Evaluation of Online Learning at SDIT Adzkia 2 Sukabumi

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Abstract. This study aims to describe the achievements of online learning programs in Semester Odd Academic Year 2020/2021 at SDIT Adzkia 2 Sukabumi. This study uses the CIPP model (Context, Input, Process, and Product) as an evaluation tool. The method used in this study is research-evaluation with a descriptive-evaluative approach. The data collection in this evaluation research is observation, interviews, and documentation studies. Data analysis techniques used in this research are data collection, data reduction, data presentation, and drawing conclusions. Sources of data obtained from school principals, teachers and homeroom teachers, TU staff and curriculum staff. The results showed that the online learning program at SDIT Adzkia 2 Sukabumi had achieved good results in its implementation. This can be seen from the suitability of the indicators assessed with the 4 components of the CIPP evaluation, namely in the context component there is a legal basis and purpose for implementing the program, in the input component, there are human resources, targets and infrastructure in program implementation, the process component contains the planning process, program socialization and monitoring process, on the product component there is a report on program results and the achievement of program objectives. Overall, the implementation of the online learning program at SDIT Adzkia 2 Sukabumi can be said to have been effective because it has met the standard criteria that have been determined. However, there are several focuses that need to be improved including, 1) increasing additional programs to fill the free time of students while studying at home, 2) principals to be more intense in socializing and communicating with students' parents, 3) teachers to provide more variations in learning media.

Keywords: Program Evaluation, CIPP, Online Learning, SDIT Adzkia 2 Sukabumi.

INTRODUCTION ~ Online learning is the choice of alternative learning methods currently available due to the Covid 19 pandemic which is an obstacle in face-to-face learning between teachers and students. However, it is possible that online learning will become a new learning method that can be used in the future if the necessary tools for online learning are available, students and teachers are also familiar with this online learning. In fact, it is certainly not easy for teachers and students to quickly adapt to online learning situations. In addition, the role of parents in carrying out this learning is very influential. When students do online learning at home, they need the involvement of parents to continue to guide and teach students in creating effective online learning, even though they are in the midst of the Covid-19 pandemic, educational goals can be achieved as expected.

Online learning is learning that is carried out remotely using the internet. Online learning requires facilities and infrastructure in the form of laptops, computers, smartphones and internet network support. In addition to facilities and infrastructure, teachers must be able to adapt to the circumstances of students. Teachers need to be able to develop their teaching profession and carry out tasks that match the needs and teaching materials of students by following the times. In 2018, 62.41% of the Indonesian population owns a mobile phone and 20.05% of households own a computer (BPS, 2019) (Handarini & Wulandari,

2020). These data are very relevant to research which shows that almost all students have smartphones, while some students do not have laptops. The explanation above is in accordance with the situation of SDIT Adzkia 2 Sukabumi where this research was conducted. SDIT Adzkia 2 Sukabumi is one of the schools that has implemented a comprehensive online learning system since learning at home was carried out during the Covid-19 period. This is supported by the results of observations made through interviews that all students of SDIT Adzkia 2 Sukabumi already have smartphones. Some lower grade students do not have their own cellphones but use their parents' cellphones, but this situation can be used by students to facilitate the implementation of online learning.

In this context, evaluation activities are carried out to see whether the online learning objectives have been achieved. If this is achieved, how is the quality of the implementation of these activities? If not, what part has not been achieved, what causes it, and what factors influence it? The objectives formulated previously are very important to achieve the program objectives.

According to Paulson (Mahmudi, 2011), program evaluation defines the process by which a program is examined using a certain value measure to make the right decision. On the other hand, according to Arikunto (Mahmudi, 2011) program evaluation is also a planned activity that determines the success or achievement of certain program goals. An educational program evaluation is a systematic survey designed, conducted, and reported to help clients make informed decisions and to increase the value and benefits of their educational program. From the several definitions above, it can be concluded that the evaluation of an educational program is an effort to determine the success of the program in order to increase the usefulness of the educational program. Based on the statement above, the researchers in this study were interested in evaluating online learning at SDIT Adzkia 2 Sukabumi in the odd semester of the 2020/2021 academic year.

