ASSESSING STUDENT SATISFACTION LEVELS IN THE TOEFL ITP LEARNING PROGRAMME: A CASE STUDY AT ITBM BALIK DIWA

Rahmat J
rahmat.j@itbm.ac.id
ITBM Balik Diwa

Abstract: *The Test of English as a Foreign Language (TOEFL) is increasingly crucial for pursuing higher education and advancing in one's job but many university students appear to be uninformed and find it challenging to achieve high TOEFL ITP scores. Upon completing their undergraduate education, students recognized the significance of a TOEFL ITP in order to fulfill the requirements of certain institutions. Nowadays, many educational institutions in Indonesia, whether public or private, have implemented creative programs to enhance their graduates' TOEFL ITP scores. One of them is ITBM Balik Diwa Makassar that attempted to enhance their students' scores by including TOEFL ITP material into their English class. However, this class should undergo evaluation every semester to gather feedback for refining learning methods. This study attempts to evaluate the students' satisfaction with the TOEFL ITP learning program across 16 meetings. The study used descriptive quantitative techniques and questionnaires to gather primary data. The results show that the majority of participants were content with the TOEFL ITP service program. While satisfaction levels varied among tables, neutral levels were generally high. A small minority of respondents reported unhappiness, but the overall percentage indicates a good outlook, with a cumulative percentage of 100.0% in each table.*
Keywords: *TOEFL ITP, English, Evaluation, Satisfaction, ITBM Balik Diwa.*

INTRODUCTION

In this era of globalization, educational challenges are increasingly complex, with demands to prepare individuals to adapt to rapid changes at the global level. In response to this dynamic, a deep understanding of language skills, especially English language proficiency through the TOEFL exam, becomes crucial to ensuring that students are able to compete effectively on the global stage.

English proficiency, as a global language that dominates international communication, is not only a communication tool but also the main key to opening the door to educational and career opportunities. TOEFL learning success not only reflects the level of language proficiency but is also an important indicator for measuring individual readiness to face the increasing dynamics of globalization. Therefore, in the world of Indonesian national education, educators have made various efforts to prepare students to face global competition, enabling them to compete in higher education and the workforce.

Various universities independently promote the quality of education by producing graduates who can compete in the world of work. So there are many things that must be done, starting with improving facilities, evaluating the curriculum, developing teaching materials, improving administrative and academic

management, and most importantly, developing human resources who will be the actors and supporters of these goals.

In efforts to improve the quality of human resources in the world of education, mastery of foreign languages, especially TOEFL ITP for ITBM Balik Diwa Makassar students, is critical important. This is based on various considerations. If universities want to produce graduates who are able to compete in the world of work or continue their education to a higher level, where TOEFL ITP is one of the requirements, then this program is a necessity in the current global and communication era. Therefore, mastery of the TOEFL ITP at the ITBM Balik Diwa Makassar College is highly emphasized. Mastering the TOEFL ITP well can prepare students to actively participate in global competition in the future.

It is necessary to evaluate the learning program through a satisfaction level survey distributed to students who take part in the program so that lecturers have a reference as to whether the TOEFL ITP class is running effectively or not. In this case, factors that contribute to student satisfaction include the quality of learning materials, teaching methods, and the level of support from tutors or teachers. By understanding these dynamics, this research will involve a holistic evaluation of these factors and how they interact to shape student satisfaction levels.

Students are consumers or customers of a higher education institution (university), so the concept of student satisfaction can be equated with customer satisfaction, namely the level of a person's feelings after comparing the performance or results they feel compared to their expectations, while Wilkie defines customer satisfaction as an emotional response to an evaluation of the experience of consuming a product or service (Tjiptono, 1997). Satisfaction is the level of consumer feelings obtained after consumers do or enjoy something. Therefore, student satisfaction results from the variance between students' expectations (expected value) and the actual situation offered by universities to fulfill those expectations.

Evaluation of student satisfaction levels is not only an end goal but also a means of improving and developing the TOEFL ITP learning program. By understanding the factors that influence student satisfaction, program administrators can design appropriate changes to increase program effectiveness, respond to student needs, and ensure the maintenance of highquality standards.

