

An evaluation of the effectiveness of the English Upgrading program for TOEFL in an Indonesian university using the CIPP model

Labibatussolihah^{1*}; Nour Muhammad Adriani²

¹Universitas Negeri Yogyakarta, Indonesia

²National Chung Cheng University, Taiwan, Province of China

*Corresponding Author. E-mail: labibatussolihah@upi.edu

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ABSTRACT

Human resources capacity building is a vital part of institutional development, especially in the educational field, such as the university. As an academic language, English skills are highly needed among lecturers to improve the quality of institutions in general. What is the effectiveness of an English preparation course for lecturers in an Indonesian university during the pandemic time? Using Stufflebeam's CIPP model, this study aims to measure the quality and make recommendations on what should be improved or changed from such activity. There were 25 participants, two tutors, and one program coordinator involved as an informant. An online questionnaire was administered, as well as an in-depth interview with the tutors, coordinator, and selected participants. The results show that (1) the context is suitable to the condition, resources, and needs of the institution as well as participants. (2) In the Input section, the curriculum and variations in learning methods need to be further developed. (3) In the process section, the obstacles faced were the lecturer's workload, which should be adjusted during the course to make them focus on the program. (4) In the product section, a high level of satisfaction was found among the participants, with an overall positive review of its merit. There is still room for improvement. One of them is to follow up on participants' progress after the program is ended. An evaluation sheet or survey should be administered after the program is finished to assess the quality of the tutors and participants' satisfaction with the training.

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INTRODUCTION

Entering the second decade of the 21st century, the Indonesian government intensified efforts to improve the quality of human resources. This movement is in line with the vision of Indonesia Gold 2045 and especially prepares the nation's generation that will experience a demographic bonus in 2030. This demographic bonus is a condition of the population structure, which is characterized by a large number of productive age groups, more than 60% overall (Central Bureau of Statistics, 2012). Nations with such a demographic structure will achieve accelerated development and progress in history. Of course, these promising developments must be accompanied by the readiness of human quality, which is specifically closely related to the national education structure.

Along with preparing Indonesia's young generation to face the 2030 demographic bonus, the government is actively reforming the national education system, one of which is higher education. In general, there are three challenges in this effort to improve the quality of higher education. First, the infrastructure factor is insufficient and uneven; second, unclear education policies due to a lack of political will from the government; third, low educational outcomes due to the quality of human resources (lecturers and researchers).

Statistically, from about 310,000 lecturers throughout Indonesia, only about 27% have completed their doctoral education. A total of 16% or only 47,000 had pursued doctoral education, leaving almost 72% of the teaching staff at universities holding master's degrees. Of the number of lecturers pursuing doctoral education, most of them take it domestically. Only <10% of them are currently taking doctoral studies abroad (Ministry of Education and Culture, 2020). This condition impacts at least two things, namely: (1) the quality of research and teaching by lecturers due to the lack of study experience; and (2) limited academic network due to experience doing research or international collaboration. The third challenge aspect, namely the low output as a product of higher education, can be related to existing human resources.

The government has tried to overcome two problems that arise due to the educational qualifications of teaching and research staff at universities in Indonesia, as has been stated. First, scholarship opportunities to study both at home and abroad have expanded. Second, simplification of regulations for lecturers with civil servant status to focus on carrying out their doctoral studies. Furthermore, thirdly, holding enrichment programs in the context of pre-study preparation, especially in synchronizing research themes and fostering foreign languages as capital for completing studies. Under this policy, universities have also initiated similar programs, including one of the Indonesian's oldest and leading educational universities.

The language development program at Indonesian educational universities is part of an effort to increase the capacity of lecturers, especially junior ones, to be willing before starting their doctoral studies. A similar program has been implemented for a long time. What distinguishes it from the current program is that the government/ministry was the initiator in the past. Now the initiative and implementation come from the university management, under the Vice Chancellor for Academic Affairs. Second, the program focuses on improving TOEFL scores rather than general language skills as before. Furthermore, thirdly, this language enrichment program was conducted online for the first time in 2021 in connection with the Covid-19 pandemic. A university organ known as *Balai Bahasa* or the Language Centre became the facilitator that designed and organized this activity.

