

Evaluation of Online Learning During the Covid 19 Pandemic

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ABSTRAK

Pembelajaran yang biasa dilakukan secara tatap muka berubah menjadi pembelajaran tatap maya. Hal ini tentu menimbulkan berbagai permasalahan, diantaranya pada aspek context yang menyangkut kebijakan pemerintah dalam bidang Pendidikan, aspek input berkaitan dengan sarana prasarana penunjang pembelajaran daring, aspek proses yang menyangkut kesiapan pendidik melakukan pembelajaran daring, dan aspek product yang berkaitan dengan hasil belajar siswa. Oleh karena itu penelitian ini sangat mendesak guna mengetahui efektif tidaknya pelaksanaan pembelajaran daring dari komponen CIPP yang sudah disebutkan sebelumnya. Hal ini penting dilakukan sebagai bahan evaluasi yang dapat dilakukan pemerintah terkait pembelajaran selama masa pandemic covid 19. Penelitian ini merupakan penelitian evaluasi dengan menggunakan model evaluasi CIPP (Context, Input, Process, Product). Subjek yang diteliti pada penelitian ini sebanyak 698 orang dari jumlah total populasi sebanyak 3.334. Metode pengumpulan data pada penelitian ini, menggunakan metode nontes dengan menyebarkan kuesioner tertutup. Data dianalisis dengan menggunakan statistika deskriptif kuantitatif, kemudian dikonversikan ke dalam Z skor dan ditransformasikan ke dalam T skor. Berdasarkan analisa data diperoleh hasil bahwa (1) komponen variabel context tergolong efektif, variabel input tergolong kurang efektif, variabel process tergolong efektif dan variabel product tergolong efektif sehingga dapat disimpulkan pelaksanaan pembelajaran daring berada di kuadran II (kedua) atau cukup efektif. Rekomendasi untuk penelitian selanjutnya adalah perlu dilakukan peningkatan untuk indikator yang belum berjalan dengan baik/efektif dan dicarikan solusi terhadap berbagai kendala dalam pembelajaran daring, sehingga kualitas pembelajaran daring meningkat.

ABSTRACT

Learning that is usually done face-to-face has turned into virtual face-to-face learning. This certainly raises various problems, including the aspect context concerning government policies in the field of education, the aspect input relating to online learning supporting infrastructure, the process aspect concerning the readiness of educators to conduct online learning, and the aspect product relating to student learning outcomes. Therefore, this research is very urgent to find out whether or not the implementation of online learning from the previously mentioned CIPP component is effective. It is important to do this as an evaluation material that the government can do regarding learning during the covid 19 pandemic. This research is an evaluation study using the CIPP (Context, Input, Process, Product) evaluation model. The subjects studied in this study were 698 people from the total population of 3,334. The method of data collection in this study, using the non-test method by distributing closed questionnaires. Data were analyzed using quantitative descriptive statistics, then converted into Z scores and transformed into T scores. Based on the data analysis, the results showed that the components of the context variable were effective, the input variables were less effective, the process variables were effective and the product variables were effective, so it can be concluded that the implementation of online learning is in quadrant II (second) or quite effective. Recommendations for further research are that it is necessary to improve indicators that have not been running well/effectively and to find solutions to various obstacles in online learning, so that the quality of online learning increases.