This conclusion again confirms that the level of student satisfaction is not just an emotional response but is a direct reflection of the effectiveness of the program. Through understanding student satisfaction levels, TOEFL learning programs can be improved continuously, ensuring that learning success is not only measured from purely technical aspects but also from students' experiences and satisfaction in their learning journey.

RESEARCH METHODOLOGY

This study employed quantitative approaches, a positivist mindset, and a descriptive methodology. Quantitative research include examining certain populations or samples, choosing random samples, and interpreting the data through statistical techniques (Sugiyono, 2015).

78 freshmen at ITBM Balik Diwa Makassar took part in an English lesson specifically centered on TOEFL ITP during the 2023–2024 academic year. The class

occurred from September 24, 2023, to January 11, 2024, with 16 meetings, each lasting 120 minutes.

This study employed the saturation sampling technique by including the entire population as the research sample. Sugiyono (2021: 133) describes saturated sampling as an approach that involves including all persons in the population as samples or respondents. 55 out of the 78 individuals in the study provided complete responses that were appropriate for further investigation.

We collected original data after the last semester by circulating a survey on student satisfaction level through a Google Form. Google Forms is a tool that contains templates or worksheets created for gathering user information either individually or jointly.

The questionnaire used a 5-point Likert scale with options ranging from 1 for very dissatisfied to 5 for very satisfied. Reliability was evaluated utilizing Cronbach's alpha in IBM SPSS Statistics 24. Ghozali (2009) asserts that validity tests evaluate the accuracy of a questionnaire.

The Cronbach's alpha test produced a result of 0.886 (table 1), suggesting that the questionnaire used in this study is reliable and appropriate for data gathering.

Table 1. The result of Reliability of Statistic

Reliability Statistics

Cronbach's Alpha	N of Items
.886	10

RESULT AND DISCUSSION

The researcher summarizes the study's findings into three main points: first, discussing the reliability of the statistic; second, analyzing the characteristics of participants; and finally, examining the satisfaction level of students in the TOEFL study program in relation to the Test of English as a Foreign Language (TOEFL). These points are elaborated on individually from questions 1–10.

Table 2. The result of Reliability of Statistic

Cases		N	%
	Valid	55	100.0
	Excluded	0	.0
	Total	55	100.0

Listwise deletion based on all variables in the procedure.

Table 2 displays the number of cases and the data's validity. 55 cases were deemed legitimate, accounting for 100% of all cases. No instances were omitted, resulting in an exclusion percentage of 0.0%. There were 55 cases in total, all of which had 100% legitimacy.

The result of Characteristics of Participants
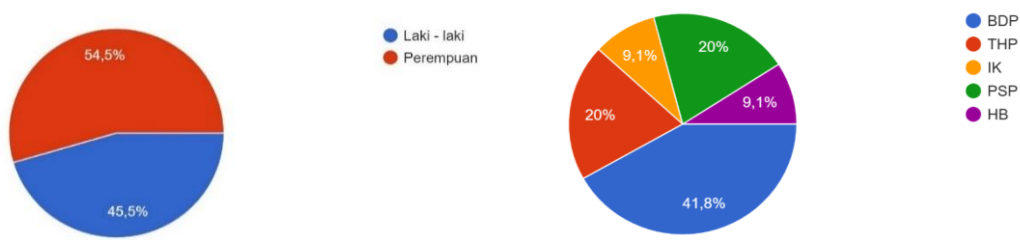
First pie chart   Second pie chart

The first pie charts displays the attributes of the individuals enrolled in the TOEFL ITP class during 16 meeting. Regarding gender, there are 30 male participants, accounting for 54.5% of the total, and 25 female participants, accounting for 45.5% of the total. Therefore, the prevailing gender is male. The second pie chart illustrates that BDP students comprise the largest proportion of participants in this class, accounting for 41.8% of the total. Following them are PSP and THP students, who collectively make up 20% of the total. The remaining 9.15% of participants are from IK and HB students.

Table 3. Level of respondent satisfaction with the TOEFL ITP class service program in questions one to ten.

