Evaluation of a Hybrid TOEFL Preparation Course Program for Nursing Students Using the CIPP Model

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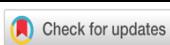
Objective: To enhance nurses' global competitiveness, this study evaluates a hybrid TOEFL preparation program for nursing students at STIKES Banyuwangi. Using the Context, Input, Process, Product (CIPP) model, the evaluation assesses program components to identify effectiveness, relevance, and areas for improvement. **Method:** This study employed a mixed-methods approach involving 86 nursing students and four academic staff. Data were collected through questionnaires, semi-structured interviews, and documentation and then analysed using descriptive statistics and thematic analysis. **Results:** The program significantly improved students' average TOEFL scores, particularly in reading and listening. Context evaluation confirmed the program's relevance and students' appreciation of the hybrid format's flexibility. However, input analysis revealed a lack of nursing-specific content, and process evaluation showed inconsistent online engagement and inadequate feedback. Despite these issues, the program prepared most students to achieve their academic and professional goals. **Novelty:** This study addresses a crucial research gap by evaluating a hybrid TOEFL preparation program for nursing students. Unlike previous research that focused on English language learners in general and used an offline format, this study offers unique insights into the needs, motivations, and challenges of nursing students in a hybrid model. Furthermore, the comprehensive CIPP model provides a holistic and in-depth evaluation of all program stages. The model explicitly articulates how context evaluation validates program relevance, while Input and Process analyses accurately pinpoint weaknesses, such as a lack of nursing-specific content and inadequate online feedback. Product evaluation quantitatively links these deficiencies to learning outcomes, providing a clear roadmap for targeted, evidence-based program improvement.

INTRODUCTION

Globalisation has brought about fundamental changes in various sectors of life, including health and nursing. The increasingly unlimited flow of information, technology, and human mobility requires health professionals, including nurses, to have global competencies to compete and provide the best service (Huang, Pun, & Huang, 2022). English proficiency is one of the main competencies required to bridge global interactions. It is no longer just an added value for nursing; it has become essential (Schkinder, 2024). Adequate English language skills open access to the latest scientific literature and nursing research (Lu, Jin, Liao, Chuang, & Tung, 2023), most of which are published in English, enable active participation in international seminars or conferences, and expand opportunities to continue education to a higher level or pursue a career abroad. Furthermore, in an increasingly multicultural clinical environment, effective communication in English is crucial for providing safe and quality nursing care to patients from various cultural and linguistic backgrounds and collaborating with international colleagues (Alhamami, 2024).

While the urgency for English proficiency is apparent, proving this competency to international academic institutions and professional bodies requires more than just subjective claims. A verifiable, objective, and universally recognised measure is required to validate an individual's language skills. One of the most globally recognized tests and often a prerequisite for academic and professional purposes is the Test of English as a Foreign Language (TOEFL) (Prawiyata and Barus, 2022). Higher education institutions in English-speaking countries, international professional certification bodies, and many multinational companies use TOEFL scores as one of the leading indicators of a prospective student or employee's ability to use English in academic and work environments (Amalia, Hartono, & Pratama, 2024). Therefore, having a TOEFL score that meets the standard is very important and challenging for nursing students in Indonesia, especially for those who aspire to achieve global opportunities.

Recognising this crucial link between standardised assessment and global opportunity, nursing education institutions must adequately prepare their students. Stikes Banyuwangi, through the Language Centre, organises a TOEFL Preparation Course program. This program is designed to equip final-semester students with the strategies, knowledge, and practices to face the TOEFL exam effectively. Along with the rapid development of educational technology, the model for implementing this preparation program has also evolved. Previously, it was fully face-to-face, but it is now implemented in a hybrid format. This model combines traditional face-to-face learning methods in class with online learning methods that utilise digital platforms, namely, the LMS owned by the campus. This hybrid approach offers various advantages, such as greater flexibility in the time and place of study for students, the potential to personalise the learning experience through interactive online materials, and the opportunity to continue to get direct interaction and guidance from instructors in face-to-face sessions (Tong, Uyen, & Ngan, 2022). Through this combination, it is hoped that this program will run more optimally, accommodating students' diverse learning styles and optimising the learning outcomes that have been set for it.

