

Evaluation of Online Learning for PGSD Study Program Students Using the CIPP Model

Azaz Akbar^{1*}, Syamsurijal²

^{1,2}, Universitas Muhammadiyah Buton, Indonesia

*Corresponding Author: azaz.akbar23@gmail.com

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Abstract: This study aims to measure the effectiveness of online learning in the library management course of the elementary school teacher education study program. The method used is descriptive qualitative with a CIPP evaluation approach developed by Stufflebeam. The results of the context evaluation of the online system lecture program are included in the excellent category with a percentage of three question items, namely media and sarpras, needs, and learning environments getting the highest score of 90% with an average of 30%. The results of the input evaluation of the four question items that received the dominant answer were either with a total of 190.66% or with a rerat of 47.666%. The results of the evaluation of the online system lecture program process are included in the good category with an agreed percentage of 168.76% with an average of 42.19%. The results of the evaluation of the online system lecture program products are included in the good category with a percentage of agreeing more dominantly, namely from two question items getting an assessment qualification of 95% or with an average of 47.5%.

Abstrak: Penelitian ini bertujuan untuk mengukur evektifitas pembelajaran daring pada mata kuliah pengelolaan perpustakaan prodi pendidikan guru sekolah dasar. Metode yang digunakan adalah deskriptif kualitatif dengan pendekatan evaluasi CIPP yang dikembangkan oleh Stufflebeam. Hasil evaluasi kontek program perkuliahan sistem daring termasuk dalam kategori sangat baik dengan prosentase tiga item pertanyaan yakni media dan sarpras, kebutuhan, dan lingkungan belajar mendapatkan skor tertinggi yakni 90% dengan rata-rata 30%. Hasil evaluasi input dari empat item pertanyaan yang mendapat jawaban dominan yakni baik dengan total 190.66 % atau dengan rerat 47,666%. Hasil evaluasi Proses program perkuliahan sistem daring termasuk dalam kategori baik dengan prosentase setuju sebesar 168,76% dengan rata-rata 42,19 %. Hasil evaluasi Produk program perkuliahan sistem daring termasuk dalam kategori baik dengan prosentase setuju lebih dominan yakni dari dua item pertanyaan mendapatkan kumulusi penilaian sebesar 95% atau dengan rata-rata 47.5 %.

INTRODUCTION

The Indonesian nation will need human qualities in the future to be able to compete with other nations in increasingly fierce competition. The quality of Indonesian people is developed by educators who are skilled in carrying out quality education (Judiani 2011). Teachers have a very significant duty, role, and position as professional educators, as affirmed in Law Number 20 of 2003 concerning the National Education System (UU No. 20/2003 about Sisdiknas) The quality of Indonesian people is produced through the provision of quality education by professional educators (UU Sisdiknas 2003 2003).



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The Elementary School Teacher Education Study Program (PGSD Study Program) is a department that directs graduates to become teachers or educators in elementary schools. The law provides for the affirmation that Primary School Education consists of secondary schools. (2) Basic education or equivalent to elementary schools (SD) and madrasah ibtidaiyah (MI) or in other forms, namely madrasah tsanawiyah / junior high school (SMP) and (MTs), or in other equivalent forms (RI 2020).

The PGSD Study Program at the University of Muhammadiyah Buton has described three graduate profiles, namely (1) Educators, (2) Novice Researchers / Research Assistants, and (3) Educational Practitioners and Consultants. This is contained in the curriculum used by the PGSD Study Program of Muhammadiyah Buton University.

First, At the elementary school level, an educator is someone who can organize, implement, assess, and improve learning based on science, character, and innovation in order to improve the quality of education by showing a good and responsible educator attitude. *Second*, Novice Researchers / Research Assistants are graduates who are able to solve educational problems and produce proven ideas to improve the quality of education in elementary schools. *Third*, Education Practitioners and Consultants with the intention that graduates of the PGSD UM Buton study program can become managers and evaluators of education and learning, extra-curricular coaches, responsible and understand professional ethics clearly at the level of elementary school education units.

The three graduate profiles above are actualizations of the vision of the PGSD UM Buton study program, so it needs a good and quality service in realizing graduates as expected. To measure the quality of services and the system being run, it is necessary to conduct an evaluation to measure the effectiveness of the study program.