There are two intended focuses of this activity, namely (1) understanding and identifying the types of questions in ITP TOEFL/TOEFL prediction test; (2) implementing strategies and working techniques in solving ITP TOEFL/TOEFL prediction test questions (Language Center of Universitas Pendidikan Indonesia, 2021b). However, based on interviews with the initiators and principal designers of this program, the main goal is to improve the quality of mastery of foreign languages among lecturers, especially junior lecturers, to be better prepared and motivated to continue doctoral studies at home and abroad. Indeed, several leading universities in Indonesia since the 2010s have implemented English language requirements. In this case, the TOEFL score is relatively high, or above 500 for ITP. Meanwhile, there are still many lecturers who have not achieved this target (Interview with Permadi, 2022).

The English language proficiency upgrading program for the TOEFL test at a university in Indonesia is designed as an intensive activity during April-August 2021. The structure of this program is an adaptation of the regular TOEFL test preparation program from the Language Center, which is open to the public. The difference is that the learning load provided is almost double that of the regular program of 72 hours (Language Center of Universitas Pendidikan Indonesia, 2021a). Participants will be given 132 hours of learning in three meetings for 15 weeks. The committee schedules Wednesday, Thursday, and Friday every 3–5.30 PM for training which includes three aspects of the TOEFL test component, namely Listening, Reading, and Structure consecutively. Thus, participants will be given 150 minutes of training in each meeting or 450 minutes per week.

At the initial stage, participants are invited to take a placement test session in the form of the Proficiency Test of English for Speakers of Other Languages (PTESOL), a test developed by the university's Language Center with standards similar to the TOEFL ITP test. The

test results serve as material for the facilitator to divide the participants into two classes: (A) those categorized as Intermediate; and (B) those categorized as Basic or Foundation. After the placement session, participants will start training activities interspersed with progress tests. This summative evaluation test was conducted three times with PTESOL every four weeks. At the end of the activity, the committee will re-organize the PTESOL test as a final evaluation of the activity. In connection with the Covid-19 pandemic situation, all activities in this training program are carried out online except for the placement test. The applications used are Zoom Meeting and WhatsApp Group. Most of the learning materials are digital files, which are distributed to participants via WhatsApp.

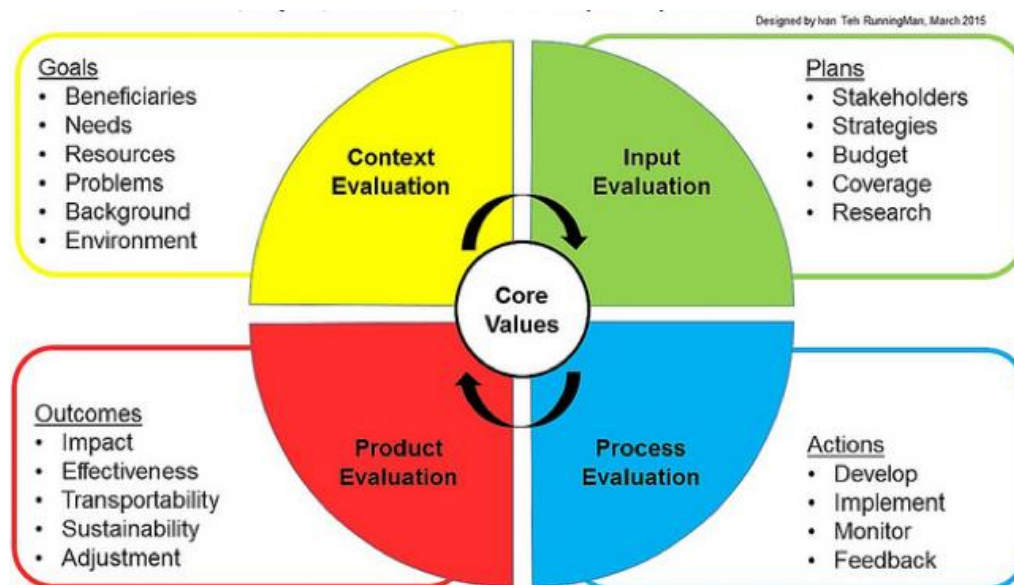


Figure 1. CIPP Evaluation Model (Stufflebeam, 2003)