Previous research by Mazidah and Masruroh (2024) focused on the use of the CIPP evaluation model for the TOEFL Preparation program. The fundamental difference between this study and previous studies lies in the target population and teaching approach. Previous research focused on English Language Education Study Program students and was conducted entirely offline. In contrast, this study targeted a more specific group, namely, students of the Nursing Study Program at STIKES Banyuwangi, who have different abilities and needs from students in general.

Another study on the evaluation of TOEFL preparation programs was conducted by Maharani and Putro (2021), who considered a general student population in Kampung Inggris Pare. In contrast, this study focuses more specifically on nursing students at STIKES Banyuwangi. This difference is essential because the needs, motivations, and challenges of learning English for nursing students in formal institutions such as STIKES Banyuwangi will likely differ from those of general students at Kampung Inggris. Another difference lies in the evaluation models used. Previous studies have used the Context, Input, Reaction, Outcome (CIRO) evaluation model to assess TOEFL preparation programs. This study adopts the CIPP evaluation model, which has the main advantage of its comprehensive nature (Suri & Hariyati, 2024). This model evaluates the program as a whole, from planning (context), resources (input), and implementation (process) to results (products), so that it can assist in decision-making for program

improvement and accountability(Jaya & Hamzah, 2022). These differences in evaluation frameworks affect the type of data collected, the focus of the analysis, and the aspects of the program that are evaluated in depth.

Based on the background description and review of previous research, this study aims to comprehensively evaluate a hybrid TOEFL preparation course program specifically designed for nursing students, using the CIPP evaluation model. This includes the context of nursing students' TOEFL needs, resource input and program planning, the implementation process of hybrid learning, and the products or outcomes achieved by students after participating in the program to identify effectiveness, relevance, and areas that require further improvement or development.

RESEARCH METHOD

This study used qualitative and quantitative methods to evaluate a hybrid TOEFL preparation program for nursing students at Stikes Banyuwangi using the CIPP model. This integration provides a comprehensive understanding of complex phenomena by combining the strengths of both methodologies. This allows researchers to triangulate data, validate findings, and gain deeper insights into research questions (Ahmed, Pereira, & Kimberly, 2023). By combining numerical and narrative data, this approach was chosen to provide a comprehensive understanding of the program's effectiveness (Oranga, 2025), so that researchers can explore in-depth information about participant experiences and the effectiveness of teaching in achieving learning objectives.

This study used data from 86 final-year nursing students enrolled in a TOEFL preparation class. Participants were selected using a purposive sampling method. This method was chosen because it allowed for the deliberate selection of participants who could provide specific, relevant information essential to the study's objectives (Memon, Thurasamy, Ting, & Cheah, 2025). Instead of random selection, which might include participants not involved in the program, purposive sampling ensured that all 86 student participants were directly enrolled in the hybrid TOEFL course, making them the target population for evaluating the program. The other sample consisted of three lecturers and the head of the Bachelor of Nursing program. They were selected because of their unique knowledge, roles, and direct involvement in the program's context and implementation, allowing for in-depth insights that were not obtained solely from the student population. This strategic selection yielded rich qualitative data that complemented and contextualised the quantitative findings.

Research data were collected through questionnaires, semi-structured interviews, and documentation analysis. The primary quantitative instrument was a structured questionnaire based on the CIPP model, which evaluated the components of context, input, process, and product (Jaya & Hamzah, 2022) and used a 5-point Likert scale to gauge participant perceptions. The Context section assessed the relevance of the program's objectives to students' academic and professional needs. The Input section evaluated the quality of resources, including instructor competence, learning materials, and the usability of the online platform. The Process section measured the effectiveness of the hybrid teaching methods and student engagement. The Product section assessed the program's outcomes, focusing on students' self-perceived improvement in English skills and confidence in taking the TOEFL test. Semi-structured interviews were then conducted with lecturers and heads of study programs to gain deeper insight into the

challenges and strengths of the program (Kakilla, 2021). In addition, documentation such as syllabi and student test results were collected to support the analysis.

