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Exploring the Role of the Insan Cendekia Excellence Program in Students' Academic Achievement at SMAN 2 Mataram

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Abstract

This study aims to evaluate the implementation of the Insan Cendekia Flagship Program at SMAN 2 Mataram in enhancing students' academic achievement using the CIPP evaluation model (Context, Input, Process, Product). The study employed a qualitative approach with a descriptive design. Research subjects included the school principal, vice principals, program coordinator, supervising teachers, students, and parents. Data were collected through semi-structured interviews, participatory observations, and document analysis, and were subsequently analyzed using the interactive model of Miles and Huberman.The results indicate that, in terms of context, the Insan Cendekia Program is designed in alignment with the school's vision, mission, and academic needs, and receives strong support from parents and the school environment. Regarding input, the program is supported by competent human resources, adequate facilities, a relevant curriculum, and sustainable funding. In terms of process, the program is implemented according to plan, providing intensive, scheduled, and periodically monitored academic guidance, although minor challenges remain manageable. Concerning product, the program has a positive impact on students' academic achievement, as evidenced by improvements in report card grades, academic performance indices, achievements in academic competitions, and the number of students admitted to universities through the National Selection Based on Achievement (SNBP). Overall, the Insan Cendekia Flagship Program is considered effective and feasible to maintain and further develop as a model of sustainable academic guidance at the secondary school level.

Keywords: *Insan Cendekia Flagship Program; Academic Achievement; Program Evaluation; CIPP Model; Secondary School*

Introduction

Education is the cornerstone of national development, as an educated society possesses critical thinking skills and contributes positively to social change. Education is not merely the transfer of knowledge but a process of guiding learners to develop their full potential optimally, both as individuals and as members of society. This perspective aligns with the philosophy of Ki Hajar Dewantara, who emphasized that education aims to nurture the natural potential of children to achieve well-being and life fulfillment. In formal education, the success of the learning process is reflected, among other indicators, in

students' academic achievement, which serves as a central concept for assessing learning outcomes and educational quality. Etymologically, achievement refers to the results attained through effort and overcoming obstacles, while academic relates to the systematic and rational development and testing of knowledge (Muray in Beck, 2014; Operahmat, 2025).

In formal education, academic achievement is understood as a change in cognitive abilities, attitudes, and skills acquired through learning processes, rather than solely biological growth. It reflects students' mastery of learning materials and is typically represented in grades or evaluation symbols (Sobur, 2006). Academic achievement is measured using various indicators, such as exam results, assignments, academic participation, and both formative and summative assessments. These achievements not only impact individual learners but also serve as indicators of institutional quality and students' opportunities for further education (Wahyuni, 2022; Wicaksana, 2024). Strategically, academic achievement helps determine learning progress, students' relative standing, effort levels, and effective utilization of cognitive abilities. It also functions as a diagnostic tool for learning difficulties, a source of motivation, and a benchmark of institutional success (Syah, 2010; Arifin, 2011).

Students' academic achievement is influenced by internal and external factors. Internal factors include motivation, intelligence, interest, talent, and physical and psychological conditions. External factors encompass family, school, and community environments that shape students' attitudes and learning behaviors (Slameto, 2010; Wahyuni, 2022; Capile, 2017). In this context, the school environment plays a critical role, as teacher quality, availability of facilities, learning climate, and program innovations are key determinants of academic success (Supardi, 2013).

One strategic effort to enhance academic achievement is the development of flagship programs. These programs are designed as instruments to improve educational quality through structured, systematic, and sustainable guidance, producing graduates who are competitive and excel in their fields (Kurniati, 2021; Fatqur & Abidin, 2021). Flagship programs often serve as indicators of school quality and innovation, reflecting the institution's ability to manage student learning and development through academic enrichment, competitions, core subject reinforcement, and character education integration. In the era of Industry 5.0 and knowledge-based society, schools are challenged to produce adaptive, innovative, and competitive graduates. This requires schools to go beyond regular instruction and provide opportunities for student potential development through programs aligned with contemporary demands (UNESCO, 2021).