1. How satisfied are you with the overall TOEFL study program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	1	1.8	1.8	1.8
	Neutral	12	21.8	21.8	23.6
	Satisfied	23	41.8	41.8	65.5
	Very satisfied	19	34.5	34.5	100.0
	Total	55	100.0	100.0	

Four categories of satisfaction are detected in the table: "very dissatisfied," "neutral," "satisfied," and "very satisfied." Out of 55 respondents, just 1.8% expressed being "very dissatisfied" with the service. 21.8% of respondents supported the "neutral" category. 41.8% of respondents were "satisfied" with the service, while 34.5% were "very satisfied." Analysis indicates that 23.6% of respondents had neutral or higher satisfaction levels, whereas all respondents experienced different levels of satisfaction. The table offers valuable information on how respondents view the services offered. The distribution of satisfaction can serve as a foundation for evaluating and enhancing the services.

2. To what extent does the TOEFL study program meet your expectations?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	1	1.8	1.8	1.8
	Not satisfied	2	3.6	3.6	5.5
	Neutral	17	30.9	30.9	36.4

		Frequency	Percent	Valid Percent	Cumulative Percent
	Satisfied	24	43.6	43.6	80.0
	Very satisfied	11	20.0	20.0	100.0
	Total	55	100.0	100.0	

The table analysis indicates that most respondents were satisfied with the TOEFL ITP service program. The majority of participants in the assessment, 63.6%, expressed good feelings by stating they were "Satisfied" or "Very Satisfied." While 30.9% of respondents were neutral, just 5.4% voiced unhappiness, indicating a comparatively low degree of discontent. An accumulation of data indicates that 80.0% of respondents expressed pleasure or high satisfaction, painting a favorable image of the overall satisfaction level. While the results are optimistic, it is important to take into account individual differences and contextual elements that could impact satisfaction ratings. Deeper analysis can offer more insight to aid decision-making or identify essential improvements.

3. How do you assess the quality of the TOEFL learning materials provided?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	1	1.8	1.8	1.8
	Not satisfied	2	3.6	3.6	5.5
	Neutral	4	7.3	7.3	12.7
	Satisfied	22	40.0	40.0	52.7
	Very satisfied	26	47.3	47.3	100.0
	Total	55	100.0	100.0	

The data indicates that most respondents showed a favorable degree of satisfaction with the assessed TOEFL ITP service program. 87.3% of respondents were satisfied, with 40.0% feeling "Satisfied" and 47.3% feeling "Very Satisfied". There was a notable enhancement from prior outcomes, suggesting a favorable shift in subjective contentment. The percentage of respondents in the "Neutral" category declined to 7.3%, suggesting that most respondents hold a more definitive opinion on the subject or service. The cumulative percentage of 100.0% indicates that most respondents were satisfied or very satisfied with the subject or service being evaluated. While the general outcomes indicate a favorable reaction, additional examination can be carried out to comprehend the elements that contribute to high degrees of contentment and to pinpoint locations that may require enhancement.

4. To what extent do you feel that TOEFL preparation has helped improve your English language skills?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not satisfied	2	3.6	3.6	3.6
	Neutral	19	34.5	34.5	38.2
	Satisfied	20	36.4	36.4	74.5
	Very satisfied	14	25.5	25.5	100.0
	Total	55	100.0	100.0	

The table indicates that most respondents were satisfied with the TOEFL ITP service program. 61.9% of respondents were satisfied, with 36.4% feeling "Satisfied" and 25.5% feeling "Very Satisfied". 34.5% of respondents fell into the "Neutral" category, showing differing levels of satisfaction perceptions. Despite a minor percentage of unhappy respondents (3.6%), the total cumulative percentage was 100.0%, indicating an overall positive outcome.

5. What do you think about the teaching methods used in the TOEFL study program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	1	1.8	1.8	1.8
	Not satisfied	2	3.6	3.6	5.5
	Neutral	6	10.9	10.9	16.4
	Satisfied	27	49.1	49.1	65.5
	Very satisfied	19	34.5	34.5	100.0
	Total	55	100.0	100.0	

The chart indicates that most respondents had a favorable degree of satisfaction with the TOEFL ITP service program. 83.6% of respondents reported feeling satisfied or extremely satisfied, with 49.1% indicating they were "Satisfied" and 34.5% indicating they were "Very Satisfied." 10.9% of respondents had a neutral sentiment (category "Neutral"), showing diverse satisfaction perceptions within the group. Despite a minor percentage of unhappy responses (5.5%), the total cumulative percentage was 100.0%, indicating an overall positive outcome.

