

CIPP MODEL EVALUATION ON TOEFL COURSE AT UNIVERSITAS QOMARUDDIN

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ABSTRACT To assist future graduates, students of the English Language Education Study Program receive specialized training in a 'TOEFL' course that is specifically designed to prepare them for the TOEFL test. The objective of this research is to assess the effectiveness of the TOEFL course offered in this study program as a mandatory advanced course, which can be taken in either the sixth or eighth semester. This study presents a CIPP (Context, Input, Process, Product) evaluation methodology specifically designed to meet the requirements and unique features of the TOEFL course at Universitas Qomaruddin. Further research is needed to investigate (1) What are the outcomes of evaluating TOEFL courses using the CIPP approach? (2) What are the key enhancements that need to be implemented in order to maximize the program's beneficial influence, as perceived by students and lecturers, in terms of program outcomes? By employing this quantitative and qualitative methodologies, our aim is to provide a comprehensive assessment framework capable of addressing several research inquiries. The research involved a total of 42 students, a lecturer, and a head of the study program. The research data utilized encompass surveys, interviews, and documentation. Subsequently, the data is scrutinized and inferences are made. The results show TOEFL course was generally executed well proven by effectiveness from context evaluation (82%), input evaluation (83%), process evaluation (86%), and product evaluation (82%). The TOEFL course demonstrates effectiveness in meeting its objectives; however, continuous enhancements in infrastructure, resources, and engagement strategies are advisable to elevate overall quality.

Keywords: CIPP, TOEFL, evaluation

INTRODUCTION

Due to the growing significance of English as a global language, its influence on the education sector in Indonesia has led to the incorporation of English instruction at all levels of schooling, from primary school to university. Another consequence is the requirement for demonstrating proficiency in the language. English proficiency is measured through the formal demonstration of a certificate of proficiency in English (Herwandar et al., 2012; Narayana & Soepriyanti, 2023; Rojak, 2022; Zhang, 2022). Some of the primary variants are ITP TOEFL, iBT TOEFL, IELTS, TOEIC, and similar assessments that serve various purposes (Angraini, 2016). As a result, many educational institutions utilize these exam scores to determine entrance, graduation, scholarship applications, and similar matters. Many organizations in the industrial sector utilize the test as a prerequisite for applicant entrance or the advancement of employees to official positions. Numerous crucial industries necessitate English ability, which is further substantiated by a certificate of competence.

The English Language Education program at Qomaruddin University plays a crucial role in evaluating graduates' English speaking skills to meet the required standards, as part of its mission to enhance the quality of human resources and graduates' competency. Despite students already being equipped with English skills in reading, listening, speaking, and writing, there is still a mandatory requirement for a course called 'TOEFL' or exam of English as a Foreign Language, which specifically focuses on exam preparation.

This course aims to provide students with the necessary information and abilities to get a TOEFL score of 400, which is a graduation requirement as stated in the Decree of the Rector of Qomaruddin University No. 1357.05/A.3/UQ/SK/III/2024. The values on this standard are relatively low in comparison to the state universities in East Java. In general, the minimal need for English schooling is a score of 500 (Narayana & Soepriyanti, 2023).

Nevertheless, during the preliminary phase of establishing these examinations as a mandatory requirement for graduation, there are numerous preparations and procedural steps that need to be undertaken. The purpose of the TOEFL course is to provide students with the necessary information and skills to excel in both spoken and written English, with a particular emphasis on mastering key subjects. This course specifically emphasizes three key English language skills: listening, structuring, and reading. The main teaching goals of this course are as follows: (1) to enable students to acquire English skills passively in order to enhance their active English abilities, (2) to ensure that students achieve the minimum required score for graduation, (3) to equip students with the necessary knowledge for English tests, (4) to help students assess their level of competence based on the TOEFL standard, and (5) to prepare students for the global job market and competition.

Despite being specifically designed for students in the English Language Education program, the TOEFL course encounters numerous hurdles during the teaching and learning process. Students may possess diverse educational backgrounds in English, variable degrees of motivation, and distinct learning styles (Mazidah & Masruroh, 2022). Hence, it is imperative to develop an assessment framework that can offer a thorough assessment of the efficacy of TOEFL at Universitas Qomaruddin. The assessment of the TOEFL program include not only the final exam outcomes, but also the learning process, the curriculum employed, the instructional approaches, and student feedback. The CIPP evaluation model is a comprehensive and systematic approach for evaluating educational programs, encompassing the context, input, process, and product. The objective of the research project is to use and assess the CIPP model in the TOEFL at Universitas Qomaruddin, with a specific focus on the components namely Context, Input, Process, and Product.

