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# Effectiveness Evaluation of the Student Research Proposal Presentation Program at Scientific Writing Course

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ABSTRACT

**Background:** Higher education increasingly emphasizes the importance of developing students' academic and professional abilities, including scientific communication and presentation skills. The research proposal presentation program is a strategic initiative in responding to these needs, but challenges in its implementation still exist.
**Purpose:** Evaluate the effectiveness of student research proposal presentation programs in the Scientific Writing course at UNINDRA and identify strengths and weaknesses in the delivery of material and student argumentation structure.
**Design and methods:** Evaluative research involves collecting data from the results of presentation evaluations, feedback from lecturers or other participants, and assessing the quality of presentations. Qualitative and quantitative data analysis techniques were used, with thematic analysis techniques to identify patterns or themes in participant feedback and evaluation.
**Results:** The evaluation showed that the research proposal presentation program provided significant benefits for lecturers and students. However, there are challenges in the learning process due to inadequate support in CPMK and material distribution. The high lecturer-student ratio also hinders the implementation of the ideal presentation. Internal obstacles such as lack of courage and suboptimal preparation of presentation materials also affect the quality of presentations. The need for adjustments in the preparation of the curriculum and teaching methods, including aligning the CPMK with the CPL and ensuring that the plan for the presentation of research proposals is included in the RPS. It is necessary to provide adequate time and improvement of presentation equipment to improve the quality of presentation and feedback. Better integration between CPMK and CPL will create a globally competitive generation of academics and professionals. Thus, this program can be more effective in achieving higher education goals in developing students' academic and professional abilities.

**Keywords:** language program evaluation, language program effectiveness, CIPP, research proposal presentation

## Introduction

The student research proposal presentation program in the Scientific Writing course is a strategic initiative that aims to improve scientific communication skills and presentation skills (Aqeel & Chung, 2024) among students. This initiative emerged in response to an urgent need in an increasingly competitive academic environment, where effective communication skills are becoming critical (Shasrini et al., 2022). In an effort to prepare students to face these challenges, this program is designed to develop students' ability to convey research ideas clearly and systematically.

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Students who take part in this program are expected to be able to use scientific terminology and language structures that are in accordance with scientific writing standards. Mastery of terminology and language structure is an essential aspect for academic success (Houp, 1980; Ramdan, 2017), because it encourages students to compile and communicate their research in a way that can be understood and recognized by the scientific community. This program places special emphasis on the application of appropriate scientific language in research proposals, so that students can present their research design arguments effectively and efficiently (Pitaloka et al., 2023).

In addition to the linguistic aspect, the program also emphasizes the importance of presentation aesthetics. In the academic and professional world, the ability to create visually appealing presentations is an equally important skill (Kurzweil et al., 2020; Yanna & Niesa, 2022). This program teaches students how to design good slides, use the right data visualization, and integrate other artistic elements that can support effective messaging. Thus, students not only learn to compile quality research proposal content, but also present it in a way that is attractive and easy for the audience to understand.

The presentation of student research proposals as part of the Scientific Writing course in the Counseling Guidance study program at UNINDRA is an initiative program of lecturers with Indonesian language expertise. In general, every program implementation requires evaluation for the sustainability of the program (Wadu & Ismanto, 2021). Language program evaluation is a systematic process to assess the effectiveness and efficiency of a language learning program (Munawar et al., 2023). The goal is to determine whether the program is successfully achieving the goals that have been set, as well as to identify areas that need improvement. This evaluation involves collecting data through various methods such as tests, observations, interviews, and questionnaires. The data collected was then analyzed to provide an overview of the quality of the program, including aspects such as curriculum, teaching methods, instructor performance, and participant learning progress. The results of this evaluation are important for decision-making related to the further adjustment and development of the language program in question (Lutfi et al., 2021).

Furthermore, the effectiveness of the language program refers to the extent to which the language learning program is able to achieve the goals that have been set, such as improving students' language skills in reading, writing, speaking, and listening. Measurement of effectiveness often includes an evaluation of the participant's achievement of learning outcomes, participant satisfaction with the program, and the long-term impact of the program on participants' language proficiency. Effectiveness evaluations can involve a variety of indicators, including language proficiency tests, performance assessments during the learning process, and feedback from participants and teachers. Effectiveness can also be affected by factors such as the quality of the teaching materials, the teaching methods used, and the qualifications of the instructors.

