# The Evaluation of Online Learning Effectiveness in Economic Course

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### Abstrak

*Penelitian ini dilakukan untuk mengevaluasi efektivitas proses pembelajaran daring pada mata kuliah ekonomi pada masa pandemi Covid-19. Pendekatan kuantitatif digunakan dalam penelitian ini khususnya dalam bentuk evaluasi dengan menggunakan model CIPP. Ada empat komponen utama; konteks, masukan, proses, dan produk. Peserta yang terlibat berjumlah 150 orang yang terdiri dari tiga orang guru mata kuliah ekonomi dan 147 orang mahasiswa yang mengambil jurusan sosial dan ekonomi. Mereka dipilih dengan menggunakan teknik random sampling. Pengumpulan data dilakukan melalui observasi, analisis dokumen, dan penyebaran kuesioner. Instrumen yang digunakan adalah lembar observasi, dan angket. Data yang diperoleh dianalisis dengan menggunakan analisis statistik deskriptif. Hasil penelitian menunjukkan bahwa proses pembelajaran daring mata kuliah ekonomi pada masa pandemi covid-19 efektif dengan kategori baik. Evaluasi konteks termasuk dalam kategori baik dengan persentase 72,33%. Evaluasi masukan juga terdapat pada persentase 73,78% berkategori baik. Evaluasi proses mempunyai kategori baik dengan persentase 73,75%. Penilaian produk dikategorikan dalam kategori sangat baik. Keempat komponen tersebut menunjukkan bahwa pembelajaran daring telah dilaksanakan secara efektif.*

*Kata Kunci: Daring, Evaluasi, Model CIPP*

### Abstract

The study was conducted to evaluate the effectiveness of online learning process for economic course during covid-19 pandemic. A quantitative approach was used in this study particularly in the form of evaluation using CIPP model. There were four main components; context, input, process, and product. There were 150 participants were involved in which they were three teachers who taught economic course and 147 students who took social and economic department. They were selected by using random sampling technique. The data were collected through observation, document analysis, and questionnaire distribution. The instruments used were observation sheet, and questionnaire. The obtained data were analysed by using descriptive statistical analysis. The results showed that the online learning online learning process for economic course during covid-19 pandemic was effective with good category. The context evaluation was categorized into good category with the percentage of 72.33%. The input evaluation was also found on the percentage of 73.78% categorized into good category. The process evaluation had a good category with the percentage of 73.75%. The product evaluation was categorized into an excellent category. Those four components showed that the online learning had been conducted effectively.

Keywords: Evaluation, Online learning, CIPP model

## 1. INTRODUCTION

A great shifting phenomenon occurs to Indonesian education system due to Covid-19 pandemic in which online learning becoming the biggest concern for many institutions and stakeholders. Online learning is implemented to limit the direct interactions among the teachers, students, and other parties to minimize the spread of Covid-19 virus (Abidah et al., 2020; Kaniawulan & Yusuf, 2022; Naeni et al., 2022). It has been perceived as an alternative which provides students a chance for accessing the learning materials, communicating and discussing the materials in a distant way (Hidayat et al., 2021; Luthfi & Hamdi, 2020). Previous study argue that online learning is not a new term in education system since it has been regarded as a technology revolution as a reflection of 21st century learning (Wakano et

al., 2021). Online learning bridges the technological innovation and knowledge development in a respective scientific field. It allows the students to have an accessibility, connectivity, flexibility, and an ability to realize the learning interaction (Harja et al., 2021; Zaneldin et al., 2019).

The policy of implementing online learning is welcomed by all the educational institutions including SMAN 2 Tabanan, Bali as one of senior high schools which conducts online learning during Covid-19 pandemic. The learning process of all subjects are shifted into online learning with the assistance of several learning platforms, such as; Google Classroom, Zoom, Google Meet, etc. It significantly brings a change towards the learning process particularly in economic course. It emerges several challenges for the economic teachers in conducting online learning at SMAN 2 Tabanan as what has been found in preliminary observation. The economic teachers face a difficulty in selecting and implementing the learning strategy for teaching economic considering that the economic learning process needs a visualization and relevance with the real-environment (Mustika & Rahmi, 2019; Saputra, 2022).

Since, the teachers still face a difficulty in conducting online learning for economic course, an evaluation needs to be conducted. Previous study state that a successful online learning is inseparable with an educational evaluation conducted continuously by the stakeholders (Herawati & Priyanto, 2021). The existence of evaluation is important in education field in which it has been regarded as an analysis and review process of a certain teaching and learning program (Agus et al., 2023; Asih et al., 2023; Paridah et al., 2022). It is also defined as an examination procedure conducted to find out the effectiveness of an education program through the teaching and learning assessment ((Ajjawi et al., 2020; Colthorpe et al., 2021; Suarya et al., 2018). Therefore, evaluation is essential to be conducted to find out the effectiveness of online learning in economic course.

