Evaluation of the Online Geography Learning Program during the Covid-19 Pandemic Era

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Abstrak

Pembelajaran online saat ini diterapkan sebagai solusi pendidikan di masa pandemi Covid-19 di Indonesia. Kekurangan pembelajaran online adalah kurangnya disiplin siswa, kurangnya motivasi karena sebagian besar kegiatan pembelajaran berupa tugas online, kendala di internet, dan perangkat teknologi. Namun demikian, beberapa aspek perlu dievaluasi untuk mencapai tujuan pembelajaran secara optimal. Penelitian ini bertujuan untuk mengetahui pelaksanaan pembelajaran geografi online di SMA Negeri dengan menggunakan model evaluasi CIIP. Populasi dalam penelitian ini adalah guru geografi dan siswa kelas IPS di sekolah tersebut. Selanjutnya sampel diambil dengan teknik purposive sampling dengan menggunakan rumus Slovin dengan taraf signifikansi 0,5%. Pengumpulan data dilakukan dengan metode survei dan wawancara kemudian dianalisis menggunakan teknik deskriptif kuantitatif. Ditinjau dari konteks, masukan, proses dan produk, penelitian ini menunjukkan bahwa pembelajaran geografi online terlaksana dengan baik dengan memenuhi kriteria 75%. Oleh karena itu, program pembelajaran online dapat dilanjutkan dengan beberapa perbaikan.

Kata kunci: Model Evaluasi CIIP, Pembelajaran Geografi, Pembelajaran Online

Abstract

Online learning was currently applied as a solution for education during the Covid-19 pandemic era in Indonesia. Disadvantages of online learning are lack of student discipline, lack of motivation because most learning activities are in the form of online assignments, constraints on the internet, and technological devices. However, several aspects were required to be evaluated to optimally achieve the learning goals. This study aimed to investigate the implementation of online geography learning at public senior high schools using the CIIP evaluation model. The population was geography teachers and social studies class students at the school. Furthermore, the sample was taken using the purposive sampling technique applying the Slovin formula with a significance level of 0.5%. Data were collected through survey and interview methods and then analyzed using quantitative descriptive techniques. Analyzing the context, input, process, and product, this research indicated that the online geography learning was well implemented with 75% criteria fulfilled. Therefore, the online learning program could be continued with some improvements.

Keywords: CIIP Evaluation Model, Geography Learning, Online Learning

1. INTRODUCTION

As an activity in which educators and students interacted, learning was defined as a system that involved unified and interrelated components in achieving optimal results based on the determined goals (Arends, 2012). Learning activities could ideally be carried out in classrooms by involving teachers, students, teaching materials, methods, media, and other supporting components (Zhou et al., 2020). However, currently, the learning programs conducted in the classroom had to be limited due to the Covid-19 (Mpungose, 2021). The Covid-19 pandemic was an outbreak of an infectious disease caused by a new virus. The World Health Organization (WHO) named the virus "severe acute respiratory syndrome coronavirus-2 (SARS-Cov-2)" and was known as "Coronavirus disease 2019" (Marioni et al., 2020). This new virus was related to an infectious respiratory disease called Coronavirus

Disease (Velavan & Meyer, 2020). The virus appeared in Wuhan, China at the end of 2019 and spread to almost all regions in the world including Indonesia. WHO had declared the Covid-19 pandemic an international disaster and urged each country to issue some policies for suppressing the transmission of the virus (Bavel et al., 2020; Scally et al., 2020).

In response to this condition, several policies were set by the Indonesian government in the form of semi-lockdown, social and physical distancing, and the termination of activities causing any crowds. Some policies containing restrictions on social agendas were then followed by various sectors to limit potential events gathering more people, including the education sector (Handarini & Wulandari, 2020). A policy on the implementation of distance learning using an online system was issued by the Minister of Education and Culture through the letter of Directorate of Higher Education No. 1 2020. This policy was applied by all Indonesian schools, one of which was SMAN 2 Trenggalek. Online learning was used as an answer to face the education challenges throughout the Covid-19 pandemic period. It was adopted as the mode of delivery in instruction (Anthony C. Inciso, 2021). Online learning was applied using the internet network which provided easy accessibility, connectivity, flexibility, and ability to bring up various types of learning interactions (Moore et al., 2011). Several online educational platforms were utilized by teachers and students to run the courses such as zoom, google meet, google classroom, telegram, and WA groups (Sujarwo et al., 2020). Online learning brought flexibility and shaped independent students (Veletsianos & Houlden, 2019). Online learning could be applied without a place and time, so students and teachers can carry out learning anytime and anywhere. Theoretically, online learning could be applied to all subjects, included for geography courses (Sadikin & Hamidah, 2020).