When formulating this research, we relied on earlier studies that served as the foundation for addressing the research gap. An initial assessment was conducted to determine the efficacy of the TOEFL program for educators at multiple universities in Indonesia (Labibatussolihah & Adriani, 2022). This article evaluates the effectivity of the preparation course for TOEFL for university lecturers using the CIPP model. The study found that although the program was quite successful in achieving its goals, there was still room for improvement in curriculum development, learning methods, and follow-up support for participants. Recommendations included adjustment of school hours, granting job vacancies to participants, and conducting post-programme evaluations. The programme aims to improve English language skills and improve the quality of the institution.

Furthermore, a study conducted by Maharani and Putro focused on assessing the effectiveness of a TOEFL preparation program in enhancing test scores (Maharani & Putro, 2021). This study examines the significance of well-defined program objectives and strategic planning in enhancing the implementation of TOEFL preparation courses at the English Village institute in Indonesia. The survey utilized the CIRO evaluation technique to assess the program and discovered that while the program adheres to national requirements, there are still areas that require enhancement in terms of infrastructure quality and participant satisfaction.

Thirdly, the study on the evaluation of the English language training program at DISDIKAL using the CIPPO model (Kusmiyati et al., 2023). This study examines the implementation of English language education programmes at the Navy's TNI Education Service for Naval TNI personnel by applying CIPPO (Context, Input, Process, Product dan

Outcome) model evaluation. To obtain the data, the researchers conducted interviews, observations, documentation, focus group discussions and loading. From the data obtained through the interview, the observation, the documentation and the focus group discussion and the CIPPO model loading using the likert scale (1 sd 5) the context aspect showed 3.81, the training was carried out based on the objectives, the educational plan and the activity plan. The input aspects showed 3.59, support the training process. The process aspects indicated 3.82, the train process can run smoothly. The product aspects shown 3.96, the training results satisfying. The outcome aspect shows 3.95, the training has a good impact on the human resources and institutions at TNI Navy. This research has the novelty that English training in DISDIKAL very much requires a thorough evaluation of the implementation of the training.

Several studies employing the same evaluation technique included the same study questions: (1) What is the evaluation of TOEFL using the CIPP model? (2) What are the key areas that need to be addressed in order to enhance the program's effectiveness, as seen by students and teachers?

THEORETICAL FRAMEWORK

TOEFL stands for Test of English as a Foreign Language. This examination is specifically tailored for students who have English as a second language. The TOEFL is overseen by the Educational Testing Service (ETS), the largest organization in the world responsible for administering standardized examinations and conducting educational research (Abdulloh et al., 2021). ETS was initially established in 1947 by three non-profit educational organizations: the American Council on Education, the Carnegie Foundation for the Advancement of Teaching, and the College Entrance Examination Board. The acronym TOEIC stands for Test of English as International Communication. Among the several available services, the TOEFL is widely regarded as the most popular and commonly utilized assessment in both the realms of education and employment (Abdulloh et al., 2021; Angraini, 2016; Rohman, 2019)

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A program evaluation is a tool or procedure used to find out something with the methods and rules that have been specified (Muryadi, 2017). Explicitly, evaluation refers to the achievement of a goal while implicitly evaluation is a comparison of the results achieved with the established standards of accomplishment. Program evaluation is also a systematic investigation of the value of an object. The evaluation here shows the public about strengthening values, benefits, progress, accreditation, and accountability (Stufflebeam, 1971).

The CIPP model, which stands for Context, Input, Process, and Product, incorporates a fundamental idea of evaluation that encompasses context, input, process, and product (Stufflebeam, 1971, 2002). During the process of contextual evaluation, evaluators assess several aspects such as needs, issues, assets, possibilities, and the relevant conditions and

dynamics of the context. Decision makers employ context evaluation to ascertain objectives, priorities, and guarantee program goals for substantial requirements and difficulties. During input assessment, the theoretical evaluator assists the program planner in identifying and assessing the procedural plan, requirements, feasibility, and possible efficacy of the program. During the process assessment, the evaluator actively observes, records, assesses, and communicates information regarding the execution of the program plan. Evaluators offer input throughout the execution of a program, assessing the degree to which the program has been implemented. During product assessments, assessors assess and analyse the outcomes achieved in both the short and long term. Product evaluation is conducted at the conclusion of the program to identify and assess the overall performance of the program. Below is a concise summary of the CIPP model.