The next stage was the analysis of quantitative data from the questionnaire using descriptive statistics to determine the percentage of effectiveness of each program component (Ali, 2021). The analysis results will show how well the program meets its learning objectives. Qualitative data from the interviews were analysed using thematic analysis techniques to identify patterns and themes that emerged from the interview transcripts (Bazeley, 2009). This approach enables researchers to better understand participants' experiences and perceptions of the program. Furthermore, through this approach, areas that need to be improved can be identified so that, through this combination of quantitative and qualitative analysis, it is hoped that it will provide a comprehensive picture of the effectiveness of the hybrid TOEFL preparation program organised by the Stikes Banyuwangi Language Center.

RESULTS AND DISCUSSION

Results

The main objective of this study was to assess the effectiveness of the implementation of TOEFL preparation classes organised by the Stikes Banyuwangi Language Center using the CIPP evaluation model. This study evaluated four main components, namely Context, Input, Process, and Product, to determine how well the program meets the expected outcomes and provides insight into areas that need improvement (N. Murtini, N. Padmadewi, & I. Utami, 2024) using quantitative data analysis from questionnaires and qualitative data from interviews and observations to provide a comprehensive understanding of the strengths and weaknesses of the program.

Context Evaluation
A contextual evaluation of this program revealed a strong and pressing need for TOEFL preparation among nursing students at STIKES Banyuwangi. A survey showed that 90% of students felt this need for various reasons, as shown in the following data.
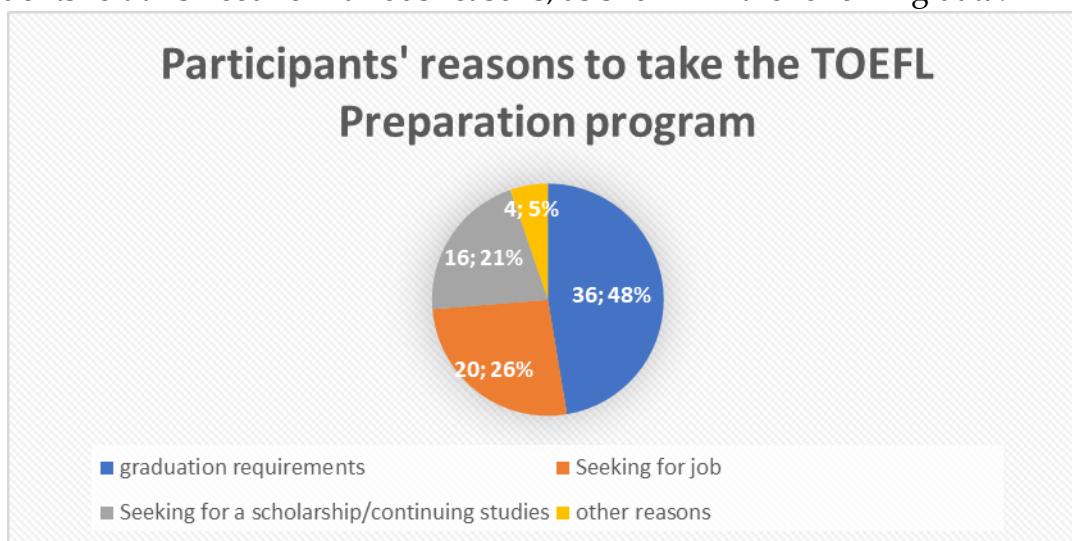
Figure 1. Participants' reasons to take the TOEFL preparation program

Based on the pie chart, the primary reason for the participants participation in the TOEFL Preparation Program was to meet graduation requirements. This motivated 36

participants, representing 48% of the total. The second most common reason for leaving was to find a job, stated by 20 participants (26%). Furthermore, 16 participants (21%) participated in the program to seek scholarships or continue their studies. Finally, a small number of participants, 4 (5%) cited other reasons for participating in the program.

Interviews with alumni and partner hospitals confirmed that an adequate TOEFL score is an essential prerequisite for job opportunities and pursuing higher education. A significant gap was identified between the students' current English proficiency and the required TOEFL standard, with most students reporting difficulty with listening, structure, and reading comprehension.

