Evaluation Of the Cipp Model Program in Implementing the Toefl Test at Upt Universitas Sembilanbelas November Kolaka

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Abstract

This research aims to evaluate the implementation of the TOEFL test at Sembilanbelas November University Kolaka using the CIPP (Context, Input, Process, Product) evaluation model. The research method used is evaluation research with a qualitative approach. This research sample involved the Language UPT of Sembilanbelas November Kolaka University as the research subject, with a focus on the implementation of the TOEFL test and related programs. Data was obtained through observation, in-depth interviews and documentation studies. The collected data was analyzed using the data analysis model from Miles and Huberman, which includes data reduction, data presentation and conclusion drawing stages. The research results show that the implementation of the TOEFL test at the UPT Bahasa Sembilanbelas November Kolaka University has several weaknesses, especially related to inadequate physical facilities, lack of training for instructors, and lack of flexibility in the test implementation schedule. Despite this, the program was successful in improving participants' English language skills, although there is still a need to focus more on developing broader practical and communication skills. This evaluation provides recommendations for improvement and further development in the implementation of the TOEFL test program, with the hope that these steps will improve the quality of test implementation and provide a greater contribution to students' academic and professional progress.

Abstrak

Penelitian ini bertujuan untuk mengevaluasi pelaksanaan tes TOEFL di Universitas Sembilanbelas November Kolaka dengan menggunakan model evaluasi CIPP (*Context, Input, Process, Product*). Metode penelitian yang digunakan adalah jenis penelitian evaluasi dengan pendekatan kualitatif. Sample penelitian ini melibatkan UPT Bahasa Universitas Sembilanbelas November Kolaka sebagai subjek penelitian, dengan fokus pada pelaksanaan tes TOEFL dan program yang terkait. Data diperoleh melalui observasi, wawancara mendalam, dan studi dokumentasi. Data yang telah terkumpul dianalisis menggunakan model analisis data dari Miles dan Huberman, yang meliputi tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pelaksanaan tes TOEFL di UPT Bahasa Universitas Sembilanbelas November Kolaka memiliki beberapa kelemahan, terutama terkait dengan fasilitas fisik yang kurang memadai, kurangnya pelatihan bagi instruktur, dan kurangnya fleksibilitas dalam jadwal pelaksanaan tes. Meskipun demikian, program ini berhasil meningkatkan kemampuan bahasa Inggris peserta, meskipun masih ada kebutuhan untuk fokus lebih pada pengembangan kemampuan praktis dan komunikasi yang lebih luas. Evaluasi ini memberikan rekomendasi untuk perbaikan dan pengembangan lebih lanjut dalam implementasi program tes TOEFL, dengan harapan bahwa langkah-langkah tersebut akan meningkatkan kualitas pelaksanaan tes dan memberikan kontribusi yang lebih besar bagi kemajuan akademik dan profesional mahasiswa.

Kata Kunci : CIPP, TOEFL, Evaluasi

INTRODUCTION

In 2017, the English Language Education Study Program at Sembilanbelas November Kolaka University took an important step in improving its students' English language competency by implementing the TOEFL test as one of the mandatory requirements for taking the thesis exam. (Philips, 2021) said that the TOEFL test is used to assess a person's level of proficiency in English. This policy is designed not only to ensure that students have adequate English language skills, but also to increase the

competitiveness of graduates in the national and international arena. The implementation of the TOEFL test received a positive response from various parties, because it was considered capable of encouraging students to be more serious in studying English from the start of college.

Seeing the positive results of this initial policy, in 2023, Sembilanbelas November Kolaka University decided to expand the application of the TOEFL test to all study programs within the university. This step is outlined in Chancellor's Decree number 59/UN56/HK.03.00/2023, which officially requires all students to pass the TOEFL test before completing their studies. This is in line with (Kasim, 2016) who stated that the requirements for student graduation must be a certain standardized TOEFL score. This decision reflects the university's commitment to improving educational standards and academic requirements, as well as ensuring that all graduates have adequate English language competency.