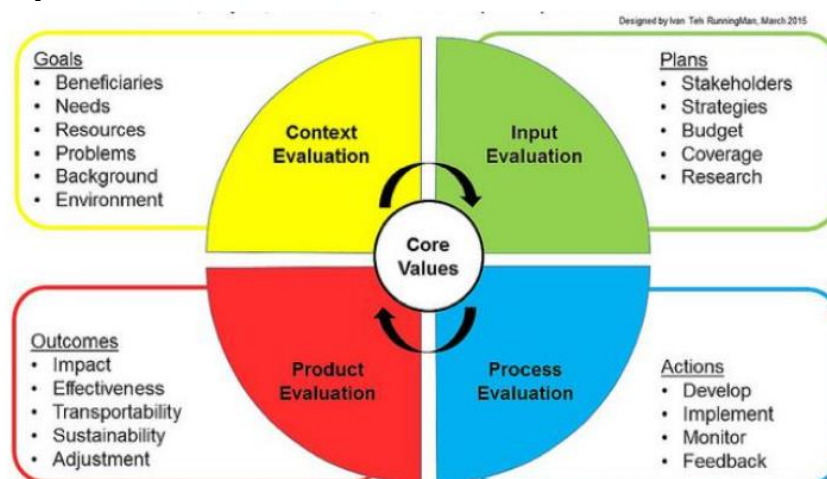


Figure 1 CIPP Model Evaluation (Stufflebeam, 2002)

The CIPP evaluation approach assesses the strengths, weaknesses, limitations, successes, effectiveness, and plans of an activity or program. The evaluation process is segmented into four quadrants: context, input, procedure, and product. Context review encompasses an assessment of requirements, available assets, challenges, historical context, and surrounding conditions. The input assessment encompasses stakeholders, strategy, money, programme coverage, and research. Process evaluation examines the execution of plans, encompassing its creation, implementation, monitoring, and feedback on the progress of operations. Product evaluation ultimately determines anticipated results, including customer influence, efficacy, and sustainability factors (Stufflebeam, 2002).

The CIPP model is commonly employed in school evaluation due to its ability to offer a comprehensive assessment of intricacy and applicability (Shih & Yuan, 2019). Every aspect can offer valuable insights into the deficiencies or excesses of an activity, while the comprehensive evaluation model simplifies the assessment of its suitability or advantages, and can determine whether the activity is satisfactory to proceed with or necessitates modifications.

Given that the objective of this study is to assess a two-year TOEFL course at the English Language Education Program, there are several factors to take into account in this study. Firstly, in order to enhance the overall quality of a course, it is important to make improvements using the CIPP model, either in its entirety or in certain aspects. Furthermore,

in order to assess the efficacy of this particular program, it is imperative to obtain input from several stakeholders, including not only students but also accommodating professors, the head of the program, and the dean. The utilization of enticing learning concepts also influences the methodologies and results of learning.

RESEARCH METHODS

This research, conducted from March to June 2024, assesses the TOEFL exam administered by the English Language Education Program at Universitas Qomaruddin using the CIPP model. A qualitative and quantitative approach are employed, utilizing data collection techniques such as questionnaires, interviews, and documentation, consistent with research principles (Creswell., 2017). The population consists of 42 students who participated in the TOEFL course, a course lecturer and a head of study program.

Primary data were collected through questionnaires designed to evaluate four components: context, input, process, and product, following the CIPP model frameworks (Stufflebeam, 2002;). Interviews were conducted with key stakeholders, namely the lecturer and the head of the English Language Education study program. These interviews were semi-structured, allowing flexibility to explore various perspectives (Cowan, 2011). Additionally, observations of TOEFL preparation and implementation were conducted, and relevant documentation, such as test results and course syllabi, was collected for further analysis.

The data were analysed both quantitatively and qualitatively. Questionnaire responses were quantified using a percentage-based effectiveness criterion, as shown in Table 1.

Tabel 1. Effectiveness Criteria

No	Score Range	Criterion
1	90% - 100%	Very good
2	80% - 89%	Good
3	70% - 79%	Fair
4	<= 69%	Poor

Percentage of Aspect (PA) formula was applied to determine the effectiveness score for each component:

$$PA = \frac{\text{respondent score average}}{\text{maximum score range}} \times 100\%$$

Following this, effectiveness was categorized according to the scale in Table 2. Qualitative data from interviews and observations were analyzed using thematic analysis to identify recurring patterns and insights (Braun & Clarke, 2019). The combination of these approaches ensures a comprehensive evaluation of the TOEFL program.

