

Cyber School Model Learning Evaluation on Kejar Paket C in Campus PKBM

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Abstract—This research aims to know the implementation of cyber school model learning through CIPP (context, input, process and product) evaluation. The methods of data collecting are using observation and interview. The subjects are the manager, educator, and students. The data analyzing is conducted by collecting data, data reduction, data presentation, and conclusion. The results are to show that on context dimension, which is society, expecting the learners to utilize internet facilities, the implementation of learning can fulfil teaching-learning needs to conduct the learning without limitation time and space. On input dimension, the learners are inexperienced to use cyber school learning. The means is incomplete. On process dimension, interaction and relationship between learners and educators are not maximum yet, using KTSP curriculum, implementation and learning evaluation using google classroom, parents have role in monitoring and assessment of learners, learners can optimize their equipment and provided by campus PKBM. On product evaluation, the implementation of learning in accordance with the purpose and cyber school model learning has impacts on study result accomplished. In general, it can be concluded that the implementation of cyber school model learning has been well conducted, thus the researcher recommends the similar model held back with some improvements.

Keywords—Learning, Cyber School Model, CIPP Evaluation

I. INTRODUCTION

The learning model is a learning design plan by educators in order to consist a learning process for learners in an effort to achieve learning objectives. Learning model very determines the success of learning, thus an educator and educational institutions should be able to plan and design the appropriate learning model to the changing of times. As the progress of information and communication technologies, demanded a large change in the national education system of Indonesia, as the world of education begins to show the extraordinary changes. The changes in teaching method that develop in the world of education, distance and time are not the mean problems for the transfer of knowledge, a lot of software and application are made to facilitate the transfer of this knowledge. Cyber school model is a

learning design utilizing online method learning by applying internet-based information technology. Technological developments rapidly invaded, inevitably demands human needs to learn by utilizing internet technology.

Nonformal education has been regulated in law – education Act number 20 years 2003 [1], the existence of Nonformal education becomes very important in answering all the education problems which cannot only be resolved by formal education. Nonformal education is education which in its commissioning, from planning, implementation, up to its evaluation outside the norms of formal education. There is a significant difference between formal education students with the Nonformal, where the participants' background is more complex than formal education students, the presence becomes a common problem in Non-formal education, so it needs learning models innovation without a face-to-face between educators and students. However, empirical evidence shows that the implementation of the learning model in Non-formal education through the virtual world has not been effectively and efficiently implemented yet. Identification results show that there was still a problem on the readiness of learners and educators in operating system application to the virtual learning Virtual school has planning, management, and powerful system leadership faced fewer problems and obstacles compared to traditional school, Taylor McNair & [2]. Due to respect the quality assurance of online learning, the collaboration between teachers, administrative personnel, and online tutors is the key to quality assurance in the implementation of online learning, Chen, Wang, & Qiao [3].

The problem of this research is how the implementation of Cyberschool model learning in PKBM campus through the CIPP evaluation based on the components of context, input, process, and product.

II. REVIEW OF RELATED LITERATURE

In General, according to Suprijono [4], the model is defined as a form of accurate representation as the actual process allows a person or a group of people

trying to act based on that model. According to Indrawati [5], suggests that the learning model is a conceptual framework that describes a systematic procedure in organizing the learning experience of students to achieve specific learning objectives and functions as a guide for learning designers and teachers in planning and implementing teaching-learning activities. The learning model is a pattern used as a guide in planning the learning in the classroom as well as tutorials, Suprijono [4]. Based on experts' opinion, learning model is a learning design or a framework of a systematic conceptual, which provided guidelines in carrying out the learning process.

According to Abraham and Benefield [6], Virtual School is a public charter school that allows students to interact with teachers over the internet while they study from home. According to Kanna & Elizabeth [7], Virtual School is the same as e-learning or virtual school. These words are used interchangeably and show the instructions through the Internet. While according to Sawang, Newton, & Jamieson [8] define e-learning as a distance education using computer-based technology, information communication technology (ICT), and the learning management system. The e-learning system is a technology of learning using a web browser as a tool to interact with students and other systems Agrawal, Agrawal, & Agarwal [9] full-time virtual school, also known as virtual or online school, giving the curriculum and instruction via the internet and electronic communications. Students are usually at home and teachers are in a remote location, with everyone participating at different times Taylor & McNair [10]. Based on the various opinions of the experts, Cyber school is as same as with e-learning education or virtual school where the learning using and based on the web or the internet.

