above average can be done in several ways, namely:

a) *Acceleration* (acceleration) b) *Segregation* (grouping) c) *Enrichment* (enrichment)[23]

The Superior Class, according to Ibrahim Bafadal, is a class that is attended by a number of students who excel in three assessment domains with intelligence above average who are grouped specifically. This grouping is intended to foster students in developing their intelligence, abilities, skills, and potential as optimally as possible so that they have the best knowledge, skills, and attitudes as well as the spirit of the concept of excellence insight.[24] According to Ali Imron, the superior class is an effective class. The smaller the size of a class, the more effective it is. On the other hand, the larger it is, the less effective it will be.

The evaluation model used in this study is the CIPP evaluation model. The CIPP evaluation model is an evaluation model consisting of four evaluation components, namely *Context, Input, Process, and Product* (CIPP). CIPP stands for *context evaluation* means evaluation of *context*, *input evaluation* means evaluation of *input*, *process evaluation* means evaluation of *process*, and *product evaluation* means evaluation of the results. By looking at the explanation, the evaluation step taken is to analyze the program based on its components.

According to Stufflebeam<sup>1</sup>, proposed the CIPP evaluation model as follows:

*The models core concepts are denoted by the acronym CIPP, which stands for evaluations of an entity's context, input, process, and product. Context evaluations assess needs, problems, assets, and opportunities to help decision makers define goals and priorities and help broader group of user judge goals, priorities, and outcomes. Input evaluations assess alternative approaches, competing action plans, and budgets for their feasibility and potential cost-effectiveness to meet targeted needs and achieved goals.*

*Decision makers use input evaluations in choosing among competing plans, writing funding proposals, allocation of resources, assigning staff, scheduling work, and ultimately in helping others judge an effort's plans and budget.*[12]

Context evaluation determines needs, problems, assets, and opportunities to help decision makers set goals and priorities and assist the wider group in making goals, priorities, and outcomes. Input evaluation determines alternative approaches, implementation of activity plans, provision of facilities, provision of effective costs for preparing needs and achieving goals.

Context evaluation is an evaluation of the needs, fulfillment goals and excellence of the individual who is addressing. The main orientation of context evaluation is to identify the background of the need to make changes or the emergence of programs from several subjects involved in decision making. Information

Among the things that were explored were whether the decision to initiate the program idea taken was in accordance with the needs and potential of the institution to implement it.[12]

The context component of the superior class program that researchers will evaluate includes the vision, mission, and program objectives.

#### a. Vision

Vision according to Syaiful is a process that describes a series of planning and targeting activities in organizational activities such as each educational unit. A vision for education in an organization is very much needed, because the vision is a picture of how realistically it will be in the future and want to be realized in a predetermined time period.[25]

The context component of the superior class program that researchers will evaluate includes the vision, mission, and program objectives. According to Akdon, there are several criteria in formulating a vision, namely:

- a) Vision is not a fact, but an ideal picture of the future that you want to realize.
- b) Vision can provide direction
- c) Encourage members of the organization to show good performance
- d) Can be inspiring and ready to face the challenge
- e) Bridging the present and the future
- f) Realistic and credible picture for the future
- g) Its nature is not static and not forever.

So it can be concluded that the vision is needed in an educational institution. The formulation of the vision is also not arbitrary, it must be in accordance with criteria such as the description of the ideal view of the future that you want to realize, short, concise and easy to remember, bridges the present and the future, is inspiring.

## 2) Mission

Mission is something that must be carried out by the organization so that organizational goals can be carried out and achieved as expected. Mission is something that must be carried out or must be carried out as an elaboration of the vision that has been set within a certain period of time to be a reference for the preparation of short, medium, or long term programs. Mission is an effort made by an institution to describe and translate the vision into actions that describe activities or activities to achieve the vision.

According to Edwar Sallis in his book Total Quality Management In Education, mentions that there are several points that must be remembered in the preparation of mission statements and educational institutions, namely.[26]

- a) Missions should be easy to remember
- b) Mission should be easy to communicate
- c) The nature of the business must be clear
- d) There is a commitment to quality improvement
- e) In the form of a long-term goal statement of an educational institution
- f) Focused on customer
- g) Mission must be flexible and operational

From the criteria mentioned above, there are several important points that can be drawn from the criteria for a good mission for a program, namely the formulation of the



mission is in line with the vision, easy to remember, flexible and operational and there is a commitment to quality improvement.