CIPP is one of evaluation models frequently used for evaluating the implementation of teaching and learning program (Aryana et al., 2022; Setiawan et al., 2021; Syahrir et al., 2021). CIPP model is proposed by Stufflebeam and Shinkfieed consists of four indicators such as; context, input, proses, and product (Divayana et al., 2017; Lawung, 2023; Nurindarwati et al., 2022). Context is referred to the assessment of the objectives, priorities, needs and the basis underlined the program. Input is referred to the alternative approach used to fulfill the needs including the planning means and resources. Process is an assessment related to the implementation of the program including its outcomes. Product is an evaluation related on the identified result as the product of the program reflecting its effectiveness (Raibowo, S., & Nopiyanto, Y., 2020; Syifa, 2020). CIPP concerns on assessing the planning, the implementation, the process, and the final outcomes of a certain program (Dwi et al., 2018; Kurnia et al., 2017; Solehah et al., 2022).

Online learning has been becoming the main concern during Covid-19 pandemic. It is widely discussed by many researchers. Previous study conduct an evaluation towards online learning process for undergraduate students during Covid-19 pandemic (Abdullah et al., 2021). The study shows that the online learning achieves the average score which means that an upgrading process is still required. Other study also evaluate the online learning joined by English department students during Covid-19 pandemic (Anh & Pang, 2021). Other one conduct an evaluation towards the online learning process in economic course for senior high school in Kebumen by using CIPP model (Naeni et al., 2022). The result also shows that the online learning is effective. Regarding to those previous studies, it indicates that CIPP model is effective to use for evaluating the online learning and the implementation of online learning needs further evaluation particularly at SMAN 2 Tabanan. Therefore, this study is conducted to evaluate the online learning of economic course at SMAN 2 Tabanan using CIPP model.

## 2. METHODS

The study was conducted in the form of quantitative study particularly by adapting CIPP model as an evaluation design. It was conducted at SMAN 2 Tabanan as one of senior high schools which conducted online learning for economic course during covid-19 pandemic. There were 150 participants consisted of 147 students and 3 teachers selected as the research sample by using simple random sampling. The data were obtained through observation, document analysis, and questionnaire distribution. The evaluation was obtained from four main components; context, input, process, and product. The instrument grid was presented in Table 1.

**Table 1.** The Evaluation Instrument by Using CIPP Model

| No. | Components | Indicators |
|-----|-----------|------------|
| 1 | Context | Policy |
| | | Vision, Mission, and Goals |
| | | The Needs of Competency and Human Resources |
| | | Participants' Supports (Society) |
| 2 | Input | Organization Structure |
| | | Teachers' Readiness |
| | | Students' Readiness |
| | | Development Team's Readiness |
| | | Funding |
| | | Facilities |
| 3 | Process | Material Sharing (Preparation and Organization) |
| | | Students' and Teachers' Ability |
| 4 | Product | Students' and Teachers' Satisfaction |
| | | Teachers' and Students' Comforts |
| | | Security and Accessibility |

The instruments used were observation sheet and close-ended questionnaire covering the four components, such as; context, input, process, and product. The obtained data were analyzed by using descriptive quantitative analysis.

## 3. RESULTS AND DISCUSSION

**Result**

The findings of this study showed the evaluation result related to the online learning process conducted in economic course at SMAN 2 Tabanan. The evaluation was obtained from four main components; context, input, process, and product. The result was presented in Table 2.

**Table 2.** The Evaluation Result by Using CIPP Model

| No. | Components | Indicators | Percentage (100%) | Category |
|-----|-----------|------------|-------------------|----------|
| | | Policy | 71.80 | Average |
| | | Vision, Mission, and Goals | 72.30 | Good |
| 1 | Context | The Needs of Competency and Human Resources | 70.80 | Average |
| | | Participants' Supports (Society) | 74.40 | Good |
| | | **Total** | **72.33** | **Good** |
| 2 | Input | Organization Structure | 72.80 | Good |

| No. | Components | Indicators | Percentage (100%) | Category |
|-----|-----------|-----------|-------------------|----------|
| | | Teachers' Readiness | 75.30 | Good |
| | | Students' Readiness | 72.30 | Good |
| | | Development Team's Readiness | 77.40 | Good |
| | | Funding | 71.70 | Average |
| | | Facilities | 73.20 | Good |
| | | **Total** | **73.78** | **Good** |
| 3 | Process | Material Sharing (Preparation and Organization) | 73.60 | Good |
| | | Students' and Teachers' Ability | 73.90 | Good |
| | | **Total** | **73.75** | **Good** |
| 4 | Product | Students' and Teachers' Satisfaction | 85.90 | Excellent |
| | | Teachers' and Students' Comforts | 86.30 | Excellent |
| | | Security and Accessibility | 86.10 | Excellent |
| | | **Total** | **86.1** | **Excellent** |

Based on Table 2 the context component of online learning conducted in economic course at SMAN 2 Tabanan, it was found that the online learning was categorized in good category with the percentage 72.33 %. The context was also obtained by evaluating several indicators. The policy was the first indicator in which it was on the percentage 71.80% categorized as an average category. The vision, mission, and goals are the second indicators in which they were shown on the percentage 72.30% categorized as a good category. The third indicator was the needs of competency and human resources achieved 70.80 % categorized as an average category. The last indicator was participants' supports (society) which achieved 74.40% categorized as a good category.

