

IMPLEMENTATION OF CIPP MODEL FOR ONLINE LEARNING EVALUATION DURING COVID-19 PANDEMIC

Heni Purwaningsih^{*1} and Hanandyo Dardjito²

^{1,2}Universitas Sarjananawiyata Tamansiswa

Abstract

This study aims to evaluate the (TESOL) English online learning in a private middle-school in Bantul, Yogyakarta, Indonesia using the Context, Input, Process, Product (CIPP) model of Stufflebeam. This qualitative research collected the data using observation, interview, and document analysis. The research results were analyzed qualitatively by applying discourse analysis. The result of the study implied that in Context, the school had tensions on the students of grade seven and eight in achieving minimum accomplishment criteria and grade nine in acquiring the minimum graduation criteria. The Input indicated that the human resource, syllabus and essential material, and facilities were sufficiently available. The Process disclosed that the teachers had a different approach in virtual teaching. The Product showed the average score of the final semester test for grades seven and eight were under by the minimum accomplishment criteria but grade nine achieved the target.

Key words: Covid 19, TESOL, evaluation; online learning; CIPP model

INTRODUCTION

Nowadays, all countries around the world are struggling against Covid-19 pandemic that has brought many victims. The first case was reported on December 19th, 2019 and rapidly spread out around the world in 30 days (Wu & McGoogan, 2020). World Health Organization suggested the implementation of the basic of good hygiene and physical distancing (WHO, 2020). It created global difficult adjustment to apply the recommendation. It was followed by working at home for the workers, home-schooling for students, and praying at home. Some countries decided to lock down their countries to restrict the people's movement to prevent the spread of the Covid-19 (Halford et al., 2020).

The policies of the Indonesian Ministry of Health divide people into healthy people, people with monitoring (ODP), people without symptoms (OTG), patients with supervision (PDP), Covid 19 patients, and vulnerable groups (Kemenkes, 2020). In Indonesia, 26.857 people died as confirmed in January 2021 (Firdaus, 2021). With the high victims, the public must implement a healthy lifestyle including staying at home, doing

*correspondence Address
E-mail: hpurwaningsih11@gmail.com

minimum physical distance, washing hands with soap or hand sanitizer, and wearing masks properly.

Covid-19 has impacted many aspects of life. In the Indonesian economy, the virus threatens some aspects such as 1.5 million people lost their job, Indonesian manufacturing decreases 45.3 on March 2020, import decreases 3.7 percent year to date, inflation reaches 2.96 percent, 12.703 flight were delayed, tourist visitation decreases 6.800 per day, the loss of flight sector is 207 billion, and the decreasing of hotel occupation reached 50 percent (Nasution et al., 2020). In brief, Covid-19 strokes the Indonesian economy at many sectors which affect all part of life for the people. This particularly affects education sector.

Covid-19 has impacted education as well. Due to the interaction restriction, the government implements online teaching-learning activities in all levels of education from pre-school to higher education. Online learning is a new phenomenon in SMP (Middle School) Pembangunan Piyungan Yogyakarta, Indonesia so that the program implemented must be evaluated to assess the achievement. Evaluation intends to improve the implementation of the program so that the Context, Input, Process, and Product (CIPP) evaluation model is applied in this study. This intention implies CIPP aims to improve not to prove (Owen, 1993). On the basis of this understanding, this study aims to evaluate and examine the English online learning program during the Covid-19 pandemic using CIPP (Context, Input, Process, Product).

Online learning

Online learning is a new phenomenon for most education institution in Indonesia. It has challenges and advantages in the learning process. Online learning challenges the learners, teachers, and institution. Institutions have challenges in engaging the students to participate in teaching-learning process (Sesriyani, 2020). Teachers are challenged to switch from offline mode to online mode, change the teaching methodology, and be able to manage their time (Dhawan, 2020; Kebritchi et al., 2017). In general, challenges in online learning comprise, pedagogy, and social. Ferri et al (2020) study suggested that the challenging of online learning involved three scopes: technological challenges, pedagogical challenges and social challenges. Technological challenges included access to facilities such as technological tools and the connection of the internet. Pedagogical challenges were the needs for teaching methodology (educational games, animation, pictures) to motivate the students in learning process. The social challenges were unavailability of the evaluation system and student feedback; and unsupported home learning circumstance to study and parents' assistance. The previous studies above

indicate that some challenges for online learning are (1) students' difficulties in accessing the internet, unexpected interruption from family or friends whilst learning process, (2) less understanding of the learning material, (3) less supervision in assessing, and (4) less technology competence.