The success of flagship programs depends heavily on quality planning, implementation, and continuous evaluation. Educational program evaluation is a strategic step to ensure that a program meets its objectives and produces tangible improvements in learning quality. Without systematic evaluation, program effectiveness is difficult to measure objectively (Sianipar et al., 2023; Herdha et al., 2024). One widely used evaluation approach in education is the CIPP model (Context, Input, Process, Product), which allows comprehensive assessment of a program's context, planning, implementation, outcomes, and impact (Saputra & Note, 2024). The CIPP model is holistic, flexible, and decision-oriented, suitable for both formative improvements and summative accountability assessments (Thoha, 2003; Widoyoko, 2009; Malik, 2018). In secondary education, CIPP-based evaluation is highly relevant for assessing flagship programs that aim to improve academic achievement and holistic student development. It provides comprehensive information for decision-makers regarding program continuity and improvement.

SMAN 2 Mataram is one of the leading schools in West Nusa Tenggara Province, implementing various academic and non-academic flagship programs. Its Insan Cendekia Program is an academic flagship initiative designed to enhance students' academic performance intensively and sustainably. The program integrates academic reinforcement, character building, and religious values education into a cohesive guidance system. It was developed to meet the needs of the school and parents for structured, safe, and effective academic support without overburdening students (WK, Interview, 2025). The program also prepares students for university entrance through achievement-based selection and written exams while fostering participation in academic competitions.

Since its launch in 2012, the Insan Cendekia Program has continued to evolve despite various challenges, including the COVID-19 pandemic (KPP, Interview, 2025). However, SMAN 2 Mataram's academic records indicate fluctuations in student performance in recent years, including a decline in SNBP results in 2025. This highlights the need for a comprehensive program evaluation, as prior assessments primarily focused on final outcomes without thoroughly analyzing context, processes, or long-term impact. The absence of a systematic evaluation model may result in gaps between program objectives and achieved results (Sulastri & Fathoni, 2021).

Based on the above, this study aims to evaluate the Insan Cendekia Flagship Program at SMAN 2 Mataram using the CIPP model, examining context, input, process, and product to enhance students' academic achievement and provide data-driven recommendations for sustainable program development.

Method

This study employed a qualitative approach with a descriptive qualitative design. This approach was chosen because the research aims to gain an in-depth understanding of the evaluation of the Insan Cendekia Excellence Program within the natural school context, which cannot be adequately explained solely through quantitative data (Creswell & Poth, 2018). The descriptive qualitative design allows the researcher to systematically describe the program's form, planning, implementation, as well as the outcomes and impacts of the Insan Cendekia Program based on the CIPP evaluation model (Context, Input, Process, and Product) (Stufflebeam, 2003).

The research was conducted at SMAN 2 Mataram, Mataram City, West Nusa Tenggara Province, Indonesia, from July to December 2025. The site was selected purposively considering that SMAN 2 Mataram is one of the leading schools implementing the Insan Cendekia Program as a strategic academic program; however, its evaluation has not yet been conducted comprehensively and systematically according to all components of the CIPP model (Patton, 2015).

The research subjects were selected purposively based on their direct involvement and in-depth understanding of the program implementation. Subjects included the school principal, vice principals for curriculum and student affairs, the program coordinator, supervising teachers, student participants, and parents. The diverse selection aimed to obtain comprehensive and credible data from multiple perspectives (Miles, Huberman, & Saldaña, 2019). In this study, research subjects simultaneously acted as the main data sources, providing information on program planning, implementation, evaluation, and its impact on students' academic achievement.

Data collection was conducted through semi-structured interviews, participatory observations, and document studies. Interviews were used to explore informants' perspectives, experiences, and evaluations of the program's implementation and effectiveness. Participatory observation was conducted to directly observe the program's implementation, teacher-student interactions, and adherence to planned activities. Document studies complemented and strengthened interview and observation data through the analysis of official school documents such as school profiles, program documents, evaluation reports, report cards, student academic achievement data, and supporting archives. These three data collection techniques were applied triangulatively to enhance the validity and reliability of the data (Flick, 2018).