The CIPP evaluation model (Figure 1) was developed by Stufflebeam in the 1970s. The model identifies the strengths and weaknesses, limitations and achievements, effectiveness, and plans of an activity or program—divided into four quadrants of Context, Input, Process, and Products. Context evaluations talk about the needs and goals; Input discuss action planning, including activity formats, resource allocation, needs inventory, and funding; Process focus on how the plan is executed, including the response of program users to the course of activities; while Product identify intended and secondary outcomes of the activities carried out, including aspects of impact on users, effectiveness, and sustainability (Stufflebeam & Shinkfield, 2007).

The CIPP model is widely used in the educational evaluation as Galvin (1983) and Lu (Shih & Yuan, 2019) stated due to its compactness and holistic assessment of detail and practicality. Each aspect could soon address what an activity lack of or underdeveloped while overall evaluation model makes it easier to judge the worthiness or merit, whether it is good enough to be continued, needs an adjustment, or simply terminated. As the purposes of the research is to evaluate a language skills upgrading course in the time of pandemic, there are some issues to be considered in this study.

First, as a routine program for human resources capacity development at universities, improvements in overall or partial quality as represented by the CIPP model need to be done. Second, the effectiveness of this program, especially after several adaptations during the pandemic, requires feedback from stakeholders, not only participants but also administrators and managers. The concept of online learning certainly impacts the method (process) and learning

outcomes (products). The research questions are as follows: (1) What are the outcomes of the English Upgrading Program for TOEFL Test evaluation using the CIPP Model? (2) What is the priority improvement that should be done for a greater positive impact on the program based on the student's and tutors' perception of the program's outcome? (3) What are the students' perceptions of taking English Upgrading Program via distance modes?

RESEARCH METHOD

This study uses qualitative and quantitative methods because it uses the CIPP evaluation model which requires detailed data and percentage measurements (Figure 2). Qualitative methods are used in the context and input aspects. Meanwhile, the quantitative method is used to see the perception of respondents in the process and product aspects. The two different types of data complement each other. This research was conducted from December 30, 2021 and January 5, 2022 in Bandung, Indonesia.

