



A Narrative Inquiry on the Implementation of Online Learning During Covid-19 at Junior High Schools

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Abstract. Online learning provided benefits and problems in education, especially in junior high schools in the Kubutambahan district. There were problems at SMPN 2 Kutambahan and SMPN 5 Kubutambahan. The learning provides technological knowledge and can improve the quality of learning. However, students and parents in junior high schools at Kubutambahan district faced problems such as unstable signals, expensive internet quotas, and did not have online learning facilities because of their low economics. The gap from this research was the inquiry of the students and parents which gave new policy in the online learning process. This study used descriptive qualitative method with data collection instruments, namely observations, questionnaires and interviews. The results showed that Context showed that there was lack of learning facilities because of students' economy problem and learning interest but it could be overcome by the role of schools and parents. Input showed that the schools had facilitated students in the online learning process. Process showed that schools had adapted tasks, methods, and media to the students' needs and abilities as well as the role of parents in guiding students at home. Product showed that student learning outcomes could be categorized as good. Outcome showed that the importance of education webinars for students and regular school meetings for parents related to the online learning process. The implication was online learning gave many positive impacts in education, especially for students and parents, although there were some problems but it could be solved properly.

Keywords: Cippo evaluation model · Narrative inquiry · Online learning

1 Introduction

COVID-19 brings many impacts that affect all aspects of global community life. Starting from the health, economy, government, to education aspects, all of them have been affected by the pandemic that has been going on since the end of 2019 [1, 2]. Especially in the education aspect, the most impact is the change in the learning system, which was originally done face-to-face, and has to switch to online learning.

It is recognized that COVID-19 has brought many changes that have had an adverse impact on the quality of education, especially in Indonesia [3]. The most obvious consequence is the occurrence of “learning loss” during the pandemic. However, it is undeniable that the changes that have occurred due to the spread of COVID-19 have accelerated the realization of a global society 4.0 which will soon switch to 5.0. Increasing the use of technology and information is a must. Technology and the internet are important points used to facilitate the education and learning process from the early childhood level to high-level learning [4].

Online learning is a solution to continue the learning process even if you do not meet directly in the classroom. By utilizing the internet and computers or mobile phones, teachers and students can stay connected and hold online discussions. Online learning can be implemented anywhere and anytime by provided good internet network and sufficient internet quota so that the technology used in online learning can be used and online learning can be done with effective and efficient [5]. Various applications were then also developed to support the success of the learning process. Technology that can be used in online learning such as virtual meeting like Zoom Meeting and Google Meet applications, discussion platforms that can be in the form of WhatsApp group, Google Classroom, and Schoology, as well as online information that can be in the form of online sites, videos from Youtube that focuses on online learning. Online learning can be also done by implementing the use of learning application-based games like Kahoot and Quizizz. Technology can give benefit in online learning especially for teachers and students [6]. Teachers and students can choose which applications and media they want to use in carrying out the learning process. Of course, this is adjusted to the needs and preferences of students and teachers.

Even so, habituation and acceleration of the use of technology and the internet for all levels of society is not an easy thing [7]. Teachers and students both living in urban areas to those living in remote areas are required to carry out a process of adaptation to the changes that occur. The government, especially the Indonesian Ministry of Education, is making full efforts to find solutions that can be implemented and accepted by the community and schools in general. It started from changing the 2013 curriculum to an emergency curriculum, and turning into a prototype curriculum; the implementation of distance learning policies (*Pembelajaran Jarak Jauh - PJJ*) accompanied by government assistance such as media and online learning facilities, internet connections, and trainings; and many more [8]. However, the adaptation process, especially regarding online learning for teachers and students, still requires time and further adjustments. The gap between the demands for adaptation in the area of education and the readiness of teachers and students who are still lacking is what triggers the decline in the quality of education in Indonesia.

