Evaluation of CIPP in Distance Learning

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Abstract: Distance learning is expected to be a solution in improving the quality of learning as well as the quality and independence of cadets, to build humane communication between cadets and lecturers as well as to fellow cadets.Learning by distance learning is teaching and learning activities using internet-based technology. Teaching and learning activities, not only uploading teaching materials to be accessed by cadets, but lecturers must also carry out an evaluation of their teaching and learning activities,The evaluation model used in this research is the CIPP model related to the implementation of distance learning. The analysis technique used is descriptive statistics.In the Context component, 44.68% stated that it was not good. The input component has an average score of 41 which is located at the score interval 33 - 42, which is included in the Good category. Process component, an average score of 82 which lies in the score interval 65 - 84 is included in the Good category. Product component, as many as 69 respondents which amounted to 48.94% said it was not good.

Keywords: Descriptive, Evaluation, Distance Learning.

1. Introduction

In October 2020, Politeknik Ilmu Pelayaran Semarang using distance learning (e-learning) in carrying out teaching and learning activities. Based on field observations on Taruna, this shows that the application of e-learning at the Polytechnic of Sailing Science is still not optimal, Taruna already has an internet network but its use is still a source of information only. Not all lecturers are able to make interesting teaching materials in cyberspace, interactive forums on social media, or e-learning-based tests. Then some Taruna also do not understand the importance of teaching and learning activities based on e-learning properly, prefer to play and joke on social media, online games, reading and looking for information that is not related to the subject matter. Even though they already have supporting facilities including laptops, smartphones and the internet that are connected to each other.

2. LitreatureReview

A. Distance Learning

"distance learning is a board set of applications and processes which include web-based learning, computer-based learning, virtual and digital classroom. Much of this is delivered via internet, intranets, audio and videotape, satellite broadcast, interactive tv, and cd-rom. The definition of e-learning varies depending on the organization and how it is used but basically it is involves electronic means communication, education, and training.", (Ruth, 2015: 15).

B. Online Learning

Basically, learning is a change in someone who originally does not know to know, whereas learning is a process of teaching and learning activities that have the characteristics: Producing change in a person, both actual and potential. The changes you get are new abilities. Change occurs because there is an effort from within each individual. Changes that occur because the learning process includes not only knowledge, but also life skills including thinking and problem solving skills as well as social skills, which are no less important are values and attitudes. In conclusion, learning is a process of behavior change in changing attitudes, behaviors, knowledge, and acquired skills that occur not due to maturity or temporary changes for any reason, (Komalasari 2011).

Indonesia began to apply the distance learning method (PJJ) since early April 2020 through a decision of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud). No one thought that the Covid-19 disease outbreak could cause changes in almost all activities until finally the term new normal appeared which meant there were new methods of carrying out daily activities, one of which was teaching and learning activities in schools. If previously the learning method was carried out face-to-face, then with the new normal teaching and learning activities are carried out online and are known as distance learning (PJJ) or online learning. It is certain

that almost all students and teachers experience a shock when carrying out this PJJ activity. For this reason, my friends and I made scientific research on the impact of distance learning on junior high school students' learning by distributing questionnaires about PJJ. From the results that have been obtained, it can be concluded that almost all schools in Indonesia, especially the Greater Jakarta area, have effectively started PJJ by using online applications such as Zoom or Google Meet. Although it can be said to be effective, there are several obstacles that occur in distance learning, such as constraints on the devices used for PJJ, constraints on internet connection, constraints on learning methods that make it "saturated", and others (Adisa, 2021)..

