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



OPEN ACCESS

DOI : <https://doi.org/10.46245/ijorer>

Sections Info

Article history:

Submitted: November 23, 2022
Final Revised: January 11, 2023
Accepted: January 16, 2023
Published: January 31, 2023

Keywords:

First keyword
Second keyword
Third keyword
Fourth keyword
Fifth keyword



Objective: To enhance nurses' global competitiveness, this study evaluates a hybrid TOEFL preparation program for nursing students at STIKES Banyuwangi. Using the CIPP (Context, Input, Process, Product) 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, then analyzed using descriptive statistics and thematic analysis. **Results:** The program significantly improved students' average TOEFL scores, especially reading and listening. Context evaluation confirmed the program's relevance and students' appreciation for the hybrid format's flexibility. However, input analysis revealed a lack of nursing-specific content, while process evaluation showed inconsistent online engagement and inadequate feedback. Despite these issues, the program prepared most students for 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 unique needs, motivations, and challenges of nursing students in a hybrid model. Furthermore, the comprehensive CIPP model provides a holistic and in-depth evaluation across all program stages. The model explicitly articulates how context evaluation validates program relevance, while Input and Process analysis accurately pinpoints weaknesses such as a lack of nursing-specific content and inadequate online feedback. Product evaluation then quantitatively links these deficiencies to learning outcomes, providing a clear roadmap for targeted, evidence-based program improvement.

Keywords: CIPP Model, Hybrid Learning, Nursing Students, Program Evaluation, TOEFL Preparation

INTRODUCTION

Globalization has brought fundamental changes in various sectors of life, including the health and nursing sectors. 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 that must be possessed to bridge this global interaction. It is no longer just an added value for nursing; it has become an essential need (Schkinder, 2024). Adequate English language skills open up 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, communicating effectively in English is crucial to 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 subjective claims. A verifiable, objective, and universally recognised measure is needed 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 & 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 is a challenge 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 are responsible for adequately preparing 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 developed. Previously, it was fully face-to-face, but now it is 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, using the LMS owned by the campus. This hybrid approach offers various advantages, such as greater flexibility in 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 optimizing the learning outcomes that have been set.

2 Previous research by Mazidah & Masmuroh (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 the teaching approach studied. Previous research focused on English Language Education Study Program students and was carried out entirely offline. In contrast, this study targets 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 & Putro (2021) taking 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 in Kampung Inggris. Another difference lies in the evaluation model used. Previous studies used the CIRO (Context, Input, Reaction, Outcome) evaluation model to assess TOEFL preparation programs. Meanwhile, 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 will 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 that

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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 evaluation. This integration provides a comprehensive understanding of a complex phenomenon 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 86 final-year nursing students enrolled in a TOEFL preparation class. The 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 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 of the program's evaluation. Another sample used was three lecturers and the head of the Bachelor of Nursing study 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 not obtained solely from the student population. This strategic selection yielded rich qualitative data that complemented and contextualised the quantitative findings.

The 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) It 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 online platform's usability. 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. And then semi-structured interviews were 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 was collected to support the analysis.

The next stage is 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 the learning objectives. Qualitative data from interviews were analyzed using thematic analysis techniques to identify patterns and themes that emerged from interview

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transcripts (Bazeley, 2009). Through this approach, researchers can 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 can provide a comprehensive picture of the effectiveness of the hybrid TOEFL preparation program organized 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 organized 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:

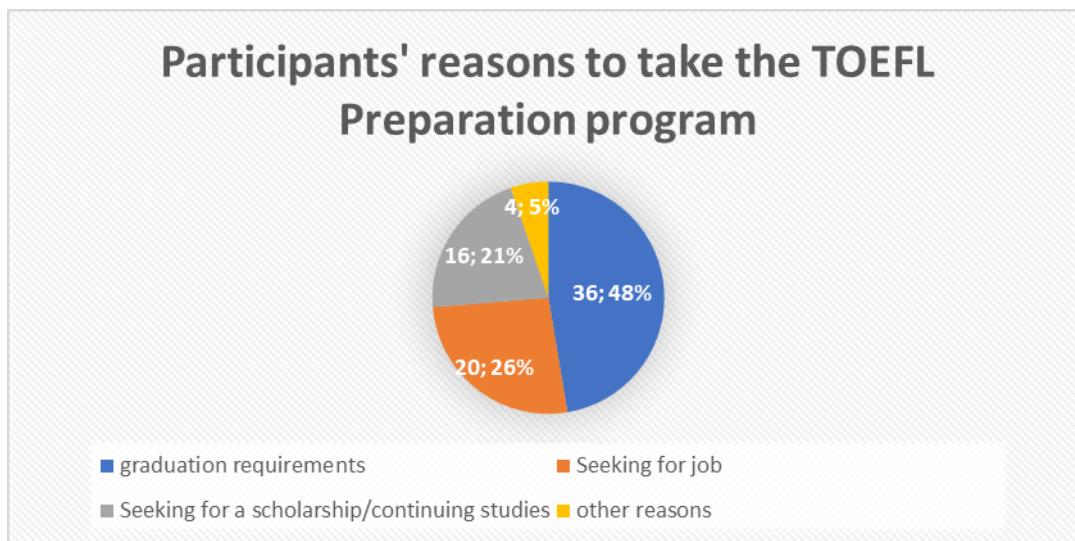


Figure 1. Participants' reasons to take the TOEFL preparation program

Based on the pie chart, the primary reason participants participated in the TOEFL Preparation program was to meet graduation requirements. This motivated 36 participants, representing 48% of the total. The second most common reason was to find a job, stated by 20 participants (26%). Furthermore, 16 participants (21%) participated in the program to seek a scholarship 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 for 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 is 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 varied English language backgrounds. Their primary motivations for joining were to meet graduation requirements or enhance job opportunities. The hybrid format was a significant attraction due to 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. However, 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 sessions for discussion. The quality of online materials was 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 certification for TOEFL preparation. The program operated on a 60% offline and 40% online session ratio. Physically, Stikes Banyuwangi provided adequate classrooms and a language laboratory. The 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 like salaries and material procurement.