Program evaluation has often been discussed by experts, so there are many types of program evaluation models that can accommodate information needs related to one object. Of the many program evaluation models, program evaluation models that are often used for evaluation in the field of Education are the model developed by Stufflebeam, namely the CIPP (*Context – Input*

– Process – Product). Stufflebeam stated that the CIPP evaluation model is a comprehensive evaluation model that has formative uses and summative functions (Jaya and Ndeot 2019).

Education is essentially strategic to educate the nation's life, improve the quality and competitiveness of the nation. Education must be able to teach students to develop their potential optimally so as to achieve the expected educational goals. The implementation of education in Indonesia is a national education system that is systematically regulated.

Evaluation in the KBBI is interpreted into three meanings, the first of which is described as evaluation. Second, valuation is described as a method of determining the value of a product, service, or information based on the demands of users or consumers. Third, The collection and observation of different types of evidence to measure the results and efficacy of an object, program, or process in relation to previously identified consumer specifications and requirements is characterized as an evaluation (Kemendikbud 2021).

According to Weiss, evaluation is carried out to determine the success of a program, action, policy, or other object under study when compared to the specified objectives or standards through evaluation research. Evaluation studies are carried out to improve the effectiveness of a policy or program by collecting input from parties involved in its implementation (Djaali and Muljojo 2010). Evaluation is defined as the process of comparing the actual results of work with the desired results. So that several goals can be determined that have been met (Muflihin 2018).

Based on some of the explanations that have been stated, it can be concluded that evaluation is a stage of the process of activities carried out to assess and measure the achievement of a program. Evaluation typically strives to answer the question, "What outcome is my program producing in its service recipients?" (Wang 2010).

Categorization considered as a 'competent' professional in any sector, one must possess certain basic credentials recognized by professional certification. In Indonesia, the lack of professional accreditation and quality criteria for PSIP graduates makes the definition or term

"professional librarian" difficult. (Maesaroh and Genoni 2013) with this situation, it can be said that in Indonesia, there is a problem with setting the credentials of 'professional' librarians.

Problem solving, analytical thinking, and leadership are examples of competence. Competence is knowledge, skills, aptitudes, or traits related to the level of performance of a job. (Dewiyana 2006).

In June 2003 (SLA, 2003:2) the formulation has been updated to include one additional core capability. Individual competencies and professional competencies are connected by core competencies. Based on this, SLA groups librarian competencies into 3 (three) namely core competencies, professional competencies, and individual competencies (Dewiyana 2006).

Most of the literature shows data on the inadequacy of librarians in the realm of information technology. The inadequate ability of librarians in the field of ICT is said to be due to the lack of adequate ICT facilities and infrastructure. This has an impact on the lack of ICT discussion in the PSIP Indonesia curriculum. In addition to being weak in ICT competence, Hernandono (2005) argues that the lack of skills in conducting research and publishing journal papers, as well as creating library collaboration, is one of the causes of the low competence of Indonesian librarians. Another study by Harkrisyati (2005) emphasizes the need for librarians who have business, information marketing, leadership, and management skills.

The following will explain some CIPP models including the following:

1. Context Evaluation

Saxmen asserts that the program environment, unmet needs, population characteristics and samples of individuals served, and program objectives are all described and determined in context evaluation. Context evaluation helps in decision-making, determining program needs, and formulating program objectives.

As an overview and characterization of the program environment, unmet need, and individual characteristics of the program population. Findings of context evaluation will result in a variety of alternative decisions, including the arrangements to be used, as well as the goals and objectives to be achieved. (Wijayanti, Yulianti, and Wijaya

2019).

According to Suharsimi, context evaluation is carried out to answer the following questions: a) What needs have not been met by program activities; b) Which development objectives are relevant to meet the needs; and c) Which goals are easiest to achieve. (Tanzeh and Arikunto 2020).

2. Input Evaluation

According to Daniel Stuffbleam, the evaluation of inputs determines how the program's goals are achieved. Evaluation of inputs can help in decision setting, identification of available resources, selection of alternatives, development of plans and strategies to achieve goals, and development of work procedures to achieve them. Human resources, supporting facilities and infrastructure, funds/budgets, as well as various procedures and standards are some of the components of evaluating inputs.

