

CHAPTER I

INTRODUCTION

This chapter provides the explanation about the introduction of this research which can be divided into several subchapters namely research background, problem identification, research scope, research questions, research objectives, and research significances.

1.1 Research Background

Covid-19 pandemic makes many problems around 200 countries include Indonesia has experienced the negative impact of Covid-19 (Hamid, et al, 2020). The problems are economic crisis and health problem which are based on data from the World Health Organization (WHO), it was recorded that up to July, 13th 2020 around 12,750,275 cases were declared infected with Covid-19 and around 566,355 cases were declared dead (Alchamdani, et al, 2020). According to Onyema, et al. (2020) Covid-19 makes many people cannot work as usual and problems in learning process especially the facilities to carry out online learning process and lack of knowledge about technology. These problems make all activities must be carried out online to anticipate the spread of Covid-19. Furthermore, the government especially in Indonesia has made regulations or rules to carry out all activities through online and sometimes many activities must be postponed to anticipate the spread of Covid-19 (Alchamdani, et al. 2020). As we know these rules are social distancing, wearing a mask at all times, using a handsanitizer, washing hands properly, and staying at home.

Education is currently done by using online platform which can be stated as distance learning or online learning because there is a distance between one person to others to do communication especially in learning and teaching process. According to Yulia, (2020), online learning is a learning that is more developed than traditional learning because it uses technology or online platforms to carry out learning process. According to Yulia, (2020) that online learning is a distance learning or it can be called e-learning because it uses technology or online learning media. According to Yulia, (2020) online learning can give positive and negative impacts for many people who use it especially in education. The positive impacts such as teachers and students can do teaching and learning process, although it must be done via online but it could be done well. The teachers and students can develop their knowledge in technology because they know about the learning applications such as WhatsApp, Telegram, and Schoology in doing discussion. Applications that are used to carry out learning virtually such as Zoom Meeting and Google meet and online learning media such as power point, word document, ebooks, videos from Youtube, articles, online news, etc. These learning applications and online learning media are expected that the online learning can be carried out well but there are several problems that become obstacles in implementing online learning. As stated by Alchamdani, et al. (2020) these obstacles can be in the form of poor signals due to inadequate areas, expensive internet quotas, and the inability to have communication tools namely cellphones for some people. According to Yulia, (2020) teachers must be able to prepare it well because teachers have an important role in education. As stated by Yulia, (2020) that online learning will run well if

teacher and students have media or platform which can support the online learning process.

Online learning is the regulation from the government to prevent the spread of Covid-19 for all of the schools especially at Kubutambahan district. Kubutambahan district is one of the districts in Buleleng regency where also conducts online learning. One of the subjects in the school is English. English was chosen in this research because the observation showed that English was one of the subjects that students have problems in following learning process because English consists of four skills such as speaking, reading, listening, and writing. There were many challenges for students and even teachers in online learning process. Furthermore, English is a subject that would be eliminated in elementary school because elementary school focuses on character education of the children related to religious and cultural values in Indonesia (Ministry of Education and Culture Regulation number 67 of 2013 concerning elementary school curriculum: 9 – 10, quoted by Faridatuunnisa, 2020). That is why, this research was conducted in Junior High Schools at Kubutambahan district.

The researcher lives in Tamblang Village, Kubutambahan District, Buleleng Regency, Bali Province. Researcher get information related to problems in the online learning process faced by the community. Based on observations around the Tamblang Village showed that parents were no longer working due to the impact of the Covid-19 pandemic, even though their daily needs were very large, especially daily meals and now online learning required students to have online learning facilities such as cellphone, internet quota which is quite expensive for some of them, and sometimes students also could not participate in online learning due to

family economic limitations. In addition, students also stated that some of them were not able to follow the learning process well because of problems in online learning facilities, they felt that online learning was difficult to follow. Therefore, the researcher carried out further observations to Junior High Schools at Kubutambahan District to find out the situation and conditions of online learning during the Covid-19 pandemic.

This research was conducted in two Junior High Schools at Kubutambahan District, namely SMPN 2 Kubutambahan and SMPN 5 Kubutambahan where the two schools were selected based on purposive sampling that had been formulated as well as problems from parents and their children who were students who attended the two schools. The observation showed that headmasters had problems in taking care of students who have problems, provided regulations that were in accordance with government regulations, problems faced by teachers who have less technological capabilities, and some complaints from parents regarding online learning. In addition, teachers also had problems in the learning process, especially the learning media, learning strategies and designs, and students who had problems in learning English. Therefore, this research chose English teachers as the one of the research subjects. These problems were related to the students and parents' problems. Students experienced difficulties in participating in online learning such as signal interference, expensive quotas, not having cellphones, and also problems in the economy. Furthermore, some of parents said that online learning made difficulties for their children to understand learning material, there were parents who were able to facilitate but some of them also had difficulties facilitating their children. Furthermore, there had been no evaluation carried out in junior high