1. INTRODUCTION

At the end of 2019, the world was hit by a virus that attacks humans called the corona virus. Covid-19 which stands for coronavirus disease 2019 has been declared a pandemic by the world health organization or WHO (Lim et al., 2021; Priatmoko et al., 2021; Susilo et al., 2020). The identification of this virus in Indonesia in March 2020 caused the government to take steps to anticipate the wider spread of this virus (Buana, 2020; Sukendro et al., 2020; Yulia, 2020). In the field of education, the government changed the face-to-face learning system to online learning (Hanik, 2020; Maulana & Iswari, 2020). This of course aims to break the chain of the spread of this virus in the school environment as well as to continue to carry out the learning process. The policy to change the face-to-face learning system to online learning is one of the steps to prevent the spread of Covid-19 in the school environment (Prawiyogi et al., 2020; Putri, 2020; Shodiq & Zainiyati, 2020). Distance learning is very useful because learning can still be carried out even without physical meetings, there are many platforms that can be used including blackboard, moodle, webex, canvas, and others (Lau & Lee, 2021; Priatmoko et al., 2021). In addition, the application of this online learning system policy is carried out so that students continue to get their rights in obtaining knowledge. Online learning utilizes the internet network and various media to support learning so that the face-to-face process between teachers and students does not occur (Bervell et al., 2020; Garad et al., 2021). Online learning is a learning activity carried out by utilizing the internet network as a method, delivery, interaction, and facility and is supported by various forms of learning services (Lase et al., 2021; Meşe & Sevilen, 2021). This online learning can connect students with learning resources that are physically separate or even far apart but are still able to communicate, interact or collaborate (directly or synchronously and indirectly or asynchronously) (Lapada et al., 2020; Mansur et al., 2021).

Various applications such as google classroom, zoom and whatsapp group that can be used by teachers and students to be able to interact during the online learning process (Ali & Maksum, 2020; Hidayati et al., 2020; Santosa et al., 2020). Online learning that uses technology in learning causes student learning resources not only to come from teachers, but can also come from the internet (Ali & Maksum, 2020; Guswara, 2020; Suni Astini, 2020). Creating effective online learning requires readiness on the part of teachers, parents and students themselves to be able to adapt to these changes (Permata & Bhakti, 2020; Siahaan, 2021; Soni et al., 2018). In addition, the characteristics of online learning are that it allows learners to independently build their knowledge, creates collaboration between learners to build their knowledge and understanding, creates a student community, utilizes internet media, virtual classes or digital classes and interactivity, independence, accessibility and enrichment (Alimin & Saad, 2019; Kurniawati et al., 2019). This online learning activity causes all learning processes to be carried out at home so that teachers and students do not have to come to school. The advantage of distance learning is that educators can share information online anytime and anywhere without being limited by space and time (Haka et al., 2020; Kumar et al., 2020). Online learning activities have several advantages and disadvantages. Online learning has the advantage that it can overcome distance constraints and can be done anywhere and anytime. Online learning that can be done at any time and does not bring together students and teachers directly so that it can be done at home (Mahitsa & Mahardini, 2020; Setiawan & Ari Oka, 2020). This of course can support the government's goal to stop the spread of Covid-19 in Indonesia, especially in the school environment. In addition, the implementation of online learning can make students more enthusiastic in learning, because students can do outdoor learning so they can feel a new learning atmosphere during the online learning process (Maharani & Kartini, 2019; Suhery et al., 2020; Suhroh & Cahyono, 2020).

The shortcomings that occur in online learning are that it is difficult for children to focus on learning because the home atmosphere is not conducive (Nurkholis, 2021; Pujiasih, 2020). Facilities and infrastructure that have a fairly important role in online learning are still not fulfilled, the high cost of purchasing quotas, the stability of the internet network is a shortage in online learning (Hutauruk & Sidabutar, 2020; Primasari & Zulela, 2021). Online learning results in a lack of interaction between teachers and students and even between students themselves (Arizona et al., 2020; Windhiyana, 2020). This lack of interaction can slow down the formation of values in the teaching and learning process. Online learning that is currently being carried out is something new that is felt by both teachers and students. It can be concluded that the advantages of online learning are that it can be done anywhere and anytime, but the disadvantages are students who have difficulty focusing and lack of interaction in learning.