Program evaluation is based on the attention of policy makers and is characterized by causal questions about which programs achieve the desired goals (Muryadi, 2017). According to another definition, program evaluation is a systematic activity to collect, process, analyze, and present data as input for decision making (Jaya et al., 2018).

The objectives of the program evaluation (Ananda & Rafida, 2017) are:
1) Support for program implementation plans.
2) Support decision making regarding program improvements or changes.
3) Assist in making the decision to continue or terminate the program.
4) Establish opposing and supporting facts against the program.
5) Contribution to understanding psychological, social and political processes in program implementation and the factors that influence the program

While the benefits of program evaluation (Munthe, 2015) are:
1) Provides information about whether the program has been stopped or resumed.
2) Tells which steps need improvement.
3) Notification strategies or techniques that need to be removed/replaced.

4) Provides information about whether the same program can be used elsewhere.
5) Provide information on where to allocate funds,
6) Provide information whether the theory/approach of the program can be accepted/rejected.

Online learning is a learning system that uses a platform that can support the distance teaching and learning process rather than face to face. The purpose of online learning is to provide high-quality learning services in a wide and open network to reach a wider audience of study space enthusiasts (Handarini & Wulandari, 2020). The platforms or applications that can be used as media to support online learning (Kementerian Pendidikan dan Kebudayaan, 2020) are:

1) Google Classroom

Google Classroom is an educational application that facilitates the implementation of online learning. Especially in the current pandemic era. Google Classroom is available starting from elementary, junior high, junior high / vocational school, and college. Not only is Google Classroom relatively easy to use, but it is also very efficient in accessing learning content provided by teachers including giving and submitting assignments. Gmail, Youtube, Google Drive, Google Maps, Google Translate support Google Classroom platform features. Google Classroom features include assignments (questions), assessment (measurements), communication, time saving, course archives (program archives), class code display, mobile applications including protection (private security). (Salsabila et al., 2020)

2) WhatsApp

WhatsApp is one of the most popular online communication media and is owned by almost all gadget users. In addition to the potential for distance communication, the platform can also be used as a medium to support the online learning process.

The platform allows users to communicate remotely in text, image, audio and video formats.

3) Zoom

Zoom is an application for video conferencing, or technology that allows two or more participants to simultaneously perform interactive two-way communication of voice and video, even from different locations. This application uses screen sharing system that allows users to join the meeting in progress using their Google account. Participants can enter the conference room using the link shared by the makers of meeting space. The number of participants who can enter the meeting room or the platform can reach 100 to 1000 members. Because of Zoom is a video-based communications applications, when used in the learning process, you can see from a distance with a turn on the camera, so it feels like a face to face. Use this zooming platform (Salsabila et al., 2020) (Anugrahana, 2020).

Based on research conducted by Andi Lely Nurmaya found that: In the online learning in Covid19 pandemic period, the number of students who take very high at 98.8%. On the other hand, 1.2% of students do not participate in online learning. Students who can not attend the online learning process is influenced by technical equipment that does not support. Revealed that 61.3% of students using WhatsApp application for online

learning, which uses Google applications reached 32.5% Classroom Learning, and applications used Zoom Meating to 6.3%. The category of network quality for this study indicate that excellent 0%, pretty good 55%, 10% good and 35% bad category. In such situations, it can be concluded that the implementation of online learning is not optimal. (Lely Nurmaya et al., 2021).

Then the research conducted by Sarmadhan Lubis revealed that in online learning students and teachers can still communicate and interact in their learning. Even though the distance and place are different, the teaching and learning process continues. In this case the teacher can still help or guide students in solving problems even though it is not as usual when at school. In addition, the facilities provided by parents such as cellphones and internet quotas are also a support for online learning activities during this pandemic. The material provided so that children do not feel bored, one of the lessons there must be an element of love for the environment and learning at TVRI. With students sending proof of their learning with photos of their learning activities, teachers can see that students carry out the tasks that have been given (Lubis, 2020).

The similarities of this research are both in using program evaluation in online learning. However, one of them is conducting research at different levels, while the difference with the research conducted is that previous researchers used qualitative research methods with the type of field research (field research) and focused on one subject, namely Mathematics and used quantitative research models using survey methods. While the researchers used the CIPP

model evaluation. This model was developed by Stufflebeam.