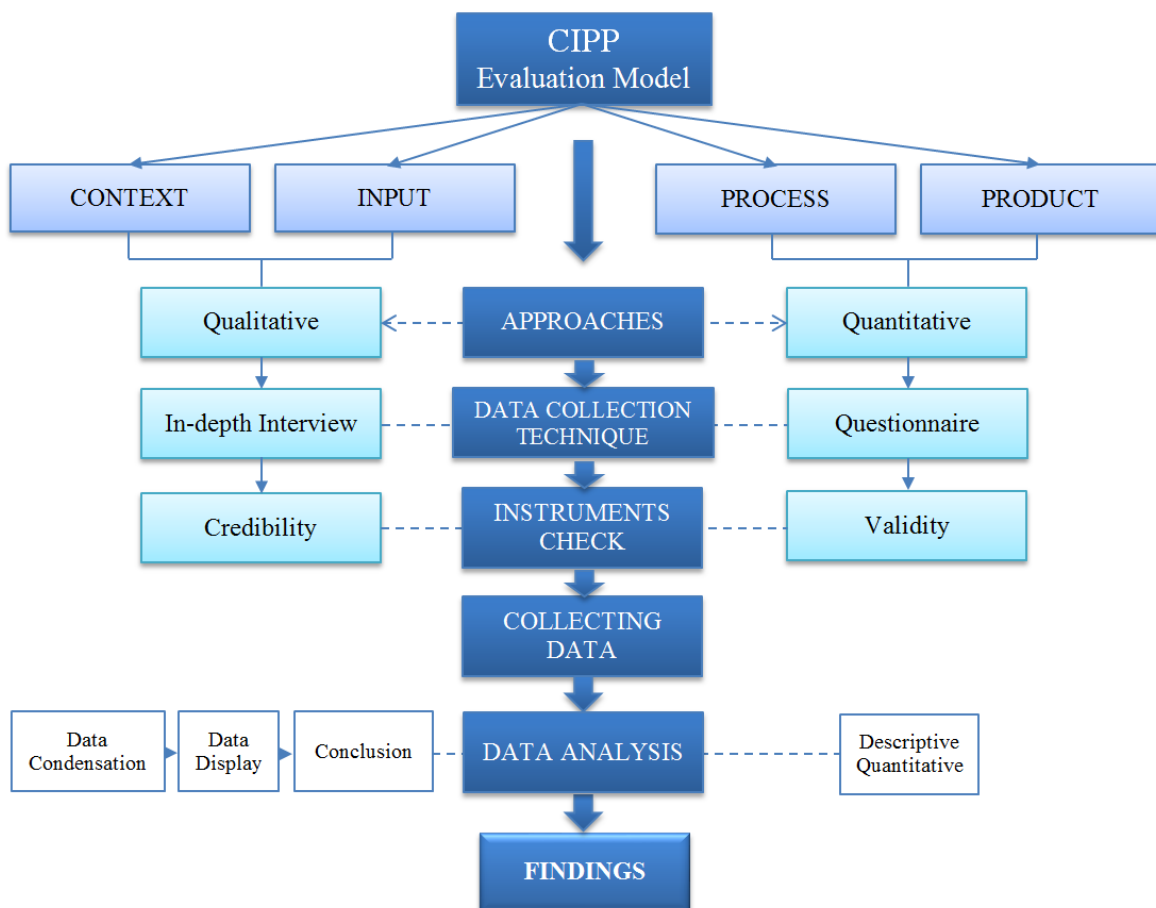


Figure 2. Method Scheme Adapted from Maharani and Putro (2021)

Determination of the sample in the study was carried out using purposive sampling. There are two groups of samples for each quantitative and qualitative study. The population for this study's quantitative aspect is 34 participants of the English Upgrading Program for TOEFL Test preparation of 2021. According to Creswell (2003), with a population under 100, the ideal sample for a study is the entire population. However, considering the limited time for data collection, including the limited available contacts, 27 participants consisting of 12 men and 15 women filled out the questionnaire by random sampling. Of that number, 25 or 74% were used because two people did not complete the form thoroughly. They came from seven

faculties and regional campuses. Meanwhile, as many as five informants participated in the qualitative part of this evaluation study consisting of two tutors, three participants, and one program manager. They were selected using purposive sampling..

Data was collected through interviews, questionnaires, and documentation. Interviews were conducted online via Google Meet. The questionnaire instrument uses a Likert scale with a score from 1 "strongly disagree" to 5 "strongly agree" to see (1) degree of involvement, (2) professional self-assessment, (3) personal opinion about the program, and (4) some personal insight about the outcomes of the program. The instrument has been validated by expert judgment. Using Miles and Huberman (1994), qualitative data analysis consists of data reduction, data display, and conclusion. Meanwhile, quantitative data analysis used quantitative descriptive calculated through IBM SPSS Statistics v.26 programs, namely the Pearson-Product Moment correlation for the normally distributed data.

FINDINGS AND DISCUSSION

Context Evaluation

This program has been going on for about 13 years and is regularly carried out with a mixed-level student system. The target of the program is young lecturers who have not applied for their doctoral study. This program is held to support the UPI Long-Term Development Plan 2016-2040, where the development strategy aims to produce quality lecturers is achieved in 2040. There are two of the five strategic targets that are relevant to the program these are: (a) At least 80% of lecturers hold doctorate (S3) degrees, graduates from various world-class universities both at home and abroad. 50% of lecturers graduate from leading foreign universities based on English and around 30% hold professorship titles, who understand and apply the institutional values and the lecturer's code of ethics in carrying out every task they are done. (e) The lecturers' high proficiency in UN' foreign language standards, both orally and in written.

This English training program for young lecturers is the realization of the targets that have been set. The purpose of the program can be seen from the statement of the program coordinator as follows:

Since 2008/2009, it has been funded by University Budget from Vice Rector of Academic Affairs, which is the initiator of this program. The implementation is one of the efforts to improve the quality of lecturers' English skills. This ability is a requirement for continuing doctoral studies. So, that in the long term, in the future, with the qualification of doctoral lecturers, it can increase the accreditation of study programs for the better as well as the research output (Interview with Permadi, 2022).