Contrary to the challenges found, several studies found advantages of online learning. It has advantages such as (1) accessibility of teaching material, (2) improving skills in the use of technology, (3) encouraging student-centered learning by using various technologies (Bestiantono et al., 2020; Farrah, 2020; Fauzi & Sastra Khusuma, 2020; Jiang, 2020; Mukhtar et al., 2020; Nasution et al., 2020). Furthermore, Jiang (2020) contends that the use of various devices in online learning enriches the students' experiences and their vision in seeing language learning. Online learning also improves the students' technology literacy (Farrah, 2020).

Online learning offers some opportunities. For teachers, they have a chance to practice technology in designing various programs that increases the student's comprehension. It also increases the student's engagement to problem-solving skills, the ability of critical thinking and adaptable in any situation. Furthermore, he contended that online learning enhances market demand for e-learning to bring technology interference in the education field (Dhawan, 2020).

Education should transform its instructional process to face the Covid-19 pandemic. In this case, transformation means conducting distance learning using virtual or virtual face-to-face learning instead of face-to-face learning. Technology has a massive impact in bringing transformation in education to connect teachers and students and leading to new changes in the use of educational approaches (Luthra et al., 2020; Tom et al., 2020). Technology facilitates online learning in some digital activities such as virtual learning, providing deep intercultural experiences, changing the learning environment for students, encouraging students to study outside the virtual learning (Moraves, 2020).

Teaching-learning process in Indonesia during pandemic

In Indonesia, the Ministry of Education and Culture issued a Circular Letter number 4 of 2020 concerning the implementation of education policy in the emergency period of the spread of Covid-19. Teachers and students will adapt the current condition quickly (Hatip, 2020). Based on the instructions of the Ministry of Education and Culture, online learning provides a meaningful learning experience for students without being burdened with the demands of achieving all curriculum requirements (Rasmitadila et al., 2020b). Online learning emphasizes Internet-based courses offered synchronous and

asynchronous approach (Rasmitadila et al., 2020b). Synchronous learning is a direct interaction using online forms such as conferences and online chat. Asynchronous is indirect learning using an independent learning approach. Some subject matter is designed and displayed on email systems, blogs, online discussions, Wikipedia, videos, articles, and other platforms.

Based on the Circular Letter number 4 of 2020, schools simplify the learning material into the essential material, and the lesson plan is in the distance learning lesson plan. The lesson plan displays the aims of the study, teaching-learning activities, learning resources, and assessment. Based on the circular, the period of learning is shortened from four times the learning period with 40 minutes into three-time learning period with 30 minutes each period in a week. Face-to-face learning is possibly conducted in the green zone area with twice a weekly meeting and taking two hours for each meeting per class in a high health protocol.

Context, Input, Process, Product (CIPP) evaluation model

As online learning is a new phenomenon in most school, an evaluation is required to find out the strength and the weakness of the program. In teaching language, a language program evaluation inquiry separates the complex nature of language associated with interference, the elements that nurture them, and the findings that occurs. Program evaluation allows a distribution of evidence-based choices and advances from designing programs and applying practices to judging effectiveness and improving the findings (Norris, 2016). Evaluation defines the systematic attempt to assess what turn out, and as result of, the language program serves as the foundation for reasons and selections to approach the program (Silberstein et al., 1990). It can be concluded that evaluation is a systematic and continue process to collect, to describe, to interpret, and to serve information to be conducted as a basis of decision making, policy making, and the next program determination.