RESULT AND DISCUSSION

The primary objective of this research is to assess the effectiveness of the TOEFL exam administered by the English Language Education Program at Universitas Qomaruddin using the CIPP evaluation model. The study evaluates four key components—**Context**, **Input**, **Process**, and **Product**—to determine how well the program meets its intended outcomes and provides insights into areas for improvement. By analyzing both quantitative

data from questionnaires and qualitative data from interviews and observations, this section provides a comprehensive understanding of the program's strengths and weaknesses.

Context Evaluation

This section provides the analysis of context evaluation for the TOEFL Course. Based on the questionnaire, in terms of infrastructure and facilities, 16.7% of students strongly agree with this, most—64.3%—say that the tools and infrastructure for the TOEFL course help them to learn. Still, 19.2% of students find the tools at hand inadequate. This shows a difference between the current facilities and the needs of the students for best learning. Although 92% of students agree that language labs and textbooks help to enable efficient learning, data indicates that better infrastructure could help to improve the educational quality even more.

a. Evaluating the relevance of course schedule and content

Based on the questionnaire, 88% of the students saying they feel the TOEFL course materials are relevant to their needs for improving English language ability. The schedule does not contradict other academic activities, so the class calendar matching semesters 6 and 8 is judged to be efficient. According to the head of study program, this course exists for semester 6 and 8. To make it efficient, both classes are gathered into one big class. As two distinct semesters are joined into one, it is hoped that students' motivation is boosted and sense of rivalry are emerged to affect the learning outcomes. This point of view is consistent with earlier studies showing that the relevance of instructional materials to students' needs might increase their drive and learning outcomes (Masruroh & Miladiyah, 2023; Warju, 2016).

b. Evaluating the Learning Approach

The learning strategy used in the TOEFL course at Qomaruddin University shows different degrees of student support. While 61.5% of students agreed the utilized approach improved their English language skills, approximately 35.7% of students showed indifference about it. This conclusion shows that although most students believe the present approach is efficient, there is yet chance to evaluate and improve this approach to maximize learning outcomes. Interview result from the lecturer and course syllabus indicate that numerous media models—including Quizizz and Liveworksheets for evaluations and quizzes—are used by the lecturer in course instruction. As such, students not only exercise with modules, but also online media platforms.

c. Evaluation of Teaching Strategies and Curriculum

A necessary advanced course for students is TOEFL. Following program curriculum evaluation, this TOEFL course has been offered since 2023. Students are supposed to familiarize themselves with international standard assessments by means of this course. Whether for advanced study preparation, job evaluations, or other academic needs, students specialized in English language education are expected to be conversant with assessments corresponding to the ITP TOEFL. This course's main teaching goal is for students to reach mastery in passive English language skills thereby improving their active English language capacity. Listening comprehension, structure and written expression as well as reading comprehension make up the course. Different elements presented to pupils in a methodical manner have been categorized among the

exam components.

The TOEFL course material is set in line with students' initial test results and minimum passing score criteria. The pretest results show that 48% of the pupils performed below the minimum level, which emphasizes the need of educational interventions to raise their performance. Moreover, it is expected that after talks between the lecturer and the head of the study program, students would improve their future performance in this field and academics in general. Though the university has set a minimum passing grade of 400, students are urged to achieve a score higher than 450. The instructor wants to provide tools that help to reach the minimal score target. This goal is also meant to be reached with the help of the courses instructor's produced modules beyond 450.

Specifically, the instructor wants to provide tools that help to reach the minimal score target by using a module. The module materials cover three parts of ITP TOEFL test. For listening comprehension, the material covers information about Part A namely listening to short conversations, Part B and Part C namely listening for longer conversations and talks. In addition, for structure and written expressions, the materials cover subject, verb, complement & modifier, verb phrases & tenses, subject – verb agreement, pronouns, verb as complement, affirmative & negative agreement, negation, commands, modal auxiliaries, adjectives & adverbs, connectors, passive voice, and multiple clauses. Lastly, for reading comprehension, the materials cover general strategies, main ideas, topic, details and factual information, reference and vocabulary.

These 15 materials comprise all the subjects commonly featured in the TOEFL examination. The contents are structured from simple to complicated to meet the varied needs of students. The practice questions in each material progress from easy to difficult, enabling all students to enhance their scores. The employed learning method incorporates both offline and online methods, with assessments administered in both formats, demonstrating an adaptation to student demands and current conditions. (Williams, 2020).

d. Evaluation of Participation and Engagement

With a minimum attendance of 75% across all meetings, student participation in learning is worthy of praise. By helping to produce learning resources, students show their active involvement in the learning process. Based on the interview with the lecturer, comments and recommendations about the teaching strategies were sought to improve student involvement and interest in class attendance after the midterm test. The lecturer offers resources in an online form depending on feedback and adjusts the learning materials to accommodate the students' interests. This is consistent with studies showing that active participation and material customizing based on student needs could raise the effectiveness of learning (Damayanti et al., 2022; Ismail et al., 2022).