To follow up these targets, the Office of Vice Rector of Academic and Human Resources Development initiate the program for English/TOEFL Preparation with two main practical goals, namely, to: (1) understand and identify the types of questions in ITP TOEFL/TOEFL prediction test; and (2) implement strategies and working techniques in solving the ITP TOEFL/TOEFL prediction test questions ([Language Center of Universitas Pendidikan Indonesia, 2021b](#)).

Based on the institutional context, the program is expected to fulfil two targets or goals which is (1) capacity building for lecturers in continuing their doctoral studies that impacted to the improvement of quality of study program accreditation with more doctoral lecturers and higher quality publications; and (2) to increase foreign language skills, especially English among lecturers. It was further explained that the Vice Rector himself, as the initiator of the program set a score of 500-525. The score is reasonably considered as successful for the participant. Every time the program commenced; the university representative always conveyed this target that the tutors would repeat in implementation. In line with this goal, indicators

from participants show an understanding of the objectives of this program, based on the results of a questionnaire regarding the lecturer's further study plans, which can be seen in Figure 3. It shows that more than 70% of the participant linked the program with their plan for continuing study as confirmed by interview (Interview with Nugraha, 2022). The result means that between universities as policy makers, language centers as organizers, and lecturers as subjects have similar goal, in improving English skills to the fulfillment of doctoral study requirements, and further improve the institutional quality with the higher proficiency level.

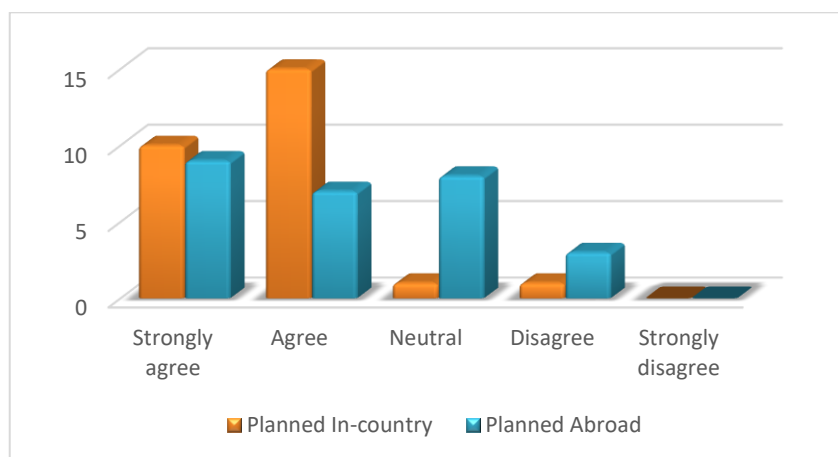


Figure 3. The Percentage of Planned Doctoral Study among the Participants

Since the university has a Language Centre as an autonomous organ in foreign language training, they are appointed facilitators, managers, and executors of the program. This decision is in line with efforts to change the status of a technical service to a business unit that function as source of income based on customer-oriented framework. The use of university funds through this program is also an investment as well as income for the institution that keeping the expenses circulated within its internal organs (Interview with Permadi, 2022).

Inputs Evaluation

Good planning is needed to achieve the objectives optimally. It includes preparing a study plan and conducting a placement test. The main question in the inputs is "How is the design of this English training program done?". First, of course, is the curriculum aspect to elaborate the program objectives. Because it is a top-down policy, the concept from the leadership is rough. Planning is mainly left to the program coordinator's language center so that the evaluation is rarely done.

The curriculum review is carried out based on the needs of the rectorate. So far, there have been minimal changes since it was first carried out except for minor adaptations related to questions or learning media from offline to online (Interview with Mustaqima & Fathimah, 2022).

The lack of evaluation is regrettable because the program's implementation, of course, costs much money. The rectorate and the Language Centre did not know the program's shortcomings. Thus, the narrow curriculum development in this program makes the result among participants was not optimal.