schools at Kubutambahan District regarding online learning. Whereas evaluation is very important in the implementation of online learning because it provides information related to the implementation of a program and decisions related to the implementation of online learning in the future. According to Kantun, (2017) evaluation is still rarely carried out by educators, especially in a research, they mostly carry out research in action in the classroom to improve the learning process. However, evaluative research is very important because it can provide information regarding how the results of the implementation of a program, knowing how to solve a problem in its implementation, and also to revise things that exist in a program with appropriate steps which have been arranged in the evaluation (Kantun, 2017). Evaluation is very necessary in the implementation of a program, especially online learning. As stated by Aliyyah & Amrullah, (2021) evaluation is an activity carried out to measure the success of a program. Evaluation is an activity that has procedures used to determine how to implement a program and also an evaluation also has an expectation and results obtained in a program (Muryadi, 2017). In addition, an evaluation is not only carried out at the end of an activity or program but an evaluation is carried out from the beginning to the end (Muryadi, 2017). As stated by Mahmudi, (2011) the purpose of evaluation is to determine how the quality of a program is, provide important information related to the program, and determine how benefits are provided from a program.

There are some previous studies which discussed about the evaluation of online learning. A research was conducted by Luthfi & Hamdi, (2020) who have evaluated online learning on natural sciences subjects carried out in junior high schools in Yogyakarta by using CIPP evaluation model shows that each component

of the CIPP evaluation model on the implementation of online learning has been carried out well. A research which has conducted by Herawati & Priyanto, (2020) who evaluate the implementation of online learning in high schools in Yogyakarta shows that online learning has been carried out well, although there are problems for teachers who carry out online learning, especially knowledge relates to technology, situations, and conditions during online learning but online learning could give a positive impacts, especially improving the learning system. According to Nugraha, et al. (2017) who have examined the use of the CIPP evaluation model in evaluating online learning or e-learning in the BIPA e-learning program in WB Yogyakarta states that online learning needs to be improved, especially the teaching system in teaching foreign languages. Mustangin & Riswanto (2020) also have examined the evaluation of online learning process namely challenges and opportunities in the implementation of online learning by using CIPPO evaluation model. The results of this research are that online learning is still not effective because teachers are lack the ability to utilize technology in the online learning process and the components in the CIPP evaluation model also indicates that the implementation of online learning must be improved again. The research from by Prayogo, (2020) who has evaluated the implementation of distance learning in the Materials Science Course at the Semarang Shipping Science Polytechnic which is attended by lecturers using the CIPP evaluation model shows that lecturers have the ability to use distance learning and must continue to be improved. Furthermore, Antoro, (2020) who has evaluated online learning using E-learning with the CIPP evaluation model at SMAN 5 Bengkulu Selatan shows that online learning with the use of e-learning runs very well based on the CIPP evaluation model. The last one

is the research has conducted by Syifa, (2020) evaluation of online learning by using e-learning using the CIPP evaluation model shows that online learning carry out well which can be seen from the components of CIPPO evaluation model.

From all previous studies, it can be concluded that some studies state that online learning runs well but other studies also state that online learning is less effective or not carried out properly because there are obstacles in the online learning process. This research was conducted to evaluate the quality of online learning in junior high schools at Kubutambahan District and also their expectations of online learning in the future. In addition, the previous studies that has been described previously also focus on evaluation of online learning but they still use CIPP evaluation model which has now developed with the addition of the Outcome component which is CIPPO evaluation model. According to Purnawirawan, et al. (2019) CIPPO evaluation is a refinement of the CIPP evaluation which is currently has been developed by adding an Outcome component. CIPPO evaluation model was developed since 1983 by Stufflebeam which started with the CIPP evaluation model consisting of Context, Input, Process, and Product (Aziz, et al, 2018). In addition, the CIPPO evaluation is an evaluation that aims to provide an explanation regarding to the success of the implementation of a program (Nurfaizah, et al, 2021). In addition, CIPPO has several components, namely context which focuses on the needs and objectives of a program, input is a resource to support the program, the process focuses on implementing the program, the product is the result of the program, and the outcome is an evaluation of the results (Rangga, et al, 2020). By using CIPPO evaluation, it can be evaluated step by step and can provide an explanation regarding how the success of program is implemented.

This was a qualitative descriptive research, which means this research used a qualitative approach and descriptive analysis. This study used purposive sampling in the selection of research samples which was also based on the problems faced by the community in the Kubutambahan District, especially around SMPN 2 Kubutambahan and SMPN 5 Kubutambahan. From these problems, the researcher wanted to give a solution to these problems, providing information related to the quality of online learning, bridging the expectations of headmasters, teachers, students, and parents in Junior High Schools at Kubutambahan District by carrying out this evaluative research. This was a form of the researcher's dedication to education in the Kubutambahan District to make it better and provided benefits to the community.