CIPP provides knowledge about making decisions, assessing available resources, pursuing alternatives, and choosing ways to achieve goals. Human resources, supporting facilities and equipment, funding, and essential procedures or regulations are part of the evaluation of inputs. (Wijayanti, Yulianti, and Wijaya 2019).

Teori above explained that in measuring input (*input*) in the program, knowledge of Human Resources is needed which is seen from 3 domains, namely attitudes / affective, skills / psychological and knowledge / cognitive as well as facilities and infrastructure that support a program.

3. Process Evaluation

Process evaluation is used to assess how well a strategy or program is being implemented. Its purpose is to provide feedback to managers and staff on how program activities are proceeding on time and efficiently use available resources, to provide advice on how to change plans to meet their needs, and to analyze how much time is spent on program activities on a regular basis. basis. can accept and carry out their positions or responsibilities.

The usefulness of process evaluation is to recognize program design during the implementation phase, provide information about program decisions, and serve as a repository for past procedures. Process evaluation is useful for determining whether the implementation of the program is going

according to plan and what needs to be changed. As a result, the evaluation of the process requires the execution of actual operations in the field. (Wijayanti, Yulianti, and Wijaya 2019).

Process evaluation is used to detect or predict process design or implementation design during the implementation phase, to offer information for program decisions, and to track what has occurred. The collection of assessment data that has been established and used in the method of implementing the program is included in the evaluation of the process.

4. Product Evaluation

The purpose of Product Evaluation, according to Stufflebeam and Shinkfield, is to "measure, interpret, and decide the achievement of program outcomes, ascertaining how well the program has met the needs of the set of programs served". According to Sax, the purpose of product/outcome assessment is to use the results of the process evaluation to assist project leaders or teachers in making decisions about the continuation, termination or modification of the programme. Product evaluation to help make future decisions, both about program outcomes and what to do after the program is completed.

CIPP is a measure of the success of an activity designed with a specific goal in mind. The results of the evaluation will be used to evaluate whether the program will be sustainable or discontinued. (Wijayanti, Yulianti, and Wijaya 2019).

According to some of the points of view stated above, product evaluation is an assessment carried out to determine whether or not the goals have been set are achieved. The information collected will be used to assess whether the program should be continued, changed, or cancelled.

Although currently the trend of studies on online learning in the face of Covid-19 has been many, including: studies on the implementation of online learning, examining the impact of online learning implementation policies, etc. Therefore, this paper is intended to complement, the shortcomings of the existing study by carefully evaluating the implementation of online learning in Islamic Higher Education (PTKI) since the outbreak. The model used is an evaluation of the CIPP model program

with *context, input, process, and product* components with the aim of improvement.

One of the interesting courses to be studied in supporting the output of the PGSD study program is the library management course. In this course, it is charged to make students have the ability to become professional school library managers in accordance with library management standards.

Based on some of the descriptions mentioned above, the study in writing this work is the Online Learning Evaluation of Library Management Courses in the Elementary School Teacher Education Study Program (PGSD) with the CIPP Evaluation Model introduced and developed by Stufflebeam.

METHODS

This study uses an evaluative research design with a quantitative-descriptive approach. This CIPP model research is not intended to determine whether a program should be retained or canceled, but rather to increase its effectiveness. This research was carried out to obtain data or information that produced conclusions from the field related to the evaluation of the online learning program for library management courses in the Elementary School Teacher Education Study Program (PGSD Study Program) of Muhammadiyah Buton University. This design was chosen with the consideration of evaluating the online learning program of library management courses at PGSD.

The evaluation model used is the CIPP (*Context, Input, Process, and Product*) evaluation model. The CIPP evaluation model was chosen because the aspects reviewed in this research model are considered more comprehensive compared to other evaluation models.

The following aspects that will be evaluated in online learning of PGSD UM Buton student library management courses can be selected in the table below:

Table 1. CIPP Measurement Indicators

Context	Media and Infrastructure Necessity
	Learning Environment
Input	Facility Availability

	Understanding
	Students Using Media
	Competence of
	Lecturers Utilizing the
	media
	Material Quality
	Implementation of
Process	Online Learning
	Lecturer Activities
	Utilization of means
	Online Learning
Product	Outcomes
	Impact of knowledge
	obtained