This policy expansion is also part of the university's strategy to improve the overall quality of education and prepare students to face global challenges. Thus, Sembilanbelas November Kolaka University focuses not only on improving academic abilities but also on developing skills that are relevant to the needs of the job market. It is hoped that the implementation of this policy will make graduates of Sembilanbelas November Kolaka University more competitive and ready to compete in the world of work which increasingly prioritizes English language skills as one of the main skills.

However, as time progresses, it is necessary to carry out a comprehensive evaluation of the implementation of the TOEFL test to determine the extent of its effectiveness in achieving the stated goals. Program evaluation is carried out to assess the implementation of the program's level of success (Sadikin, 2021). Evaluation also has a big influence on the success of developing a program (Tukan, 2021). Apart from that, this evaluation is very important because until now there is no detailed information regarding the extent to which the TOEFL test has had a positive impact on improving students' English language skills and whether this test is relevant to the needs of the continuously developing world of work.

One of the evaluation method that can be used is the CIPP (Context, Input, Process, Product) model. This framework was chosen because its model is comprehensive and systematic (Molope & Oduaran, 2019). This model offers a comprehensive approach to evaluating programs, starting from the implementation context which includes background and needs, available input or resources including teaching staff and facilities, the implementation process involving the procedures and techniques used, to the final product or results achieved by the program. Another reason is that the CIPP evaluation model provides concepts and theoretical frameworks for the components that must be involved in program evaluation (Martono, et al, 2018). Thus, the CIPP model can provide a comprehensive picture of the effectiveness of the TOEFL test in improving students' English language competence.

METHOD

This research is a type of evaluation research with a qualitative approach. Data was obtained through observation, in-depth interviews, and documentation (Sukadimata, 2017). The collected data was analyzed using the data analysis model from Miles and Huberman, which includes three main stages: data reduction, data presentation, and drawing conclusions (Huberman, 2017). After the data was collected, the researcher selected the data that was relevant and needed to be presented and to draw conclusions. The data is then presented based on the components of program evaluation theory developed by Stufflebeam (2007).

RESULT AND DISCUSSION
CIPP Model Concept

The CIPP model concept (Context, Input, Process, Product) focuses on evaluation through four main interrelated dimensions, providing a comprehensive and systematic approach in assessing the effectiveness of a program. This model was developed by Daniel Stufflebeam in 2000 and has been used widely in various evaluation contexts, both in the fields of education, health and other social programs..

The first dimension, Context, focuses on the analysis of the background, objectives and environment in which the program is implemented. Evaluation at this stage aims to understand the needs underlying program implementation, identify problems to be addressed, and assess the relevance of the program to the stated objectives. Thus, context evaluation helps ensure that programs are designed and implemented according to existing needs. A recent study by Smith and Jones (2022) shows that in-depth evaluation of context can increase a program's relevance and suitability to participants' needs (Smith & Jones, 2022).

The second dimension, Input, involves an assessment of the resources available to support program implementation. This includes an analysis of the budget, workforce, facilities, curriculum, and strategies used to achieve program goals. Input evaluation aims to assess the adequacy and quality of these resources, as well as identify areas that require improvement or adjustment so that the program can run effectively. According to recent research by Lee et al. (2023), effective input evaluation can improve the efficiency of resource allocation and drive better results (Lee et al., 2023).

The third dimension, Process, focuses on evaluating the implementation of the program itself. This stage involves monitoring and assessing the procedures and activities carried out during the program. Process evaluation aims to identify whether the program is being implemented according to plan, assess the efficiency of implementation, and identify obstacles or challenges faced. The results of this evaluation can be used to make real-time improvements and ensure that the program remains on the right track. Brown and Green (2021) found that continuous process evaluation can increase program adaptability to changing needs (Brown & Green, 2021).

The fourth dimension, Product, assesses the final results achieved by the program. Evaluation at this stage aims to measure the impact and effectiveness of the program in achieving the stated goals. This includes analysis of short-term and long-term results, as well as an assessment of the quality and sustainability of the resulting impacts. Product evaluation helps determine program success and provides a basis for decisions regarding continuation, modification, or discontinuation of the program. According to Johnson and Miller (2023), comprehensive product evaluations can provide valuable insights for future program improvements (Johnson & Miller, 2023).