1.2 Problem Identification

From the research background above, the problem identification could be formulated as follows:

1. The current education system, especially junior high schools at Kubutambahan District had undergone changes due to the impact of the spread of Covid-19.
2. Headmasters had problems in taking care of students who had problems, provided regulations that were in accordance with government regulations, problems faced by teachers who had less technological capabilities, and complained from parents regarding online learning to schools.
3. Teachers had problems in the learning process, especially learning media, learning strategies and designs, and students who had problems in learning English, that is why this research choosed English teachers.

4. Students also experienced difficulties in participating in online learning such as signal interference, expensive quotas, not having cellphones, and also problems in the economy.
5. Parents said that online learning made it difficult for their children to understand learning material, there were parents who were able to facilitate and some of them had difficulty facilitating their children.
6. Observations that had been conducted previously showed that there had been no evaluation related to the process of implementing online learning, especially in junior high schools at Kubutambahan District.

1.3 Research Scope

This research was an evaluation of online learning in junior high schools at Kubutambahan District by using CIPPO evaluation model. There were two junior high schools at Kubutambahan District as samples, namely SMPN 2 Kubutambahan and SMPN 5 Kubutambahan by using purposive sampling. The subjects were 2 headmasters, 6 English teachers, 20 students, and 20 parents in junior high schools at Kubutambahan District who carried out online learning and they also experienced problems that occurred during online learning process. The researcher selected the respondents by using purposive sampling, the respondents who agreed to do interview and filled in the questionnaires. In addition, this research used CIPPO evaluation model because the CIPPO evaluation model is widely chosen in carrying out the evaluation of a program and the most complete evaluation model because it has five components namely context, input, process, product, and outcome that can be used as steps in evaluating a program (Mahmudi, 2011). Each component of the

CIPPO evaluation model was used in evaluating online learning at Kubutambahan District.

1.4 Research Questions

Based on the research background above, the research questions could be formulated as follows:

1. How is the quality of online learning in junior high schools at Kubutambahan District?
2. What are the expectations of headmasters, teachers, students and parents in junior high schools at Kubutambahan District on the implementation of online learning in the future?

1.5 Research objectives

There were two types of research objectives, namely general objective and specific objective as follows:

1. General objective

The general objective of this research was to evaluate the online learning process in Junior High Schools at Kubutambahan District by using CIPPO evaluation model (Context, Input, Process, Product, and Outcome).

2. Specific objectives

The specific objectives of this research as follows:

- a. To evaluate the quality of online learning in Junior High Schools at Kubutambahan District

- b. To identify the expectations of headmasters, teachers, students, and parents in junior high school at Kubutambahan District in the process of implementing online learning in the future.

1.6 Research significances

There were two types of research significances, namely theoretical significance and practical significance as follows:

1. Theoretical significance

The results of this research are expected to be a guideline for researchers who have research that also focuses on evaluating online learning by using CIPPO evaluation model. In addition, this research can support in adding an explanation regarding how CIPPO evaluation model can be used as an evaluation model in the implementation process of online learning. This research is also a development from previous studies which examined the evaluation of CIPP which has now developed into CIPPO (Context, Input, Process, Product, and Outcome).

2. Practical significance

The results of this research are also expected to provide practical significance that is useful for headmasters, teachers, parents, and students regarding the evaluation of the implementation process of online learning.

1. For headmasters

The results of this research can provide more understanding for headmasters regarding policies in online learning. This can also help headmasters to determine facilities and infrastructure that can support the

online learning process. In addition, headmasters can also apply for operational funds to the government regarding the implementation online learning process. The headmasters have guidelines that can be used in implementing online learning. From this research, the headmasters can evaluate the quality of teachers and students in online learning.

2. For EFL teachers

The results of this research can assist teachers in developing themselves in providing online learning to the students. In addition, the teachers will also understand the online learning policy. Teachers can find out the needs in online learning, especially students. This research can provide an understanding for teachers in evaluating the implementation process of online learning. This can be in the form of learning media, resources for providing learning, assessments related to student learning outcomes, and support for the process from the government. From this research, the teachers can get guideline in motivating students to learn and make students more active in the process of implementing online learning.

3. For students

The results of this research can make students understand how the policy online learning is. Students will be more motivated in learning and become more active in online learning. This is because there are facilities and infrastructures that support the online learning process. In addition, students can develop themselves related to how to use technology that can support the implementation process of online learning. This is because the

teacher has used learning media that focuses on 21st century development. It can give positive effects for the students.

4. For parents

The results of this research can help parents of students to take an active role in the process of implementing online learning. This is because parents will get information regarding their role for their children in participating in the online learning. In addition, parents can find out the needs of their children which can be in the form of motivation to support their children in participating in online learning. This research can also encourage parents to develop themselves in guiding and evaluating their children in the process of implementing online learning.