However, there was a gap between the results of previous studies and the implementation of online geography learning at SMAN 2 Trenggalek. There are several disadvantages of online learning are lack of student discipline, lack of motivation, fatigue, and boredom because most were only in the form of online assignments, constraints on the internet, and technological devices (Yuzulia, 2021). Other problems are the low motivation of students to learn, the low discipline of students in doing assignments, and the lack of communication between teachers and parents was indicated that there are problems that need to be evaluated in the application of online geography learning. Online learning was considered less effective for students, and some improvements were significant to be applied in its preparation and implementation (Ardiyanti et al., 2020).

The obstacles to online learning geography are not only experienced by students but also by teachers, schools, and parents. As a discipline, geography differs greatly both in content and in pedagogical techniques (Schultz & DeMers, 2020). To recognize numerous principal phenomena in the environment, the students should be engaged to directly observe the factual case (Ritter, 2012). In online learning, geography material cannot be delivered optimally. During this condition, teachers had difficulty in choosing models and methods, mastering technology, communication, and the availability of infrastructure.

This study is in line with previous studies that evaluated the implementation of geography learning based on the semester credit system for the eleventh grade in SMA Negeri 1 Probolinggo (Lestari, 2020). This type of research is categorized as evaluation research, research that focuses on CIPP models. The approach used in this research is a quantitative approach with a descriptive type of research. The results of the research conducted can determine the evaluation of the management and implementation of geography learning based on the Semester Credit System in eleventh grade with students in the fast, normal, and slow categories. Research that uses a similar CIPP model is also found in research that examines to know the implementation of Full Day School policies in the formation of student character in geography subjects (Tia et al., 2019). The design of this research is descriptive evaluative research CIPP: Contex, Input Process, Product. Based on

the results of policy research on the Full Day School education program in the formation of student character in the Geography subject of SMA Negeri 4 Ternate City, it has not been fully formed due to several factors.

This study aimed to evaluate the implementation of online geography learning at SMAN 2 Trenggalek during the Covid-19 pandemic using the CIPP model (Context, Input, Process, and Product) developed by Stufflebeam. This model was one of the most frequently used program evaluation models for the reason that the model was comprehensive and sustainable (Aziz et al., 2018). It also becomes a novelty of the research because Until recently, there has been no research that integrates the CIPP model in online learning, especially in geography learning. Even though the urgency of evaluation activities is very much needed as a form of monitoring the implementation of online geography learning (Aziz et al., 2018). The results of this study are expected to have an impact on improving the quality of online geography learning programs.

2. METHODS

This research is a type of evaluation research using the CIPP model (Context, Input, Process, and Product). This research was directed at SMAN 2 Trenggalek in August 2021. The population in this study were students of class IPS, totaling 204 students and two geography teachers. Sampling using purposive sampling technique using the Slovin formula with a significance level of 0.5% and obtained a sample of 135 students. The instrument used is a program evaluation questionnaire. Data collection was carried out by survey and interview methods. Data analysis was carried out using quantitative descriptive techniques by calculating the standard deviation of each aspect. Furthermore, each aspect is categorized based on the achievement criteria in accordance with Table 1.

Table 1. The Achievement Criteria of the Program

Interval (%)	Achievement criteria
77-100	Very Good
64-76	Good
51-63	Quite Good
38-50	Not Good
≤ 37	Very Not Good

3. RESULTS AND DISCUSSION

Result

Using descriptive statistical techniques, the implementation of the online learning geography method was reviewed. In detail, each aspect was presented in the achievement table as in Table 2.

Table 2. The Achievement of the 'Context, Input, Process, Product' Aspect

Aspect	Indicator	Achievement level (%)	Achievement criteria
Contex	The compatibility of online learning with the 2013 curriculum	68	Good
	Online learning environment support	79	Very good
	Achievement average	73,5	Good
Input	Teacher readiness	94	Very good

Aspect	Indicator	Achievement level (%)	Achievement criteria
	Student readiness	75	Good
	Achievement average	84,5	Very Good
	Students' activeness in participating in online learning	64	Good
Proces	Teachers' suitability in choosing online learning methods and models	72	Good
	Average achievement	68	Good
	Implementation of assessment activities	78	Very good
Product	Achievement of learning objectives	74	Good
	Achievement average	76	Good
Contex, Input, Process, Product	Achievement average	75,5	Good

Based on Table 2, the average score for 'context aspect' was 73.5% and was categorized as a good category. The average score for 'input aspect' was 84.5% and was categorized as a very good category. The average score for 'process aspect' was 68% and was categorized as a good category. The average score for the 'process' aspect was 76% and was categorized as a good category. Based on the scores for each aspect, the average achievement for the implementation of online geography learning methods during the covid-19 pandemic was 75.5%. This result was considered a good category.

