ASSESSING ENGLISH TEACHING PROGRAM AT THE PRIMA SELECTA LAMPUNG: GRADUATES' VOICE

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Abstract
This research aims to measure the effectiveness of English teaching program at the PRIMA Selecta Lampung based on student satisfaction responses. The subjects of this research are students who have completed English teaching Program at the PRIMA Selecta Lampung. The research instrument adopted from the Student Outcome Questionnaire (SOQ) which covers (1) Teaching, (2) Assessment (4) Generic skills, (4) learning experiences, and (5) Overall satisfaction.
Data quantitative data were analyzed statistically by using a Likert scale and interpreted based on the four standard effectiveness criteria from Mardapi (2008) while the qualitative data were analyzed descriptively. The results of this research indicate that Teaching is categorized as Effective, Generic Skills is categorized as less effective, Learning Experience is categorized as quite effective, and Assessment is categorized as quite effective. Overall, learning English at the PRIMA Selecta Lampung educational institution is quite effective.
Keywords: Effectiveness, Learning Evaluation, Survey, Course Outcomes Questionnaire, English Course.

INTRODUCTION

In the context of education program, evaluation is part of a series of activities to measure the process and implementation of policies. By using evaluation, the information will be obtained regarding what has/has not been achieved, and what should be done in the future. The results of the evaluation are used as material consideration for program improvement. In other words, through evaluation, an educational program will know its effectiveness, efficiency, quality, performance, or productivity. Mahdalena et.al. (2024) stated that the purpose of evaluation according to the Ministry of Education in 2003 is to: 1) is to see the productivity and effectiveness of teaching and learning, 2). To improve and refine the activities of educators, 3). to refine and develop teaching and learning programs, 4). to know what difficulties are faced by students during learning activities and finding ways to solve them, 5). to place students in the right teaching and learning situation according to their abilities.

Furthermore, Lovato and Peterson (2019), explain that program evaluation is an effort to seriously investigate the characteristics and usefulness of a program. They also explain that when program evaluation is to provide information about effectiveness, the evaluation act should not leap from an analysis of program structure, program activities, and program organization. to give direction and purpose of a program and how the program has economic implications. Otherwise, Yambi (2020) explains that assessments in education refer to the process of analyzing and interpreting the results of various assessment models conducted in a learning process. These assessments are essential to drive what is taught in classrooms, and what students learn.

The Enactment of National Education System No. 20 of 2003, chapter 26 states that non-formal education is organized for citizens who need educational services as substitute, supplement, and/or complement to formal education to support lifelong education. In Indonesia, currently non-formal education increases significantly, they become the alternative of education that contribute to the social development. The presence of non-formal education institutions is a social movement that needs to be appreciated as it can help the government to educate the citizen that have no access to the formal education for some reasons (Norqvist and Leffler, 2017), which emphasizes on the mastery of functional knowledge and skills Ahmad et.al. (2022). As Secondary education, non-formal education plays a pivotal role in creating opportunities and advancing social and economic development (Ondieki, 2022). Some school graduates and job seekers tend to choose this institution to develop their soft skills and individual qualification, and even to prepare for higher education enrolment. As one of the National development approaches, non-formal education is organized to bring people to be qualified, advanced, have high competitiveness, and ultimately can improve living standards (Sulistiani 2019).

There is a great demand toward non-formal education today by parties of society as it is considered to be a fairly cheap and easy solution to solve problems related to the inequality of education. According to Salahudin et.al. (2021) non-formal education programs are designed as an effort to alleviate poverty and unemployment overcoming which aims to develop the potential of students with an emphasis on mastering knowledge and skills as well as professional attitudes and personalities development. Non-formal education programs are one of the education channels in the national education system which aims to meet the learning needs of people who cannot be reached and fulfilled by formal education channels. Non-formal education provides a variety of educational services for every citizen to obtain lifelong education in accordance with the development and demands of the times (Dinda and Salahudin, 2023).