The problem that arises from the students’ and teachers’ side is the unavailability of the necessary facilities in carrying out online learning. Not all teachers and students have computers or mobile phones that can be used for online learning. In many cases it was even found that a cellular phone owned by one family had to be used for the learning process of 2–3 children at once. They have to use it in turns after parents use it for work. The location of the student’s residence is also another issue which has not been equipped with internet facilities. Signal constraints and inadequate facilities make

students not have maximum access to the online learning process [6]. In addition, online learning that is carried out at student's house requires parents to do extra work. The role of parents is very necessary in monitoring, supporting, and motivating students in carrying out their learning activities at home [9]. Unfortunately, not all parents have the flexibility to fulfill this task. Parents also still have to work for their family life, especially during the pandemic. So that the education sector in online learning is in direct contact with other sectors, especially the economic sector.

Observation had conducted in Junior High Schools at Kubutambahan district in Bali Province namely SMPN 2 Kubutambahan and SMPN 5 Kubutambahan. They were chosen because this research used purposive sampling which is the selection of samples that have some criterias or purposes such as the participants had experience, knowledge, and information about the implementation of online learning, willingness to be a part of this research, and were in the area of SMPN 2 Kubutambahan and SMPN 5 Kubutambahan. Furthermore, there were problems faced by students and parents at SMPN 2 Kubutambahan and SMPN 5 Kubutambahan. The students experienced problems in participating the online learning process, some of them did not have a cellphone, expensive and limited internet quota, and also lack of learning motivation from the students because some parents are not able to fulfill children's needs those who become students in online learning process.

Besides, some of economy issues should be handled by parents. The economy in Bali, which was previously dominated by tourism, has been most affected by the pandemic. Many parents have lost their jobs, while finding new jobs is also very limited. Parents must find solutions to support their lives with their families, while the education of children, especially students' needs such as facilities, cellphones, and the internet requires quite a lot of money.

The gap of this research was the inquiry of students and parents in Junior High Schools at Kubutambahan District namely SMPN 2 Kubutambahan and SMPN 5 Kubutambahan. Although some articles and the previous research showed that the online learning gave benefits and could speed up the technology implementation, yet online learning also bring many problems for students and parents. That is why, this research could bring new sight how pandemy affect the quality of education in Kubutambahan, Bali and how Balinese people should deal with those chalange and problems. There was a novelty from this research. It was the new policy about how the implementation of online learning from Junior High Schools at Kubutambahan District should be done which could gave new information, knowledge, and could give answer for the inquiry especially from the students and parents.

This research aimed to investigate the inquiry in the online learning implementation in junior high schools. So that this research could give information related the questions that students and parents have in the online learning process and can give solution related problems faced by students and parents in the online learning process.

This research was supported by the finding of the other research articles about the implementation of online learning. The first reserach is about the perception of India student towards the online learning process. It states that students prefer online learning to traditional ones because it can improve the learning system better [10]. The other research also reveals students' perception who stay in limited internet area shows that

student have various perception towards facilities, interactions, and benefits of online learning [11]. Satisfaction level of the students and their backgrounds affect students' process on the online learning. The results of research shows that satisfaction level is very good because it was affected by their background in term of the implementation of online learning [12].

The implementation of online learning and its obstacles are also disclosed that online learning has been implemented well but time management and learning motivation must be upgraded more [13]. Students are also founded that they have lack learning motivation because they feel not ready enough to the online learning system [14]. It happens because of the challenge in the online learning process showed that the media used in the online learning process especially e-learning should be improved and adapted to Indonesia teachers and students [6]. Students who stay in remoted area are detected not ready in implementing online learning because there is many constraints in economy, facilities, and signals for doing online learning [15]. The previous studies above showed that the implementation of online learning has already done well but there is also constraint in the online learning process so that online learning must be upgraded more with existence roles, facilities, motivation, and online learning systems customize situation and condition especially at SMPN 2 Kubutambahan and SMPN 5 Kubutambahan.

This research used CIPPO evaluation model as reference for collecting data. CIPPO evaluation model is used for knowing how development an implemented program so that could give the result to be reference to continue, improve, revise, or dismiss [16]. There are five components in CIPPO evaluation model, namely context, input, process, product, and outcome [17]. CIPPO evaluation model begins with four components, now outcome component becomes the latest component for providing more data complex [18]. Context is a component of background of the research sample. Input is component of human resources, facilities, and learning motivation. Process is a component that is in third position refers to the program implementation process. Product is a component that becomes the result from the implementation of a program. The last is Outcome that focuses on evaluating the product and becomes the next step that becomes determinant implementation a program in the future [19].