METHOD

This research was conducted at SDIT Adzkia 2 Sukabumi, which is located on Jalan Ciandam, RT. 01/RW. 07, Cibeureum Hilir, Kec. Cibeureum, Sukabumi City, West Java. This place was chosen as a place to conduct research because it is easily accessible and the implementation of online learning at the school is considered effective to be used as research material in accordance with the title under study. The time of the research was carried out starting from March 2021 until its completion.

This research was conducted to see the suitability of the objectives and effectiveness of the implementation of the Online Learning Program of SDIT Adzkia 2 Sukabumi.

It was stated earlier that this study used the CIPP evaluation model, so evaluation research was carried out using evaluation criteria that referred to the four components of the CIPP evaluation, namely Context (context), Input (input), Process (process), and Product (results) (Arikunto & Jabar , 2018). So in short it can be said that in this study the evaluation research conducted at the SDIT Adzkia 2 Sukabumi Online Learning Program used criteria based on the CIPP model as a determinant of the assessment results.

In compiling the evaluation instrument for the SDIT Adzkia 2 Sukabumi Online Learning Program, the researchers referred to the Distance Learning Guidebook for Teachers during School

Closes and the Covid-19 Pandemic with the spirit of Independent Learning published by the Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture 2020 as guidelines for the implementation of the Online Learning Program (Kebudayaan et al., 2021).

The data collection technique used is a triangulation technique or a combination of observation, interview, and documentation studies with data collection tools in the form of document analysis, observation guidelines, and interview guidelines.

RESULTS

a. Context Evaluation Results

In the Context of components that are evaluated include: 1) The background of the implementation of Online Learning; The legal basis for the implementation of Online Learning. 2) Learning Objectives Daring; Suitability Online Learning objectives, 3) Online Learning Needs Analysis; Online Learning Implementation Policy in SDIT Adzkia 2 Sukabumi.

b. Input Evaluation Results

The evaluated input components include: 1) Human Resources; the main roles and duties of principals and teachers in online learning at SDIT Adzkia 2 Sukabumi, 2) Targets for success of online learning at SDIT Adzkia 2 Sukabumi, 3) supporting facilities and infrastructure for online learning at SDIT Adzkia 2 Sukabumi; Technical instructions, and information media.

c. Process Evaluation Results

Process components evaluated include: 1) Online Learning Planning and Socialization at SDIT Adzkia 2 Sukabumi; 2) Implementation of Online Learning at SDIT Adzkia 2 Sukabumi; 3) Monitoring and Evaluation of Online Learning Programs at SDIT Adzkia Sukabumi.

d. Product Evaluation Results

Product components that are evaluated include: 1) Program Reporting; The mechanism for reporting the Online Learning Program at SDIT Adzkia 2 Sukabumi; Reported aspects, 2) Achievement of the Online Learning Program objectives at SDIT Adzkia 2 Sukabumi.
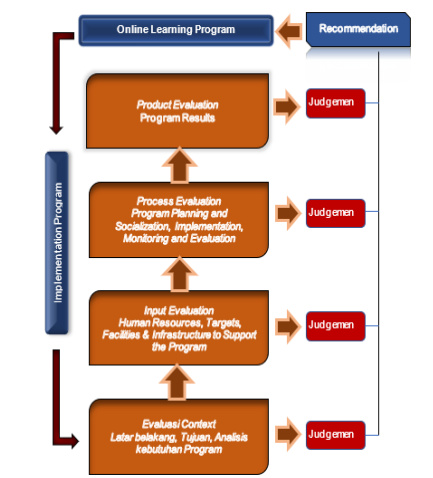

Figure 1. Mechanism of Online Learning Evaluation Using CIPP

DISCUSSION

1. Evaluation Results Context (Context) Online Learning Program SDIT Adzkia 2 Sukabumi

a. Background of the Online Learning Program of SDIT Adzkia 2 Sukabumi

Online Learning is a learning program using the internet. The online learning program itself began to be implemented in Indonesia since the Covid-19 virus pandemic which was the reason for the implementation of the online learning policy because the government prohibited face-to-face learning to prevent the transmission of the Covid-19 virus.