In order to provide a framework for evaluating the effectiveness of language learning programs. This study uses a program management-oriented model, namely CIPP initiated by Staufflebeam (Bacus et al., 2022). The CIPP model is an evaluation framework used to comprehensively assess programs based on four main components: Context, Input, Process, and Product (Sopha & Nanni, 2019). Context examines the background, needs, and goals of the program to ensure that the program is relevant and in accordance with existing needs. Inputs assess the resources, strategies, and plans used to execute the program. This includes an analysis of the teaching materials, teaching methods, and available support. The process of evaluating the implementation of the program, including how the program is run and what happens during the implementation process. The focus is on how activities are organized, teaching methods are applied, and student participation. Product assesses the end result of

the program, including the impact and achievements obtained. This includes an evaluation of participant learning outcomes, participant satisfaction, and the long-term benefits of the program. The CIPP model is used to provide a comprehensive view of the effectiveness of the program from various aspects, and can aid in decision-making for further improvement and development of the program.

A research proposal presentation is an activity in which researchers present their research plan in front of lecturers, academic committees, or fellow students to get feedback, approval, or funding (Altinay & Paraskevas, 2008). The presentation includes several important elements: an introduction that introduces the researcher and the research objectives; a background that explains the context and importance of the research problem; research questions or hypotheses; methodology detailing research design, data collection methods, population and sample, and data analysis; a research schedule describing timelines and milestones; as well as a budget outlining the costs and resources required. The conclusion of the presentation summarizes the main points and explains the potential impact of the research. Usually, after the presentation, there is a question and answer session to get constructive input. Good preparation, including presentation practice and the use of clear slides, is essential for conveying information confidently and professionally. The main purpose of this presentation is to convince the audience of the value and feasibility of the proposed research as well as receive feedback to improve the quality of the research project.

Relevant research shows that the CIPP (Context, Input, Process, Product) model is widely used in various educational contexts to evaluate the effectiveness of programs. The CIPP model is very suitable for evaluating online teaching (DeCoito & Estaiteyeh, 2022) This model is also applied to assess the quality of counseling guidance in vocational schools (Setiawan et al., 2024). The use of the CIPP model to evaluate undergraduate education programs has also been carried out (Sankaran & Saad, 2022). In addition, this model is used for the evaluation of teacher assistance in bilingual elementary schools (Wedayanthi et al., 2024). Learning assessment in Indonesian courses with the CIPP model has been researched (Aryana et al., 2022). The evaluation of online teaching in the field of internet marketing using the CIPP model is also found in the literature (Du, 2023). Although this model has been widely applied, there is a significant research gap, namely the use of the CIPP model for the evaluation of student research proposal presentation programs, which has not been widely explored.

Therefore, this study aims to measure the effectiveness of student presentations and see how the feedback provided can help students improve their proposal preparation and presentation skills. In addition, this research also aims to identify strengths and weaknesses in the delivery of material and student argumentation structures. The results of this evaluation are expected to provide important inputs for the development of better curriculum and teaching methods in the future.

By using the CIPP model to evaluate student research proposal presentation programs, this research will provide in-depth insight into the context, input, process, and product aspects of the program. This evaluation will include an analysis of the background and needs of the program (context), resources and strategies used (input), implementation and dynamics of the learning process (process), as well as the final results and impact of the program (product). Thus, this study will not only assess the effectiveness of the program in improving student skills, but also provide concrete recommendations for further improvement based on the findings obtained. This will assist educational institutions in designing programs that are more effective and in accordance with the needs of students, thereby improving the overall quality of education.

## Methods

This evaluative research aims to evaluate the effectiveness of the research proposal presentation program of students who take the Scientific Writing course at UNINDRA. The research subject is the student, who is evaluated based on the presentation of their research proposal. Data will be obtained from the results of presentation evaluations, feedback from lecturers or other participants, and assessments of the quality of presentations. Qualitative and quantitative data analysis techniques will be used, with thematic analysis techniques to identify patterns or themes in participant feedback and evaluation. The validity of the research will be enhanced by data triangulation, combining various data sources to provide a more complete understanding of the effectiveness of the program.

## Findings & Discussion

Higher education aims to develop students' academic and professional abilities so that they can contribute to the field they are engaged in. One of the important components in higher education is the ability to publish ideas and research results (Ashiq et al., 2020). This program is based on Graduate Learning Outcomes (CPL), which emphasizes the ability to publish ideas and research results in the field of education in general and Counseling Guidance (BK) in particular. However, support for this achievement is not reflected in the Course Learning Outcomes (CPMK) and is not integrated in the distribution of Learning Materials. Based on interviews with lecturers in charge of the course, presentations are considered mandatory because of their significant benefits for lecturers and students in assessment. In addition, this presentation activity provides an opportunity for students to get used to making scientific presentations, even though there are already special courses that accommodate them.