By using the CIPP model, evaluation can be carried out thoroughly and systematically, providing comprehensive information on all aspects of the program. This model not only helps in assessing program effectiveness, but also provides guidance for continuous improvement and development of better strategies in the future. This makes the CIPP model a very useful tool in efforts to improve program quality in various fields.
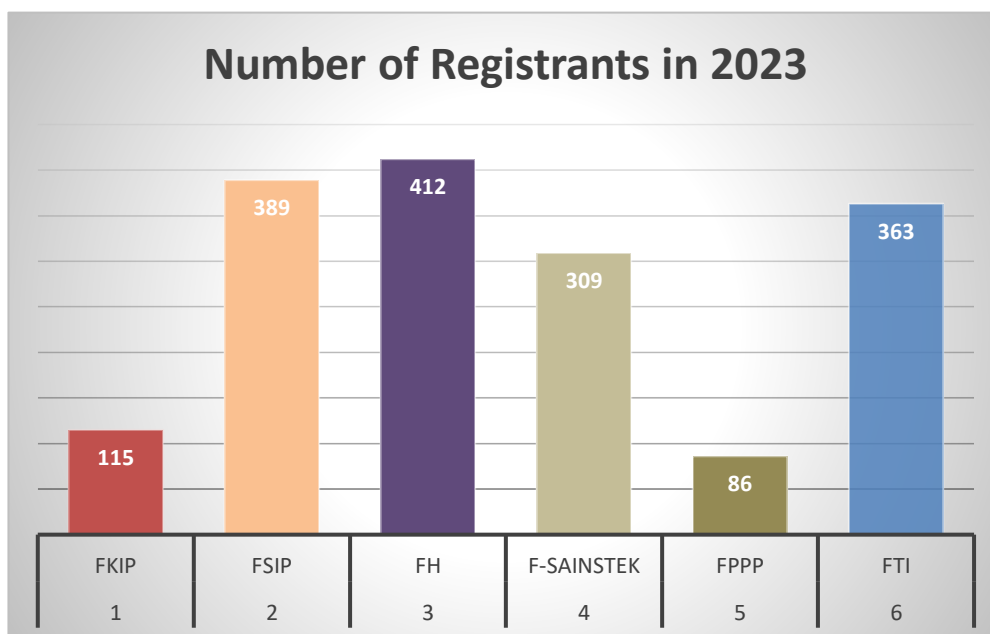
Evaluation using the CIPP model is expected to produce important findings that are useful in improving the implementation of the TOEFL test at Sembilanbelas November University, Kolaka. This includes identifying areas that need improvement, developing new strategies to increase student engagement, and ensuring that the test remains relevant to the evolving needs of the global world of work. Apart from that, this evaluation can also measure the extent to which this program supports the university's vision and mission as one of the leading educational institutions in the ASEAN region by 2045.
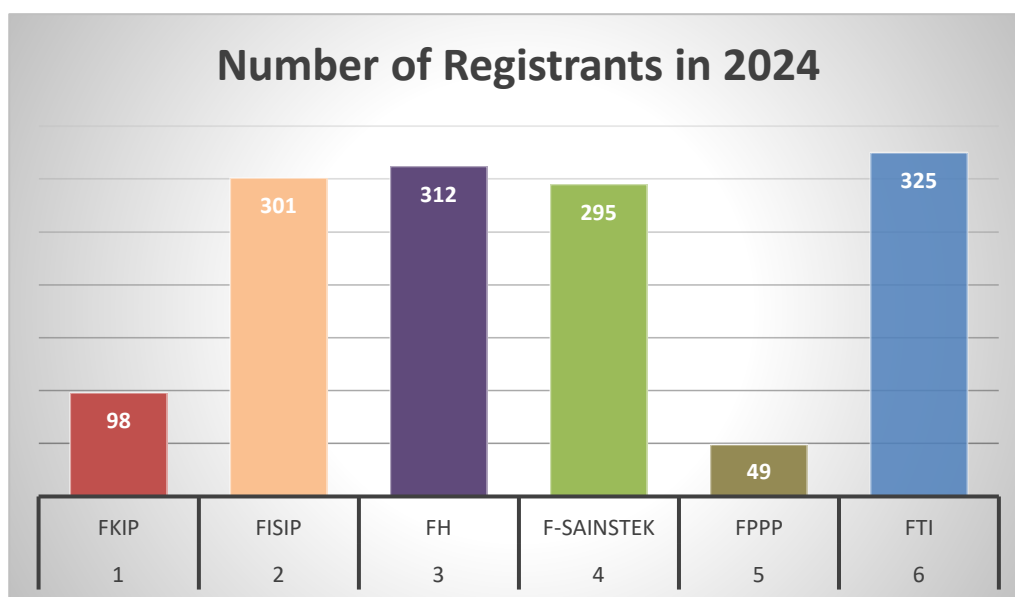
CONTEXT