Discussion
Evaluation of Online Geography Learning Based on 'Context' Aspect
Two indicators are included in the 'context' aspect, namely the suitability of online learning tools with the curriculum and environmental support. The research findings showed that the learning tools are arranged in a good category. This category refers to the fulfillment of structural components, the order of material according to student development, and presentation methods that can make students active, creative, effective, and fun and can apply various specified aspects (Wijaya & Sholeh, 2021). In general, online learning tools prepared by teachers are no different from face-to-face learning tools. Teachers only need to include the media/platform that will be used in online learning to create a structured learning atmosphere. Well-designed online classes tend to make students enjoy distance learning (Day et al., 2021).

Furthermore, Online learning that had been well designed in its implementation must also be supported by the readiness of students to take part in learning. Several previous studies stated that the implementation of the learning program was indirectly greatly influenced by the students 'circumstances (Pratama & Ghofur, 2021; Shernoff et al., 2017). The research findings showed that the students' circle was conducive indicated by the students' family support in implementing the online learning. Although several problems were obtained, the pupils could still handle the difficulties well. Learners' environment played a significant role in achieving learning objectives, especially for online learning because, during the COVID-19 pandemic, parents had a vital role in attaining the learning goals (Cahyati & Kusumah, 2020).

So it can be concluded that the "good category" in the context aspect is obtained from the role of teachers, students, and the environment that supports online learning. Teachers played an important role in designing a good and interesting online learning atmosphere.

Students had a responsibility to take part in learning well, while the environment played a role in supporting the implementation of conducive online learning activities.

Evaluation of Online Geography Learning Based on 'Input' Aspect

The input aspect consisted of two indicators, namely teacher and student readiness. The score for the teacher readiness indicators was 94% and the results were categorized as a very good category. Teacher readiness was assessed from their understanding of online learning and the availability of supporting media for online learning. The research findings showed that geography teachers already had a good understanding of online learning. This is indicated by their readiness to design effective learning according to the material being taught. In the COVID-19 pandemic, teachers were required to be more creative in designing online learning (Putri et al., 2020). In addition, teachers should be also had media that support learning, because media and technology had a very important role in supporting the implementation of distance learning (Panigrahi et al., 2018).

Overall, geography teachers already had online learning media which include computers, laptops, telephones, and internet networks. However, in practice, teachers need to continue to be given guidance and training to increase their capacity to use learning technology. In contrast to several studies that only focus on the availability of media and technology, this study also considers the ability of teachers to utilize media and technology in online learning. Technology had become an inseparable part of the world of education, and the role of teachers in the learning process remains the key to successful education (Rini Kristiantari, 2015).

Besides teachers, students' readiness in online geography learning also needs to be considered. The readiness of students to carry out online learning is one of the critical success factors in achieving educational goals (Noviansyah & Mujiono, 2021). The findings of the research showed that students already had good readiness with a percentage of 75%. This readiness can be viewed in terms of infrastructure, time management, student psychology, and technical support (Martin et al., 2020; Wei & Chou, 2020). Although the overall readiness of students is good, several obstacles hinder the learning process. The obstacle was the condition of the internet network which was less stable. The condition of the area was dominated by hills caused some students to often lose their internet connection. The importance of paying attention to the distribution of internet access in several parts of Indonesia in the implementation of online learning (Yunita & Kristiyanto, 2021). This is because the internet is the main means for students and teachers to be able to communicate well in virtual classrooms (Jena, 2020).

So it can be concluded that the "very good category" in the input aspect is supported by the readiness of teachers and students. Teacher readiness includes a good understanding of online learning, support for online learning media, and the ability of teachers to apply online learning media. In addition, students' readiness both from a psychological and technical perspective also played an important role in online geography learning.

Evaluation of Online Geography Learning Based on the 'Process' Aspect

The 'process' aspect score for the students' activeness to participate in the learning process was 64% and classified as a good category. Evaluating the learners' activeness was carried out by considering two sub-indicators, namely students' activeness in interacting with teachers, and friends. Based on the observation, in online geography learning activities, the interaction between the students and teachers as well as among the students was low. Lack of interaction in online learning was commonly encountered by teachers specified by the students' absence to respond to the teachers' questions or directions (Adnan, 2020; Patricia Aguilera-Hermida, 2020). Furthermore, the students' focus to listen to the materials was bad

as well. Maintain the classroom circumstance supporting the students to actively participate in the learning process was the teachers' challenge.