### 3) Purpose

A goal is something that will be achieved or produced within a predetermined period of time, a goal is an elaboration of a mission statement. Goals do not have to be stated in quantitative terms, but must be able to show the conditions to be achieved in the future.[25]

Objectives function to direct the formulation of targets, policies, programs and activities in order to realize the mission, therefore objectives must be able to provide a solid basis for setting indicators. The achievement of goals can be used as an indicator to assess the performance of a program, school, or madrasa. There are several criteria for setting goals, namely:[25]

Goals must be aligned with the vision and mission Goals are relatively long term

Objectives describe the desired program results

Objectives state what specific activities will be completed and when solved it.

### 3. Research Method

This study uses a qualitative research approach with descriptive methods, the main purpose of doing descriptive research is to make a systematic, factual and accurate description, picture, or painting about the facts, properties and relationships between the phenomena being investigated.[25] This study looks at the reality in the field regarding the context of evaluating the superior class program at MTS Muhammadiyah Bandar Lampung.

### 4. Discussion

#### a. Evaluation of Contexts(context) Superior class program at Madrasah Tsanawiyah Bandar Lampung

##### 1. Profile of superior class program

The vision and mission of the Madrasah MTs Muhammadiyah Sukarame Bandar Lampung are as follows:

##### 2. Madrasa Vision

Excellent in exemplary achievements in morality. Based on the results of observations in the field, the method used by MTS Muhammadiyah in realizing superior class programs. a systemic, and conducive culture, by carrying out the duties and responsibilities of school principals and teacher staff to train students to instill moral values and provide examples to students, so as to create a conducive school atmosphere.

##### 3. Madrasah Mission:

1. Implement effective learning and guidance to students.
2. Encouraging the ability and professional improvement of educators.
3. Activate congregational prayers for students and educators.
4. Implementing intensive and continuous student development.
5. Improve the ability and understanding of reading and writing the Qur'an.
6. Coaching students in various sports to get champions.

## 7. Improve the skills of students in the arts according to their respective talents.

Based on the results of observations and observations that have been made by researchers, all points of the mission have been implemented by school residents, but in realizing the superior class program has not been carried out optimally.

### 4. Madrasah goals

The educational goals of each level of the basic education unit refer to the general basic education of intelligence, knowledge, personality, noble character, and skills to live independently and attend further education. Meanwhile, specifically, in accordance with the school's vision and mission, the objectives of Madrasah Tsanawiyah Muhammadiyah are:

Forming students who develop optimally according to their potential which is owned. Realizing the formation of independent madrasahs.

- a) Availability of adequate educational facilities and infrastructure.
- b) Achievement of superior class programs
- c) The implementation of an Islamic life in the Madrasah environment
- d) Produce quality graduates, achievers, have good morals, and fear Allah SWT

From the results of the authors conducting research at MTS Muhammadiyah Bandar Lampung, the implementation of the superior class program is carried out by the entire school community through routine activities every day. Such as learning activities, extracurricular activities and the application of a comfortable and conducive school culture/climate.

So from that it can be concluded that the purpose of the results of the superior class program is to develop the basic potential of students. Produce graduates who are qualified, have good achievements, have good morals, and are devoted to Allah SWT.

This is similarly expressed by Haidir, Head of MTS Muhammadiyah Bandar Lampung:

"That is, achievement in terms of learning outcomes and attitudes that can be shown to students in everyday life such as worship every day and having good character."

That the principal hopes that the objectives of this program can be carried out optimally from various related and supportive parties, so that students are directed in the learning process and get achievements from learning outcomes while at school, both in terms of academic and non-academic. Likewise, the purpose of implementing the superior class program according to Wagiran as homeroom teacher for class 7B:

"So that children can grow up by understanding values and norms, and can blend in social life in the future, therefore it is necessary to have something that makes children not only understand textual values and norms but also in practice in their lives and practice them from what has been taught. he can."

