CHAPTER I

INTRODUCTION

1.1 Research Background

A situation that emerged at the end of 2019, was able to attract attention and cause global concern, namely the Corona virus, (Dhawan, 2020). The world health organization (WHO) has also begun to warn about the world threatened from COVID-19 for a long time. This pandemic started to have an impact on various fields of life, especially in the field of education. It's a challenging situation for education field to struggled to find option and a solution to minimize the impact of the pandemic, (Dhawan, 2020). To reduce the spread and faster development of the virus, online learning had been carried out. In this case, media and learning systems are started to change from conventional to learning that prioritizes the use of technology, (Febrianto et al., 2020). To support effective and applicable in online learning, schools and teachers have begun to design media in the form of digital learning, (Friedman & Friedman, 2013). In addition, Abidah et al (2020) facilitated the online learning process, the ministry of education and culture has joined forces with several platforms that can be used to support the online learning process, such as Smart Classes, Quipper, Google Indonesia, Sekolahmu, Zenius, and Microsoft.

Online learning is a learning process carried out using technology or digital devices to provide instructions or materials that supported the learning process, (Friedman & Friedman, 2013). In addition to being an alternative to overcome the pandemic problem in education, online learning also has various advantages such as learning that can be done anywhere, anytime and saves money and time. In addition, this can also help the world to minimize the development and global spread of the virus in the world. It support by Herayanti et al (2017) which stated that online learning had a benefit to overcome the limitation of face to face learning between teacher and student. The online learning made the learning activity done by used online platform to minimized the frequency of face to face lesson, (Herayanti et al., 2017).

In its implementation, online learning involves four components that play an active role and have an important influence on its success. The four components are headmaster, teacher, student, and parents. Headmaster, in a school who has a big role and the highest responsibility is the headmaster. Headmasters must be able to become educators, managers, supervisors, administrators, leaders, innovators and motivators in leading their schools to have good quality education (Wahyuddin, 2017). In addition, the headmaster must also understand how to manage facilities, and the strategies that must be used in managing schools. The role of the headmaster is very important as a leader in the organization in schools and the successful implementation of the online learning.

In the other hand, teachers are people who made teaching as a profession. They had professionalism in teaching, training, guiding, assessing, and evaluating the student (Wahyuddin, 2017). In its implementation, teachers had a duty to always keep the spirit and professionalism in teaching. They must also pay attention to class management before, the curriculum used, learning methods and techniques, to evaluation of learning outcomes. Meanwhile, students are one of the components that participate in learning activities and have a big impact in implementing the learning. Students had the responsibility to participate in learning activities and programs designed by the school. In learning activities, student products, behavior, and discipline will be an assessment of the success of the learning carried out, (Wahyuddin, 2017). However, parents also indirectly contribute to learning activities. They had an obligation to facilitate, guide, observe, and motivate students. While online learning, students had studied at home used technology and done online. In this case, parents also as a teachers who guide and teach material that students do not understand.

In the implementation of online learning, the headmaster, teacher, student and parents had an important role. They have a duty to carry out, to support the smoothness of online learning. In addition, they must also support and assist each other in carrying out their respective duties. The success of online learning will be able to be implemented if the four components actively contribute to each other in learning activities. This research is designed to evaluate the online learning that has been

implemented in the village of Tejakula, Buleleng, Bali which focuses on junior high school. Tejakula village as the research location because this village is still a rural place, in the eastern part of Buleleng Regency. This village still has many remote parts of the mountains that have problems with internet connections. Apart from internet connection, the ability and knowledge of the villagers towards technology is still lacking. As known, online learning has a very close relationship with technology, this requires that all involved must be able to use technology well. In addition, the residents of Tejakula village mostly work as fishermen and traders. During this pandemic, almost all groups have economic constraints, including residents in Tejakula village. This makes Tejakula village an attractive location for research.

On the other hand, choices of junior high school as the subject of this observation is because students have definitely received English language education in the learning process. The choice of the subject in this reseach are SMPN 1 Tejakula and SMPN 2 Tejakula. SMPN 1 Tejakula is located in the center of the village which supports online learning facilities and connections, while SMPN2 Tejakula coincides on the eastern border of the Tejakula district, which is still in a remote village. After observing the research subject, it was found that during the implementation process, teachers and students had various technical and non-technical difficulties in applied technology. In addition, they are also limited by connection quality or signal that is still inadequate. In addition, during online learning there are many complaints from

parents who are unable to facilitate their children because they have a low economy. It has been a year since the Covid-19 pandemic is calculated from the beginning of 2020 as well as the policies given by the government related to online learning. In the other hand, it is very important to know the contribution and ability to work together to the support given by the headmaster, teacher, student, and parents in carrying out their duties. To overcome these problems, evaluation is needed to understand the policies of conducting online learning further so that solutions to these problems can be found.