Meanwhile, currently English in Indonesia has become popular since the 2000s decade. Parents began to tend to send their children to schools that offer excellence in English (Zein *et.al.*2017). Subsequently, English language courses emerged which also gained a good market share at that time. The development of English courses in Indonesia shows a significant upward trend, both formally in the school curriculum and through various private and online courses. As reported by CNN Indoenesia (2025), the Ministry of Education and Culture's released that there are almost 190 thousand language course institutions spread across Indonesia. And as most 4483 of them are English language courses. This number is far larger than the number of English study programs in all universities in Indonesia, which only totals 146 based on a release from QuipperCampus.com.

One of the non-formal educational institutions that registered at the Ministry of Education and Culture is Prima Selekta. This institution is located in Lampung area of South Sumatra

province. One of the excellent programs organized by the institution is English courses. It organizes English education program from elementary to advance level. The English program offered by prima is to improve foreign language qualifications for those who will continue to the higher education, or to develop the competence of prospective job seekers. However, based on the writer's interview with the stakeholder, it turns out that there has never been an evaluation activity carried out mainly by external parties. This encouraged the writer to contribute to the institution by conducting an evaluation. It aims to provide an overview and data of the effectiveness of the English language program.

Mackay and Mackay et al in Kiely and Dickins (2015) initiated to promote an approach to the evaluation of language center programs in Indonesia by involving five key evaluation activities, namely: (1) identifying the main keys in a particular program, (2) , identify performance indicators that are used as measuring tools for routine monitoring of program activities and build a database of information for other program processes, (3), involvement of all levels of the team organization team level in discussing findings and discussing them to improve the program and (4), setting priorities for action to improve the program. Evaluating language programs is often carried out by academics, but most evaluations are carried out using the CIPP approach model. In 2021Yuli Winiarti evaluated the English Course Program at IEC (Intensive English Course) Kreo, Tangerang City using the CIPP approach model. Likewise, Ade Oktaviani, evaluated the evaluation of the English learning program in the English class for children at English Smart Bandar Jaya (2015), which also used the CIPP model approach. Of course, evaluating English training programs with this approach is commonplace. This is what prompted the author to evaluate the English course program by involving the responses of the course participants or better known as the students' satisfaction survey.

In conducting the evaluation, the writers use a student satisfaction survey-based approach. This aims to obtain data from graduates to be used as feedback for the institution. The instrument was adopted from the Student Outcomes Survey for vocational education and training (VET) students developed by Western Australia. It provides the individual satisfaction questions which are grouped under three themes: teaching, assessment, and generic skills and learning experiences (Fieger, 2022).

Internationally, evaluations that are based on student satisfaction are often carried out in various countries until now, as Ali & Dodeen (2021) said that student evaluation of teaching is the most commonly used method to assess teaching effectiveness, lead to improvement of teaching, and provide evidence for institutional accountability, it's also can provide valid and reliable feedback that can be useful for academic program institutions. Gopal et.al. (2021) add that students' satisfaction results in improved academic achievement, reduced dropout rates, increased engagement and motivation, positive attitude towards school, and an improvement in the overall learning outcomes. Students' satisfaction is a key component of high-quality learning and a good determinant of a learner's overall academic achievement. Lackey & Neill (in Haidar 2021) explain that Important factors from the information obtained through students' survey can influence the way educational institutions design programs. It can be as indicators that help to benchmark institutional performance and enable comparisons between education providers as well as facilitate the identification of strengths and weaknesses of individual institutes (Fieger 2017).