The online learning conducted in economic course at SMAN 2 Tabanan was categorized in good category viewed from input component. Input component consisted of six indicators. Organization structure was categorized in good category with the percentage 72.80%. The teacher readiness was categorized in good category with the percentage of 75.30%. Students' readiness was shown on the percentage of 72.30% in which it was categorized as good category. The development team's readiness was categorized as good category with the percentage of 77.40%. Meanwhile the funding was categorized as an average category with percentage 71.70%. Facilities was the last indicator in input component shown on the percentage of 73.20% with a good category. The total calculation indicated that the online learning conducted in economic course at SMAN 2 Tabanan was in a good category with the percentage 73.78%.

The process component of online learning conducted in economic course at SMAN 2 Tabanan was mainly obtained from two indicators; material sharing and students' and teachers' ability. The material sharing indicator covered preparation and organization conducted by the teachers before sharing the learning materials. This indicator achieved the percentage of 73.60 categorized into good category. Meanwhile, students' and teachers' ability were categorized into good category with the percentage 73.90%. The total calculation showed that process component achieved the percentage of 73.75% and categorized as good category.

**Discussions**

The study showed that the online learning process of economic course at SMAN 2 Tabanan was categorized into good category. This evaluation was relevant to the previous study conducted. The study showed the result of evaluation using CIPP model in which it was found out that the online learning conducted in vocational high schools was categorized

into good category (Pangestu & Susanti, 2022). The result of this study also strengthened the previous study evaluated the online learning using CIPP model in which it was found that the online learning was not optimal with an average category (Satyawati et al., 2022). Meanwhile, this study contrasted the previous study conducted in which the study pointed out that the online learning process had a poor quality (Kaniawulan & Yusuf, 2022). Therefore, this study was a further action from other previous studies. The evaluation was conducted by obtaining the four components; context, input, process, and product. It was found out that the evaluation of context component was in a good category in which this finding was relevant with several previous studies. Previous study discovered similar finding in which the context component of online learning conducted in *Bahasa* learning process was categorized in effective category (Aryana et al., 2022). There is study that found out a relevant result where the context evaluation of an online learning conducted in junior high school was categorized in the high quality (Purwaningsih & Dardjito, 2021). In addition there are studies that revealed that the evaluation of context towards the distant learning conducted for polyethnic students was categorized into good category (Prayogo, 2021; Prayogo et al., 2022).

The current study also showed that the evaluation of input and process were categorized into a good category. It supported the findings of previous studies. Previous study found that the online learning conducted in mathematics classrooms was optimal and effective in which the evaluation of its input and process were categorized into a good quality (Prisuna, 2022). Other study revealed that the evaluation of input and process in conducting online learning for universities students were in appropriate category which showed the learning preparation was categorized in good category (Damayanti et al., 2022). It was similar to the recent study which found that learning preparation as one of indicators in process component was categorized in good category.

The last finding revealed that the evaluation of product towards the online learning in economic course at SMAN 2 Tabanan was categorized into an excellent category. The current study revealed an improvement considering that most of previous studies found that the evaluation of product component in online learning was categorized into good category. Previous studies discovered that the product component of online learning conducted in higher educational level was categorized into good category (Abdullah et al., 2021; Luthfi & Hamdi, 2020; Prayogo et al., 2022; Pujiastuti et al., 2021). Meanwhile, other study discovered that the product component of online learning in junior high school showed an average category since the seventh-grade students could not achieved the minimum standard minimum score but the standard was accomplished by the eighth-grade students (Purwaningsih & Dardjito, 2021).

This research can provide a better understanding of the effectiveness of online learning in economics subjects. This could help educational institutions to better understand whether online learning is an effective or complementary alternative to traditional learning. Apart from that, the results of this research can provide concrete recommendations for increasing the effectiveness of online learning in economics subjects. These recommendations can be used by educational institutions to develop better online curricula. However, this research also has limitations, the results of this research may only apply to certain contexts, such as economics subjects. It is difficult to generalize these findings to all subjects or other educational contexts.

## 4. CONCLUSION

The current research concludes that the online learning conducted for economic course at SMAN 2 Tabanan is effective obtained from four main components, such as; context, input, process, and product. The context component is categorized into good category by evaluating four indicators; policy, vision and mission or goal, the needs of

competency and human resources, and participants' supports. The input component is found in a good category obtained from six indicators; organization structure, teachers' readiness, students' readiness, development team's readiness, funding, and facilities. The process component is also categorized into good category in which it is evaluated from two components; material sharing and students' and teachers' ability. Meanwhile, the product evaluation is obtained from three components; satisfaction, comfort, and security and accessibility. This result implicates the existence of CIPP model in evaluating online learning and proves that online learning is effective during covid-19 pandemic. Further research needs to be conducted in the form of experimental study to give deeper insight.

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