In this study, CIPP is selected due to its widely known for its reliability and practicality. Stufflebeam, a professor and director of evaluation center in some universities in USA, developed the CIPP model in the late 1960s. It is a curriculum evaluation that includes four elements: C- Context, I- Input, P- Process, P- Product. The quality of education at school can be effectively evaluated using this model (Stufflebeam, 2003). Context evaluates the objectives, mission, and goals of the school. Inputs include material, time, physical and human resources effectively used at school, the process shows how the school is running the program such as teaching and learning process, and

product evaluates the general outcome of the school regarding the students, knowledge, skills, value, attitude, and students succeed.

Identifying and correcting mistakes made in practicing evaluation is a continuous effort in the CIPP model. It is a formative if it reports the improvement and as summative if to complete the project or program activities or performances of services (Anh, 2018). The strength of CIPP that it is beneficial and a simple model for assisting evaluators in questioning the main importance to be asked in an evaluation process, it is easy to be applied in any situation of the evaluation process, and evaluator can evaluate a program or project using CIPP in whole or separate evaluation based on the needs. The weakness of CIPP is that it needs much time in applying the whole model. Evaluators find it hard in answering the significant questions or issues (Anh, 2018; Uğur et al., 2016).

Online learning during Covid-19 Pandemic in The State Islamic higher education, West Papua, Indonesia applied CIPP evaluation model to assess the implementation of the learning. The results of the study indicated that it had been conducted well during the pandemic. CIPP results showed that the online learning was categorized in a good cohort (Yudiawan, 2020). This study was in the context of higher education which is different from the middle school level. As the limited research on the context of middle school, this research focused on this context by proposing the questions of:

- 1) How is the “context” related to the online learning program?
- 2) How is the “input” related to the program?
- 3) How is the “process” in conducting the program?
- 4) How is the “product or outcome” of the program?

RESEARCH METHOD

This is an evaluation research which aims to evaluate English online learning in

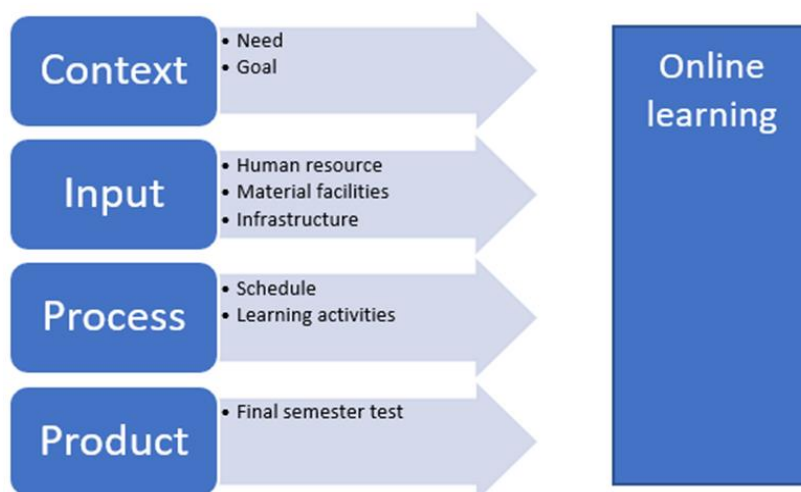


Figure 1 Stages of Research based on CIPP Model

SMP (Middle School) Pembangunan Piyungan, Bantul, Yogyakarta by using CIPP, an evaluation model developed by Stufflebeam. This CIPP evaluation model were conducted by organizing a field research illustrated in Figure 1.

Data collection

The data were collected by doing observation, document analysis, and interviews to get the information about context, input, process, and output. The steps of data collection include:

The first step

The teacher–student interaction was observed from the WhatsApp message to find out the method and activities in the teaching-learning process.

The second step

Result of the interview was transcribed to identify the data related to context, input, process, and product.

Research subjects

The study takes place in SMP Pembangunan Piyungan. It is located in Daraman, Srimartani, Piyungan, Bantul, Yogyakarta. This school is a part of Ma'arif foundation as an educational branch of Nahdatul Ulama (one of Islamic organization in Indonesia). It has a strategic location at the border of Sleman, Gunungkidul, and Bantul regency.

The participants of the study were the principal of SMP Pembangunan Piyungan, English teachers, staff, and students. There are two English teachers, 355 students at all levels. In this study, 30 students were randomly selected as the sample.