K The first component is the context of the TOEFL Test implementation program carried out by the Language UPT of Sembilanbelas November Kolaka University. This context includes the objectives of the program, program background, and Operational Standards for Program Implementation. Based on the results of an interview with the head of the Language UPT, the TOEFL test was designed to improve students' English language skills at Sembilanbelas November University, Kolaka. Apart from that, this program is in line with the university's vision and mission, namely to be among the nominees for the best ASEAN universities in 2035. In an effort to achieve this vision, mastery of English is one of the important competencies that every graduate must have. This program aims to meet academic and professional needs which require English language proficiency certification, such as TOEFL, as a companion to a diploma for students. With TOEFL certification, graduates are expected to have added value that can increase their chances of continuing their studies to a higher level or entering the world

of work. Apart from that, this program also supports the university's efforts to establish international collaboration with various educational institutions and industry, so that graduates are not only ready to compete at the local level, but also globally.

The TOEFL test carried out by the Language UPT of Sembilanbelas November Kolaka University has followed standard and structured procedures. Starting from registering participants, preparing test materials, to implementing and evaluating test results, all steps are carried out carefully and in accordance with applicable guidelines. These Program Implementation Operational Standards cover a variety of technical and administrative aspects that ensure that each participant gets a fair opportunity and that test results accurately reflect their English language skills.

Number of Registrants in 2023

FKIP	FSIP	FH	F-SAINSTEK	FPPP	FTI
115	389	412	309	86	363
1	2	3	4	5	6

Picture 1 : Distribution of Applicants in 2023

Number of Registrants in 2024

FKIP	FISIP	FH	F-SAINSTEK	FPPP	FTI
98	301	312	295	49	325
1	2	3	4	5	6

Picture 2 : Distribution of Applicants in 2024

Input

The second component that is evaluated in the CIPP model is Input. In this component, researchers focus more on the facilities and infrastructure supporting the implementation of the TOEFL test carried out by the Language UPT of Sembilanbelas November Kolaka University. From the results of documentation studies and interviews, it was found that the available facilities were inadequate to support the needs of test participants. UPT Bahasa not only uses two speakers to support audio needs during the test, but is also not equipped with a sophisticated sound system that can guarantee clear and even sound quality throughout the room. This causes participants who sit at the back of the room to sometimes have difficulty hearing instructions and listening questions clearly, which in the end can affect their test results.

Apart from audio problems, the exam room is inadequate in terms of ventilation and air conditioning, making the room atmosphere uncomfortable, especially when the number of test takers is quite large. This condition increases the level of stress and fatigue for participants, which could have been avoided with better facilities. Furthermore, other supporting aspects such as accessibility and public facilities of the Language UPT also require attention. The lack of supporting facilities such as luggage storage lockers makes participants feel uncomfortable before starting the exam. All of these conditions indicate that the current facilities and infrastructure do not meet the standards required for optimal implementation of the TOEFL test. Therefore, improvements and improvements are needed in various aspects of facilities to ensure the evaluation process runs more effectively and efficiently, as well as providing a better exam experience for participants.