2 Method

This research aimed to investigate the inquiry in the online learning implementation in Junior High Schools at Kubutambahan District namely SMPN 2 Kubutambahan and SMPN 5 Kubutambahan. This research used narrative qualitative research which means this research used qualitative approach and narrative analysis. Narrative analysis focuses on story from the people who become the research subjects [20]. The researcher analyzes the story of people' life in reality, so that the researcher understands about their life especially their happiness, problems, and everything in their daily life towards the implementation of a program. Narrative analysis can be stated as storytelling analysis because the people tell their story to the researcher [21]. It focuses on the people' voice towards their world based on their experience, information, and real life. Furthermore, qualitative approach focuses on the phenomenon that has quality in research data [22]. So, this narrative qualitative research is used to investigate the story from students and

Table 1. Research design

Num.	Component	Aspect
1.	Context	Online learning perspective
		Mastering IT skills
		The involvement during online learning
2.	Input	Teaching aids and media
		School facilities and infrastructure
		Funds
3.	Process	Annual program and semester program
		The motivation for the students in online learning
		The list of student attendance
		Format of student project assessment/assignment list
		Difficulties of the online learning
		Assessment/evaluation in the online learning process
4.	Product	Students' test results at the end of the semester
5.	Outcome	Participation in workshops, seminars & competitions
		Students' assessment

parents as research subjects towards the implementation of online learning based on their experiences in their daily life.

2.1 Research Design

The research design was formulated by using five components in CIPPO evaluation model namely Context, Input, Process, Product, and Outcome. They have some aspects for the data collection instruments namely questionnaire and interview. The following is the research design by using CIPPO evaluation model for investigating the inquiry of students and parents of the implementation of online learning in Junior High Schools at Kubutambahan District (Table 1).

2.2 Research Setting

This research was conducted in Junior High Schools at Kubutambahan District, Buleleng Regency, Bali namely SMPN 2 Kubutambahan and SMPN 5 Kubutambahan. They were chosen by using purposive sampling namely SMPN 2 Kubutambahan is in strategic area, near to the community, has good facilities in online learning. Meanwhile, SMPN 5 Kubutambahan is in remote area, far to the community, has limited facilities in online learning. Both of them have problems in online learning especially faced by students and parents. Furthermore, another criteria or purpose for the setting was the both schools agreed to be the research setting. That is why, SMPN 2 Kubutambahan and SMPN 5 Kubutambahan became the research settings.

2.3 Research Subject

The research subjects were 20 students, and 20 parents in Junior High Schools at Kubutambahan District namely SMPN 2 Kubutambahan and SMPN 5 Kubutambahan. They were chosen by purposive sampling. From the observation showed that students and parents had many problems in online learning such as bad signal, expensive quotas, lack motivation, and also economy problem. That is why, this research focused on students and parents that have story based on the reality in implementing online learning in Junior High Schools at Kubutambahan District.

2.4 Data Collection Instrument

Data collection instrument is an instrument for collecting the research data. This research used observation, questionnaire, and interview. The following are data collection instruments used in this research:

2.4.1 Observation

Observation is the first step by observing the situation and condition that occur in the research setting [23]. There are two types of observation, namely participant observation which means the researcher join the implementation of the program actively and non-participant observation means the researcher is not in the process of the program but the researcher just asks the research participant about their experience, knowledge, and information about the program. The researchers did not participate actively in the implementation of online learning, that is why the observation of this research used was non-participant observation in Junior High Schools at Kubutambahan District, especially at SMPN 2 Kubutambahan and SMPN 5 Kubutambahan.