6. How effective do you think tutor or instructor support is in helping you understand TOEFL material?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	2	3.6	3.6	3.6
	Not satisfied	2	3.6	3.6	7.3
	Neutral	13	23.6	23.6	30.9
	Satisfied	20	36.4	36.4	67.3
	Very satisfied	18	32.7	32.7	100.0
	Total	55	100.0	100.0	

Based on the data from table question 6, it is evident that most respondents showed a high degree of satisfaction with the TOEFL ITP service program. 69.1% of respondents reported feeling satisfied or extremely satisfied, with 36.4% indicating satisfaction as "Satisfied" and 32.7% indicating satisfaction as "Very Satisfied". There was variability in satisfaction perceptions, with 23.6% of respondents expressing neutrality. 7.3% of respondents expressed dissatisfaction with the issue or service. The complete sum presents a favorable outlook, with a cumulative percentage of 100.0%.

7. Do you feel more confident in facing the TOEFL exam after taking this program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	2	3.6	3.6	3.6
	Not satisfied	3	5.5	5.5	9.1
	Neutral	15	27.3	27.3	36.4
	Satisfied	26	47.3	47.3	83.6
	Very satisfied	9	16.4	16.4	100.0
	Total	55	100.0	100.0	

Based on the data from table question 7, it is evident that most respondents showed a high degree of satisfaction with the TOEFL ITP service program. 63.7% of respondents reported feeling satisfied or extremely satisfied, with 47.3% indicating they were "Satisfied" and 16.4% indicating they were "Very Satisfied". There was diversity in satisfaction perceptions, with 27.3% of respondents expressing neutrality. 9.1% of respondents expressed dissatisfaction with the content or service. The complete sum presents a favorable outlook, with a cumulative percentage of 100.0%. Further investigation could offer further insight into comprehending the reasons that either bolster or constrain these degrees of contentment.

8. What is your comfort level in accessing the TOEFL learning resources provided?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not satisfied	1	1.8	1.8	1.8
	Neutral	12	21.8	21.8	23.6
	Satisfied	31	56.4	56.4	80.0
	Very satisfied	11	20.0	20.0	100.0
	Total	55	100.0	100.0	

The data indicates that most respondents showed a high degree of satisfaction with the TOEFL ITP service program. 76.4% of respondents were satisfied or extremely satisfied, with 56.4% feeling "Satisfied" and 20.0% feeling "Very Satisfied". 21.8% of respondents were neutral about this question, while only 1.8% were unhappy. The complete sum presents a favorable outlook, with a cumulative percentage totaling 100.0%. Additional investigation may offer further insight into comprehending the aspects that either bolster or restrict these degrees of happiness.

9. Do you feel involved and motivated during the TOEFL learning process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	1	1.8	1.8	1.8
	Neutral	16	29.1	29.1	30.9
	Satisfied	19	34.5	34.5	65.5
	Very satisfied	19	34.5	34.5	100.0
	Total	55	100.0	100.0	

The data in the table indicates that most respondents showed a high degree of satisfaction with the TOEFL ITP service program under evaluation. 69.0% of respondents expressed satisfaction, with 34.5% indicating they were "Satisfied" and 34.5% indicating they were "Very Satisfied". 29.1% of respondents were ambivalent about this subject, while only 1.8% were highly dissatisfied. The total sum indicates a favorable outcome, with a cumulative percentage of 100.0%.

10. Are there certain aspects of the TOEFL study program that need to be improved to increase your satisfaction?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	2	3.6	3.6	3.6
	Neutral	20	36.4	36.4	40.0
	Satisfied	22	40.0	40.0	80.0
	Very satisfied	11	20.0	20.0	100.0
	Total	55	100.0	100.0	

According to the statistics in the previous question table, most respondents showed a favorable level of satisfaction with the assessed TOEFL ITP service program. 60.0% of respondents reported feeling satisfied or extremely satisfied, with 40.0% indicating they were "Satisfied" and 20.0% indicating they were "Very Satisfied". 36.4% of respondents were ambivalent about the question, while only 3.6% were highly dissatisfied. The complete sum presents a favorable outlook, with a cumulative percentage of 100.0.