Online learning programs are based on Article 31 of the Higher Education Act, Section 7, Distance Education. In addition, learning during this pandemic period is based on Article 59 Paragraph 3 of the 2020 Health Quarantine Law which explains that "this large-scale social restriction includes at least school and work holidays, restrictions on religious activities, and/or restrictions on activities in public places or facilities". This is also supported by the Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Covid-19 which was signed by the Minister of Education and Culture Nadiem Makarim on March 24, 2020. In order to continue the learning process, a policy was issued in the form of a learning transition. face-to-face to online learning.

Based on the evaluation criteria underlying the implementation of an online learning program, schools must have a solid legal basis to guide him to achieve the goal of online learning programs. By comparing the findings with the criteria above, the background of the implementation of the online learning program at SDIT Adzkia 2 is in accordance with the online learning background in the guidelines, and has a legal basis and clear guidelines regarding the implementation of the Online Learning program.

b. The Purpose of the Online Learning Program of SDIT Adzkia 2 Sukabumi

The general objective of online learning is to provide quality learning services for online learning that is massive and open to reach more and more enthusiasts of learning space. Therefore, the government issued an online learning policy through Circular Letter Number 15 of 2020 which contains Guidelines for the Implementation of Learning From Home in an Emergency Period for the Spread of Covid-19 with the following objectives:

1. Ensuring the fulfillment of students' rights to obtain educational services during the Covid-19 emergency;
2. Protecting education unit residents from the adverse effects of COVID-19;
3. Preventing the spread and transmission of COVID-19 in education units; and
4. Ensuring the fulfillment of psychosocial support for educators, students and parents/guardians (Handarini & Wulandari, 2020).

Based on the evaluation criteria related to the implementation objectives, it can be concluded that the objectives of implementing the online learning program at SDIT Adzkia 2 have been achieved and are in accordance with the guidelines for implementing the online learning program.

c. Analysis of Online Learning Needs for SDIT Adzkia 2 Sukabumi

Needs analysis is a needs evaluation stage before the program is implemented. The aim is to review the objectives, specifications, and results of program implementation so that they can be implemented as needed and implemented effectively and efficiently.

It is known that the procurement of this online learning program policy is an effort by the government to prevent the spread and transmission of the Covid-19 virus in education units as well as an alternative learning method that can be used so that the learning process can continue to be carried out during this pandemic. The program is expected to be a solution to any educational institution that does not happen Lost Learning or loss of learning during the school closed (Lubis, 2020). However, it is known that in the implementation process it is necessary to adjust to school conditions where not all schools have adequate facilities to be able to carry out online learning programs.

So it can be concluded that the analysis of the needs of the SDIT Adzkia 2 Sukabumi Online Learning program is in accordance with the government's efforts to prevent the spread and transmission of Covid-19 and still fulfills the rights of students to continue to receive educational services during the Covid-19 pandemic.

2. Evaluation Results of the Online Learning Program of SDIT Adzkia 2 Sukabumi

a. Human Resources

From this study it was found that the parties who have the most important role in the implementation of the SDIT Adzkia Sukabumi Online Learning program are school principals and teachers. Although many other parties play a role, principals and teachers are the spearhead of the success of this online learning. Referring to the guidelines issued by the Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture as well as the circulars it has issued, the important roles of the head of the education unit in the implementation of online learning include:

1. Establish a model for managing education units during online learning
2. Ensure an affordable learning system for all students, including students with disabilities.
3. Make a learning continuity plan. If the Covid-19 emergency period and online learning activities are extended, it is necessary to coordinate teachers to be creative in using teaching materials
4. Conducting coaching and monitoring to teachers through learning reports that are collected every week
5. Ensure the availability of facilities and infrastructure owned by

teachers in facilitating distance learning both online and offline during the COVID-19 emergency.