Observations showed that the program's primary objective was to improve the TOEFL scores of final-year nursing students to a B2 CEFR level, aligning with the institutional vision of producing globally competitive graduates. However, it was also found that not all students fully understood the direct link between higher TOEFL scores and their career prospects. The program participants came from various English language backgrounds. Their primary motivations for joining were to meet graduation requirements and enhance job opportunities. The hybrid format was a significant attraction because of their busy academic and clinical practice schedules.

Input

The program's curriculum was designed to systematically cover all three components of the TOEFL ITP: Listening, Structure, and Reading. The learning materials, which included printed modules and online practice platforms, were found to be relevant for general TOEFL preparation purposes. However, the interviews revealed that the integration of nursing-specific content into practice examples was limited. The program employed a hybrid design, combining online materials for independent practice with face-to-face discussion sessions. The quality of online materials varied; some exercises were interactive and helpful, while others were perceived as outdated.

Regarding human resources, the tutoring team consisted of three tutors with master's degrees in English Education or Literature. While experienced in teaching academic English, only one tutor held a specific TOEFL preparation certification. The program operated on a 60% offline and 40% online session ratio. Stikes Banyuwangi provided adequate classrooms and a language laboratory. An institutional Learning Management System (LMS) was used for the online component. However, a notable challenge was that not all students possessed a personal laptop or a stable home internet connection, which impacted their online participation. The budget was sufficient for basic operational needs, such as salaries and material procurement.

Process

Observations of the program's implementation showed that the designed curriculum was successfully delivered. The teaching methods used in face-to-face sessions included presentations, group discussions, and test simulations, which facilitated effective two-way interaction. In contrast, the level of interactivity in the online component varied among the courses. Students' unstable internet connections sometimes disrupted synchronous video conference sessions. For asynchronous learning, the student completion rates for independent tasks on the LMS fluctuated. Interviews indicated that several students struggled with the self-discipline required for independent, online learning.

Observations of the tutors revealed that two of the three tutors effectively utilised the platform's features to create a more dynamic learning environment. Regarding student engagement, participation was generally high in face-to-face sessions but tended to be more passive during online sessions, especially when cameras were not required to be turned on. Learning progress was monitored using quizzes, assignments, and mock exams. Students reported that they highly valued the detailed personal feedback provided by instructors on assignments submitted via the LMS. Conversely, feedback from automated exercises on online platforms is often limited to indicating whether an answer is correct or incorrect.

Product

The evaluation of the program's outcomes revealed significant improvements in the students' performance. Quantitative data from pre- and post-program tests showed a significant increase in average simulated TOEFL scores, with most students meeting or exceeding their target scores.

Table 1. Comparison of average student TOEFL scores (Pre-test vs. Post-test)

Test Section	Average Pre-Test Score	Average Post-Test Score	Average Score Improvement
Listening	41	50	+9 (Substantial Gain)
Reading	42	50	+8 (Substantial Gain)
Structure	39	43	+4 (Moderate Gain)
Total score	**407**	**477**	+70 (Significant Increase)

The most substantial gains were observed in the reading and listening sections of the test. Improvements in the structure scores were also noted, although at a more moderate rate. Interviews with students confirmed these results, with the participants reporting increased confidence in their ability to comprehend English texts and academic conversations.

The program largely succeeded in its goal of preparing students to meet professional and academic requirements. Most graduates reported feeling better prepared to take the official TOEFL test for opportunities such as working in partner hospitals in the Middle East or applying for scholarships and postgraduate study. However, a small number of students did not achieve the minimum required score, despite showing improvement. To address this, the program established a policy allowing these students three opportunities to take remedial tests. A satisfaction survey indicated that most students were satisfied with the program, particularly praising the flexibility of the hybrid format, the dedication of the instructors, and the quality of the structured materials. Key suggestions for improvement from students included requests for more practice opportunities and more in-depth feedback on all test sections.

Discussion

This section interprets the findings presented above, connecting them to the existing literature and discussing the broader implications for the TOEFL preparation program at Stikes Banyuwangi. The discussion delves into the significance of the findings within each CIPP component to provide actionable recommendations for future program development.