Although the TOEFL course's learning environment at Universitas Qomaruddin shows that many areas require improvement even with significant help from infrastructure and facilities and the relevancy of the content. The present facilities require improvement to meet student needs; so, the educational approach needs periodic evaluation to improve its effectiveness. The present curriculum is essentially

organized in line with student needs; yet, consistent application and evaluation are necessary to ensure that all aspects of education help to achieve appropriate TOEFL scores.

In conclusion for overall context evaluation, 44% students agree, 38% strongly agree, 15% students feel neutral, 2% strongly disagree and 1% disagree with the context evaluation for TOEFL. Negative evaluation for context come from their perspective on facilities, policy, learning environment, and classroom settings. Despite its 3% negative evaluation but needs to improve the context section is required. Generally, 82% students give positive perception about context evaluation which can be classified as good. This show that there is relevance and alignment of TOEFL course' goals with students' needs and expectations. It can be said that the course design has met the required standards for TOEFL test. However, there may be areas for improvement.

Input Evaluation

Evaluation on Input covers aspect the quality of resources including the curriculum and teaching materials, teaching staff, facilities and infrastructure, as well as the availability of resources to support learning.

a. Curriculum and Teaching Materials

Based on the questionnaire's responses, 85% of students agree that the TOEFL course offered at Qomaruddin University addresses subjects pertinent to the growth of English language competency for the test. This curriculum incorporates resources used at the Language and Multicultural Center of Unair as well as tools from TOEFL practice books released by Longman and Peterson. This shows that the curriculum internationally recognized external standards.

Focusing on Listening Comprehension (LC) for three sessions, Structure and Written Expression (SWE) for six sessions, and Reading Comprehension (RC) for three sessions—which are fundamental TOEFL exam components—the instructor indicated that the instructional materials are meant to cover fourteen sessions. These instructional resources, which are linked with references from reliable sources, show an attempt to offer complete materials that comply with TOEFL exam criteria by their standard (Juliarta & Wirawan, 2022; Rifiyanti, Dewi, Putra, et al., 2023; Situmorang et al., 2020; Sulaiman et al., 2019; Thonus & Phillips, 1990). The teaching materials reflect those discussed in the section on Context evaluation. Every chapter of the material in the module covers in great detail content and practice sections. Some of the practice questions also incorporate activities linked with the previously taught content in the sessions. This seeks to help pupils in training their sensitivity and knowledge of the earlier given tasks.

b. Tools for Facilities and Infrastructure

About resources, 85.7% of students believe the tools at hand—textbooks and internet resources—are sufficient to help the learning process. Still, 73.8% of students think that facilities like language labs may use further development. This suggests that the language lab requires work on several areas. One example is according to the information from the lecturer, although the audio facilities in the language lab are quite good, the classroom setup is not suitable for teaching due to the partitions. Here, the lecturer's desk is positioned in such a way that it is less visible from the back. The desk

should be placed higher. The class used is also moving depending on the schedule. If the materials are about structure and written expression and reading comprehension, the regular class is used. However, if the listening sections is executed, the language lab is used. To some cases, students need to update information from the lecturer before the class starts despite the prepared course schedule.

In addition, in selecting the lecturer, the head of study program additionally assured the selected a lecturer for the course has particular knowledge in TOEFL content and has given training and particular advice on how to approach TOEFL questions. Such consideration is need because this course is more on training session that expects the participant to gain success (Abdulloh et al., 2021; Hartono et al., 2021; Kaniadewi & Asyifa, 2022). The chosen instructor for this course has a lot of experience working at a public university in Surabaya, thus it is hoped they will inspire and help students to improve their abilities. Though the current infrastructure is rather good, there is room to improve the facilities, particularly those pertaining to the application of more sophisticated technology in education.

c. Resource Quantity: Availability and Accessibility

Of all the students, 85.7% agree that the TOEFL course's teaching tools and learning resources are easily available and intelligible. Besides the course module, the lecturer also created google site for self-study activities. The activities provided support TOEFL materials, not only material for specific topics, but also a complete test for each section of TOEFL test. It was aimed at improving students' knowledge of educational resources to promote the learning process by means of efficiency. Furthermore, 71% of the students believe that their lecturer have sufficient knowledge and expertise. The lecturer should, however, also be urged to help to raise the standard of instruction and the availability of other resources, including larger self-study facilities (Hajarudin, 2022; Hartono et al., 2021; Shofi, 2020).