According to Linzalone & Schiuma, [11] evaluation is an assessment and effectiveness analysis of an activity that involves the judgments formulation about the impact and progress. According to Mizikaci [12] evaluation is a way to reach an assessment of value based on the size (qualitative or quantitative) that are considered valid and reliable, that compares actual results of a program with anticipated results. While according to the Jaap [13] evaluate means to assess the value of an object, and evaluation in terms of the type of specific discipline investigation emphasizes that judging and valuing are based on the type of systematic information collecting approaches. Based on experts' opinion, it can be concluded that the evaluation learning is a collection of data or information about the works of learning activities and known to be something there to do further decision-making. Understanding the evaluation can be defined as a series of questions and methods study conducted to review the process, activity, and strategy, with the aim of achieving better results. So the purpose of the evaluation is not just to find out what happened, but also use the information to provide recommendations on a better learning program. The implementation of

learning evaluation can be done by different evaluation models. The difference in choosing evaluation model can be considered by choosing raw models that suit with the purpose of evaluation or develop their own models. In 1965 evaluation expert called Daniel L. Stufflebeam formulated an evaluation model that is named CIPP model, where the name is taken from the abbreviation contained in evaluation model component i.e., *Context, Input, Process, and Product*.

According to Stufflebeam [14] CIPP model evaluation is an activity that gives an overview, collect and provide useful information to make alternative decisions. Chong [15] revealed the CIPP evaluation focuses on targeted decision to produce sustainable long-term improvements. This aims to provide the analytic and rational basis for the decision making of the program, based on planning cycle, structuring, implementation, and review and revise the decision, each is examined through a different aspect of evaluation. Some reasons of CIPP evaluation model can be used in learning evaluation according to Bhakti [16] from three aspects (cognitive, affective, and psychomotor) in evaluation model if it is associated with the learning process so that student assessment should not only express the understanding of learners towards the subject matter but also must be able to disclose the extent to which learners can understand the lesson material and apply in everyday life.

According to Chinta, Kebritchi, & Ellias [17] CIPP includes the context stage in which the evaluators identified the readiness of the environment and the needs of the community, feedback indicates a project that addresses the needs identified in the context of the stage, process control and assess the project process, and the steps phase products and assess project results, values and their significance. The component on the CIPP evaluation model according to Wong & Cheung Chi Keung-agricultural [18] evaluation context in assessing needs, problems, opportunities, and goals. Input evaluation is looking for plans and alternative proposals and assesses whether their adoption would probably encourage the fulfillment of the needs of the program. Process evaluation of monitoring the implementation of the study and give a note to determine the extent to which the program is implemented as designed. Evaluation products is an attempt to examine the results of the program and the extent to which they meet the needs of those who served.

An educator can be said to have succeeded in delivering learning if there is a change in behavior to his participants towards positive, also making his students know and understand about science that has been delivered. As same as with the method, it said to be successful if it has been able to make the changes of learners' behavior in the learning process, participants more motivated and comfortable in learning because it fits with the methods used. Therefore, Cyberschool model evaluation in Campus PKBM is indispensable in knowing or improving the

application of models and methods in learning. Evaluation is a process which can be used as a reference by an educator even education institution to find out whether the model and method used in the learning process success or not.

III. RESEARCH METHODOLOGY

This research is an evaluative study using CIPP model (Context, Input, Process, and Product) by a descriptive qualitative approach. This research was carried out at PKBM Campus of PLS (Education out of School) in Wonopluombon RT 02 RW 06 Mijen, Semarang. The subject of this research is the maintainer, 3 educators, and 5 learners PKBM campus as the main informants and the supporter informants are the students' parents. The methods of collecting data that used to evaluate the implementation of Cyber School model learning in PKBM campus are observation and interview. The technique of data analysis used in this study is using Miles and Huberman model, according to Sugiyono [19], Miles and Huberman model is analysis activity consists of three strands of activities that occur at the same time, namely the data reduction, data presentation, and making conclusion or clarification. While the validity of the data in this study is using a triangulation technique.

IV. RESULTS AND DISCUSSION

A. The Evaluation Context

Context evaluation aims to know the fulfillment of learning will be completed, a condition desired by societies and the achievement of learning objectives. The results of the context evaluation show that societies expect students are getting used to it and able to utilize the internet to prepare for the future. Cyber school model learning can fulfill teaching and learning needs. Google classroom as the learning media is able to facilitate learning activities in achieving the objectives of learning, the learning model relevant to the needs, and the learning implementation is more effective and efficient.