Context Evaluation

The findings confirm the critical need for TOEFL proficiency, which aligns with existing research highlighting the significance of TOEFL scores in the professional and global sectors (Aprilliandari & Sugiharto, 2023). The score serves as an objective standard for employers and academic institutions to verify the English communication skills necessary to function in an international environment. The identified gap between student proficiency and TOEFL standards underscores the necessity of a targeted preparatory program. The fact that not all students fully grasped the TOEFL's career impact suggests a need for more robust socialisation and career counselling to enhance motivation.

The appeal of the hybrid format among students with demanding schedules is a key finding. This format's flexibility allows students to engage in self-paced learning, which fosters autonomy (Pramesworo, Fathurrochman, Sembing, Bangkara, & Sudrajat, 2023) and enables them to balance their studies with other commitments (Rijal, Wei, Jiao, & Wang, 2024). This adaptability makes the program more accessible and sustainable, which is a significant strength in nursing education.

Input

From a pedagogical standpoint, while the curriculum's structure covering all TOEFL ITP components is sound (Tukan & Supriani, 2021), the limited integration of nursing-specific content represents a significant opportunity missed. Adopting an English for Specific Purposes (ESP) approach, where practice materials use medical and healthcare scenarios, would do more than just improve relevance. This would anchor abstract language rules in a familiar professional context, potentially accelerating comprehension and improving long-term retention.

Other focuses in input evaluation are human resources, facilities and infrastructure, funds or budget, and the necessary procedures and rules(Budiyanto & Marmoah, 2025). Regarding Human Resources, the Stikes Banyuwangi Tutor team has adequate academic qualifications, with two tutors holding master's degrees in English Education and one holding a master's degree in English Literature. Most tutors are experienced in teaching academic English, but only one is certified and has specific experience in TOEFL preparation classes. This indicates the need for further training for tutors in TOEFL strategies and the optimisation of the use of the hybrid platform. The presentation ratio of hybrid lectures generally varies, but is often close to 50% face-to-face and 50% online, or 60/40 or 70/30, with variations as needed (Sunardi & Lutfi, 2022). In this program, the ratio used is 60% offline and 40% online, thus achieving ideal conditions for face-to-face sessions that allow for personal feedback. However, like most online classes, individual interaction was challenging. Regarding Physical Resources and Technology, Stikes Banyuwangi has adequate classroom and language lab facilities for face-to-face sessions and utilises the existing LMS for the online component. However, access to technology is still an obstacle for some students because not all students have laptops or a stable internet connection at home, which affects online participation and independent assignments.

Teaching and Learning Strategies in a hybrid mode combine the advantages of both methods (Gudoniene, Staneviciene, Huet, Dickel, Dieng, Degroote, Rocio, Butkiene, & Casanova, 2025). Face-to-face sessions focused on explaining complex concepts, discussions, and speaking practice with direct feedback. Meanwhile, the online

component is used for independent listening, reading practice, and writing assignments. Various methods have been implemented, but the interactivity of online sessions can still be further improved. An assessment and feedback system is in place, especially for speaking and writing, which students appreciate. However, the frequency and depth of feedback for online independent practice need to be improved to provide ongoing guidance. Finally, the program's Budget and Financing are sufficient for basic operations, such as instructor salaries, material procurement, and platform licencing. However, improving the quality of more interactive online materials, premium platform features, and intensive instructor training requires evaluating cost efficiency and potential budget increases.

Process

The observed disparity in engagement between face-to-face and online sessions is a classic challenge in hybrid learning. The high interaction in person highlights the value of direct, synchronous engagement, whereas passive online participation suggests a need for a more intentional instructional design for the virtual space. Instead of replicating a traditional lecture online, tutors should be trained to use interactive tools such as polls, collaborative whiteboards, and structured breakout room discussions to actively solicit participation.

Furthermore, students' reported struggles with self-discipline should not be seen as a personal failing but as an instructional design problem. The program must provide better "scaffolding" to help students build these skills (Eckhaus & Davidovitch, 2023). This could include providing weekly study checklists, initiating peer accountability groups, or using the LMS to send automated reminders and progress check-ins to students. The issue of feedback from automated platforms is particularly telling. While efficient, feedback that only indicates correctness without explanation ("correct/incorrect") has limited pedagogical value, especially for a rule-intensive skill like the structure section (Ozan & Kıncal, 2018). This prevents students from understanding the reasons for their errors, thereby hindering deep learning. The program should seek technological solutions or hybrid feedback models (e.g. automated quizzes followed by group discussions of common errors) that provide more diagnostic and explanatory feedback.