In conclusion for input evaluation, 45% agreeing and 38% strongly agreeing show that the resources provided for this course are sufficient and helpful for students. 13% feel neutral suggesting that some students may not feel engaged with the provided resources. 3% strongly disagree and 1% disagree show negative feedback demanding for refining resources that meet students' need so effectiveness and satisfaction can be further obtained. Input evaluation shows 'good' as 83% result for effectiveness. The materials, resources, and instructional design used in the course suggest that the course utilizes relevant learning materials and teaching strategies to improve students' language skills. The score also reflects the adequacy of resources namely a lecturer, a module, and use of technology, though minor improvements in teaching methodologies, facilities, or materials.

Process Evaluation

Three distinct angles—learning effectiveness, learning efficiency, and student participation—show process evaluation for the TOEFL course at Qomaruddin University takes.

a. Learning's Effectiveness:

The results of the questionnaire suggest that 69% of students strongly agree whereas 26.2% of them agree that the lecturer can clearly and reasonably present

the material. This indicates that the lecturer's presentation of the TOEFL concepts is quite successful, which helps students to participate in the lessons rather properly. On the first meeting, the lecturer explained the introduction of the course covering the course contract, learning objectives, learning outcomes, and agenda for the whole semester, supporting students' openness and awareness about the course taken. Besides that, discussion about students' needs was also addressed by the lecturer so that both parties can agree on each other such as discussing students' preferences on assessment models.

To support diverse teaching method, the lecturer implemented varied methods. The polls show that 52.4% of students agree and 42.9% strongly agree that the variety of teaching strategies applied by the lecturer increases knowledge. Some strategies applied such as practice questions, discussions, and exam simulations variate material differences to reach various learning levels of students (Capuno, 2023; Shofi et al., 2018). In addition, discussing exercise questions and practical tasks on websites like Quizizz, Liveworksheet and Google Sites help students to acquire better knowledge and mastery of the topic. The media allow students to practice TOEFL exercise anywhere and at any time, therefore improving the effectiveness and flexibility of practice.

b. Learning Efficiency

The lecturer attempted to help students to understand TOEFL materials efficiently by directing students to simulate TOEFL exam. This exam simulation provides students the chance to learn to control their time more accurately since it corresponds with the real evaluation system and exam duration. During the simulation for each section, the lecturer follows the real time evaluation system such Structure and Written Expression must be done in 25 minutes for 40 questions and 55 minute for 50 questions for Reading Comprehension. By means of time management and question-solving strategies, this experience enhances preparation for the real test and hence offers valuable benefits.

Further, during the class session, after exam simulation, the lecturer also encourages students to share their answer either randomly or alternately, therefore encouraging active engagement. This is always employed in the class session to check students' understanding. This strategy also ensures participation as well as a more active classroom ambiance as students are driven to participate in class discussions. Besides that, the lecturer can also directly discuss difficult questions faced by students during the simulation test.

To variate, the lecturer also provide assignments and practical exercises given throughout the course, such as TOEFL practice tests, which further improved efficiency. These exercises were accessible through multiple formats, online platforms, and Google Sites, which allowed students to practice conveniently in their preferred method. The integration of technology in teaching, facilitated more interaction between the lecturer and students, enhancing the learning process.

c. Students' Participation

To improve participation, the lecturer also uses cooperative learning (Coorey, 2021). This increases collaboration among students. Group discussions, for instance, help students to better understand the material. The

lecturer also employs group projects, which, depending on survey results, help students to interact, share ideas, and participate in peer discussion. This model is usually set into pair-work or group-work of three students. Besides, the lecturer also provide a room for students to give feedback. The feedback is not only from the lecturer to the students but also from the students to the lecturer.

Overall, based on the responses of the questionnaire, the application of numerous techniques and structured feedback has helped the TOEFL course at Qomaruddin University to be effective. Through active contact, discussions, and group projects, the application of technology and supporting materials has efficiently raised student involvement and allowed flexibility and efficiency (Ismail et al., 2022). This method generates a balanced and responsive learning environment appropriate for the needs of the students.

