

The Evaluation of Learning Online and Its Influence on Improving the Quality of Student Learning in the Covid-19 Pandemic

Abdul Rahman, Mardi, Zainal, Asrijal, Asriadi

STIA Puanggrimaggalatung Bone, Indonesia

rahmanstia87@gmail.com

Abstract

This research aimed to determine the Evaluation of Learning Online and Its Influence on Improving the Quality of Student Learning in the Covid-19 pandemic. The method of this research used the CIPP evaluation model. Data collected by using questionnaires and interviews. Analysis data used quantitative and qualitative descriptive. The results showed that the context aspect regarding the media and learning facilities that lecturers use in online learning is an appropriate category according to the needs and convenience of students in accessing the application. The input aspect regarding students' understanding of the use of online applications in learning, the quality of the material delivered by the lecturer in an online class, regarding the facilities is in the appropriate category and quite good. The process aspect regarding activities between lecturers and students, obstacles in the learning process, the use of online learning facilities, and the implementation of the learning system are well or appropriate. However, it still needs to get more attention from the teaching staff, especially since the assessment process for students is sometimes still subjective. The product aspect regarding the impact of knowledge possessed by students and lecturers about the use of online learning applications and the results of the implementation of learning is appropriate or good enough. So the conclusion is the four aspects of CIPP evaluation (context, input, process, product) that researcher used in evaluating online learning are in the appropriate category (Effective enough), and it gives a positive impact on improving the quality of students, especially in the process of using online learning applications and According to the lecturer, further learning will combine offline and online so that students can make this a new habit in the learning process.

Keywords: *Covid-19, Online Learning, Evaluation, Quality of Learning*

Introduction

Coronavirus diseases (Covid - 19) first appeared in the city of Wuhan in China. It spreads very quickly and is deadly. Spread through direct physical human contact is transmitted through the mouth, nose and eyes.. The impact of the Covid-19 outbreak can be seen in almost all sectors of public life including education, which is still being used to work and study at home online (Syafrida, 2020). Unpredictable situations make every school, parents, and students strive for learning activities to continue even though through online learning (Irawati & Jonatan, 2020).

Learning is a process of interaction between learners and learning resources in a learning environment that includes teachers and students as well as lecturers and students can exchange information. Online or distance education implies that students are physically far from instructors and require an effective learning delivery method (Wilde & Hsu, 2019). The

interactions between students and teachers as well as lecturers and students are mediated by technology, and the design of the learning environment (for example, the space in which learning takes place) can have a large effect on learning outcomes (Wang et al., 2013). Effective online teaching is the result of careful instructional design and planning, however, due to the COVID-19 pandemic, many students around the world have had to switch from face-to-face teaching to online learning environments by mid-semester (Patricia, 2020). Meanwhile, online learning in general is a learning that is done electronically using computer-based media and a network. Online learning is learning without face to face directly between teachers and students as well as lecturers and students but is done online. Learning is carried out through distance learning (Novita Arnesi & Abdul Hamid K, 2015). Learning process activities require clarity of a number of components or other aspects, including determining learning objectives, approaches to teaching and learning, teaching methods, teaching techniques, and determining strategies. Therefore evaluation is very important in the learning process as an activity to introduce, guarantee, and determine the quality of education for various components of education (Manly & Tobing, 2019).

Evaluation is an indicator tool for assessing the achievement of predetermined goals and assessing the teaching implementation process. whole. Evaluation is not just assessing an activity spontaneously and incidentally, but is an activity to assess something in a planned, systematic, and directed manner based on clear objectives (Banawi, 2007). The purpose of learning evaluation has two main points, namely first, to collect various information that will serve as evidence of the development experienced by students after they have followed the learning process for a certain period of time. Second, to measure and assess the effectiveness of teaching and the various teaching methods that have been applied by educators, as well as learning activities carried out by students (Arifin, 2012). The scope of learning evaluation includes three main components namely Evaluation of Teaching Programs, Evaluation of the teaching implementation process, and The evaluation of learning outcomes (Arikunto, 2010). One of the evaluation models in evaluating the learning process is the CIPP Model (Context, Input, Process, and Product). This model was first introduced by Stufflebeam, cited by (Mahmudi, 2011) the CIPP model rests on the view that the most important goal of learning evaluation is not to prove, but to improve quality

