



Evaluation of Online Learning (Research in the Era of the Covid 19 Pandemic in Junior High Schools in Gorontalo Regency)

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Abstract. The objectives of this study are to: a) evaluate policy support for the implementation of online learning in the era of the covid 19 pandemic in junior high schools in Gorontalo Regency, b) evaluate available resources for the implementation of online learning in the era of the covid 19 pandemic in junior high schools in the district. Gorontalo, c) evaluating the implementation of online learning in the era of the covid 19 pandemic at junior high schools in Gorontalo Regency, d) evaluating the success achieved in implementing online learning in the era of the covid 19 pandemic in junior high schools in Gorontalo Regency, e) evaluating the impact of learning online on changes in the character, knowledge and skills of students in junior high schools in Gorontalo district. This research uses context, input, process, product and outcome evaluation method (CIPPO). Data collection techniques using questionnaires, interviews, observation and documentation. Data analysis used descriptive qualitative analysis. This shows that online learning must still be combined with other learning models in order to provide optimal results in supporting improving the quality of students in learning.

Keywords: Online Learning Evaluation · Covid-19 Pandemic

1 Introduction

Online learning is one solution to the COVID-19 pandemic that has hit the world. This is unavoidable because of the conditions that occur. Not only in Indonesia, even around the world is currently experiencing a health crisis. Initially, the spread of COVID-19 had a major impact on all community activities, especially education. The central government in 2021 will make a lockdown policy and implement an online learning system as a form of providing services to students so that they can continue to study well [1]. This is taking place in several areas including Gorontalo Regency due to the development of covid 19 which has not been controlled optimally.

Based on observations in the field, a lot is happening, both students and parents who do not have telecommunication tools to support online learning, so the school is thinking about finding solutions to anticipate this [2]. One way for some students who do not have mobile phones is to study in groups, so that they can also carry out learning

activities together. Start learning through video calls that are connected with the teacher in question, being asked questions one by one, to taking attendance through VoiceNote available on WhatsApp. The materials are also provided in the form of videos that are less than 2 min long. The problems that occur are not only in the learning media system, but the availability of quotas that require a fairly high cost for students and teachers to facilitate online learning needs. The quota purchased for internet needs has soared and many parents are not ready to increase the budget in providing internet networks [3].

The results of the observations show that schools do not yet have an ideal online learning planning design in the era of the covid 19 pandemic [4]. The procedures carried out by schools in carrying out online learning in the era of the covid 19 pandemic still vary from one school to another and schools have not been optimal in compiling the stages of implementation ideal online learning. There are also schools that do not yet have supporting resources in the implementation of online learning in the era of the covid 19 pandemic [5]. The quality development of some students is less experienced after carrying out online learning in the era of the covid 19 pandemic because they cannot participate in online learning properly. They are constrained by networks and facilities which is incomplete. The quality of online learning in the era of the COVID-19 pandemic has been attempted, but has not given ideal results [6]. Stakeholder support for the implementation of online learning is still varied so that there are schools that are less able to carry out online learning properly.

Referring to the problems above, it is necessary to evaluate researchers to analyze the implementation of online learning in the era of the covid 19 pandemic in Gorontalo Regency. One of the evaluation models that can be developed in conducting program evaluations is the CIPPO evaluation model (Context, Input, Process and Product, Outcome). Context Evaluation is defined as a situation or background that affects the types of goals and strategies carried out in a program in question [7]. Assessment of the dimensions of this evaluation context such as policies or related work units, targets to be achieved by the work unit within a certain time, workforce problems faced in the related work units and so on. The main purpose of context evaluation is to find out the strengths and weaknesses of the evaluator, so that the direction for improvement can be given [8]. Attempts to describe and detail the environment, unmet needs, populations and samples served, and project objectives.

Regarding the implementation of online learning in the era of the COVID-19 pandemic in Gorontalo Regency, the use of the CIPPO evaluation model is expected to be able to provide a comprehensive picture of the implementation of online learning in the COVID-19 pandemic era at junior high schools in Gorontalo Regency both in terms of context, input, process and product. So, the author formulated this research with the title: Evaluation of online learning in the era of the covid 19 pandemic at the first high school in Gorontalo district.

1.1 Methods

This research will be conducted in Junior High School in Gorontalo Regency. The approach used in this study uses a qualitative approach. This was taken because the data needed in this study was in the form of data taken from interviews and compared with predetermined criteria. This research is categorized as evaluation research using the case

study method. Case studies are the main means for emic research, namely presenting the views of the subject under study so that internal consistency can be found which is not only style consistency and factual consistency but also trustworthiness [9].

This study was designed as evaluation research. In evaluation research, researchers can choose the model used. Researchers in this study chose the CIPPO model (Context, Input, Process, Product and Outcome). The CIPPO evaluation model proposed by Stufflebeam & Shinkfield (1985) Data collection techniques in this study used 3 (three) methods, namely: interviews, observation, and documentation [10].