Research procedure

Interviews and observation techniques were applied to collect the data. Additionally, a set of related documents was collected to enrich the data. Instruments for the aforementioned data collection techniques were developed to ease the data collection and analysis. In each aspect, the steps were as follows.

Context

In context aspect, the data are need and goal of English online learning in SMP Pembangunan Piyungan; the source of data is the principal and the school-based curriculum; the techniques of data collecting are interview and document analysis.

Input

In input aspect, the data are human resource, material facilities, and infrastructures; the source of the data are the principal, the English teachers, the school treasury and students; the techniques of data collecting used document analysis and interview;

Process

In process aspect, the data are schedule and teaching-learning activities; the sources of data are the English teachers and students; the techniques of data collecting used interview and observation;

Product

In product aspect, the data is the result of final semester test; the techniques of data collecting are interview and document analysis; the source of the data are the principal, the English teachers, and students.

FINDINGS AND DISCUSSION

Findings

The context of English online learning in SMP Pembangunan Piyungan

The document analysis and interview were used to collect the data of context. The results of the data context are as follows: SMP Pembangunan Piyungan was found in 1981. It is located in Daraman, Piyungan, Bantul, Yogyakarta. It has a strategic location on the main road of JL. Prambanan-Piyungan. the school has some missions: Increasing achievement in academic and non-academic, increasing educational quality, and physical facilities.

The school principal:

"SMP Pembangunan Piyungan didirikan pada tahun 1981 oleh para tokoh masyarakat di kalangan warga NU di Piyungan dan dibangun secara gotong royong"

(SMP Pembangunan Piyungan was founded in 1981 by community leaders of NU [Nahdlatul Ulama-an Islamic organization] in Piyungan, Yogyakarta. It was built in a mutual cooperation).

English is a compulsory subject that is included in the school-based curriculum. In line with the vision, mission, and objectives of the school, grade seven and eight students are aimed to reach the minimum accomplishment criteria and the minimum graduation criteria for grade nine. The minimum accomplishment criteria and the minimum graduation criteria were 70. The objection of the learning is determined by each basic competence that is included in the lesson plan.

Based on the interview with the principal, he stated that English is aimed to attract the public to study in SMP Pembangunan Piyungan. If the English competencies of graduates are of high quality therefore it will invite more new students to register.

The school principal:

“Kalo siswa punya kemampuan Bahasa Inggris yang bagus diharapkan masyarakat akan tertarik untuk menyekolahkan anak-anaknya di SMP Pembangunan Piyungan”.

(If the students are good at English, people will have more interest in studying in SMP Pembangunan Piyungan)

The inputs of English online learning in SMP Pembangunan Piyungan

In this study, the input consists of the background of the teachers, curriculum, syllabus and material, schedule, budget, facilities, and infrastructure that are displayed as follows: based on the interview, there were two English teachers. The first teacher was graduated from Universitas Widya Darma, Klaten, and has taught since 1997. He lives in Kwasen, Srimartani, Piyungan, Bantul. He teaches 6 classes; class 7B, 7D, 8A, 8B, 8C, and 8D. The second teacher graduated from Universitas Sarjanawiyata Tamansiswa. She lives in Taraman, Sinduharjo, Ngaglik, Sleman. She has taught in SMP Pembangunan Piyungan for 7 years. She teaches class 7A, 7C, 8E, 9A, 9B, 9C, and 9D.

Based on the result of the interview and document analysis, syllabus and material essential during the pandemic are developed by English MGMP (Musyawarah Guru Mata Pelajaran/ Subject Teacher Association) of Bantul regency. The materials are simplified based on the condition of the pandemic era. The schedule is changed from four learning times a week in normal condition becoming three times a week. The long duration is from 30 minutes to 40 minutes each learning time.

The first teacher

“At the beginning of the semester, The Musyawarah Guru Mata Pelajaran Bahasa Inggris or English Teacher Discussion group of Bantul distributed the syllabus and the material essential as the hint to teach. All schools in Bantul use the same syllabus and material essential”.