2.4.2 Questionnaire

Questionnaire is a group of statements that is already formulated aims to get the research data [24]. In addition, questionnaire uses two systems namely, online and offline. It depends on the situation and condition of the researcher and the research participants. The researcher in this research used CIPPO evaluation model as the base of the questionnaire. There are context, input, process, product, and outcome. Each component has some aspects related to the implementation of online learning. Furthermore, this research used Likert scale as choice for the research participants. The Likert scale has five choices, namely very disagree has score of 1 until very agree has score of 5 [25]. This scale can be used to measure people' voice, habits, and perceptions towards the research topic. This questionnaire used Likert scale as shown in Table 2.

2.4.3 Interview

Interview consists of two roles, namely interviewer and interviewee [26]. Interviewer asks several questions to the research participants and interviewee answers all of the questions. The questions are already formulated towards the research topic. Interview aims to get more in-depth data from the research participants. In this research, the

Table 2. Likert Scale

Num.	Options	Score (+)	Score (-)
1.	Very Agree (VA)	5	1
2.	Agree (A)	4	2
3.	Hesitant (H)	3	3
4.	Disagree (D)	2	4
5.	Very Disagree (VD)	1	5

Table 3. Research Participant Code

Num.	Research Participant	School	Code
1.	Student	SMPN 2 Kubutambahan	S1–S10
		SMPN 5 Kubutambahan	S11–S20
2.	Parent	SMPN 2 Kubutambahan	P1–P10
		SMPN 5 Kubutambahan	P11–P20

interview was the researcher and the interviewee is the subject of this research namely students and parents. Furthermore, CIPPO evaluation model was also used to be the base for the interview formulation.

2.5 Data Analysis

Data analysis is used to analyze the data from the data collection instrument, namely observation, questionnaire, and interview [27]. Data analysis is a step for interpreting the research data There are three stages of data analysis, namely data reduction which is the step for selecting, centralizing, simplifying, abstracting and transcribing data, data display which is the step for presenting data in the form of matrices, graphs, charts, and table, and conclusion drawing/verification is the step for concluding and verifying data reduction and data display. In this research, the researcher made code for each research participant for giving simple but brief explanation towards the research data. Furthermore, the code that was used in this research for student is “S” and parent is “P”. It is used to make the data simpler and brief. From the code that was already designed, so the researchers could describe it narratively. The following is the research participant code that has been formulated (Table 3).

Code is also given to every answer from questions that have been formulated. Code “A” means “Answer”, the researchers give the code aims to know the research participants answer one by one. For example “S1.A1” means first student answers first question, so on.

2.6 Validity

The validity is the final check for the research data because it can give evidence [28]. This research used triangulation for checking the research data. Triangulation is used to give more theory, method, and interpretation for supporting the research result [29]. Triangulation aims to check the validity by comparing the one data to others. Triangulation has several types, namely source triangulation which is the comparison between one subject to another, technical triangulation which is the comparison between one technique or method to another, time triangulation which is the comparison between the time of collecting the data, theoretical triangulation which is the comparison between one theory to another, and researcher triangulation is the comparison between one researcher to another. All of them have same topic of the research. In this research, the researcher used source triangulation, technical triangulation, and researcher triangulation. The source triangulation in this research was the research subject namely students and parents by comparing their experience, knowledge, and information towards the implementation of online learning. Technical triangulation in this research was the method used in this research namely observation, questionnaire, and interview by comparing the technique to get the research data. Researcher triangulation in this research was the comparison between some finding from the researchers that have same topic which is online learning.

3 Results and Discussion

The research results were narrated by using the CIPPO evaluation model. Questionnaire results from the students and parents were showed by using a table to make the data brief, concise, and clear. Questionnaire is the main data and it was supported by the interview results so that research data results could be more valid and deeper. Besides that, result questionnaire which has the highest score becomes the main focus. The following is the table questionnaire results from students and parents related to the implementation online learning at SMPN 2 Kubutambahan and SMPN 5 Kubutambahan (Table 4).