### 5. History of the program Excellent class

Around 1992, the Ministry of Education and Culture (now the Ministry of National Education) began to introduce excellence-oriented education. The development of human resources who have insight into excellence is needed. The development of human resources with an insight into excellence is an organic function towards a century marked by free competition. This is also a challenge for the development of the education sector.

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One alternative in order to implement the insight of excellence is through superior class programs. This refers to the Decree of the Minister of Education and Culture Number 0487//U/1992, article 15 which reads the application of insight into excellence through accelerated programs, special programs, special class programs, and special class education programs that reflect excellence education.[27]

In the beginning, the state of MTS Muhammadiyah Bandar Lampung was not conducive, due to several factors, such as infrastructure that did not contribute to comfort. Not yet concerned with the implementation of the program through learning activities, extracurricular and other activities.

The year continued, the school's efforts to educate the nation's children from several aspects continued to improve their services, taking turns in several competitions. The outstanding achievement of this school from year to year is in the field of Islamic religion. The test achievements are not so prominent, often in the average position of the sub-district and often below the average.

## 5. Program Regulation

Regulations, which are commonly referred to as rules or regulations, are used as a basis to bring order and create a sense of security and comfort. Regulations at MTS Muhammadiyah Bandar Lampung are made based on procedures/policies guidelines of educational institutions, namely the curriculum.

Berdasarkan suggest the results of interviews with school principals, that the rules are drawn up by the principal as the authorized party, and the making of these rules is guided by School-Based Management (SBM) and according to school conditions. then the rules will be socialized and discussed by the teacher council through meetings, besides that the rules relating to students will be read out by the school principal when the ceremony takes place.

Rules are used as a benchmark for students to behave as expected by the school, so as to create a conducive and orderly school atmosphere. As a result, it can form quality students and excel class programs in accordance with the norms and culture that apply in schools. The following is the order of students at MTS Muhammadiyah Bandar Lampung.

- 1) Arrive at school 15 minutes before class starts.
- 2) Follow / carry out fitness exercises together.
- 3) Every time you enter the class to start the lesson, or leave the class after the lesson is over,

you are required to remain orderly.

- 4) Pray according to each religion:
  - a) Before the lesson starts.
  - b) After the lesson is over.
- 5) During the lesson, it is mandatory to follow in an orderly manner.
- 6) Every Monday and national holidays it is mandatory to attend the ceremony.
- 7) During mandatory breaks and must:
  - a) Leave the class in an orderly manner.
  - b) Playing in the school yard.
    - c) It is forbidden to play in the classroom and outside the school grounds.
  - 8) If you do not attend school, you must ask for permission or notify the class teacher.
  - 9) Students who leave the class during the lesson must first ask permission from the class teacher.
- 10) Obligation to participate in maintaining and maintaining cleanliness/beauty: buildings, classrooms, courtyards, yard fences, toilets, wells, it is forbidden to scribble on walls, walls, and school fences.
- 11) Must always behave: polite, obedient and honest.
- 12) Must participate in activities held by the school.
- 13) Obligation to maintain the good name of the school sincerely, which is manifested by attitudes, actions, and words wherever they are.
- 14) Matters that have not been regulated/ contained in this order, will be regulated later, as long as they do not deviate from the provisions.

According to observations at MTS Muhammadiyah Bandar Lampung, of the 14 rules and regulations applied to students, all of them have been implemented optimally, but there are some obstacles that are often experienced by students such as time discipline. That in the morning there are still students who are late for class because parents are less able to behave in teaching children to get up early.

In addition, what researchers found in the field related to rules that were still not applied by students, among others, there were students who still had snacks in the cooperative and played outside the classroom when the recess bell was over. In addition, there are students who do not follow the class picket, wear untidy uniforms and some students who spoke impolitely.

However, in general, students have applied the rules well. It can be concluded that the students in implementing the rules have been trying to implement them properly. However, there are still shortcomings from the actions of students, while the teacher has tried to give advice.

Prohibition:

- 1) Don't come late.
- 2) Students are not allowed to leave school without the teacher's permission
- 3) Students are prohibited from smoking, carrying cigarettes in the school environment.
- 4) Students are prohibited from making doodles on tables, walls, etc.
- 5) Students are prohibited from carrying sharp weapons.
- 6) Students are prohibited from reading/bringing books that are inappropriate in terms of education.
- 7) Students are prohibited from receiving guests without the teacher's permission.