The data collection and analysis focused on the CIPP evaluation components. For the context component, data were examined regarding the program's alignment with the school's vision and mission, its relevance to students' academic needs, and the support from the school and community. For the input component, data analysis covered teacher qualifications and competencies, availability of learning facilities, program material relevance, and funding and management support. The process component focused on teaching methods, active student involvement, consistency in program scheduling, and monitoring and evaluation implementation. Finally, the product component aimed to reveal program impacts such as enhanced learning motivation, critical and analytical thinking skills, and improved academic achievement (Stufflebeam & Shinkfield, 2007).

Data analysis was conducted qualitatively using the interactive model of Miles and Huberman, including data collection, data reduction, data display, and conclusion drawing/verification (Miles et al., 2019). Analysis was carried out simultaneously and continuously from the beginning of data collection until data saturation was achieved. During data reduction, the researcher selected, focused, and simplified raw data obtained from interviews, observations, and documentation according to the CIPP evaluation focus. Irrelevant or repetitive data were eliminated to ensure focused analysis.

Data were presented descriptively and thematically, illustrating the Insan Cendekia Program's form, CIPP-based evaluation process, and program impact on students' academic achievement. This presentation facilitated understanding of patterns, relationships, and dynamics occurring during program implementation. Conclusions were drawn gradually through the interpretation of research findings and continuously verified by comparing data across sources and collection techniques (Patton, 2015).

Data validity was ensured through the criteria of credibility, transferability, dependability, and confirmability. Credibility was maintained through source and technique triangulation, as well as member checking with key informants. Transferability was achieved by providing detailed descriptions of the research context so that findings could be applied to similar contexts. Dependability was ensured through systematic documentation of the entire research process in the form of an audit trail. Confirmability was guaranteed by maintaining objectivity in analysis through reflective notes, discussions with supervisors, and transparent presentation of data and findings traceable to their original sources (Mustari, 2025).

Findings and Discussion

Based on the evaluation of the Insan Cendekia Flagship Program at SMAN 2 Mataram using the CIPP model, a comprehensive overview was obtained regarding the alignment of context, readiness of inputs, quality of processes, and program outcomes in enhancing students' academic achievement.

In terms of context, SMAN 2 Mataram, as one of the leading schools in West Nusa Tenggara Province, has a vision to become nationally and internationally competitive. The Insan Cendekia Program was designed as an institutional strategy to realize this vision through intensive academic guidance, character development, and science olympiad mentoring. Interviews and observations indicated that the program aligns with the school's vision, mission, and goals, namely: "Developing Insan Cendekia who are Faithful, Virtuous, and High-Achieving." Therefore, the program's orientation extends beyond academic achievement to include the development of spiritual character, integrity, work ethic, and a positive competitive spirit (Mulyasa, 2016).

The program's formulation was also based on students' needs and parents' aspirations for structured academic guidance for high-potential learners. The program was designed considering the characteristics and requirements of SMAN 2 Mataram students to serve as an optimal platform for academic potential development. Following the program's establishment, a program implementation team was formed, consisting of the school principal, vice principal for curriculum, program coordinator, secretary, treasurer, teaching activity coordinators, and supervising teachers. Roles were clearly defined, with the vice principal overseeing curriculum development, teaching supervision, and academic achievement monitoring, while the program coordinator managed coordination, control, evaluation, and reporting to the principal (Sujana, 2014).

The context evaluation revealed that the Insan Cendekia Program adheres to a needs- and opportunity-based planning principle, ensuring the program's objectives are relevant and necessary to improve academic quality while reinforcing students' character, with strong support from the school and parents (Nurhayani, 2022).