3.1 Context

Context results show that the highest score of questionnaires by students is 73% agree and by parents is 60% which shows that students and parents have positive perspective to the online learning process because student capable use technology and role of students and parents provide big influence to the online learning process. This supported from results of student and parent interviews as follows:

In our opinion that online learning has done well. The teachers gave us learning material by using learning applications. Students more understand with technology

Table 4. Results of Questionnaires and Interviews from Students and Parents

Students (S)					
Options	Component				
	C	I	P	P	O
VA	4%	100%			50%
A	73%		100%	65%	50%
H	17%			20%	
D	6%			15%	
VD					
Parents (F)					
Options	Component				
	C	I	P	P	O
VA	40%		45%	5%	45%
A	60%		55%	95%	55%
H					
D					
VD					

and closer with their parents. Furthermore, the online learning problem can be minimized because of the parents’ role by hard working for their children. (S 1–S4, S10, S11, S13–S15–S20 & P1–P9, P11–P19.A1)

Menurut kami pembelajaran online sudah berjalan dengan baik. Guru memberikan materi dengan memanfaatkan aplikasi belajar. Siswa lebih paham dengan teknologi dan lebih dekat dengan orang tua. Serta permasalahan pembelajaran online dapat diminimalisir karena peran orang tua dengan bekerja untuk anak-anak mereka (S 1–S4, S10, S11, S13–S15–S20 & P1–P9, P11–P19.A1)

3.2 Input

The input result shows that the highest score of questionnaires by students is 100% agree because student state that teaching aids and online learning media have adapt students’ economy. The school also provides adequate facilities for students who do not have online learning facility such as mobile phones and quotas. The government also provides internet quota for student, so that they can use learning application well and ask students who do not have a cellphone can come directly to school. The parents do not get questionnaire of input because they do not know technology and facilities provided by the school. Following are the results of the interview:

The schools have computers, tablets and also a wi-fi network. For students who do not have cellphones, they can use computers and tablets, especially during Mid Semester Test and Final Test. (S1–S20.A3)

Sekolah tersedia komputer, tablet dan juga jaringan wifi. Bagi siswa yang tidak memiliki handphone bisa menggunakan komputer dan tablet khususnya pada saat UTS dan UAS. (S1–S20.A3)

WhatsApp groups and Google Classroom to carry out discussions, Google Forms for Mid Semester Test and Final Test, and Google Meet or Zoom meetings are used for virtual meetings but not every day because they consume a lot of internet quota. (S1–S20.A5)

Grup WhatsApp dan Google Classroom untuk melaksanakan diskusi, Google Form untuk UTS dan UAS, dan Google Meet atau Zoom meeting digunakan untuk virtual meeting namun tidak setiap hari karena itu banyak menghabiskan kuota internet. (S1–S20.A5)

3.3 Process

Process results show that the highest score of questionnaires by students is 100% agree and by parents is 55% agree that can be categorized as positive results. The students and parents state that the annual program and semester program have done well and students' motivation in the online learning process has also increased, which is proved with presence student in following the online learning process well. Besides that, task format has adapted the situation and conditions in the Covid-19 pandemic, so that problem in the online learning process can minimized well. This is supported by interview result, as follows:

The problems are when students do not understand the assignments given by the teacher, the signal is not good, and the quota is expensive. Therefore, the thing we did was to rent wifi per day. These problems can be overcome with support from all parties in the online learning process. (S1–S20.A9)

Permasalahannya yaitu ketika siswa tidak mengerti dengan tugas yang diberikan oleh guru, sinyal yang kurang bagus, dan kuota yang mahal. Oleh karena itu, hal yang kami lakukan adalah dengan menyewa wifi per hari. Permasalahan tersebut dapat diatasi dengan dukungan dari semua pihak dalam proses pembelajaran online. (S1–S20.A9 & P1–P20.A5)

Questions sent to the WhatsApp group in the form of photos of assignments in the worksheets. There are assignments that are sent with a Google Form link and via Google Classroom, as well as conversations using Voice notes. (S1–S20.A7)

Soal-soal yang dikirim ke grup WhatsApp yang berupa foto tugas di lks. Tugas tersebut ada yang dikirim dengan link Google Form dan lewat Google Classroom, dan juga percakapan menggunakan Voice note. (S1–S20.A7)