From the results of observations at school, 7point which are prohibitions that must be avoided by students, almost all of them have met the expectation that no students have violated them, except in point 1 There are still some students who are late for class.

Penalty:

- 1) Direct verbal reprimand.
- 2) A written statement from the principal.
- 3) Not allowed to take lessons for a certain time.
- 4) Suspension within a certain time.
- 5) Expelled from school.

The sanctions given by the school to students are adjusted to the type of violation committed, if it is still mild, a direct warning/advice will be given or educational activities such as watering plants to be more concerned with the environment or doing questions from the teacher.

The following was revealed by the Head of MTS Muhammadiyah Bandar Lampung, regarding the sanctions that will be given to students if they commit violations in the severe category at school:

"If the type of violation is serious, the student must fill in the case book containing the mistakes that have been made and promise not to repeat it again, if the student still repeats it then I as the principal will call the guardian of the student concerned to be notified of the mistake made by his child, If it's still repeated, it will be expelled from school.

According to the principal's explanation, if there are students who have repeatedly made mistakes, even though they have been warned by the principal and parents, and have made an agreement in the student case book, they will be expelled.

The way the school does it is to raise students' awareness of the importance of implementing discipline, namely by developing behavioral patterns for each student who has different backgrounds, by providing guidance and direction through social interaction both in class and outside class. In addition, practicing directly in front of students, so that students can imitate from the people around them and over time it becomes a positive habit. If there are students who violate school rules, they will be given sanctions according to the criteria for violations committed by students.

## **6. The purpose of holding MTS Muhammadiyah Bandar Lampung Superior class**

The purpose of holding a Superior class is to produce students who are superior and have achievements in academic and non-academic fields, to carry out effective learning and guidance to students. Encouraging the ability and professional improvement of educators Activating congregational prayers for students and educators Implementing intensive and continuous student coaching Improve ability and understanding of reading and writing the Qur'an Improving Arabic and English mastery Coaching students in various sports Improving students' skills in the arts according to their respective talents. As for the other goals of the superior class program

- 1) Prepare students who are intelligent, have faith, and are devoted to God Almighty, have noble character, have knowledge and skills and are physically and mentally healthy.
- 2) Provide opportunities for students who have above average intelligence to receive special services, thereby accelerating the development of their talents and interests.
- 3) provide opportunities for students to more quickly master knowledge and skills, in

accordance with the provisions of the curriculum.

- 4) Give awards to students who excel well.
- 5) Prepare graduates to become superior students in science, character and skills according to their level of development.

From the results of the authors conducting research at MTS Muhammadiyah Bandar Lampung about the superior class program, educators must be able to explore the potential of students so that the procurement of superior class programs is achieved with maximum excellence in academic and non-academic achievements as well as role models in moral character.

Specifically, there are 3 (three) components of the superior program carried out in the superior class carried out in the superior class of MTs Muhammadiyah Bandar Lampung, namely Islamic Excellence, Moral Excellence, and Skill Excellence. Each - each component has a special program.

First, the Academic component includes subjects: English and Arabic. The goal is to improve the abilities and skills of MTs Muhammadiyah Bandar Lampung students in foreign languages, namely English and English Arabic actively.

Second, the Moral component includes: a) *Mabit* (Night of Faith and Taqwa), Rihlah, Mentoring group, Controlling daily worship charities, the goal is that students are directed to a comprehensive understanding of religion (Salimul Aqidah / Straight Aqidah), *Shohihul Worship* (Worship is Good) and *Matinul Khuluq* (Praiseworthy morals), Provide more intensive and sustainable guidance in small groups of students and with a mentor, carry out intensive supervision of the implementation of students' daily worship services, both at school and at home.

Third, component *Skills* includes household skills. The goal is that students are equipped with household skills so that later they become efficient humans and have leadership attitudes.

In general, to obtain optimal learning outcomes, the learning process is carried out within a span of 8 (eight) hours of effective learning. The effectiveness of learning in the superior class of MTs Muhammadiyah Bandar Lampung can be seen in the following table: 1) Monday-Friday at 07.15 to 16.00 WIB, and 2) Saturday at 07.15 to 14.00 WIB.