3. Methodolody

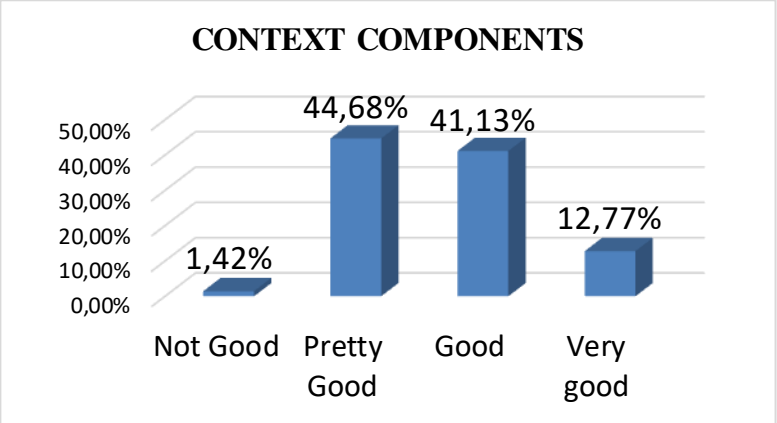
This research uses a descriptive method. Descriptive method is a research method to create a picture of a situation or event, so this method will only accumulate basic data. Descriptive research is research that is intended to investigate circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of a research report, Arikunto (2019: 3). Correlational descriptive research is a linkage method or research method that seeks to connect one element / element with other elements / elements to create new forms and forms that are different from before, Sugiyono (2018: 87).

4. AnalysisAndResults

4.1.1 Evaluation of Context Components

Based on the descriptive analysis of e-learning learning conducted by lecturers from the context aspect, it was found that the highest score obtained was 64, while the lowest score was 20. The average (Mean) was 46 and the Standard Deviation (SDi) was 7.3. The results of the data analysis can be seen in the table below:

Chart. 1: Score Range on Context Components

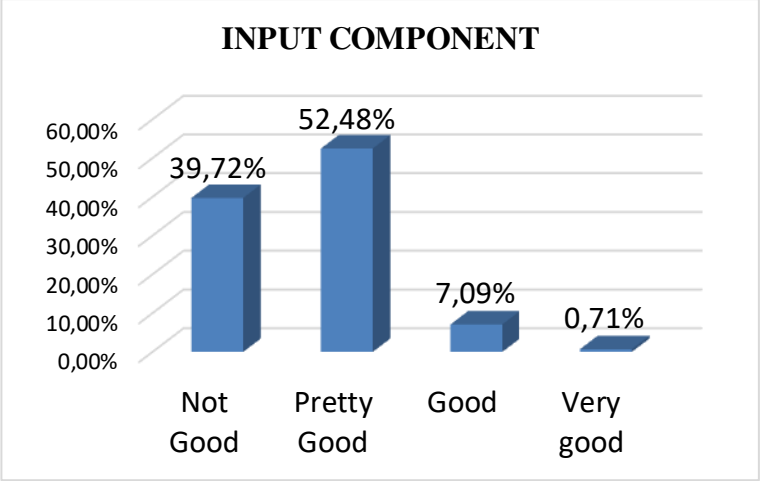


Source: Processed Research Data, 2021

4.1.2 Evaluation of Input Components

Based on the descriptive analysis from the input aspect, it was found that the highest score obtained was 52, while the lowest score was 19. The average (Mean) was 41 and the Standard Deviation (SDi) was 5.5. The results of the data analysis can be seen in the table below:

Chart. 2: Score Range on Input Component.