Picture 3 : Atmosphere of the TOEFL Test

Process

The third component in the CIPP evaluation model is Process. This component includes program implementation and program operational standards. Data in this component was taken from in-depth interviews with several instructors and students as well as analyzing files used during the program implementation process. Based on the results of the interview, it was found that the implementation of

the TOEFL program at the Language UPT, Sembilanbelas November Kolaka University still faced several obstacles. Instructors mentioned that the lack of regular training and material updates made teaching methods less effective. Some instructors feel that they need more support in the form of advanced training and access to more up-to-date teaching resources in order to optimize the teaching and learning process.

Apart from that, students also revealed several shortcomings in the program implementation process. They feel that the test and practice schedule is less flexible, making it difficult for them to balance test preparation with other academic activities. Some students also complained about the lack of intensive practice sessions and personal guidance from instructors, which made them feel less prepared when facing the real TOEFL test. Students hope for an increase in individual guidance and schedule adjustments to better suit their needs, so that they can get more optimal preparation.

Analysis of the files used during the program implementation process also shows that there are several aspects that need to be improved. The standard operating procedure (SOP) documents currently used do not fully cover all important aspects of program implementation, such as procedures for handling technical problems during tests and guidelines for guidance sessions. In addition, there is no clear routine evaluation mechanism to periodically assess the effectiveness of the program. To improve program quality, revision of the SOP and development of a more comprehensive evaluation mechanism is needed. In this way, program implementation can run more efficiently and meet the standards expected by all parties involved.

Product

The final component in the CIPP evaluation model is Product. In this component, the most emphasis is related to the impact and objectives expected from the TOEFL test implementation program that has been carried out. Evaluation in this aspect involves assessing the results achieved by test takers as well as the long-term impact of the program on their English language skills. Based on data collected through final test results and feedback from participants, it was found that this program had a significant impact in improving participants' English language skills. Most participants experienced an increase in TOEFL scores reflecting improvements in listening, reading and structure skills.

However, despite the improvement in scores, some of the goals of the program have still not been fully achieved. For example, from the results of interviews, several participants still felt less confident in using English in everyday contexts or in academic and professional situations. This suggests that although the program was successful in improving technical English skills, there is a need to focus more on developing broader practical and communication skills. Therefore, it is important for UPT Bahasa to re-evaluate the curriculum and teaching methods used, and consider the integration of more practical exercises and simulation situations that are relevant to the needs of participants.

Apart from that, the long-term impact of this program also needs to be considered. Do improvements in TOEFL scores really translate into real benefits for participants in their careers and studies? Some program alumni stated that improving their TOEFL scores helped them improve their job prospects. However, a more comprehensive and long-term evaluation is needed to measure the extent to which this program truly contributes to the achievement of participants' academic and professional goals. By conducting follow-up surveys and more in-depth analysis of participants' career and academic development after participating in the program, UPT Bahasa can ensure that the main objectives of this program are achieved and continue to make necessary improvements.

CONCLUSION

Evaluation of the CIPP model for the implementation of the TOEFL test at Sembilanbelas November University Kolaka provides in-depth insight into various aspects that require further improvement and development. By focusing on the four main components of Context, Input, Process, and Product, this evaluation succeeded in identifying strengths and weaknesses in the existing system. The results show that despite improvements in participants' TOEFL test results, there is still an urgent need to improve physical facilities and strengthen program implementation to better meet participants' needs and expected international standards. With this evaluation, it is hoped that the university can take

strategic steps such as improving facilities and infrastructure, increasing the number of computers, improving audio quality, and increasing the comfort of exam rooms. Apart from that, universities also need to improve standard operating procedures and provide regular training for instructors to face the latest challenges and needs in TOEFL teaching, so that graduates have superior English language skills, in line with the university's vision and mission.

This evaluation also has broad implications for university policy. The findings and recommendations from the CIPP evaluation can be the basis for formulating policies that are more proactive and focused on student academic and professional development. The policy must be designed to support a more effective teaching and learning process, provide adequate resources, and create a conducive learning environment. In this way, universities not only improve the quality of graduates but also make a greater contribution in preparing students to face global challenges in the future, in accordance with expected international standards.

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