Regarding input, the program is supported by competent human resources, adequate learning facilities, a relevant reinforcement curriculum, and sustainable funding. Supervising teachers are selected for their high academic competence and strong IT skills. Guest lecturers from the University of Mataram

are also involved to strengthen academic mentoring. Students are admitted through a rigorous selection process, including administrative screening, computer-based tests, and interviews, ensuring the participation of high-potential learners (Dalmia, 2021).

Learning facilities, such as dedicated classrooms, laboratories, multimedia equipment, and adequate internet access, contribute to effective learning. The program curriculum complements the school curriculum through interactive and innovative teaching methods tailored to students' needs. Funding is provided transparently and efficiently through parental support, ensuring program sustainability each year (Arikunto & Jabar, 2014).

In terms of process, the program is implemented according to the planned schedule, beginning with program planning and socialization to students and parents, participant selection, and routine guidance through Insan Cendekia special classes three times per week outside regular lessons. Supervising teachers act as facilitators, guiding students in developing critical, analytical, and creative thinking through problem-based learning (Djuanda, 2020).

Internal monitoring and evaluation are conducted quarterly by the principal and program team to assess students' academic progress, teacher performance, and resource needs. Challenges such as time constraints, teacher shortages in specific subjects, and student attendance consistency are addressed through schedule adjustments, guest lecturers, and reinforcement of student commitment (Hutahaean, 2021). This approach demonstrates that process evaluation serves as a quality control tool and a basis for continuous program improvement (Stufflebeam, 2003).

Regarding product, the program has significantly enhanced students' academic achievement. Improvements were observed in report card grades across major subjects, particularly mathematics, physics, chemistry, science, and English, with an average increase of 3–5 points per semester. Students' academic performance indices consistently increased from 84.5–90.07 to 87–92.73 after program participation (Wijayanti, 2019).

Program outcomes also include higher student achievement in academic competitions, such as the National Science Olympiad, Youth Writing Competitions, and English speaking contests. Additionally, the number of students admitted through the National Selection Based on Achievement (SNBP) increased, although 2025 saw a slight decrease due to national quota limitations. Most SNBP admittees were participants in the Insan Cendekia Program, indicating the program's contribution to preparing students for merit-based university entrance (Sulistyorini, 2013).

Overall, the CIPP-based evaluation shows that the Insan Cendekia Flagship Program at SMAN 2 Mataram is effective in enhancing academic achievement, fostering discipline, and cultivating a competitive and collaborative learning culture. The program is considered suitable for continuation and further development as a model of excellence-based academic guidance at the secondary school level, with ongoing improvements in planning, implementation, and evaluation (Stufflebeam & Coryn, 2014).

Conclusion

The Insan Cendekia Flagship Program at SMAN 2 Mataram has proven to be an intensive, systematic, and sustainable academic guidance program aimed at enhancing students' academic achievement. Based on an evaluation using the CIPP model (Context, Input, Process, Product), the program aligns with students' needs and characteristics and is supported by parental aspirations as well as the school's commitment to producing graduates who are academically excellent, possess leadership qualities, demonstrate integrity, and are globally competitive. The availability of adequate human resources, supportive facilities, a relevant curriculum, sustainable funding, and a well-planned and continuously monitored implementation process constitute the main factors contributing to the program's success. The program's positive impacts are reflected in improved report card grades in core subjects particularly mathematics, physics, chemistry, science, and English with an average increase of 3–5 points

per semester, consistent improvements in students' academic performance indices, and an increased number of students successfully admitted to universities through the National Selection Based on Achievement (SNBP).

Recommendation

The school needs to develop a more structured and systematic program planning, beginning with a comprehensive and periodic needs assessment of students to ensure that the program is accurately targeted. This planning should be supported by the implementation of training or mentoring for supervising teachers and program implementers to address human resource limitations while ensuring improvements in the quality of learning. In addition, the school should conduct an in-depth analysis of the decline in SNBP graduation rates in 2025, so that the findings can serve as a basis for formulating more specific and targeted strategies to prepare students for university entrance through merit-based selection in the coming years.

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