The absence of good curriculum planning has a significant effect on lesson plans. The interview results stated that the study plan, or Semester Learning Plan (*Rencana Pembelajaran Semester* or RPS), was primarily developed by the coordinator with reference to Longman's book (Interview with Mustaqima & Fathimah, 2022). All informants share the same opinion that although the lesson plans have been set, the implementation of learning in the classroom

provides flexibility for tutors to innovate. About 66.7% of the participants responded that this improvisation was effective. They agreed that the tutor had used various or multiple learning methods.

The pandemic has changed learning to a distance or online system. However, according to the tutors and coordinator, there has been no significant change in the program other than the synchronous use of the Zoom device. As soon as the health emergency ends, it is likely that the training mode will return to offline. Although digitalization has become a trend, on-line learning is not a priority (Interview with Permadi, 2022).

Beside preparing RPS, the organizers also prepare tutors as teachers in the English language training program. According to the coordinator, the appointment of tutors is based on experience in dealing with adult participants (flying hours). Tutors who fill in the material have experience in their respective fields according to the skills being tested. The average tutor score is above 600 (Interview with Permadi, 2022). The participants assume 51.9% agree and 48.1% strongly agree that the tutor is academically competent.

A placement test is conducted to determine the participants' starting points. It was uniquely found that the results of the two tutors interviewed answered differently. The first tutor did not get the results of the placement test (Interview with Mustaqima, 2022). It is likely due to a lack of communication. In contrast, the second tutor knows the results because the program coordinator shares them in the Google classroom. From the participant's point of view, self-assessment showed that the participants' acknowledgment of their English proficiency was 22.2% less; 51.9% is sufficient, and 22.2% good, in line with the Placement Test score with 31.5% below 450; 48% between 450-499; and 20.5% over 500.

Although there was a placement test, participants stated that it is unnecessarily needed since the class division is quite arbitrary (Interview with Nugraha & Dewanti, 2022). No affirmative treatment for them who had low score as well as for the high score. The class still filled by a quite far range of participant's TOEFL score of almost 135 in class A and 70 in class B.

Process Evaluation

Referring to the TOEFL test preparation training design document provided by the language center, the program is arranged systematically for 17 meetings with three meetings a week. The total learning process is approximately four months including pre and posttests. There are two classes with one coordinator and six tutors who have expertise in each field including listening, structure, and reading. Learning is done fully online, while the test is done offline ([Language Center of Universitas Pendidikan Indonesia, 2021b](#)). During the process, it went according to plan, but not for the posttest which was delayed due to the increasing number of Covid-19 cases (Interview with Labibatussolihah, 2022). Except that, it does not have a major impact on this program.

Process evaluation from the quantitative description of the questionnaire to program participants showed that most lecturers were young, with details of 33.3% aged 25-30 years, 48.1% aged 30-35, and 18.5% above 35. This percentage shows that the participants involved are still of productive age who can immediately continue their doctoral studies. Meanwhile, according to the admission system, all participants were assigned by their respective superiors. About 33% were appointed without prior information, compared to 67% initially notified. This number tends to impact the level of responsibility in participating in activities, with 66% stating that they participated because they had already received a letter of assignment.

In the process section, there are two questions. The first is "How are the participants' responses to the English language training program for lecturers?". About 63% participants felt that the institution, the study program, and faculty, supported them in this activity, while around 55.6% of participants did not feel compelled to join this program although they did not neither apply nor well informed about it. In terms of motivation, as many as 48.1% of

participants thought that by joining this program, they were optimistic that they could increase their scores to higher than 550. Furthermore, based on the interviews, some participants are joining another English test course outside the campus as they were encouraged by this program (Interview with Nugraha, 2022). This initiative shows that the training also motivates participants to improve their skills further. The tutor also expressed a positive response, who revealed the active participation from students. However, this response was inversely proportional to the level of attendance. The majority, 89%, admitted to having been absent at least once, and 79% of them were absent at least two times during the program. This percentage is related to study hours which often coincide with other office tasks such as teaching and research (78%). This condition made the trainees distracted from the material and learning.