No	Subjects	Number of hours/Class		
		VII	VIII	IX
1	Quran Hadith	2	2	2
2	Aqidah Akhlak	2	2	2
3	Fiqh	2	2	2
4	ski	2	2	2
5	Arabic	10	10	10
6	civics	2	2	2
7	Indonesian	5	5	5

8	Mathematics	10	10	10
9	Integrated IPA	4	4	4
10	Integrated Social Knowledge	4	4	4
11	Art and culture	2	2	2
12	English	10	10	10
13	physical education	2	2	2
14	Mulok:			
15	a. Lampung language	2	2	2
16	b. Household Skills	2	2	2
17	c. ICT	2	2	2
18	d. Tahfidzul Qur'an	8	8	8
		71	71	71

Acceptance of superior class input for MTs Muhammadiyah Bandar Lampung This is done by referring to the implementation of the acceptance process, quality new students, and is objective and transparent. Acceptance of students is obtained through two admission routes, namely: 1) Academic Achievement Path is the admission path for new superior class students through the selection of grade 6 SD/MI semester 1 report cards which have an average value of 75.00 or rank 10 in their respective classes. . Those who meet these requirements are entitled to follow the further selection. 60% of the 40 students in one class are accepted through this pathway, 2) the Regular Path is the admission route for new superior class students through the regular class selection path. Ranks 1-60 from the selection of new students for the regular class have the right to participate in the selection of new students for the superior class. Accepted students through this route as many as + 40% of the 40 students in one class. The selection process as referred to above is carried

out with the minimum standard of meeting the following requirements: (a) Written Test to test the level of academic ability of students as well as to find out the highest rank obtained by participants, and (b) Oral Test which includes tests of intelligence and creativity possessed. learners.

## 7. Needs Analysis

The needs analysis carried out by the author from several sources such as principals, homeroom teachers/educators, parents and students, who were interviewed as a whole said that the Superior class program was needed for the development of students' attitudes and behavior in a positive direction.

### Needs Analysis Interview Results

Table 4.6

No	Element	Category				Amount
		Need	%	no Need	%	
1	Principal	1	4.16	-	-	1
2	Homeroom teacher	5	20.83	-	-	5
3	Parent	9	37.5	-	-	9
4	Learners	6	25	3	12.5	9
Amount		21	87.49	3	12.5	24

So based on the needs analysis table calculation data above, it can be seen that 87.49% consists of principals, teachers/class representatives, parents and students who are respondents that they need a superior class program, but there are 12.5% of 3 respondents Students who feel that there is no need for a superior class program are students, this is because they are not aware of the importance of implementing superior class program education.

## 6. Conclusions and recommendations

Based on the results of research that refers to the data collected and after going through the data analysis process, it can be concluded that the management of the superior class development of MTs Muhammadiyah Bandar Lampung is as follows:

### 1. Evaluation *context* Excellent Class Program at MTs Muhammadiyah Bandar Lampung

*Context Aspect (Context)* are in the high category, most of them have been fulfilled well, from the program profile in the form of clear and detailed (vision, mission, goals and background), the program is in accordance with the needs of the community as evidenced by the increasing number of learning residents and the participation of students in extracurricular activities. , as well as the enthusiasm of students in implementing the program. However, there is no SK for the implementing team, because the principal thinks the program is something that is the responsibility of the entire school.

*Process Aspect (Process)* is in category A and all components have been



implemented quite well, but the formation and habituation are superior in activities in the schools must be further improved in terms of religious values, discipline and curiosity of students, as well as the enthusiasm of educators/teachers in guiding and directing students in carrying out superior educational practices for students in the classroom and outside the classroom. Likewise, the supervision component needs to be improved in the implementation of monitoring, evaluation, control of student activities from morning to time to go home from school.

Product Aspect (*Product*) is in the high category, most of the product components in the MTS Muhammadiyah Bandar Lampung Superior Class Program have received quite good results in terms of inculcating values superior implemented, and internalization or habituation of education superior every student carries out activities at school, as well as the results of achievements achieved both academic and non-academic.

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