However, there must a confirmation and directors meetings in the classroom. Cyber school model learning in PKBM Campus aims to facilitate the implementation of learning through the internet world where learning activities can take place anytime, anywhere and is not limited by distance, time and space. That goal has not been able to be fully implemented since it relates to the management of the learning implementation that is still new and needs a suitable formulation in learning management. Decision makers use the input stage to set targets and priorities and monitor how the program target appropriate to specified needs and problems Derya & Bulent [20].

B. Input Evaluation

Input evaluation aims to identify and measure the learners' experiences as well as the means and infrastructure in learning. The results of the input evaluation suggest that learners do not have experience using the application or system that is almost similar to the cyber school model learning. Almost every learner already have gadgets as a means of using social media, therefore, learners are able to quickly adapt to the cyber school learning like Google classroom even though the learners do not have experience at all in the cyber school model learning. Facilities and equipment on the participants to cyber school model learning not complete yet. However, the learning still can be implemented because almost all the learners have a smartphone. The purpose of the input evaluation is to consider all available options, taking into account the effectiveness of the facility or the feasibility of the proposed approach to clearly identify the optimal strategies to fulfill students and society's needs. (Powell & Conrad [21]).

C. Process Evaluation

Process evaluation aims to identify interaction and relation, curriculum, media, learning motivation, learning suitability with curriculum, student assessment, students' result evaluation, the parents' role, and potential for success. The results of the evaluation process show that the interaction and relationships between learners less interwoven to the maximum because limited by Google classroom and virtual world facilities to face only once in a month in Office PKBM Campus, so it obstructs the formation of values, attitudes, and behavior in teaching and learning process. The curriculum used in reference to KTSP curriculum with consideration if there are students who moved from formal schooling towards PKBM campus school could easily be aligned, moreover in the final exam can be followed in a formal school. The learning material has appropriated with the curriculum that described into the syllabus and being described in detail becomes learning implementation plan (RPP).

The reaction of learners in using Cyber School model learning had the pleasure of being able to learn with innovations and creations they have, thus they do not get bored quickly and more easily. Cyber school model learning maximizes Google classroom media as well as the learning evaluation done by using Google classroom facilities. Supervision in learning and assessment of learners is inseparable from parents' roles. The learners also can use the equipment owned and provided by PKBM campus. The process evaluation focused on the program operations and the teaching-learning process. Implementation is the phase in which the inputs are used effectively to achieve the goals, objectives and the intended purpose of the product. Evaluators assess the process to understand how schools work and which process that responds to work better and maintain the quality of education. In this phase, the implementation of the decisions taken Aziz [22].

D. Product Evaluation

Product evaluation aims to describe the achievement of the goals and the effect on the results with the application of cyber school model learning. Product evaluation results show that cyber school model learning has not optimally reached the goal yet in accordance with the plan. The implementation of cyber school model learning has significant effects towards students' assessment achieved. Evaluation aspects of the product from instructional design, the questions that evaluate all evaluation activities and self-evaluation question can be used, and the investment decision can be reconsidered by this data Derya & Bulent [21].

V. CONCLUSION AND SUGGESTION

A. Conclusion

There are some conclusions we can take from this evaluation research those are on the dimension of the context i.e. A society expecting learners to utilize internet facilities, the implementation of learning is able to fulfill teaching and learning needs and the objectives of learning can take place anytime, anywhere and no need to face to face. On the dimension of the input that is the learners, are inexperienced to use Cyber School learning applications. The means provided incomplete. On the dimension of the process i.e. the interactions and relationships between learners and educators have not maximum yet, using KTSP curriculum, implementation, and evaluation of learning using google classroom, parents play a role in monitoring and assessment learners, and learners can optimize their own equipment and provide by PKBM campus. On the product evaluation, that is the implementation of the study in accordance with the objectives and cyber school model learning has an effect on the results of the study achieved. Based on the overall evaluation result, it can be categorized that Cyber School model learning in PKBM Campus is good enough.

B. Suggestions

Based on the conclusions above, the researchers give the recommendation to keep using cyber school model learning with some recommendations for improvements. The recommendations by the researcher that is on dimensions context better the purpose of the training program is delivered to learners so that learners know the purpose of the learning. Besides that, it needs competencies increasing activities for educators in managing cyber school model learning through comparative study or educational activity and virtual learning management training. On the input dimension is recommended to provide a learning by utilizing the entire content in cyber school model learning, thus the students are accustomed to using the system in order to facilitate the learning. On the dimensioning process, it is recommended to prepare all the methods will be used

in learning especially the method on the incidental nature in order to still be able to run well. On the aspect of the product, it is recommended to use the result of the learning as one consideration in planning the next program.

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