Regarding the financial, learning activities are funded by BOS (Bantuan Operasional Sekolah/School Operational Assistance), school committee, and students' parents. All the learning processes are in online mode, the government provides subsidies for data packages that facilitate the learning process twice in a year. The books are funded by BOS and students' worksheets are purchased by students.

The school treasury:

“Di sekolah kami untuk anggaran pembelajaran ada dari BOSNAS, BOP (BOSDASKA), komite sekolah. Untuk buku-buku koleksi perpustakaan diambilkan dari BOSNAS dan BOP, untuk pegangan siswa dari tarikan komite sekolah baik buku pendamping maupun LKS nya”.

(In our school, the learning budget comes from BOSNAS (Bantuan Operasional Sekolah Nasional/National School Operational Support), BOP (Bantuan Operasional Penyelenggaraan/Support for Operational Managing). The library collections are funded by National School Operational Support and Organizing Operational Assistance. Students' handbooks and worksheet are funded by the school-parent committee)

The process of English online learning in SMP Pembangunan Pijungan

The classroom interactions are in virtual mode. The platforms used in the learning process are WhatsApp group and Google classroom. Based on the interview, both teachers stated that the virtual face-to-face platform such as Zoom and Google Meet were hardly applied due to many obstacles such as internet connection and students' data package availability.

The first teacher:

“It’s hard for us to use virtual face-to-face platform. Many students live in mountainous area. They have problems with the internet connection. Some of them also complain that using such platforms will make them spend more money whereas their parents suffer from the impact of Covid-19 pandemic”.

The second teacher:

“We only use the platform that can be used easily by the students. they are WhatsApp and Google classroom, because all of our students have installed WA in their smart phones. It’s the easiest way for us to use it as the teaching-learning tool”.

The way both teachers in teaching were different. The processes of teaching-learning were as follows:

1. Pre-teaching. The first teacher began the lesson by praying and checking the attendance list. Then he elicited the students to the new material. The second teacher opened the lesson by praying. She asked the students to write their names and student's number in Google classroom to check their attendance. Then she asked the students about the material of the last meeting. The teacher asked some questions regarding the new material. Then she sent a link to a YouTube video to be observed by the students and asked the students to summarize the content of the video.
2. While teaching. The first teacher explained the material, gave the assignment. The second teacher asked the students about the content of the video. Based on the students' answers, she explained the material through voice notes, or PowerPoint

edited using the Xrecorder application. Exercises were given in chatting mode. Moreover, the assignment was given in Google form or written form then students must take the picture to be uploaded in the group to be assessed.

3. Post teaching. Both teachers closed the learning by the farewell statement.

The Products of English online learning in SMP Pembangunan Piyungan

The outcome of English online learning in SMP Pembangunan Piyungan can be seen in the result of the first-semester test conducted by the principal forum in Bantul regency. The scoring average of grade seven was 44, 77. It was in second place after the Indonesian Language with an average was 49, 44. Grade eight was 43, 54, it was in third place. Grade nine was 71, 82 in the second rank after Math (71, 82).

Discussion

Evaluation of the Context in English Online Learning in SMP Pembangunan Piyungan

The document analysis on the vision, mission, and objective of the school shows that students were established to achieve the minimum accomplishment criteria for grade seven and eight, for grade nine, students must achieve the minimum graduation criteria. Grade nine, however, must work harder to acquire the minimum graduation criteria. The interview with the principal indicates English is used to attract future students to study in SMP Pembangunan, Piyungan. If the graduates have good English, more new students will register for the school. The principal's statement does not relate to the school's vision, mission, and objective but, strategically, it is meaningful for the private school development. The school has to show their performance partly indicated by the school accomplishment. Many studies report how educational institutions compete to win the future students (Aye et al., 2020; Gul, 2019). The principal highlighted it as a way to create the school's academic context that indirectly fulfilled the school vision, mission, and objective of the school as the guideline of the whole program at school (Sukaningtyas et al., 2016).