RESULTS AND DISCUSSION

Context Evaluation

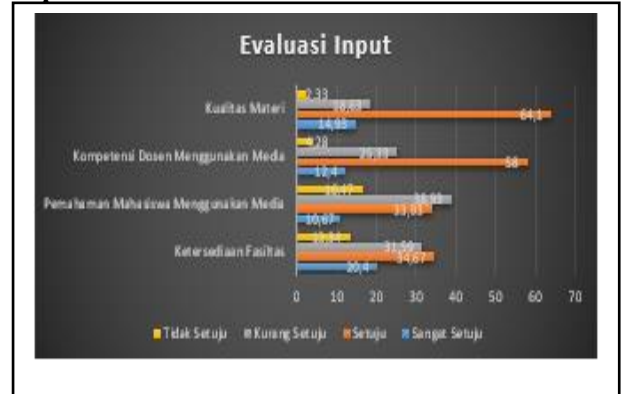


evaluation indicator.

Context evaluation is a situation or background that affects the type of educational objectives and strategies (Purwanto, 2011: p. 29). Context evaluation in this study is used for each indicator and research results are obtained as in the tables and diagrams above. The Media and Sarpras indicators obtained a percentage of scores included in the agreed category. This shows that the use of Zoom, Google meet and WhatsApp is very appropriate in online learning. Although in the use of the application a lot of student expenses. In the indicator of the need for the implementation of the online learning system, a percentage of scores were obtained including in the category of agreeing. This shows that respondents agree that the implementation of an online learning system can prevent the spread of covid-19 in accordance with government recommendations. Meanwhile, in the learning environment indicators, a percentage score was obtained including in the category of strongly

agreeing. This shows that with the response of institutions to government policies, they can maintain *social distancing* and *physical distancing* in line with the goals set.

Input Evaluation



Evaluation Indicator Diagram

Evaluation of input assessment is the research of raw materials to be processed, it is the same as the admission of new students in schools who are assessed for their ability and it is known whether in the future they will be able to follow the lessons and carry out the tasks to be given (Suharsimi Arikunto, 2015: p. 4). The results of the evaluation on this input component use four indicators, namely the availability of facilities, student understanding in the use of media, the competence of lecturers in the use of media and the quality of the material. The percentage of scores on the facility availability indicator is included in the category of agree. Of the six questions on this indicator, respondents agreed that online learning costs a lot of money. In addition, respondents must spend a special time when learning using Zoom, Google meet and WhatsApp media. Another obstacle encountered is an unstable signal in certain areas considering the student housing that spreads in various areas.

In the indicators of student understanding in using media, a score was obtained with a percentage in the category of disagreeing. This is very possible because of the various obstacles that come back. Understanding here emphasizes more on understanding the material when using online media. Meanwhile, constraints on the use of media can be allowed more on engineering constraints. This is also revealed by most lecturers when monitoring lectures with the head of the study program at the end of the online lecture.

The third indicator is the competence of lecturers in the use of media. The results of

filling out the questionnaire by respondents obtained a percentage of scores included in the agree category. In this indicator, several questions are related to the competence of lecturers in delivering material using online learning application media.

Although the answers belong to the category of agree, but there are still 4.28% who answer in disapproval. This shows that not all have competence in the use of media in accordance with the standards for implementing online learning. This was also revealed by some students who stated that some lecturers asked students to collect assignments offline or submit in hard files. But there is also the possibility of this because lecturers have practical courses that require face-to-face meetings with students so that it is not optimal in the use of online media.

The fourth indicator is the quality of the material presented during online learning, obtained a percentage of scores including in the agree category. This shows that respondents agree that the material presented already refers to silabi which means that the lecturer delivers silabi and RPS at the beginning of the lecture. In this indicator, there are also questions related to learning management carried out by lecturers, namely about the effectiveness of the study group to process the material.

The collected information is systematically compiled, then reported to the decision makers (Muri Yusuf, 2015: p. 146). Process evaluation component, consisting of, learning program creation plan, learning program implementation, assessment of learning program implementation (Yoga Budi, B., 2017: p. 81).