6. Create a parenting program to support parents/guardians in assisting students to study, at least once a week. Materials about parenting can be seen on the https://friend keluarga.kemdikbud.go.id/page/page

7. Forming an emergency alert team for handling COVID-19 in the education unit, providing briefing on tasks and responsibilities to the team, and coordinating with the education office and/or the local COVID-19 handling task force and/or the nearest health facility/reference for handling COVID-19 .

8. Provide periodic reports to the education office and/or related regional education posts:

The important roles of teachers contained in these guidelines include:

1. Prepare a distance learning implementation plan
2. Facilitate online distance learning

Online learning time throughout the day adjusts to the availability of time, conditions, and agreements between students and their parents/guardians. The online learning process consists of:

a) Virtual face-to-face via video conference, teleconference, and/or group discussion on social media or messaging applications. In virtual face-to-face, there is direct interaction between teachers and students.

b) Learning Management System (LMS). LMS is an integrated online learning management system through an application. Learning activities in LMS include registration and account management, mastery of materials, completion of tasks, monitoring of learning outcomes, involvement in discussion forums, consultations and examinations/assessments. Examples of LMS include virtual home learning classes, google classroom, teacher's room, zenius, edmodo, moodle, seamolec LMS learning, and so on.

b. Targets for the Success of the Online Learning Program of SDIT Adzkia 2 Sukabumi

In a program there needs to be a clear target for whom the program is made. Because in essence, the program is referred to as a thing that includes a series of planned systematic activities, the existence of managed resources, the existence of targets or objectives, the existence of specific needs, identified, the participation of individuals or groups, the existence of a certain context, producing documented output, results and impacts, the existence of a belief system that is implemented with work programs, and has benefits (Munthe, 2015). Similarly, in the education program, targeted education programs certainly are human. Humans here we can describe that everyone involved in the educational program. In online learning programs, the main targets in making this program are teachers and students.

So, based on the evaluation criteria related to the target of implementing

the online learning program of SDIT Adzkia 2, there is a match between the results of the study and the specified criteria which can be concluded that teachers and students have been carrying out online learning quite effectively every day.

c. Facilities and Infrastructure for the Online Learning Program of SDIT Adzkia 2 Sukabumi

In learning activities, facilities and infrastructure are needed in order to support the smooth process of their activities, so that the management of facilities and infrastructure is needed by every institution, especially schools.

In online learning activities, facilities and infrastructure needed is different from face to face learning in general. In doing online learning facilities and infrastructure needed in the form of laptop, computer, smartphone, and the help of the Internet network (Surahman et al., 2020). Online learning SDIT Adzkia 2 Sukabumi where it has provided adequate facilities and infrastructure to conduct online learning. Among them, the school helps teachers in the provision of Internet network and the provision of assistance in the form of wifi internet quota for students and parents that facilitate the use of gadgets for children to learn online.

3. **Results of the Process Evaluation of the Online Learning Program of SDIT Adzkia 2 Sukabumi**

a. Planning and Socialization of the Online Learning Program of SDIT Adzkia 2 Sukabumi

To disseminate information on planning results, socialization must be carried out. Socialization is the process of communicating the programs that have been planned with the aim of providing an introduction and understanding to all parties who will be involved in the prepared program. In this case, after the online learning program is planned, the school must socialize the parents and students who will be the targets of this online learning program.

Online learning that is carried out suddenly faces obstacles so that its implementation does not run optimally. So in implementing this online learning program, careful planning is needed (Lely Nurmaya et al., 2021) From the results of research with predetermined criteria where SDIT Adzkia 2 Sukabumi has carried out careful planning and thorough socialization with parents and students online.

b. Implementation of the SDIT Adzkia 2 Sukabumi Online Learning Program

In the implementation of a program, there will be advantages and disadvantages that arise. However, we can maximize the advantages that exist in the program so that the benefits can be felt and minimize the negative impacts caused by its shortcomings. Likewise in online learning programs, some things that can be done during online learning are communicating with each other and discussing online. Changes in the learning system from face-to-face involving teachers and students in the classroom experienced changes in the online learning system resulting in teachers having to change their learning strategies (Lely Nurmaya et al., 2021). If the online learning strategy is in accordance with

what students need, then online learning can run well.

c. Monitoring and Evaluation of the Online Learning Program of SDIT Adzkia 2 Sukabumi