Product

The significant improvement in overall TOEFL scores is the strongest evidence of the program's success and validates the chosen hybrid approach (Mazidah and Masruroh, 2024). The pattern of improvement with the greatest gains in receptive skills (reading and listening) is logical. These skills are well-suited to the high-volume, self-paced practice that the online component affords the students. Conversely, the more moderate improvement in structure scores directly correlates with the process-level finding that this area requires more nuanced, explanatory feedback than the program consistently provides. This connection strongly supports reallocating instructional resources toward more intensive grammar workshops and personalised feedback.

The program's success in preparing students for tangible professional and academic opportunities (Khoiruman & Irawan, 2025; Krajčík, Schmidt, & Barth, 2023) confirms its value. However, true success should be measured not only by the final score but also by the long-term impact on students' careers and confidence. The high level of student satisfaction, particularly with the flexible format (Krajčík, 2023), provides strong

political capital to continue and expand the program in the future. This satisfaction, paired with students' insightful suggestions for improvement, indicates a mature and motivated student body. Their feedback should be treated as a clear mandate: maintain the flexible structure that they value, but increase academic rigor through more practice opportunities and, most critically, more meaningful and consistent feedback. This iterative, feedback-driven approach is the key to the program's sustained success and relevance.

CONCLUSION

Based on a comprehensive evaluation conducted using the CIPP model, it can be concluded that the hybrid TOEFL preparation program at STIKES Banyuwangi is fundamentally effective in achieving its primary objectives. The program significantly improved nursing students' TOEFL scores, particularly in reading and listening skills, and prepared most participants for future academic and professional demands. A key strength identified in the program was its hybrid format, which offers schedule flexibility that is highly valued by nursing students with busy academic and clinical schedules.

However, the evaluation systematically identified several critical areas for improvement. From an input perspective, although structured, the existing curriculum lacked nursing-specific content that could enhance its contextual relevance and student motivation. In addition, there was a need for further specialised training for instructors in TOEFL strategies and hybrid pedagogy to improve the quality of the course. The process evaluation highlighted inconsistencies in online student engagement and revealed that feedback from automated online exercises was often too general, thus limiting opportunities for learning from mistakes. Furthermore, unequal access to stable internet connections and technology remained a barrier for some participants. Therefore, future program enhancements would benefit significantly from enriching the curriculum with a nursing context, providing targeted professional development for instructors, and enhancing the online platform to support greater interactivity and more detailed corrective feedback.

Ultimately, this hybrid TOEFL program is a solid foundation, but its evolution into a truly transformative tool depends on commitment to these improvements. By systematically integrating nursing-specific content and refining its hybrid pedagogy, the program can more effectively bridge the English proficiency gap, ensuring that its graduates are not only qualified for the global stage but also highly competitive within it.

While these conclusions provide a clear direction for the program, the authors acknowledge several limitations of this study that open avenues for future research. First, the use of a purposive sampling method, while appropriate for gathering in-depth insights from a specific cohort, limits the generalisability of the findings. The results may not be directly applicable to nursing students in other institutions with different demographic profiles and academic backgrounds.

Therefore, future research could build on these findings in several promising directions. A quantitative study with a larger, randomly selected sample across multiple nursing schools could validate the effectiveness of the hybrid model on a broader scale. Furthermore, future studies could directly test the impact of the improvements suggested by this study. For instance, an experimental study could compare the learning outcomes of students using a nursing-specific TOEFL curriculum with those using a generic one.

Another valuable line of enquiry would be to investigate the efficacy of different online feedback models, such as automated, peer-to-peer, or direct instructor feedback, to determine which method most effectively enhances student engagement and performance in a hybrid learning environment. This would extend the current research and provide a clearer trajectory for optimising language preparation programs in the healthcare industry.

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