From these various problems, an evaluation from the government is needed to be able to overcome these problems so that the policies that can be taken can be even better. Evaluation is an activity to collect various information about an activity so that it can be used to help determine the appropriate alternative in making a decision (Pan et al., 2021; Spiel et al., 2015). Program evaluation is an activity where to find out how high the level of success of the planned activities is (Kurniawati & Hariwibowo, 2014; Lukum, 2015). The objectives of program evaluation are to improve the plan of a program or service, to improve a program, to monitor program implementation, to improve the delivery system, and to assist policy makers in making

a decision regarding the program with an alternative (improved), (discontinued) and (continued) (Junanto & Kusna, 2018; Nurhayati, 2018). From some of the opinions above, it can be concluded in general that program evaluation is an activity that takes place in a continuous process and is used to determine the level of success of a program that has been implemented. There are various evaluation models that can be used, one of which is the CIPP model. The CIPP model is an evaluation model that views the program to be evaluated as a system (Bhakti, 2017; Samidjo, 2017; Yati & Yaswinda, 2019). CIPP stands for Context, Input, Process, and Product. The CIPP model is principally used to evaluate programs and education (programs and products). In this study, using the CIPP model because this model is very suitable for use in evaluating the planning and operations of a program, especially in online programs (Rahmawati & Angraini, 2017).

In previous research stated that the online learning program in the FMIPA FKIP Unila environment as a whole is quite good so that it can be continued (Riyanda et al., 2020). In addition, other research showed that the implementation of online learning had been carried out well in the midst of the pandemic Covid-19 (Yudiawan, 2020). Context, indicators, inputs, processes, and production averages are included in the good category. Both of these studies were conducted in universities, while this study was conducted in elementary schools to determine the effectiveness of online learning in elementary schools, especially in the city of Denpasar. Based on this, this study aims to determine the effectiveness of the implementation of online learning in Denpasar City in terms of the background (context), input (input), implementation (process) and results (product).

2. METHOD

This research is an evaluation research that aims to measure the results of the implementation or project in learning then adjusted to the planned goals, by collecting, analyzing and reviewing the implementation of the implementation carried out objectively (Kantun, 2017). This research is quantitative because the data processing process is in the form of numbers and uses statistics. In this study, there are four variables in accordance with the evaluation of the implementation of the CIPP model that will be used as research variables, namely the background variable (context), input variable (input), process variable (process) and result variable (product). In this study, subjects were taken from teachers, students and also parents at State Elementary Schools in Denpasar City. From a total population of 3,334 people, a sample of 698 people was taken. This study uses a non-test method. The data in this study were collected by giving a questionnaire (questionnaire) to the respondents who were given via google form. This study uses four evaluation components, each of which has indicators that have different benchmarks. In the context variable, there are three indicators that are used as benchmarks in the measurement, namely educational policies, learning objectives, and needs and expectations. In the input variable, there are four indicators that are used as benchmarks in the measurement, namely student characteristics, supporting infrastructure for student learning, student learning atmosphere, and students' physical environment. In the process variable, there are seven indicators that are used as benchmarks in the measurement, namely the curriculum, teaching materials, teacher supporting infrastructure, teacher social environment, budget, teacher administration, and methods or approaches to teaching. And in the product variable, there are three indicators that are used as benchmarks in the measurement, namely student learning outcomes, student character (afactive) and student skills.

In the questionnaire used using a Likert scale scoring. The Likert scale is a rating scale that presents a choice of scales with a value on each scale to measure the level of approval of something (Haviana, 2016). The Likert scale used is the Likert scale that has been modified with four alternative answer choices, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS) (Sukardi, 2012). The questionnaire in this study consisted of 50 statement items given to all respondents who would previously be tested by conducting construct validity. The construct validity of an instrument is said to be valid if in terms of its construction when the item of the instrument can measure every aspect of thinking as stated in the indicators carried out by experts / judges. In this study, a good questionnaire is one that meets two prerequisites, namely validity and reliability. Instrument validity is concerned with the extent to which a measurement is appropriate in measuring what is to be measured, while reliability is concerned with the extent to which a measurement can be trusted because of its consistency. In measuring the reliability of the questionnaire or questionnaire in this study, using the "Alpha" coefficient technique with the following formula.