Monitoring is the process of collecting and analyzing information (based on predetermined indicators) regarding program activities or school activities so that corrective actions can be taken to improve further school programs or activities (Sofiawati et al., 2020). The purpose of monitoring and evaluation is to provide an assessment of whether the program implemented by the school is in accordance with the plans made and identify problems that arise in the implementation of school programs so that they can be overcome (Bassey, 1999)

From the results of interviews conducted related to monitoring and evaluation of the online learning process of SDIT Adzkia 2 Sukabumi, the authors conclude that there is a match between the results of the study and the criteria that have been determined where SDIT Adzkia 2 Sukabumi has carried out monitoring and evaluation of online learning programs which were carried out starting in the semester odd for the 2020/2021 school year.

4. Evaluation Results of the Online Learning Program of SDIT Adzkia 2 Sukabumi

The results of the evaluation of a program are marked by the existence of a report on the achievements of the program that has been implemented (Arikunto & Jabar, 2018) (Mahmudi, 2011). The report is a record of the results of monitoring and evaluation of

school programs or activities in qualitative or quantitative form based on the results of observations and evaluations carried out using the instruments made.

Based on the report on the results of the online learning program carried out in the odd semester, it is still in the manufacturing stage and has not been completed in its entirety. So it can be concluded that there is a discrepancy between the results of the study and the predetermined criteria where SDIT Adzkia 2 Sukabumi has not completed the report on online learning outcomes in the odd semester which should have been available, considering that when this research was carried out the school had entered the even semester of the 2020/2021 academic year.

CONCLUSION

Based on the results of the evaluation carried out, it can be said that the implementation of online learning at SDIT Adzkia 2 Sukabumi has been implemented quite effectively, judging from the suitability of the program with predetermined criteria. for that specifically it can be concluded as follows:

1. In the context component, there are three indicators, namely background, objectives and needs analysis of online learning programs. The three indicators that exist in this component are in accordance with the criteria that have been set. First, the implementation of online learning at SDIT Adzkia 2 Sukabumi already has a legal basis that is in accordance with the provisions of policies issued by the government. Second, the objectives of the SDIT Adzkia 2 Sukabumi online learning program have been

appropriate and well achieved. Third, the analysis of the needs of the online learning program of SDIT Adzkia 2 Sukabumi has been in accordance with the needs of teachers, students and parents.

2. In the input component, there are three indicators, namely human resources, success targets and facilities and infrastructure to support online learning programs. The three indicators that exist in this component are in accordance with the criteria that have been set. First, the online learning program of SDIT Adzkia 2 Sukabumi has educators who have mastered the use of technological facilities needed in conducting online learning as well as school principals who have guided their teaching staff. Second, the online learning program of SDIT Adzkia 2 Sukabumi is carried out with the right target where online learning can be carried out evenly from grades 1-6. Third, the online learning program of SDIT Adzkia 2 Sukabumi already has good facilities and infrastructure that support the implementation of the program so that it can run effectively and efficiently.

3. In the process component, there are three indicators, namely planning and socialization, implementation and monitoring and evaluation of online learning programs. The three indicators that exist in this component are in accordance with the established criteria. First, planning that is carried out on an ongoing basis through the urgency of why online learning should be implemented at SDIT Adzkia 2 Sukabumi, setting clear goals, and socializing online learning programs to parents and students. Second, the stages of implementing the online learning program at SDIT Adzkia 2 Sukabumi are in accordance with the guidelines for implementing the online learning program. Third, the monitoring and evaluation of online learning programs is in accordance with the guidelines for the implementation of online learning programs.

4. In the product component, there is one indicator, namely the results of the online learning program of SDIT Adzkia 2 Sukabumi in the odd semester of the 2020/2021 school year. There are indicators that exist in the components that do not match the predetermined criteria. This can be seen from the unavailability of written report documents on the results of the online learning program of SDIT Adzkia 2 Sukabumi because the preparation has not been completed.

In general, all evaluation components in the online learning program of SDIT Adzkia 2 Sukabumi showed maximum results in accordance with the evaluation criteria, there were only discrepancies in product components.

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