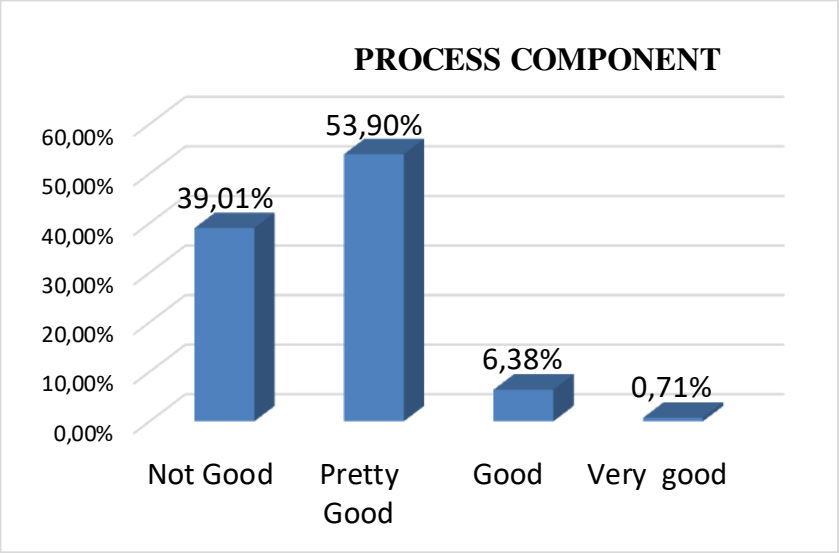


Source: Processed Research Data, 2021

4.1.3 Evaluation of Process Components

Based on the descriptive analysis of the implementation of learning using e-learning which is carried out from the process aspect, it is found that the highest score obtained is 104, while the lowest score is 29 Average (Mean) of 82 and Standard Deviation (SDi) of 3.3. The results of the data analysis can be seen in the table below:

Chart. 3: Scores Range of Training Administrators on Process Components

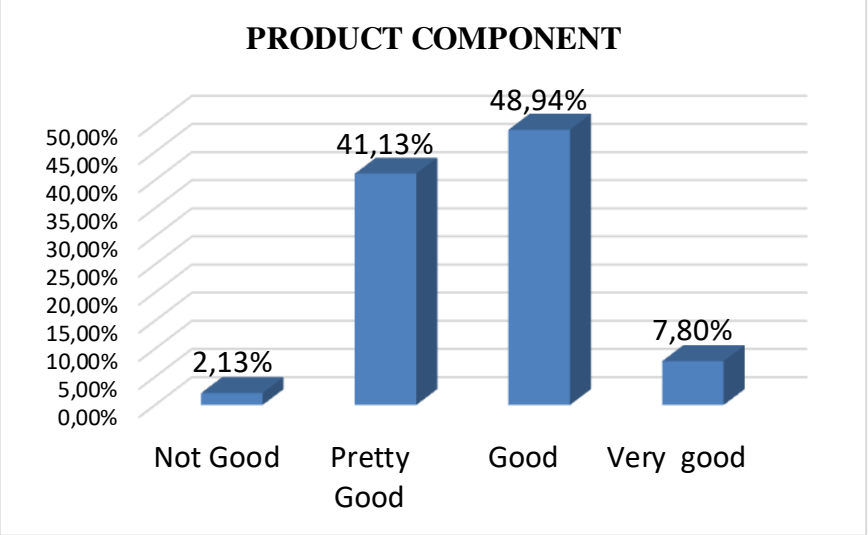


Source: Processed Research Data, 2021

4.1.4 Evaluation of Training Organizer from Product Components

Based on the descriptive analysis of learning management using e-learning which is carried out from the product aspect, it is found that the highest score obtained is 161, while the lowest score is 45 Average (Mean) of 101 and Standard Deviation (SDi) of 19. The results of the data analysis can be seen in the table below:

Chart. 4: Score Range on Product Components



Source: Processed Research Data, 2021

5. Conclusions

Context component in the form of ability in making e-learning based learning planning on average is categorized as good with a score of 46 in the range 43-55. However, it is necessary to pay more attention to the respondents' answers which are classified as less good A total of 63 respondents, namely 44.68% stated that they were not good. The input component in the form of skills in the use of information technology, e-learning based learning media on average is in the good category with a score of 41 in the range 33-42. A total of 74 respondents, namely 52.48% said it was good. The Process component, which is the ability to manage and explain e-learning

based learning material, is on average in the good category with a score of 82 in the range 65-84. A total of 76 respondents, namely 53.90% said it was good. Product components in the form of better teaching materials and mastery of material in e-learning based learning are on average in the good category with a score of 101 in the 72-102 range. However, it is necessary to pay more attention to the respondents' answers which are classified as unfavorable.

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