Data analysis in this study used descriptive statistical analysis. The level of effectiveness of the implementation of online learning is determined by analyzing the context, input, process, and product variables through Glickman quadrant analysis. The quality of the scores on each variable is positive and negative which is calculated using the T-score. If the T-Score > 50 the direction is positive (+), and if the T-Score < 50 the direction is negative (-). The analysis of the effectiveness of the implementation of online

learning with the CIPP model is focused on data in the form of numbers using the T-Score. To find out the results of each variable, it is calculated by adding up the positive (+) and negative (-) scores. If the number of positive scores is more than or equal to the negative score, it means that the result is positive (+) and the result is negative (-) if the number of positive scores is less than the negative score. Quadrant analysis is carried out to find out the description of several positions of the effectiveness of the implementation of the implementation of online learning as follows. Quadrant I, which is effective, consists of elements of high context, high input, high process, and high product or (++++), which are classified as effective. Quadrant II, which is quite effective, consists of high, high, high, low (+++-) context, input, process and product elements; high, high, low, high (+++); high, low, high, high (+--+); high, high, low, low (+---); high, low, high, low (+-); low high, low, high (-++); Quadrant III which is ineffective consists of elements of context, input, process, and product which are high, low, low, low (+---); low, low, high, low(--+); low, high, low, low (----); low, low, low, high (---+); Quadrant IV, which is less effective, consists of elements of context, input, process, and product, all of which are low (----).

3. RESULT AND DISCUSSION

Result

In order to get an overview of the summary of descriptive statistics for each variable, below are descriptive statistics about the highest score, lowest score, average price, standard deviation, variance, median, and mode as shown in Table 1.

Table 1. Summary of Descriptive Statistics Variables Context, Input, Process, Product

Variable Statistics	Context	Input	Process	Product
mean	23.56	29	52.97	24.32
median	24	29	53	25
mode	22	28	58	25
Std. Deviation	3.28	4.38	7	3.4
variance	10.76	19.18	44.17	11.6
Range	15	23	22	12
Drink	30	39	65	30
Maximum	15	16	43	18
Amount	16444	20377	36974	16979

Based on Table 1, it can be explained that valid context, input, process, product variables were analyzed from 698 respondents. In the context variable the average score is 23.56. The score in the middle (median) is 24, the score with the most occurrence (mode) is 22, the standard deviation is 3.28 with a variance of 10.76. The input variable has an average score (mean) of 29. The midpoint score of the data is 29, the score that appears the most (mode) is 28 with a standard deviation of 4.38 and a score variance of 19.18. The process variable has an average score (mean) of 52.97. The midpoint score of the data is 53, the most frequent score (mode) is 58 with a standard deviation of 7 and the variance of the score is 44.17. The product variable has an average score (mean) of 24.32. The mean score of the data is 25, the most occurring score (mode) is 25 with a standard deviation of 3.4 and a score variance of 11.6. The results of data analysis from each score of context, input, process and product variables with T-scores in Table 2.

Table 2. Recapitulation of Calculation Results for Context, Input, Process, Product Variables

Variable	Frequency		Frequency Percentage		Results	Description
	F(+)	F(-)	F(+)	F(-)		
Context	387	311	55.4%	44.6%	+	Positive
Input	327	371	46.8%	53.2%	-	Negative
Process	374	324	53.6%	46.4%	+	Positive
Product	374	324	53.6%	46.4%	+	Positive
Results					+ -++	Positive, Negative, Positive, Positive

Based on the recapitulation of the calculation results of the Context, Input, Process, Product variables, it appears that the variable context produces (+) which means effective, input produces (-) which means less effective, process produces (+) means effective, and product produces (+) which means effective. The results of this study were carried out by describing the results of the research in the form of quantitative data described previously above. implementation of online learning in Denpasar City, analyzed by verifying into the prototype quadrant -Glickman. The calculation results show the CIPP value (+-++). The T-Score data is converted into the Glickman prototype quadrant. The variable context has been running effectively, but there are still obstacles in it. Indicators that reflect the existence of constraints on the variable context are policy indicators. 4 of 2020 has not been realized properly by school principals and teachers. The implementation of online learning is the right policy according to the needs and expectations of the current situation. This is in accordance with the purpose of implementing online learning, namely breaking the chain of transmission of COVID-19, and so that students can continue to receive education even though they are studying from home. Through online learning, of course, it can break the chain of transmission of COVID-19, by minimizing direct contact between teachers and students or between students.