In short, for process evaluation, 47% strongly agreeing and 39% agreeing show that the process is conducted well. 11 % remain neutral which show that some students my not fully engage with the process such as instructional approaches or class activities. 2% strongly disagreeing and 1% disagreeing show that there is a negative perception suggesting areas for improvement. Overall 86% students have positive view of this TOEFL Course process indicating good performance at the course execution, classroom activities, and instructional methods, while neutral and negative responses mean a need for refinement in specific areas. Process evaluation, focusing on how well the course is implemented, shows 86%, Despite the good performance, improving the quality is still highly demanded to achieve the desired outcomes in TOEFL preparation.

Product Evaluation

Discussing the product evaluation of TOEFL course at Universitas Qomaruddin evaluates the learning outcomes. The result show that 92,9% students agree that this course contribute to students' understanding better on TOEFL exam, tips and tricks. Based on the result of questionnaire, it also shows that the main objective of learning, namely improving understanding of TOEFL material, has been achieved, proven by the average score of 455 and pssing the minimum score of 400. This increase is in line with the findings of Brown (2019) who stated that structured material supported by repeated practice can strengthen students' understanding in the context of language learning (Frazier & Brown, 2001; H.Douglas Brown, 2007).

In addition, 69% of students stated that they felt more confident in using English after taking this course. Confidence in using English is an important indicator of the success of a language learning program. Language confidence is one of the main predictors of success in mastering a foreign language (Akbari & Sahibzada, 2020). Therefore TOEFL Course not only generally affects students positively, but also improves students theoretical comprehension about the test.

Furthermore, 85.8% of students agree that the evaluation or assessment results they receive in the TOEFL course reflect their progress and understanding. The result of interviews with the lecturer and the head of study program also shows that the assessment carried out in this course is in accordance with the expected standards and is able to provide a clear picture of the progress of student learning. In addition, 85.7% students agree on their

satisfaction with the learning outcomes from this course. The degree of student satisfaction usually corresponds with the quality of education they get as well as the applicability of the content to their requirements in the actual world (Hai, 2022; Husain et al., 2022). Their satisfaction becomes a proof of the effectiveness of this course.

According to the lecturer, students' final average score is 455; the best score is 577 and the lowest score is 403. A total of 31 students has increased their score from the pre-test, 6 students are stagnant, and 5 students' score decreased. Though this score meets the passing criteria, 400, established by the rectorate, efforts are still under progress to raise the student average to above 450. This standard has been set starting this year and it will take some time before the ideal score is obtained. The lecturer states that it was hoped to improve gradually. In the following year, she will set the internal standard of the score higher if the rectorate does not change the standard. She believes that this will be supported by the head of study program. Improving this score will help to guarantee that students not only graduate but also possess competitive English language competency internationally.

The head of the study program also recommended that students be given more focus on learning facts and techniques and strategies in working on TOEFL questions and that the passing criteria be raised. Raising this benchmark will inspire students to understand TOEFL content in more detail and study harder. In line with this, raising the passing criterion helps to improve the quality of learning and learning results (Tannenbaum & Wylie, 2005). Further it is also hoped that in line with students can meet the standard set by study program association suggesting that the graduates should master B2 CEFR standard.

Lastly, TOEFL course's overall product evaluation findings from Qomaruddin University demonstrated reasonable success in reaching learning objectives. 47% agreeing and 37% strongly agreeing show that the course has helped students achieve their desirable goals. The effectiveness score of 82%, indicating a good result, suggests that while the course helps students achieve good outcomes, passing the minimum standard criteria. However 13% remaining neutral indicates a significant minority may not experience significant benefits of this course. It is also proven by 6 students who get stagnant TOEFL score. 5 students' score decreased may also be the cause of 3% strongly disagreeing and 2% disagreeing with the process evaluation. While most students view the TOEFL course positively, there is room for improvement, particularly in addressing the needs of students who feel neutral or dissatisfied with the outcomes.

Key Areas for Improvement

From the CIPP evaluation model, there are few key areas required to be addressed for TOEFL Course as seen by stakeholders to make teaching and learning experience better.

a. Size of Class

As this class was considered a big class consisting of 42 students, most students complained that they do not frequently focus because they are from two different semesters. They prefer to be with their friends than to be mixed with the other semester. To overcome such problem, less people in each class will make it easier for everyone to talk to each other and pay attention to the class discussion. The number of students in a class should be between 20 to 25 participants. In this condition, the lecturer can possibly give each student more one-on-one care and really understand their needs when the class size is smaller (Aprilliandari & Sugiharto, 2023). Besides that, to better assist students

based on their competence level, it would be better for the same level students within a classroom. By considering this, it is hoped to improve the quality of learning and the results that students obtained in TOEFL course.