CONCLUSION

The survey statistics from tables 1 to 10 indicate that most respondents, regardless of gender, showed a high degree of satisfaction with the TOEFL ITP service program under review. The majority of respondents reported being either "Satisfied" or "Very Satisfied," reaching a peak at table 6 with a total proportion of 80.0%. While satisfaction levels vary across different tables, neutrality seems to be particularly strong in tables 4 and 5. While a few respondents were dissatisfied, the general percentage remains positive, totaling 100.0% in each table. The significant neutrality present suggests that satisfaction levels can be enhanced by gaining a deeper grasp of respondents' preferences and expectations. Examining each table in more detail can offer greater understanding of the elements that contribute to or hinder satisfaction levels, aiding in the creation of strategies for enhancement or advancement.

BIBLIOGRAPHY

Adib, H. S., Mardapi, D., Zamroni, Z., & Jait, A. (2019). Evaluation of Islamic education teachers training implementation. Journal of Educational Research and Evaluation, 23(2), 106– 116. https://doi.org/10.21831/pep.v23i2.20986

Chandra, C. A., Sabijono, H., & Runtu, T. (2020). Effectiveness and Contribution of Rural and Urban Land and Building Tax Revenue (PBB-P2) to Revenue Regional Original Income (PAD). Journal of Accounting Research.

Hamm, R.W. (1985). A Systematic evaluation of an environmental invertigation course. (Doctoral dissertation.Georgia State University). ERIC Document. Reproduction Service No ED-256-622

Hasanah, N., Nugroho, L. E., & Nugroho, E. (2015). Analysis of the Effectiveness of Social Network Advertising as Promotional Media Using the EPIC Model. Scientific Journal of Informatics.

Kaufman, R., & Thomas, S. (1980). Evaluation without fear. New York London: New Viewpoints

Provus, M., Malcolm. (1969). The discrepancy evaluation models. An approach to local program improvement and development. Pitaburgh Public School.

Stake, R E. (1967). Forward technology for the evaluation of educational programs. In R W Tyler, R M Gagne, & M Scriven. (Eds). Perpectives of curriculum evaluation. (pp.1-12). Chicago: Rand McNally.

Stake, R E. (1967). The countenance of educational evaluation. Teacher's Coolege Record. Vol. 68, no:7.

Stufflebeam, D. L. (1973). Educational evaluation: theory and practice. In B.R. Worthen & J.R. Sanders (Eds), Evaluation as Enligbtenment for Decision Marking (pp.3-5). Boston: KluwerNijhoff Publishing.

Stufflebeam, D. L., & Shinkfield, A.J. (1984). Systematic evaluation a selfinstructional guide to theory and practice. Boston: Kluwer-Nijhoff Publishing.

Sudijono, A. (1996). Introduction to Educational Evaluation. Jakarta: PT. Raja Grafindo Persada.

Sugiyono, 2021. Quantitative, Qualitative and R&D Research Methods". Bandung. Alphabet

Suhendra, O., Putra, A. N., & Khairi, A. (2021). The Effect of Institutional Oversight And Communication on the Elements of Work Effectiveness of the State Civil Apparatus (ASN)At the Sungai Banyak City Civil Service Police Unit Office. Journal of Administration Nusantara Maha (JAN-MAHA).

Tjiptono, Fandy (1997) Marketing Strategy. Yogyakarta: Andi offset

Tayibnapis, B. (2000). Personnel Administration: An Analytical Review. Jakarta: Pradnya Paramita.

Wayne, W. J. (1956). Evaluation in Modern Education. New York: American Book Co.

Widyoko, E. P. (2012). Learning Program Evaluation. Yogyakarta: Learning Library.

Wirawan. (2012). Evaluation of Theory, Models, Standards, Applications and Profession. Jakarta: Rajawali Press.

Wood, B.B. (2001). Stake's Countenance Model: Evaluating an Enveronmental Education Proffesional Development Course. The Journal of Environmental Education, Vol.32, No.2, pp. 18-27