Discussion

The government's policy of closing schools and carrying out face-to-face learning has a serious impact on the morale of all elements involved, such as parents, students and teachers themselves (Badriyah et al., 2021; Khurriyati et al., 2021; Suriadi et al., 2021). Many cases show that parents who are not accustomed to accompanying their children in learning have a higher emotional level during distance learning. How can parents who have to earn a living must be required to accompany and guide their children in completing tasks during online learning. Therefore, a teacher must be able to prepare an interesting online learning system, for example by providing interesting assignments with feedback, besides introducing challenging quizzes, of course, the quiz must be adjusted to the student's abilities (El-Sayad et al., 2021; Handayani et al., 2020; Sari et al., 2021). This can also be done so that parents who accompany children at home do not feel too heavy in helping children complete their tasks at home. In addition, school principals and teachers can collaborate and synergize with each other to carry out these online learning activities in accordance with policies that have been issued by the government. In general, the implementation of the components in the variables context all run effectively, is good and supports each other.

Variables input. In general, experience many obstacles so that they reflect ineffective results. There are indicators that have negative or low values, namely facilities and infrastructure that support student learning. The implementation of online learning which seemed sudden, caused the majority of students to be surprised and the majority of students also had not prepared the facilities and infrastructure to support online learning (Fitriya et al., 2021; Handayani et al., 2020; Rigianti, 2020). Online learning is a learning model that requires many facilities and infrastructure to move the learning wheel. Social media is usually used as a social and entertainment purpose, but now that has changed because social media can also be used as a means of online learning (Djandjuri et al., 2020; Kolhar et al., 2021; Sahidillah & Miftahurrisqi, 2019). His sudden presence makes students and parents not mentally and financially ready to take part in online learning as a learning solution during the pandemic. To overcome this, for students who experience obstacles regarding facilities and infrastructure in participating in online learning, efforts are made to establish cooperation with students who have adequate and sufficient facilities and infrastructure in participating in online learning. In situations like this, teachers need to use appropriate means in conveying information to children, for example by using presentations in the form of booklets, role model games, demonstrative cartoon films, and other means that children like (Paramita et al., 2018; Shehata et al., 2021).

In addition, it can also take advantage of public services and service businesses that can support and facilitate the course of online learning. In addition to infrastructure, indicators that experience problems or get negative results in the variables input are the students' physical environment. The physical environment of students that affects such as the physical and geographical conditions of students. With the condition of residence of students, the majority of whom live in the city of Denpasar with quite heavy traffic conditions, the quality of online learning activities has decreased because it is influenced by traffic around students' homes. With quite heavy traffic, the communication between teachers and students is disrupted and the convenience of students in participating in online learning activities has decreased. This can be overcome by utilizing adequate public facilities and supporting the smooth running of online learning and away from the hustle and bustle of the city of Denpasar. variables Process in general have been implemented well. However, there are several indicators that have negative values, namely the curriculum, teaching materials, teacher facilities and infrastructure and learning methods/approaches. Online learning, which is a new thing among teachers, makes teachers have to adapt to online learning as a learning solution during

a pandemic. Educational institutions must be able to motivate their educators to leave traditional teaching methods to modern teaching methods where every educator must be able to improve their skills in utilizing IT for the realization of better distance learning (Hoyles et al., 2013; Shambour & Abu-Hashem, 2021; Zaini & Soenarto, 2019).