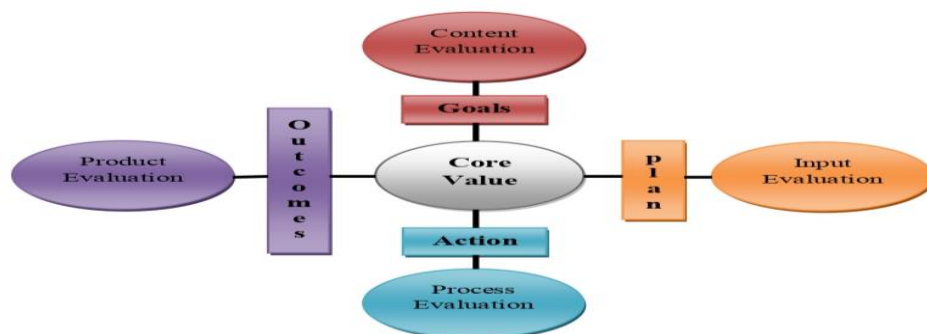


Figure 1. The CIPP Evaluation Model by Stufflebeam

Quality is a measure that shows the goodness of something or person. Whereas learning is a student learning effort or teaching that helps students or students develop their intellectual potential which aims to make each student or student's intellectual development optimally (Moore et al., 2011). So it can be concluded that the quality of learning is something that tends to question how learning activities carried out so far have been running well and can produce quality outputs as well.

The purpose of the research is to know evaluation of online learning and its effect on improving the quality of student learning during the Covid-19 pandemic. The results of this study are expected to be input in improving the quality of learning online both teachers and lecturers as well as the responsible parties in the implementation of distance learning programs in order to prepare for a learning process.

Method

The method of this research uses the CIPP evaluation model developed by Stufflebeam at Ohio State University which consists of 4 components, namely context, input, process, and product. This research conducted at the Universitas Muhammadiyah Bone in 2020/2021. The respondents in this research were lecturers who taught in the English Language Education Study Program and students of the English Education Study Program. Data was collected by using questionnaire and interview. Analysis data was used quantitative and qualitative descriptive. The descriptive analysis in this section aims to describe the respondents' responses to several statements submitted in the questionnaire. There are four answers grouped into two categories, namely the strongly agree and agree (fulfilled/high/implemented/appropriate), disagree, and strongly disagree (not fulfilled/low/not implemented/not appropriate).

The data obtained from the questionnaire analyzed descriptively by looking at the results of the presentation of student answers via google form. After the data collected, the data classified into two groups of data, namely quantitative data in the form of numbers and qualitative data expressed in words. While Interview data analyzed using three steps, namely: precoding, coding, and summarizing (Sugiyono, 2012).

Results

The Context Aspect

The context aspect focuses on one component, namely media and learning facilities. To determine the suitability of the media and the learning facilities that lecturers use in the learning process, the researcher uses three items. The results of filling out the questionnaire from 27 respondents can be seen in Figure 1 below:

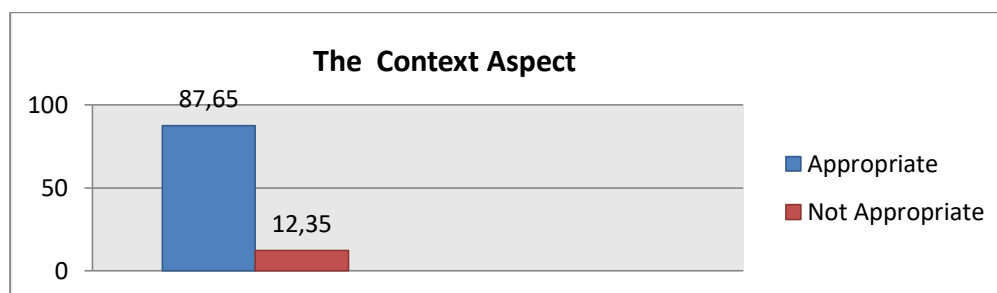


Figure 1. The result of the evaluation analysis on the context aspect

The Input Aspect

The input aspect consists of three components, namely First, the student's understanding of the material. Second, the quality of the material in online learning. The third, the campus facilities to support online learning. To determine the suitability of the evaluation components in online learning on the input aspect, the researcher used several questions components. The results of filling out questionnaires from respondents can be seen in the Figure below:

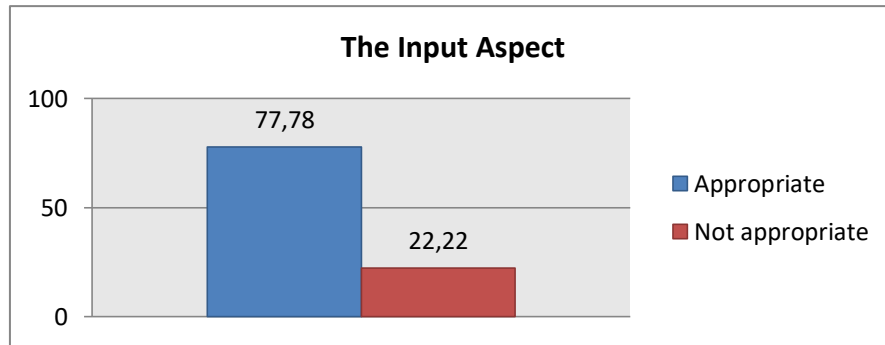


Figure 2. The result of the evaluation analysis on the Input aspect

The Process Aspect

The process aspect consists of four components, Namely first, the activities of lecturers and students in online learning. Second, barriers and obstacles in online learning. Third, the use of facilities in online learning. Fourth, the implementation of the learning system. To determine the suitability of the evaluation components in online learning on the process aspect, the researcher used several questions components. The results of filling out questionnaires from respondents can be seen in the Figure below:

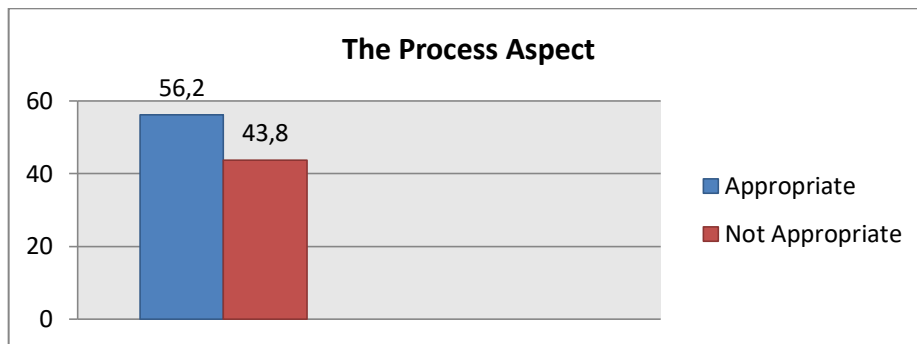


Figure 3. The result of the evaluation analysis on the Input Aspect

The Product Aspect

The product aspect in this study consists of two indicators, Namely first, the impact of knowledge possessed by users and second the results of the implementation of learning.

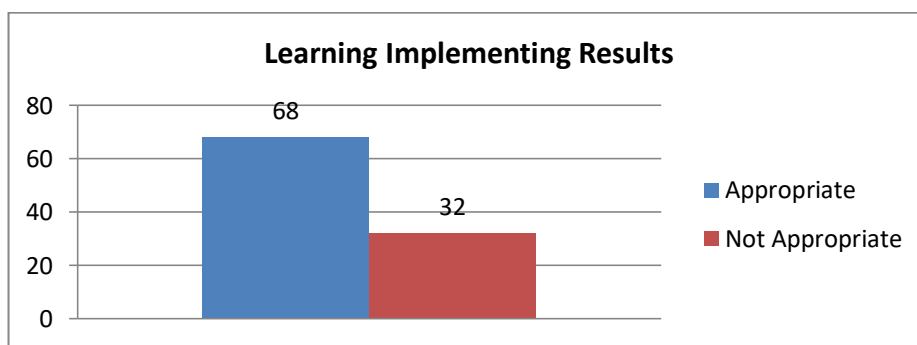


Figure 4. Learning Implementing Result

So, based on the data information that the researcher obtained from the respondents' answers to the product aspect, 55.60% of respondents said appropriate, and 44.40% of respondents said not appropriate. More details can be seen in the following Figure:

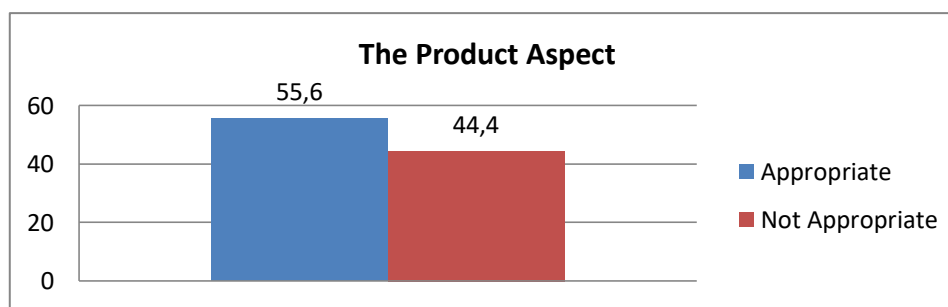


Figure 5. The result of the evaluation analysis on the product aspect

Discussion

This section presents a description of the research data from each component of the evaluation research object in online learning and its effect on improving the quality of student learning during the Covid-19 pandemic using the CIPP (Context, Input, Process, Product) evaluation model.

The Context Aspect

Media and learning facilities are essential in supporting the online learning process during the COVID-19 pandemic. Based on the interview result with several lecturers who teach in English education study programs, they said that the media and online learning facilities they often use are the Zoom Meeting, Google Meet, and Google Classroom applications. This application makes the learning process more different because it can be accessed not only in the classroom but can also be done outside the classroom so that in the process of applying it, it got a good response from students. It is evident from the results of the respondent's questionnaire regarding indicators or components of media and learning facilities consisting of three questions with a percentage of 87.65% said it was appropriate and 12, 35% of respondents said it was not suitable. It means that the evaluation of the context aspect regarding the media and learning facilities that lecturers use in online learning is in the category according to the needs and convenience of students in accessing the application.

The Input Aspect

The input aspect consists of three components, namely First, the student's understanding of the material. Second, the quality of the material in online learning. Third, the campus facilities to support online learning.

a. The student's understanding of the material.

One indicator of ideal and efficient online learning is student understanding of the use of online applications. Especially in the current 4.0 era and the Covid-19 pandemic, forcing students to master the use of technology in learning, so whatever application the lecturer uses in the learning process, students must be ready to accept and can master the use of the application. Based on the research result on indicators of student understanding in the use of online applications in learning, 88.90% of respondents said appropriate that they understand and can open applications that lecturers use in the learning process so that the material that lecturers share is easily accessible whenever and wherever they are. 11.10% of respondents said not appropriate because they did not understand much about the application that the lecturer used. They needed time to understand well how to use it. According to an English

lecturer at the University of Muhammadiyah Bone, as a lecturer, we must first understand how to use the application to be used by students before using the application in the learning process. Likewise, students must also be able to know and understand the application to achieve good learning. If you look at the respondent's data, students' understanding of learning applications is appropriate in implementing online applications in the learning process.

b. The quality of the material in online learning

Before carrying out the learning process, a lecturer must prepare the materials well. Therefore, a learning device can assist lecturers in arranging the material to be taught to students, such as syllabus and Semester Learning Plans (RPS). With this learning tool, the lecturer develops the material based on the syllabus and lesson plans to produce good quality material. Based on the quality of the material in online classes, 75.30% of respondents said the material was by the syllabus and lesson plans, making it easier for them to understand the material well. The lecturer also attached a reference that can lead students to increase their knowledge. The same thing said by the lecturers in the interview that good quality material combined with online applications will result in a good achievement in learning.

c. The campus facilities to support online learning

One of the essential factors in supporting the learning process on campus, both offline and online, is the availability of adequate facilities, such as improving wifi or internet networks. With the availability of facilities like this, it will be easier for students to access learning materials both offline and online. Based on the research on the facilities owned by the campus to support the online learning process, 75.90% of respondents said that the campus facilities were in line with their expectations, such as internet network access that was quite good and smooth. Therefore, the researcher concludes that 77,78% of respondents said the evaluation of learning in the input aspect is in the appropriate category.