Process

Observations of the program's implementation showed that the designed curriculum was successfully delivered. Teaching methods in face-to-face sessions included presentations, group discussions, and test simulations, facilitating effective two-way interaction. In contrast, the level of interactivity in the online component varied. Students' unstable internet connections sometimes disrupted synchronous video conference sessions. For asynchronous learning, 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 utilized 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. Learning progress was monitored through 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 the online platform was often limited to indicating whether an answer was correct or incorrect.

Product

The evaluation of the program's outcomes revealed significant improvements in student performance. Quantitative data from pre- and post-program tests showed a significant increase in the average simulated TOEFL scores, with the majority of 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. Improvements in structure scores were also noted, though at a more moderate rate. Interviews with students confirmed these results, with participants reporting increased confidence in their ability to comprehend English texts and academic conversations.

The program largely succeeded in its goal of preparing students for 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 studies. 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 a remedial test. A satisfaction survey indicated that the majority of 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 across all test sections.

DISCUSSION

This section interprets the findings presented above, connecting them to 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 a 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

preparation program. The fact that not all students fully grasp the career impact of the TOEFL suggests a need for more robust socialization and career counseling to enhance motivation.

The appeal of the hybrid format among students with demanding schedules is a key insight. 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 the context of 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 missed opportunity. Adopting an English for Specific Purposes (ESP) approach, where practice materials use medical and healthcare scenarios, would do more than just improve relevance. It 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, two tutors from English Education Master's, and one from English Literature Master's. Most are experienced in teaching academic English, but only one tutor is certified and has specific experience in TOEFL preparation classes. This indicates the need for further training for tutors in TOEFL strategies and optimization 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, 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 personal feedback. However, like most online classes, individual interaction is challenging in this session. Regarding Physical Resources and Technology, Stikes Banyuwangi has adequate classroom and language lab facilities for face-to-face sessions, and utilizes the existing LMS for the online component. However, access to technology is still an obstacle for some students because not all 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 focus on explaining complex concepts, discussions, and speaking practice with direct feedback. Meanwhile, the online component is used for independent listening, reading practice, and writing assignment submission. Various methods have been implemented, but the interactivity of online sessions can still be improved. The 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 for ongoing guidance. Finally, the program's Budget and Financing are sufficient for basic operations such as instructor salaries, material procurement, and platform licensing. However, improving the quality of more interactive online materials, premium

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platform features, and intensive instructor training requires evaluating cost efficiency and potential budget increases in the future.

Process

The observed disparity in engagement between face-to-face and online sessions is a classic challenge of hybrid learning. The high interaction in person highlights the value of direct, synchronous engagement, while 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 like 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. The issue with 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 & Kincal, 2018). It prevents students from understanding the reason for their errors, thereby hindering deep learning. The program should seek technological solutions or hybrid feedback models (e.g., automated quizzes followed by a group discussion 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 & 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. 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 provided. This connection makes a strong case for reallocating instructional resources toward more intensive grammar workshops and personalized feedback.

The program's achievement 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 just by the final score but 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. 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 the academic rigor through more practice opportunities and, most critically, more meaningful and consistent feedback. This iterative, feedback-driven approach will be the key to the program's sustained success and relevance.

Conclusion

Based on a comprehensive evaluation conducted through 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 has significantly improved nursing students' TOEFL scores, particularly in reading and listening skills, and has prepared most participants for future academic and professional demands. A key strength identified in the program is its hybrid format, which offers schedule flexibility highly valued by nursing students with busy academic and clinical schedules.

However, the evaluation also systematically identified several critical areas for improvement. From an input perspective, although structured, the existing curriculum lacked nursing-specific content that could enhance contextual relevance and student motivation. In addition, there was a need for further specialized training for instructors in TOEFL strategies and hybrid pedagogy. The process evaluation highlighted inconsistencies in online student engagement and revealed that feedback from automated online exercises was often too general, 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 provide more detailed corrective feedback.

Ultimately, this hybrid TOEFL program is a solid foundation, but its evolution into a truly transformative tool depends on a 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 its graduates are not just qualified for the global stage but highly competitive within it.

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

Therefore, future research could build upon 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 evaluation. For instance, an experimental study could compare the learning outcomes of students using a nursing-specific TOEFL curriculum against those using a generic one. Another valuable line of inquiry 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 optimizing language preparation programs in the healthcare field.

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Membuat table, memperbaharui latar belakang sesuai ini “The flow sometimes feels like a series of discrete facts rather than a continuous, persuasive argument. For example, after discussing the general importance of English for nurses, the introduction moves to the importance of the TOEFL without smoothly transitioning why this particular test is the chosen metric. The discussion of previous studies is strong but could be more analytically framed to lead directly to the specific research questions or objectives of this study, as required by the journal's template.”