The second question is "What are the obstacles faced during the realization of the English language training program for lecturers?". Since this training is conducted online, the problem faced by tutors and participants in the internet network. Most informants share the same view that offline training is better than online. According to one informant, going offline can temporarily escape the busyness of the office so that they can focus more on the course (Interview with Nugraha, 2022). However, some prefer online training because it is more flexible and less formal (Interview with Labibatussolihah & Dewanti, 2022). Personal learning style also influences this preference—some like face-to-face more than virtual or distance learning.

Some of the learning obstacles faced by participants included the workload that did not decrease during the program. Among them, as many as 63% felt that the workload such as research and teaching is the same as normal. They are reinforced by 63% stating that they find it difficult to focus because there are other activities. Based on interviews, the reasons include family activities. According to the informant, this time allocation problem is because "all online activities are considered easy so that it includes participating in other online meetings with more than one device" (Interview with Nugraha, 2022). The tutors also felt the same. They realized that participants could not always be on-camera, which showed they were present and stay focus. Around 59% of participants also felt that study hours were too short of improving their TOEFL scores and general English skills. There are two materials are complex for participants to understand while challenging for tutors to teach: grammar and listening (Interviews, 2022).

Meanwhile, in terms of funding, this activity did not experience so many problems because it was charged to the university's RKAT/ budget. UPI has a language center as a training provider to make income back for UPI (Interview with Permadi, 2022). However, the follow-up of this program was not paid attention to. Even, the posttest results were not informed to the participants who many of them also did not really care about.

Products Evaluation

One way to see the program's success is to compare the scores obtained after the activity with the placement test, as shown in Table 1. Table 1 shows that there is an extreme difference in scores, which is an increase of 37 points and a decrease of 37 points. However, the number of participants' scores increased almost three times more than those who decreased. Regardless of the score, about 74% of participants felt the program had effectively improved their ability in the TOEFL test and a general understanding of English. Apart from positive perceptions in terms of personal background >90% and teaching quality >80%, as many as 65% of participants stated that the quality of tutors should be improved, while 22% were neutral. This figure is interesting because there is an indirect assumption that quality tutors are not always satisfactory for participants. The majority of participants, 92%, expressed their willingness and interest to re-join if a similar activity is held in the future. But this is under condition that the Study Program should assign them officially to make them focus on the training.

Table 1. Mean of Participant's TOEFL Score Changes

Status	Number of Respondents	Pre-Program score	Post-Program score	Difference
Increase	16	468	505	37
Decrease	6	490	453	-37
Neutral	3	487	487	0

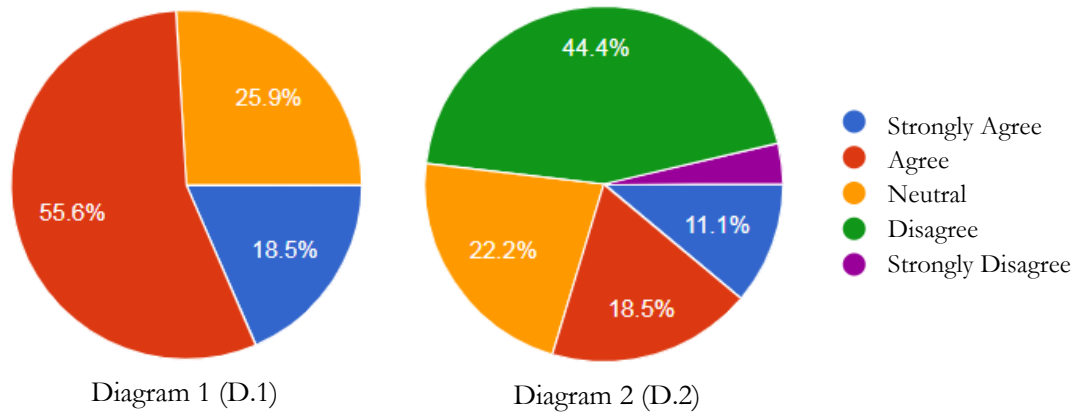


Figure 4. Participants' Perception on General Effectiveness (D.1) vs. Perception of Effectiveness on Language Online Learning (D.2)