The Process Aspect

The process aspect consists of four components, Namely first, the activities of lecturers and students in online learning. Second, obstacles in online learning. Third, the use of facilities in online learning. Fourth, the implementation of the learning system.

a. The activities of lecturers and students in online learning.

One of the essential indicators in the learning process is how to liven up the classroom atmosphere, both online and offline learning, namely synergizing the activities of lecturers and students. Especially at this time, lecturers and students must do online learning that is not as easy as we imagine. A lecturer must apply methods well in online learning so that interactions, lecturers, and students can run well. Based on the interview results with an English lecturer, he said that the online learning process, especially regarding student interaction and activity, needs to be improved by providing motivational stimuli to students so that they can be more active in online learning. Based on the questionnaire data, 53.70% of respondents said that the activities between lecturers and students were appropriate or quite effective. Students were satisfied with what the lecturer explained about online learning materials, and the lecturers also quite mastered the use of technology regarding the applied learning applications.

b. Obstacles in online learning

In every learning, both online and offline, of course, there are several obstacles including, most students and lecturers complain about the network and the use of internet data.

However, these obstacles can be overcome slowly, both from the campus and from the government. For online learning has been carried out, the government has sought the best solution, namely providing internet data assistance or internet quotas to all teaching staff and students and students to make it easier for them to do online learning. However, not all the students can feel assistance well or students who live in remote areas where internet network coverage is not good. From the data results that there are 53, 70% of respondents said that they overcome the obstacles in the learning process with the help of internet learning data quotas from the government, 46.30% of respondents said there are many obstacles. They prefer to do offline learning in class rather than online.

c. The use of facilities in online learning

Based on data regarding the use of online learning facilities, the result was in the appropriate category. It means that the use of facilities for the online learning process has no problem with the percentage of data reaching 78%, except for students who live in a remote area where internet data network coverage is not good.

d. The implementation of the learning system.

Overall the implementation of the learning system is well or appropriate, but it still needs to get more attention from the teaching staff, especially in the assessment process to students. Sometimes it was still subjective and not by the assessment method that has been delivered. There are still lecturers who rarely use applications in online learning. Of course, this is a serious concern of the teaching staff so that the implementation of online learning future can be better. Therefore, the researcher concludes that 56,20% of respondents said the evaluation of learning in the process aspect is in the appropriate category.

The Product Aspect

The product aspect in this study consists of two indicators, Namely first, the impact of knowledge possessed by users and second the results of the implementation of learning.

a. The impact of knowledge possessed by users

The impact of the knowledge that students and lecturers have on the use of online learning applications is quite good, as evidenced by the results of research data that 93% of respondents said that with knowledge about the use of applications in online learning, so the desired of online learning quality can achieve.

b. The results of the implementation of learning

In the online learning process, a lecturer certainly wants maximum results for the learning achievement carried out by students. Therefore, one way to determine the quality of student learning is through learning evaluation, starting from evaluating learning programs, implementing learning programs, and learning outcomes. According to several lecturers who teach in English study programs, they said that this evaluation is essential, and they routinely hold not only online but also offline, so that learning can run effectively and the quality of student achievement can also increase from a cognitive point of view. Based on research data that 68% of respondents said the implementation of learning was appropriate or good enough. Therefore, the researcher concludes that the evaluation of learning in the product aspect is in the appropriate category.

Conclusion

Based on the research results regarding the evaluation of online learning and its effect on improving the quality of student learning during the Covid-19 pandemic, In the context aspect regarding the media and learning facilities that lecturers use in online learning is in the appropriate category according to the needs and convenience of students in accessing the application. Learning facilities are in the appropriate category and quite good. In the process aspects regarding activities between lecturers and students, obstacles in the learning process, the use of online learning facilities, and the implementation of the learning system are well or appropriate, but it still needs to get more attention from the teaching staff, especially in the process of assessing students sometimes it is still subjective. Product aspect regarding the impact of knowledge possessed by students and lecturers about the use of online learning applications and the results of the implementation of learning is appropriate or good enough. So the conclusion is the four aspects of CIPP evaluation (context, input, process, product) in evaluating online learning are in the appropriate category or good enough. It has a positive influence on improving the quality of students, especially in the process of using online learning applications. According to the lecturers, The next learning will combine offline and online so that students are used to this new habit in the learning process.

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