### *Findings*

Inadequate support for this achievement in the CPMK and the distribution of learning materials pose challenges in the learning process. In the BK study program, the scientific writing course is taught by three lecturers with a total of 879 registered students, resulting in a lecturer-student ratio of 1:293. Ideally, 10 meetings of 150 minutes are needed for all students to present their research proposals. However, the presentation strategy of 7 minutes per student is still considered too long, and the plan to hold the presentation of research proposals is not included in the Semester Program Plan (RPS), which includes 14 materials with varying levels of difficulty. Therefore, a special allocation for proposal presentation is not yet available in the RPS of this course.

The implementation of this program was obtained from a questionnaire distributed to students. In general, students consider themselves to be able to understand the steps in presenting a proposal well, because several aspects are considered very helpful, such as the material presented, lecturer feedback, and its usefulness. Lecturers are usually present on time, have complete material, and provide clear guidance regarding presentations. However, the preparation of presentation materials by students has not been maximized. Internal constraints such as lack of courage also affect the volume of sound received by the audience. The short time allocation for each presentation resulted in lecturers not having time to give feedback in the form of constructive suggestions for student presentations.

The final assessment is based on five criteria, namely the content of the proposal, the slides presented, fluency and intonation, mastery of the material, and the ability to answer questions. Of the five criteria, students meet very well, except for fluency and intonation that

get low scores. This is in line with the observation that the volume of the presenter's voice is constrained by the device used.

Discussion

To ensure that the goals of higher education in developing students' academic and professional abilities can be achieved, more effective measures are needed (Daniels, 2017). First, it is important to align CPMK with CPL. This means that each course must be designed with consideration for the final goal that the study program as a whole wants to achieve. Learning materials must be integrated with clear learning outcomes and support the development of students' ability to publish their ideas and research results.

Second, the plan for the presentation of research proposals must be included in the RPS. Thus, each lecturer and student has a clear guide regarding the time allocation and learning goals to be achieved through this presentation. RPS which includes presentation activities will ensure that all students get the same opportunity to practice and develop their scientific presentation skills.

Third, the provision of adequate time and the improvement of the devices used in the presentation are essential. With a longer time allocation and adequate tools, lecturers can provide more constructive feedback, helping students to improve their shortcomings and develop better presentation skills. Constructive feedback is crucial in the learning process, as it helps students understand their strengths and weaknesses and provides guidance for future improvement.

Fourth, there needs to be additional support for students in preparing their presentation materials. This can be a workshop or coaching session that focuses on presentation techniques, managing the fear of public speaking, and the effective use of presentation tools. This kind of support will help students to be more confident and ready to present student research proposals.

Overall, although the research proposal presentation program provides significant benefits for lecturers and students, there is an urgent need to align the CPMK with the CPL and ensure that the plan for the presentation of the research proposal is included in the RPS. Providing adequate time and improving the tools used in presentations will improve the quality of presentations and feedback, so that students can develop the ability to publish ideas and research results more effectively. Through these steps, the main goal of higher education in developing students' academic and professional abilities can be better achieved, making a meaningful contribution (Daniels, 2017) in the field of education and Counseling Guidance.

Better integration between CPMK and CPL will not only improve the quality of education in the BK study program but will also provide a more meaningful learning experience for students. Thus, they will be better prepared to contribute to their field after graduation, bringing new innovations and knowledge that will enrich the field of education and Counseling Guidance as a whole. In the long run, this will have a positive impact on the quality of education in Indonesia, creating a generation of academics and professionals who are able to compete at the global level.

## Conclusion

This research was conducted in response to an urgent need in an increasingly competitive academic environment, where effective communication skills are essential. The purpose of this study is to evaluate the effectiveness of student research proposal presentation programs in the Scientific Writing course at UNINDRA. The results of this evaluation provide a comprehensive overview of the context, inputs, processes, and products of the program. It was found that although the research proposal presentation program provides significant

benefits for lecturers and students, there are challenges in the learning process due to inadequate support in CPMK and material distribution. The high lecturer-student ratio also hinders the implementation of the ideal presentation. Internal obstacles such as lack of courage and suboptimal preparation of presentation materials also affect the quality of presentations. The implication of these findings is the need for adjustments in the preparation of curriculum and teaching methods, including aligning CPMK with CPL and ensuring that the plan for the presentation of research proposals is included in the RPS. It is necessary to provide adequate time and improvement of presentation equipment to improve the quality of presentation and feedback. Better integration between CPMK and CPL will create a globally competitive generation of academics and professionals. Suggestions for improvement are aligning the CPMK with the CPL, providing additional support for students in preparing presentation materials, and improving the presentation tools used. Thus, this program can be more effective in achieving higher education goals in developing students' academic and professional abilities.

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