According to National Centre for Vocational Education Research NCVER (2025), The Student Outcomes Survey is originally an annual national survey of Vocational Education and Training (VET) students. The survey aims to gather information on students, including

their employment situation, their reasons for undertaking the training, the relevance of their training to their employment, any further study aspirations, reasons for not undertaking further training and satisfaction with their training experience. Historically the National Student Outcomes Survey included graduates (students who completed a qualification) and subject completers (students who completed at least one subject and left the VET system without obtaining a qualification) NCVER (2021). The survey is aimed at students who have completed a qualification (graduates) or who successfully completed part of a course and then leave the VET system (www.ncver.edu.au). The Student Outcomes Survey (SOS) provides the main questions for students' satisfaction into themes of teaching, assessment, and generic skills and learning experiences. This survey focuses on graduates' and module completers' training outcomes and their satisfaction with VET.

Assessing teaching process according to Wu et al. (2015), considers on how the teaching and learning sessions affect the learner. Mailu and Odeny (2024) recommend that it should include student classroom management, material delivery, and social interaction, student-teacher interactions, social behavioral attributes, instruction quality, and quantity motivational-effective attributes. Center for Research on Learning and Teaching, CRLT (2025, asserts that teaching evaluations can serve many purposes, including collecting feedback for teaching improvement, developing portfolios, or even as an instrument for collecting personal data that can be taken into consideration for appointment or promotion and tenure. In In the context of assessment purposes, it efforts to gather information for improvement can be informal and focused on specific areas that an instructor wishes to develop.

It is important to use a comprehensive and systematic process for evaluating Learning Experience because there are many dimensions to pedagogical work. Therefore, it is best to use a variety of measures involving multiple sources of data. to evaluate instructional activities would include 1). Instructional Delivery (including quality, amount, and level of classroom instruction), 2). Course Planning (including development of course materials, course revision, development of new courses, 3). Grading and Assessing Student Learning (including appropriate level of assignments, exams, grading standards, 3). Course Management (including supervision of GSIs), 4). Oversight of Independent Studies, Honours Theses, Prelims, Dissertations, 5). Support for Student Internships, Experiential Learning, Service Learning, 6). Department and Curricular Work (including participation in curriculum revision, departmental efforts to focus on teaching), 7). Advising and Mentoring, 8). Professional Development and Innovation Around Teaching. Assessment for learning focusses on the learners and emphasizes assessment as a process of metacognition (knowledge of one's own thought processes) for learners. It emerges from the idea that learning is not just a matter of transferring ideas from someone who is knowledgeable to someone who is not but is an active process of cognitive restructuring that occurs when individuals interact with new ideas. James (2022) asserted that There are five principles for 'Assessment for Learning' include: 1). The active involvement of learners in their own learning, 2). The provision of effective feedback to learners, 3). Adjusting teaching to take account of the results of assessment, 4). Recognition of the profound influence assessment has on learner's motivation and self-esteem, 5). The need for learners to be able to assess themselves and understand how to improve.

According to Anisa & Heru [2019], workload refers to the process through which an individual completes the duties and obligations of tasks that are carried out under typical conditions or circumstances in each length of time. Workload assessment according to Anderson (2024) is a systematic evaluation process that helps individuals or teams

understand, distribute, and manage their tasks effectively. It's about analyzing the amount of work assigned to each team member or oneself to ensure tasks are completed efficiently without causing burnout. At the heart of an effective workload assessment are several guiding principles. *Firstly*, it involves clarity, ensuring that all tasks and responsibilities are clearly defined and understood. *Secondly*, it emphasizes prioritization, which helps in identifying which tasks require immediate attention and which can be scheduled for later. *Lastly*, flexibility is vital, allowing for adjustments based on changing circumstances and feedback. Workload measurement has several benefits such as for management decision making, analyzing workload based on activities, discipline needs, and staff to deal with problems that will arise (Irsa. *et.al.* 2019).