3.4 Product

Product results show that the highest score of questionnaires by students is 65% agree and by parents is 95% agree which can be categorized as positive result. The students and parents state that students' test results at the end of the semester can be categorized as good. Although their results do not increase well from previously however their scores are still on top minimum score of every lesson in online learning. This is supported by the following interview results:

Not much improved but our grades have met the standard of competency especially for English. In addition, since last semester our grades have continued to improve even though there are one or two subjects that have decreased slightly, such as Mathematics. (S1–S20.A10)

Tidak terlalu meningkat tapi nilai kami sudah memenuhi kkm khususnya bahasa Inggris. Selain itu, dari semester lalu nilai kami terus meningkat walau ada satu atau dua mata pelajaran yang sedikit menurun seperti Matematika. (S1–S20.A10)

Student achievement is good because our children are able to follow the online learning process well. Although there are some subjects that have dropped a little but our children have tried to get good grades. (P1–P20.A7)

Prestasi belajar siswa bagus karena anak kami mampu mengikuti proses pembelajaran online dengan baik. Walaupun ada beberapa mata pelajaran yang sedikit menurun namun anak kami telah berusaha untuk mendapatkan nilai yang bagus. (P1–P20.A7)

3.5 Outcome

The outcome results show that the highest score of questionnaires by student is 50% very agree and 50% agree that can be categorized as positive results. This is supported by questionnaire results by the parents which have the highest score is 55% agree. Yet, the students seldom participate in seminars & competitions during the Covid-19 pandemic and parents also rarely follow school meeting. Therefore, the programs in the online learning process must be upgraded, so that it can be used to measure students' competence in this Covid-19 pandemic. This is supported with the following interview results:

No, I have not taken part in these activities because the information I got from the teacher and also the environment around where I live. (S1–S12, S14–S20.A8)

Belum, saya belum mengikuti kegiatan tersebut karena informasi saya dapatkan dari guru dan juga lingkungan sekitar tempat saya tinggal. (S1–S12, S14–S20.A8)

The programs which are implemented in the online learning process must be improved because the teacher must be able to carry out more effective activities so that my child understands the material better. In addition, do not focus too much on assignments but how students understand the learning materials carried out in the online learning process through interesting learning applications. Sometimes schools hold meetings and it is very good for us to know the progress of our children (P1–P20.A2)

Program-program yang dilaksanakan dalam proses pembelajaran online harus ditingkatkan karena guru harus mampu melaksanakan kegiatan yang lebih efektif agar anak saya lebih paham dengan materinya. Selain itu, jangan terlalu berfokus pada tugas tetapi bagaimana pemahaman siswa terkait materi pembelajaran yang dilaksanakan dalam proses pembelajaran online lewat aplikasi belajar yang menarik. Terkadang sekolah melaksanakan rapat dan itu sangat bagus bagi kami agar mengetahui perkembangan anak kami (P1–P20.A2)

The results of this study indicated that the components of the CIPPO evaluation model such as: Context, Input, Process, Product, and Outcome could be categorized as “Good” because the highest score for the questionnaire result from students and parents was “Agree” which meant the implementation of online learning in Junior High Schools at Kubutambahan District could be categorized good or well. Online learning ran well based on the result data was 85% gave positive impacts towards the online learning program [19]. Online learning could increase the education system and gave good quality of learning process [30]. Furthermore, online learning was great recommendation for education because students and teacher could use technology for supporting the education system [31]. From the previous research results agreed that online learning was already done well and the inquiry from students and parents about the implementation of online learning could be answered. Although there were obstacles faced by students and parents, especially in the economic field, these problems can be overcome with great motivation and hard work from students and parents in the online learning process and also from the government and the schools which gave facilities for supporting the online learning process.

4 Conclusion

From the results of this study, the inquiry from students and parents of the implementation online learning in Junior High Schools at Kubutambahan District could be answered by showing the research result was categorized good or well because of the highest score from questionnaire and interview is agree. Furthermore, students and parents hoped that programs during the Covid-19 pandemic would be further improved, such as seminars, competitions, and regular school meetings. Even though it will be held online or offline, the quality of education must still be considered properly so that students would be more productive and could improve students’ competencies and skills in the learning process.

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