

Strategic Implementation of International Class Program for Global Branding of Madrasah

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Abstract

This study examines the implementation of the International Class Program (ICP) as a strategic approach to strengthen the global branding of Islamic schools, with a focus on MAN 2 Ponorogo, Indonesia. While previous studies on ICP have mainly highlighted universities and general schools, limited attention has been given to its role in the madrasah context. Employing a qualitative case study, data were collected through interviews, observations, and document analysis with program leaders, teachers, and students. The findings reveal that ICP contributes to global branding through three main strategies: integration of the national and Cambridge curriculum, multilingual learning (Indonesian, English, Arabic), and international exposure via student exchanges and networking. Digital promotion and stakeholder engagement further reinforce these efforts. The study offers theoretical and practical insights into how ICP serves not only as a pedagogical innovation but also as a branding mechanism that strengthens the global competitiveness of Islamic schools.

Keywords: International Class Program, Islamic school branding, globalization, Cambridge curriculum, stakeholder engagement

Abstrak

Penelitian ini mengkaji implementasi *International Class Program* (ICP) sebagai strategi untuk memperkuat branding global madrasah dengan studi kasus di MAN 2 Ponorogo, Indonesia. Penelitian sebelumnya lebih banyak menyoroti ICP pada perguruan tinggi atau sekolah umum, sementara peran ICP dalam konteks madrasah masih jarang dibahas oleh peneliti lain. Dengan menggunakan pendekatan kualitatif studi kasus, data dikumpulkan melalui wawancara, observasi, dan analisis dokumen yang melibatkan pengelola program, guru, dan siswa. Hasil penelitian menunjukkan bahwa ICP berkontribusi terhadap *branding* global melalui tiga strategi utama: integrasi kurikulum nasional dan Cambridge, pembelajaran multibahasa (Bahasa Indonesia, Bahasa Inggris, dan Bahasa Arab), serta pengalaman internasional melalui pertukaran siswa dan jejaring global. Promosi digital dan keterlibatan *stakeholder* turut memperkuat efektivitas strategi ini. Studi ini memberikan kontribusi teoritis dan praktis dengan menegaskan bahwa ICP bukan hanya inovasi pedagogis, tetapi juga mekanisme branding yang memperkuat daya saing madrasah di tingkat global.

Kata Kunci: International Class Program, branding madrasah, globalisasi, kurikulum Cambridge, Stakeholder