From the internal evaluation aspect, the next question is, "How is the program's effectiveness evaluated internally by management?" Interviews with three participants showed that online training was quite efficient but ineffective due to the lecturer's workload, duration and time of activities, and the class mode itself (online) (Interview with Dewanti, Labibatussolihah, & Nugraha, 2022) (see Figure 4). This condition makes the participants unable to achieve the expected targets, both institutionally and personally optimally. From the tutor's point of view, there is no evaluation for them in terms of the effectiveness of their teaching performance. In addition to the absence of follow-up to participants in any form, the tutor does not even know the starting point of the participants' TOEFL abilities (placement test result), let alone the final score of the test evaluations carried out (Interview with Mustaqima & Fathimah, 2022). Although communication between the facilitator and the group of interests (university management and head of the language center) went well, this was not the case with the coordination with tutors who stated that apart from teaching activities, the tutors were not involved in the preparation of the curriculum, syllabus, or other program policies. It is the coordinator who has full control on the matters (Interview with Permadi, 2022).

The increase in TOEFL score among training participants indicates that this program achieved partially its targets while also supports the university's goals in respective issue. In (a) understand and identify the types of questions in the ITP TOEFL/TOEFL Prediction test, as indicated from the questionnaire and interview, student confidently feel that their comprehension is increasing, but it does not actually achieve the targeted score yet. Meanwhile, for (b) to implement strategies and working techniques in solving the ITP TOEFL/TOEFL Prediction test questions, as indicated by the score itself, participants degree of positive trajectory for its practicality is 16/25 or 64%, while about 35% of them was not changed or even in negative improvement.

Institutionally, the target (e) "the lecturers' high proficiency in UN's foreign language standards, both orally and in written" is generally supported by this program. However, at the implementation level it still needs to be modified so that the results of this training run optimally. As suggested by the interviewee that through the English camp, it might make participants focus more on learning English. Although when viewed more broadly, English is only

one of the languages of the United Nations. However, English is the opening door for lecturers to communicate in the international level regardless of their scientific homebase.

As for the target point (a) at least 80% of lecturers hold doctoral (S3) degrees, graduates of various world-class universities both at home and abroad, 50% of lecturers who graduate from leading foreign universities are based in English and around 30% have the title of Professor, who understand and apply organizational values and lecturers' code of ethics in carrying out each task they carry out. There is still a need for follow-up by monitoring the young lecturers who have attended this TOEFL training when to continue their doctoral studies at home and abroad. Thus, the target points will show the percentage of achievement. The learning system is satisfying enough according to the participants' feedback, funding support needs to be expanded further, not only to facilitate training, but also to provide support for lecturers in the cost of English language tests such as ITP, IBT, and IELTS, where these types of tests are a requirement for registering for doctoral studies.

CONCLUSION

In general, the program's objectives are contextual with the needs, namely oriented to improving the quality of the institution by increasing the number of doctors to improve the accreditation ranking of study programs and the quality of research outputs. However, the realization of the training program still needs to be improved, especially in the input and process aspects. The following are the conclusions and recommendations obtained from the results of this evaluation: (1) In the Input section, the curriculum and variations in learning methods need to be further developed. Other sources both digital and conventional besides the Longman's Book are needed to enrich the learning model. Tutors should be invited to construct or design the curriculum and syllabus. (2) The material presented needs to follow the specific needs of the lecturer rather than mixed-class and general knowledge for the PTSOL TOEFL. The measuring instrument must be with TOEFL ITP at a minimum and emphasize practical aspects such as writing and speaking rather than learning language theory. (3) In the process section, it was found that the obstacles faced were the lecturer's workload which did not decrease during the assignment to join this program, making them not focused. Therefore, both participants and tutors agreed that there are two ways to do this, (a) making intensive activities such as English Camp, shorter time but more dense material; or (b) regulation and leadership commitment on all fronts to provide job relief for participants. (4) Changing study hours from afternoon to morning. If working hours are adjusted to this program, there should be a change in study hours to make participants' minds and psychological conditions more ready to receive the material. (5) In the product section, a relatively high level of satisfaction was found among the participants, with overall positive review on its merit. There is still room for improvement. One of them is the follow-up in guiding them after the program end. An evaluation sheets or survey should be administered after the program finished, assessing the quality of the tutors and participant's satisfaction of the training.

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