Evaluation of the Inputs in English Online Learning in SMP Pembangunan Piyungan

The teachers' background indicated that they had sufficient capacity in teaching. Both of them had experience in teaching English. However, teaching in the pandemic era was a new experience for them. It arose some problems regarding their way of teaching, especially in the technology mastery. Technology mastery plays a key role to keep the learning going in during the pandemic and has been part of learning of 21st-century learning venue (Arnet, 2021; Rusmanayanti, 2020; Supriyanto et al., 2020).

The availability of syllabus and material are other parts of inputs. The syllabus and essential material were the agreement of the English Teacher Discussion Group of Bantul regency. The teacher in SMP Pembangunan Piyungan used this syllabus and points in teaching material. The availability of syllabus and material eased the teaching process. The teacher just needed to develop the material adjusted to the students' context. A good syllabus would help in reaching the learning goals and provide a study guide for both teachers and students (Chaira, 2015; Mulyani, 2013; Rusmanayanti, 2020; Slattery & Carlson, 2005; Supriani et al., 2019).

Facilities involved books, worksheets, smart phones, and data packages. Some books were funded by School Operational Assistance and the school committee. Students' worksheet was purchased by students. Schools gave subsidies for the data packages; however, this assistance was not enough to cover the online cost. The government assistance of the data package was not regularly given. The process of the distribution got many obstacles. It caused any students did not receive the data package. As the rule of thumb, the facilities impacted their achievement because proper facilities, technology, and online collaboration influence their success (Hopland, 2013; Rasmitadila et al., 2020a; Rivera & Lopez, 2019).

Evaluation of the Process in English Online Learning in SMP Pembangunan Piyungan

The interview with the teachers and the observation disclosed that they had different ways of teaching. The variation of the way and the media used in the teaching was not the same. The first teacher taught in monotone ways. In line with the interview of the students that most of them were bored with the teaching model. It made them unmotivated in learning.

The second teacher has the various method and media used in the teaching process. Students seemed to enjoy the lesson. The interview with the students showed that most of them enjoy the lesson although they need extra expense in accessing YouTube. Some students contended that they were confused at first due to some applications that they must acquire to follow the learning process.

Learning motivation affects the students' achievement.

Attractive and various activities engage students to learn and ease their comprehension. Multi-intelligence exists in the online and offline classroom. Teachers need to facilitate it to provide an inclusive learning process (Abdi et al., 2013; Serin, 2018; Setiawan et al., 2020).

Evaluation of the Product in English Online Learning in SMP Pembangunan Piyungan

Based on the results of the first-semester test, classes seven and eight had not achieved the minimum accomplishment criteria. On the other hand, grade nine had achieved the minimum graduation criteria. At least the quality of the test and the instructional process need further consideration regarding the students' achievement (Ramadhan et al., 2020; Supriani & Dardjito, 2018).

CONCLUSION AND RECOMENDATION

The findings clearly show that there were various difficulties in implementing English online learning in SMP Pembangunan Piyungan as follows:

1. Teachers had problem in technology mastery. It influenced the process of teaching-learning. This condition affected the outcomes.
2. Students in SMP Pembangunan Piyungan met some obstacles in engaging the learning. Their families mostly had got financial problems as the impact of Covid-19 pandemic. They hardly equipped the data package and the smart phone. Many students still used old type of smart phone which had small memory and unsupported features. This condition affected the teachers in selecting the platform to deliver the teaching.
3. SMP Pembangunan Piyungan conducted some efforts to assist the students in enduring learning process in the pandemic. However, the policies in coping with long term of pandemic limited the school.
4. All those obstacles affected the outcome. It could be seen in the unsatisfactory achievement of grade seven and eight.

The conclusion implies that the school needs to conduct training or workshop on instructional technology to support online learning effectively. Teachers need to facilitate the students by conducting home visit as the students have problems with access to smartphone and internet. The teachers are recommended to apply basic health protocol due to the covid-19 pandemic.

This research was limited to one school in English school-lesson. Conducting broader scope of further study is recommended so a more wide-ranging picture can visualize the schools' strategy to cope with the pandemic. The public movement restriction which recommended people not to meet others had limited the interview. The interview with the principal was conducted virtually because he was infected by the Covid-19. Interviewing the students was in group discussion with a problem of internet connection. Online data collecting technique for future research is emerging and need to be conceptualized more adequately.

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