CIPPO is an evaluation model consisting of context, input, product, process, and outcome. This evaluation is carried out to determine the success of the objectives and implementation of the programs that have been implemented, (Aziz et al., 2018). The evaluation focus of each part of the CIPPO evaluation model must be considered. The first, context evaluation is used to identify the program needed and the characteristics of the program being run. It's added by Imansari & Sutadji (2017) the evaluation context can be used to identify, assess, find problems or obstacles, purpose and priority scale of the program. Second, Input evaluation which focuses on determining the resource to meet the goal, alternative to solve the problem, regulate decision, plan and strategies to achieve the objective of the program, (Imansari & Sutadji, 2017). The specific aspect provide are assessment of staff, budgeted needs, time used, education strategy, curriculum structure, course outline, and others. Third, Process evaluation was used

to identify, predict the weakness of procedure and implementation, information decision of the program, and the activity of the program, (Imansari & Sutadji, 2017). It's focus on the running of the program and the implementation of teaching learning process which includes the facilities and infrastructure, learning strategies, resources, learning media and assessment used. Fourth, Product evaluation was the result of the program. It is more focused on student achievement during the learning activities, skills and abilities, attitudes, knowledge that students get from the learning program, (Aziz et al., 2018). Fifth, Outcome evaluation focus of the product is not on the student's achievement of grades but the skills, attitudes, knowledge, learning and abilities they get which the student is going to use in life to benefit society, (Aziz et al., 2018). Outcomes are more important when compared to output because outcomes will assess to what extent students are able to implement competencies and materials learned at school into the real world to solve problems faced in social life. The CIPPO evaluation model is very suitable to find out how the implementation of online learning has been carried out.

In conducted this research, researchers found how the implementation of online learning from the results of the evaluation using the CIPPO evaluation model. On the other hand, opinions and information are obtained from the point of view of the headmaster, teachers, students and teachers. The results of the evaluation of the

research conducted can be used as a reference in improving the quality of online learning.

1.2 Problem Identification

Online learning merupakan salah satu keputusan yang diberikan oleh peme Online learning is one of the decisions given by the government and must be carried out properly. In its implementation, there are several problems that are often encountered by headmasters, teachers, students and parents. The problems that are most often experienced are signals and internet connections, besides that there are still many who have not been able to meet the required internet quota. In addition, online learning requires participants to use technology, but in this case there are still many of them who do not understand the use of technology, especially parents of students. It is the principal's job to guide and invite teachers, students and parents to learn to use technology well. On the other hand, parents have other responsibilities, so they are not able to guide their children for 24 hours.

Another problem was encountered in students who took part in online learning, they did not understand the material presented by the teacher. Problems are also encountered by teachers who find it difficult to handle students who study from home. It is very difficult for teachers to maintain the quality and activeness of students. Those are some of the most common problems experienced by online learning participants.

1.3 Research Scope

The scope of this research is junior high school in Tejakula district which consists of two schools, namely SMPN1 Tejakula and SMPN2 Tejakula. The research was conducted focusing on learning English, so the teacher who was the subject was only the English teacher. In addition, the scope of this study is the participant's perception of the quality and expectations of future online learning.

1.4 Research Question

To conduct further research and evaluation related to online learning, there are the problem formulations that will be discussed:

1.4.1 How is the quality of online learning after being applied as a learning model in high school and above in Tejakula village?

1.4.2 What are the expectations of the headmaster, teacher, students and parents for the implementation process of online learning in the future, especially junior high school in Tejakula village?

1.5 Research Objective

Every research must have a clear goal to be achieved. The following are the objectives of this research:

1.5.1 Evaluate the quality of the implementation of online learning in junior high schools in Tejakula village.

1.5.2   Identify expectations of the headmaster, teacher, students and parents related to the process of implementing online learning in junior high schools in Tejakula village

1.6 Research Significance: Theoretical and Practical Significance

The finding of this study would be of great help to those who are concerned with the educational aspect in applying online learning in junior high school.

1.6.1   Theoretical Significance

This study is expected to provide great and good benefits to teachers in junior high schools in Tejakula village as well as policy makers in the learning process in Buleleng district.

1.6.2   Practical Significance

This research was conducted at the junior high school grade in Tejakula village, and focused on the educational aspects related to the implementation process of online learning

a.   Teacher and headmaster,

The result of the study is expected to provide an overview of the implementation process of the online learning in Tejakula village, especially for the junior high school grade. From these results, teachers will be able to

develop ways of teaching and re-evaluate processes that are still lacking.

b.   Students

As students who are involved in the process of implementing online learning it is hoped that the results of this study will be able to provide more insight to students so that students understand how this learning model is implemented. So that students have more understanding of how he follows the learning process.

c.   Parents

Parents are a part of the online learning process, so the results of this study can provide more information on how ERT is implemented in the learning process.

d.   Policy makers

The results of this study are expected to be able to provide further information and can be used as further evaluation material that can be used by policy makers to improve the quality of online learning in Buleleng Regency, especially Tejakula village.

e.   Other researchers

For other research, it is hoped that the results from this research can be used as a basis for information and reference to the topic to be studied, besides that it is hoped that other research with the same topic will be able to develop the results of this research.