METHOD

The research uses qualitative and quantitative approach. Data is collected from a number of respondents and analyzed to obtain the trend of variations of answer. The place of this research was carried out at the PRIMA Selecta which is located at Jl. East Cross Sumatra, Mulyosari Village, Pasir Sakti District, East Lampung Regency, Lampung Province. The research instrument is a questionnaire adapted from the student outcome questionnaire developed by Vocational Education and Training VET (2012) which includes aspects of assessing the effectiveness of learning based on student responses, in relation to this study, the authors modified several items to suit research needs. Overall aspects of the assessment include (1) Teaching, (2) Assessment (4) Generic skills and learning experiences (4) learning experience, and (5) Overall satisfaction with the training. However, the items in each aspect of the questionnaire have been modified based on research needs. To support the validity of the data, in addition to a closed questionnaire, the author also added several questions in the form of an open-ended questionnaire. To interpret the level of the mean scores, the researcher looked at the frequency, percentage, and mean scores directly from the 5-point Likert scale. The criteria were based on the interpretation area and sorted into four criteria by Mardapi (2008, p.122) as can be seen in the following table:

The Criteria of Effectiveness

Score	Category
X >X+1.SDx	Effective
X+1.SDx>X>X	Fairly effective
X > X >X-1.SDx	Less effective
X <X-1.SDx	Not effective

X   = Mean
Dx   = Standard deviation
X   = Score achieved

RESULTS AND DISCUSSIONS

The research data was obtained from the English learning course at the PRIMA Selecta educational institution. The research data is in the form of course program participants' respons to a questionnaire about their satisfaction in participating in the English learning program as long as they participate in the activities. Research data analysis is presented in statistic reports. Meanwhile, descriptive data related to participants' answers toward interviews were presented in the form of descriptive statements.

Teaching, the first analysis of this research data is about teaching. From the items totaling six statements, in general it shows a positive trend where all learners agree. It can be concluded that the learning carried out by the course organizers at the PRIMA Selecta educational institution is categorized as effective. Statistical data shows that item 1 obtains a score of 3.10, item 2 obtains a score of 3.12, item 3 obtains a score of 3.25, item 4 obtains 3.30 as the highest score, item 5 gets a score of 3.10 and item 6 gets a score of 3.00. Thus, the overall mean is 3.77. In the statistical data on the percentage of respondents to the Teaching indicator item, 24 respondents showed a positive attitude, 3 respondents showed a fairly effective, and only one respondent was less positive.

Generic Skills. Based on the results of data, Generic Skills are categorized as less effective. It is provided by the responses of the learners who only scored an average of 2.55. The highest score obtained was only for item number 5 with a score of 2.70, followed by item number 2 with a value of 2.55, then item number 1 with a value of 2.54 and finally item number 4 with a value of 2.47 as the smallest score in this category. In general, statistical data can be concluded that Generic skills in learning activities are considered less effective. Meanwhile, data on the percentage of respondents to generic skill items also showed the same response, 80% of respondents chose the answer indicates that generic skills were less effective.

Learning Experience. Data of the participant satisfaction toward the Learning Experience showed quite positive results. The score for each item shows an effective indication where item 1 obtains a value of 3.05, item 2 and item 3 obtain the same value, namely 3.20 and item 5 obtains a value of 3.10. Only in item 4 the perception value shows the less effective category. However, in general, the overall average score for the learning experience is 3.07. Meanwhile, from the percentage data obtained, the perception of the academic environment shows that there are 22 participants who say it is effective. and only 3 participants considered it less effective.

Assessment. As shown in the table below, the data on assessment in this study also shows a positive trend where the overall average score is 3.22. This shows that the assessment carried out by the teacher in the course learning activities is quite effective. In detail, the value of each item 1 and 2 received a value of 3.44, followed by item 5 with a value of 3.24, item 4 with a value of 3.20, and item 3 with a value of 3.00. In statistical data, the percentage of respondents toward the assessment indicator items is 22 participants or 88% consider it quite effective, one participant considers it effective, and two participants consider it less effective.

To justify the conclusion of overall indicators, the writer accumulates the sum of the five indicators and calculates the mean score. The following is an overall recap of each indicator.

Indicator	Mean Skor	Category
Teaching	3.77	Effective
Generic Skills	2.55	Less effective
Learning Experience	3.07	Effective
Assessment	3.22	Effective
Overall score	**3.15**	**Effective**

Thus, statistically it can be concluded that the course activities organized by PRIMA Selecta in Lampung are quite effective.