b. Lectures

Students suggest some materials are added to the course so students can gain more lesson. Some additional assignments can be supplemented to each meeting for further exercise. They also say that maybe more class sessions need to be added for consultation, for better understanding. However, the lecturer suggests that some students lack interests during the lecture. Students should possess their desire to learn individually. Students in fact do exercise whenever there is instruction or homework instead of trying to access exercise by themselves. She also complains that students tend to shy to have discussions outside of the classroom. Despite good responses from students, she wishes that students were in reality more active and enthusiastic during the lecture because she felt her preparation was nothing if they did not show their enthusiasm. This reveals that students possibly might feel reluctant to communicate some problems during the course so that the lecturer cannot fully picture what students need. Such problems may arise because students are from different levels of competence. It is important to have open discussions with students of representative for regular evaluation and feedbacks and motivate students to practice outside the classroom.(Aprilliandari & Sugiharto, 2023; Rifiyanti, Dewi, & Putra, 2023).

c. Technology

Online assessment through Quizziz and Liveworksheet can be fun for students and students look enthusiastic(Aprilliandari & Sugiharto, 2023; Capuno, 2023; Rahman et al., 2020; Sanjaya et al., 2023). These models have been integrated in the course and students have been familiarized with such model of assessments. In addition the lecturer has created a google site for students to have individual practice despite its limited number of exercises. Her attempt to create this is also a proof of her effort for her students. However, integrating and creating online assessment also take time to prepare if the required materials are not ready as needed. It is hoped that she can improve by giving exercise from different level of difficulty also challenging yet satisfying for her students (Aprilliandari & Sugiharto, 2023; Rifiyanti, Dewi, & Putra, 2023).

d. Value Added by Facilities

Language labs can make learning more fun and useful, especially when it comes to skills like listening. This class must move to language lab during listening sections. This is the facility provided by university for its students. Unfortunately, the labs also need improving. One thing for sure is that there are no headsets, a whiteboard and staging for control desk in front section inside the room. These items are urgently required for comfortable teaching because students at the back sometimes cannot hear the lecturer well due to cubicle setting in the labs. Room audio is audible, but headsets can be added value for students' best experience in listening sections. So, it is hoped that adding more relevant facilities will give students a more learning experience at using the right language aids(Aprilliandari & Sugiharto, 2023).

e. Evaluation and Review

Evaluation and reviews are helpful because thorough reviews of homework and class materials give students helpful comments and help them understand better(Aprilliandari

& Sugiharto, 2023; Rifiyanti, Dewi, & Putra, 2023). Regular review meetings help students remember what they have learned and make sure that any mistakes are fixed before the final test. Even though the lecturer has done it, it seems that not all students cannot comprehend the explanation well. Some students need more explanation while others feel enough. The varied students create imbalance. Another challenge is about time consumption while the lecturer has must deliver topics for the meeting.

Conclusion

This research evaluates the effectiveness of the TOEFL course by the English Language Education Program at Universitas Qomaruddin using the CIPP (Context, Input, Process, Product) evaluation model. Context evaluation reveals the relevancy of the course (82%). Input evaluation highlights that 84% of students feel the course improves their English skills, but resources like language labs need further development. Process evaluation shows 86% positive perceptions showing good student attendance, effective use of tools like Quizizz, Liveworksheet, and Google Sites to support learning. Besides, various teaching methods, including group discussions and TOEFL simulations, engage students, but improvements in the learning environment are needed. Product evaluation reveals that 82% students agree that students have met their learning outcomes proven by their score. The course meets its goals, raising the passing score and addressing student feedback on additional materials could further enhance outcomes. In conclusion, the TOEFL course shows success in achieving its objectives, but ongoing improvements in infrastructure, resources, and engagement strategies are recommended to raise the overall quality and student satisfaction.

In addition to the obtained results, the research suggests several improvements to the TOEFL course at Universitas Qomaruddin. It suggests investing in improving learning resources, integrating technology, and raising passing score criteria to improve academic rigor and outcomes. Future research should explore the effectiveness of different instructional methods, such as traditional vs. technology-enhanced learning, and identify successful approaches for improving TOEFL performance. Investigating students' learning strategies and factors influencing underperforming students can help design targeted interventions. A longitudinal study could track students' TOEFL score progress over time, and cross-institutional research could identify best practices from other universities. Understanding cultural and sociolinguistic factors influencing student performance can provide insights into adapting the course to diverse learners' needs. These research developments will provide a comprehensive approach to improving the TOEFL course, ensuring it meets students' evolving needs and enhances their language proficiency.

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