Process Evaluation

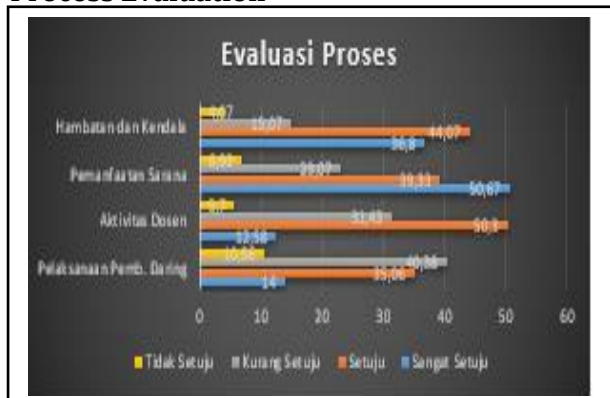


Figure 3. Percentage Score Chart Per Process Evaluation Indicator

The results of the evaluation on this

component of the process use four indicators, namely the Implementation of Online Learning, Lecturer Activities, Utilization of Facilities, and Obstacles and Constraints. Students give positive responses to lecturer activities that are able to provide satisfaction to students. The activities of lecturers and students become intense in the network with good technological capabilities and social distancing between the two. Students feel obstacles to the use of sarpras, especially the cost of data and network access which is very difficult. This is related to the next statement indicator, where students feel the high cost of data for each meeting in online learning. In addition, related to networks in several areas where students live is one of the problems that cannot be handled directly by the student concerned.

The percentage of scores on indicators of the implementation of online learning is included in the category of disagreeing. Of the five questions on this indicator, respondents did not agree with the online learning system. This can be seen in the score of the first statement answer, where the respondents who answered did not agree as much as 40.38%. Similarly, for statements nos. 2 and 4, where respondents who answered disagreed with 45% and 43.8%. Even so, in the statement about student activity in learning, respondents answered affirmatively as much as 49.1% and statements about boredom towards learning media respondents answered agree as much as 38.7%.

In the indicator of lecturer activity, the percentage of scores is included in the category of agree. Of the four statements, the highest answer score was in the second statement, 67.6% of respondents agreed that some lecturers actively provide material during online lectures. In the first statement, 59.4% of respondents agreed that lecturers enter on time when teaching online. Meanwhile, in the fourth statement, 54.8% of respondents answered that they did not agree that lecturers gave a lot of assignments during online learning.

Furthermore, in the indicator of utilization of means, respondents answered in agreement as much as 39.33% and answered strongly in agreement as much as 30.67%. This third indicator consists of three

statements related to the use of means during online learning. In the second statement, respondents who strongly agreed and agreed were the same, namely 42.9% that the signal was not friendly in various regions, which had an impact on online learning. In the absence of assistance from the implementation of higher education, respondents objected to the use of facilities independently. Online learning facilities require a lot of money because of the large amount of internet access.

The last indicator in the process evaluation is about the barriers and constraints in online learning. 44.07% of respondents answered in agreement, with the highest percentage in the third statement, namely 47.3% of respondents agreed that students were waiting for the government's efforts regarding the distribution of signals in remote parts of the country. Meanwhile, respondents answered strongly in favor of 42.4% and answered in favor of 45.3% that uneven network access makes it difficult for students living in remote parts of the country.

Product Evaluation



Product Evaluation Indicator

The evaluation results on this product component use two indicators, namely the results of online learning and the impact of the knowledge obtained. The learning results obtained by applying online learning are quite good. Students are quite able to understand the substance given by the lecturers even though they use online media. In addition, students already have skills in choosing and using various online learning media so that the quality of learning quality is maintained.

The percentage of scores on the online learning outcome indicators, respondents as

many as 43% answered agreeing that students are able to apply material understanding to UAS / UTS exam questions. Although there are still as many as 17% who answer in disapproval, it is very possible that these students experience problems during the implementation of lectures. In the second indicator of the impact of knowledge gained from online learning, respondents answered that they did not agree with it by 13%. The largest percentage of respondents as many as 9% answered disapproving of lectures conducted online.

CONCLUSION

The results of the context evaluation of the online system lecture program are included in the excellent category with a percentage of three question items, namely media and sarpras, needs, and learning environments getting the highest score of 90% with an average of 30%. The results of the input evaluation of the four question items that received the dominant answer were either with a total of 190.66% or with a rerat of 47.666%. The results of the evaluation of the online system lecture program process are included in the good category with an agreed percentage of 168.76% with an average of 42.19%. The results of the evaluation of the online system lecture program products are included in the good category with a percentage of agreeing more dominantly, namely from two question items getting an assessment qualification of 95% or with an average of 47.5%.

SUGGESTION

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