We realize that the demands of teachers during this pandemic are very large, so it is not an exaggeration for teachers to get psychological counselors to ensure that they are psychologically prosperous and able to overcome negative feelings during this pandemic (Alan, 2021; Parmin et al., 2015). Variables Product in general have been running well. However, in the variable product there is an indicator that has a negative value, namely an indicator of student learning outcomes. Online learning carried out from home by students under the guidance of their parents turned out to be quite serious. The reason is because students have not been able to adapt and follow online learning well, making students less able to absorb the material provided by the teacher through online learning. A research shows that only 7% of students want to do activities in hybrid learning (some face-to-face, some are given online assignments) is something that is not familiar to students, because the tasks given online tend to be less clear, causing doubts in students. While working on it (Svrcek et al., 2021). With such circumstances, it makes students less able to do the evaluation given by the teacher to students related to the material provided. Because students do not understand and are not able to answer the evaluation and do the assignments given by the teacher, to get a score that meets the minimum passing criteria (KKM) the evaluation work and assignments are taken over by the parents of the students. Situations like that happen a lot and can be fatal in the implementation of online learning activities.

A research result also shows that evaluation failure is one of the factors that distance learning cannot be carried out optimally, the causes of this include delays in the adaptation of students and teachers in conducting distance learning (Hapsari & Fitria, 2020; Karadag et al., 2021). This can be minimized by providing an evaluation or assignment which includes the process of how the student does the evaluation or task such as making a video. Because the evaluation and assignments given by the majority of teachers are only in the form of answering questions, writing and drawing, so students can easily make evaluations and assignments by their parents. By providing more frequent evaluations and assignments that collect evaluations and assignments in the form of videos, the teacher will be able to assess how capable and how enthusiastic and interested students are in doing these assignments. In addition, it can also train students' confidence in speaking and expressing opinions in accordance with the direction of the evaluation and assignments given by the teacher. Other research shows that the COVID-19 pandemic has greatly impacted student learning outcomes regarding cognitive, affective, and psychomotor aspects of samples from This research consisted of 25 teachers and 30 parents (Yıldırım, 2021).

From the results of data collection, it was found that the implementation of online learning can be quite effective. This is evidenced by the findings of data in the field which show the effectiveness of the implementation of online learning and the lack of obstacles found during the process of implementing online learning activities. Because the changes in learning made in the classroom are now appropriate, and during the implementation of online learning, students will certainly get new experiences during learning. However, it is undeniable that the online examination mechanism to measure student achievement needs to be improved so that the integrity of the assessment is good. There should be appropriate technology that can be used for remote monitoring during exams including the challenge of student privacy concerns (Abdel-Hameed et al., 2021; Bervell et al., 2020; Laksana, 2020). Teachers and students also use various media during the implementation of online learning. This effectiveness is obtained because all indicators can support in measuring learning activities well. Students as subjects whose achievement must be measured during distance learning should also be encouraged to take the initiative in studying various platforms during online learning. In addition, student characteristics must also be considered in developing online learning to implement education for all (Arkiang, 2021; Jiang et al., 2021; Suni Astini, 2020). Recommendations for further research are that it is necessary to improve indicators that have not been running well/effectively and to find solutions to various obstacles in online learning, so that the quality of online learning increases.

4. CONCLUSION

The implementation of online learning in Denpasar City in terms of context, input, process, product variables is quite effective. The context variable produces a positive (+) or effective direction. The input variable produces a negative direction (-) or is less effective. The process variable produces a positive (+) or effective direction. The product variable produces a positive (+) or effective direction. It can be stated in the context, input, process and product variables that each indicator supports or runs well the implementation of online learning in Denpasar City is quite effective. It can be concluded that online

learning in Denpasar City results in all CIPP variables (+---) after the T-Score data is converted into the Glickman prototype quadrant, then the implementation of online learning in Denpasar City is in quadrant II (second) or quite effective. Constraints faced in the implementation of online learning can be seen in the indicators that still show negative values which indicate that these components are not ready for the implementation of online learning. Such as instrumental input (curriculum, teachers, infrastructure and facilities, budget), program effectiveness and efficiency, non-academic learning achievement. Based on the results of the analysis of the evaluation of the online learning program in Denpasar City, it is worth continuing and of course always increasing the less effective components for maximum and effective results.

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