This study also found that online geography learning was creatively and innovatively carried out by the teachers (Vinagre, 2017). The learning activities had been conducted using appropriate methods and models. The method was defined as the technique used by the teachers to convey the learning material in the learning process, while the model was a systematic framework designed to carry out the learning programs (Afandi et al., 2013). The teacher applied several methods such as lectures, discussions, and question and answer sessions. In addition, problem-based and project-based learning models are also applied in online geography learning. This is in line with the results of research previous researchers that described such pedagogical styles as inquiry-based learning, problem-centered learning, and integrative learning can be employed by the teacher to take guiding the student in the online learning program (Schultz & DeMers, 2020).

A problem-based learning model was employed by utilizing real problems as a learning context (Cindy & Silver, 2016). This model was aimed to train the students' ability to solve various difficulties. The application of the problem-based learning model in online geography learning was in line with the characteristics of geography subject which aimed to study some phenomena on the earth's surface. In addition, the use of this model was also intended to improve the students' learning outcomes (Fauzan et al., 2017). This finding was reinforced by the previous researcher that stated asserting the problem-based learning model had a significant effect on increasing the students' online geography learning value (Amin et al., 2020).

A project-based learning model was also implemented by the teachers. This model was applied using a comprehensive approach to grow the students' engagement in authentic problem investigations (Blumentfeld et al., 2011). Moreover, based on previous research, project-based learning was quite practical for running an online learning program since the learners were required to be actively and creatively involved (Susanty, 2020). The project-based learning model also trains the students to actively work with groups of people in solving the presented problems. So it can be concluded that the "good category" in the process aspect is supported by the application of learning methods and models. The model used is a model that can create active students. Models that can be applied in online geography learning included problem-based learning, inquiry learning, and project-based learning.

Evaluation of Online Geography Learning Based on the 'Product' Aspect

Two main indicators were reviewed in the evaluation of online geography learning, namely the implementation of assessment activities and the learning objectives. The result for evaluating the implementation of assessment activities was 74% and categorized as good criteria. The finding indicated that the test had been well implemented. The learning evaluation was carried out through several techniques including assignments, quizzes, and tests both directly and indirectly. The assessment process was vital for being considered, especially for reviewing a learning program since the learning evaluation was classified as the main pillar affecting the learning process (Darma, 2019). Overall, the assessment activities in online learning are carried out by the learning objectives.

As the second indicator, the score for achieving learning objectives was 74%. This result was based on student scores including learners' responses in doing the assignments given by the teacher. The findings in the study showed that in online learning students were not disciplined in collecting assignments. This condition is an obstacle for teachers who refer to the effectiveness of learning, especially in the time used (Yulia & Suryana, 2021). This condition was not only a task for the teachers but also for parents, especially in terms of

supervising their children's learning activities in their homes. Parents as mentors, educators, custodians, developers, and supervisors during online learning (Yulianingsih et al., 2020).

So it can be concluded that the "good category" in the product aspect is supported by an assessment process that runs according to the learning objectives. Teachers must arrange a time and clear instructions to form student discipline in assessment activities. In addition, parents also play an important role in shaping student discipline in assessment activities. The discussion above provided an understanding that the implementation of online geography learning can be seen from the context, input, process, and product aspects. Teachers, students, and parents, had an important role in designing and creating good and interesting online learning geography. The readiness of teachers and students was not only limited to the availability of facilities but also their skills and psychology.

Teachers were required to develop their abilities in utilizing online learning media and technology. The learning model used can make students active and student-centered. Through this model, students can learn independently if poor connections caused communication problems with teachers. In addition, communication between teachers, students, and parents was needed to shape the planning, process, and assessment of online geography learning according to the goals that had been set. This research was only limited to evaluating every aspect that played a role in supporting the implementation of online geography learning. Furthermore, need for further studies related to the relationship or influence of each aspect on the implementation of online geography learning.

4. CONCLUSION

This study generally found that online geography learning can be done effectively with some improvements. The improvements focused on the obstacles found in learning activities such as the ability of teachers to use media, student discipline, student participation in learning, and internet network. The availability of online learning facilities also needs to be supported by the teacher's ability to use technology. The implementation of online geography learning involves the role of teachers, students, and parents in a learning environment. Teachers, students, and parents need to establish good communication to support the achievement of learning goals.

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