Teaching - n the aspect of Teaching, statistic data shows a positif trend. it means that the teacher's skills in delivering lessons in course activities are quite effective. The teacher has carried out quite complete pedagogic aspects such as 1). Provide feedback or feedback to measure the extent to which students understand, 2). Able to present material well and interestingly. 3). Master the material well. 4). Able to build learner enthusiasm. 5). Able to explain difficult things to be easy, and 6). Good at creating a positive classroom atmosphere. The students' comments that they included in the questionnaire also provided sufficient data support as stated in the following statement:

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-  "I am very happy with the opportunity to learn English with
   AWESOME TEACHER"
-  "I am very satisfied. I learned a lot of grammar and
   vocabulary. great class normal"
-  I am very happy to take part in the activities learn English
   for free with experienced and expert teachers, and able to
   create a good atmosphere.
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Generic Skills - The Generic Skill aspect shows a less satisfactory indicator. This means that the course activities have not been able to significantly improve the participants' understanding of English literature. Likewise, the competence in writing in English, and understanding of the rules of speaking English. However, the course program has been able to provide a wider perspective for the participants of the activity. In the written opinion, it was also found that the participants' comments on course activities as follows:

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-  "I learned a lot about English and about culture "
-  "……….. Like looking for readings about English, it's
   really hard to find English language materials." This
   course is really good, and helped me in learning English.
   We have good opportunities while studying.
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Learning Experience - The participants Learning Experience at the PRIMA Selecta educational institution is quite good statistically. This means, the course program is able to attract foreign students to learn English. The participants also seemed enthusiastic in participating in the language learning activities. They also began to see the importance of the role of English for themselves. Some of the participant's comments can be seen below:

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-  I am very happy to participate in this activity. I'm
   grateful to be able to join in This opportunity. I wish
   there was a follow-up course after this.
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Assessment. The assessment activities carried out in the course activities are also indicated to be quite effective. This means, there are various variations and types of assessment in the evaluation of learning. The assessment is quite objective. The test material provided is quite in accordance with the material learned during the activity. The true test material measures the extent of understanding of the teaching material. Some of the participants' comments also support the data as follows:

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-  "I was unable to keep up on several occasions. So, I'm
   not biased much study. So, somewhat half satisfied.
-   it's a good test"
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In addition to the data obtained referring to the questionnaire, the authors found some descriptive data related to satisfaction responses and recommendations for future course

activities submitted by participants. In the comments of course participants regarding their satisfaction with this activity, there is hope that in the future similar activities with a higher level will be held. This is found in the comments as follows:

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- "very satisfied, in a few years I was looking for an English
  course , but I did not find it. Hopefully the activities
  like this can be promoted in the future."
- "I will continue to study English,
- I am very happy with this program. I am very grateful for
  this opportunity.
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CONCLUSION

Based on the results of this study, the conclusions obtained by referring to the Course Outcome Questionnaire instrument are as follows: (1) In general, the effectiveness of learning at the PRIMA Selecta is effective from the teaching point of view, this is provided by the statistical value of 3.77 which is effective category. (2) Generic Skill shows a less effective value. The writer only concludes from the results of the statistical data, because he did not find the cause of the low Generic skills of the course participants. (3) The enthusiasm of the course participants is quite high. it can be seen in the results of the 3.75 statistical data and also the positive response to comments from course participants. (4). Likewise participants' responses to the learning environment, the most of participants were satisfied with how they felt when they took part in the course activities. Statistical values also show the same data; 3.07. (4) On the other hand, participants were also satisfied with the assessment carried out by the staff. With a score of 3.22, it indicates that the assessment carried out by the staff is quite effective. Statistical data shows the participants' satisfaction with the sources of teaching materials, learning themes, and the achievement of basic competencies that they take part.

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