2 Results and Discussion

2.1 Context Evaluation Results

The context of implementing online learning in the era of the COVID-19 pandemic is in the form of support for policies and regulations that regulate educational units in carrying out online learning in the era of the COVID-19 pandemic. The Ministry of Education and Culture (Kemendikbud) issues Circular Letter Number 15 of 2020 concerning Guidelines for Organizing Learning from Home in The Emergency Period for the Spread of Covid-19. This Circular Letter Number 15 is to strengthen the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period.

2.2 Input Evaluation Results

The input for the implementation of online learning in the Covid-19 pandemic era is in the form of students, teachers, curriculum, and infrastructure [11]. These elements must be available properly so that the implementation of online learning can run optimally. The current condition of the Covid-19 pandemic requires students to study from home (School From Home) assisted by teachers and parents [12]. The government urges that learning in schools be carried out online or online, there is no face-to-face learning at all. Talking about online learning cannot be separated from the concept of e-learning as an umbrella for all types of learning assisted by information and communication technology, namely to bridge learning activities and create learning experiences. Online learning or online learning is distance learning using computer devices or gadgets that are interconnected between teachers and students communicating interactively by utilizing online media. Communication and information.

2.3 Process Evaluation Results

The online learning process will run effectively if it is supported by the availability of supporting media [13]. No matter how great the online learning media, such as the Zoom Cloud or Google Classroom application, if the internet connection network is weak, whether the selection of the application is appropriate and effective, on the other hand, not all of our students have their own laptops or cellphones. It must be understood and realized that this is a real condition and a challenge in the field. From the beginning, at the preparation stage before the implementation of online learning, the teacher

must map the online application media to be used such as Whatsapp, Office 365, Quizizz, Edmodo, digital classes, Zoom Cloud, etc. Teachers must design effective online learning designs by choosing the right use of media devices and online applications according to the abilities and availability of facilities owned by students at home. Most teachers, students and parents have heard of various applications for the online learning process Learning Management System (LMS) using the internet such as Moodle, Edmodo, Google Classroom or others but they still stutter and are not proficient in their use, it takes many tries to get used to it in its use.

2.4 Product Evaluation Results

Product evaluation refers to mastery of the material presented and its level of effectiveness. Achievements in the three schools seem to have decreased in comparison to student learning outcomes in previous years. This decline in learning outcomes is very unfortunate, although several studies have also shown that the same thing happened in various schools in Indonesia as a result of the lack of input and the online learning process.

By paying attention to the decline in the quality of learning outcomes, schools should make efforts to improve the quality of learning. [14] In their research stated that to improve the quality of online learning during the covid-19 pandemic, a number of strategies were needed including: the provision of learning materials should be delivered briefly, minimize sending material in the form of long videos to save internet quota, choosing media in the form of videos using language that is easy to understand, still providing material before assignments but in giving assignments there should not be too many and questions should be more varied or interesting, and assignments must be accompanied by clear instructions and not multiple interpretations. A number of these strategies can also be pursued in the implementation of BDR in the three research schools to encourage the improvement of the quality of online learning implemented there.

2.5 Outcome Evaluation Results

Outcome is a statement that with its level in medium-term achievement, is not directly obtained through activities and requires contributions from recipients, benefits and the media. Outcome can also be interpreted as the impact or impact of the outcome. The outcome is the long-term goal of the program while the output is the direct impact of the program from the implementation of the program [15]. Outcomes are specific changes in program participants in terms of behavior, knowledge, skills, status and position in work. Outcome is the level of performance or achievement achieved due to the activities or services produced. Outcome measures are more suitable as measures of effectiveness. In the case of hamburgers, the outcome is the customer's perception of quality. Understanding outcomes will drive positive change and improvement. Outcomes are related to performance levels. Outcomes need to be shown in quantitative terms. It is therefore important to determine and measure outcomes starting at the time of running the program. If it doesn't start to be measured, later on it will be difficult to show impact.

3 Conclusion

Based on the results of research and discussion, several conclusions are put forward as follows:

1. The context of the implementation of online learning programs is generally carried out with the main objective of ensuring the safety and security of school residents from the spread of the COVID-19 virus by referring to the Circular Letter of the Ministry of Education and Culture of the Republic of Indonesia and the Gorontalo Regent's Regulation., circular of the Gorontalo Regency Education and Culture Office
2. Inputs to online learning programs are evaluated based on three categories, (1) Human Resources, indicating more competent teachers' tension to do online learning compared to the other two schools; (2) Facilities and Infrastructure, Schools have the availability of internet facilities and infrastructure as well as teachers who already have laptop devices, seem; (3) Financing, the three schools are equally supported by the availability of BOS funds to support online learning.
3. The process of implementing online learning varies in each region. (1) learning takes place online through various digital platforms as well as online. (2), online learning is experiencing obstacles due to the lack of student understanding of the material and the lack of parents in explaining the material to students. Furthermore, learning is carried out offline at 7 student gathering points. (3) Online learning was only carried out for 3 months and encountered various obstacles, such as: the lack of digital skills of teachers and students, limited ownership of device facilities, and others. Furthermore, learning is carried out at 6 student gathering points.
4. The product of the online learning program in the three schools was considered less satisfactory than in previous years due to the limited input and learning process factors found.

The outcome obtained is that students' learning abilities continue to experience significant development despite studying in the conditions of the COVID-19 pandemic.

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