

CHAPTER I

INTRODUCTION

1.1 Research Background

At the end of 2019 until present (beginning of 2022), the world has overcome a dramatic and massive change due to Coronavirus (COVID-19) outbreak. Based on Syafiq (2021), Coronavirus outbreak caused a major impact in every industry around the world, including Indonesia. Furthermore, this pandemic also began to spread into the education field. As the result of Indonesian government's policies and protocols, all of educational institutions were not able to carry out the teaching and learning process, particularly the face-to-face classes as usual, in order to diminish the spread of COVID-19 outbreak. Syafiq (2021) also stated that, this done as a determination to prevent the spread of the disease's transmission, because in the educational institution most of the students were assembled, not applied a social distancing also forget to followed the health protocol which was forbidden during this pandemic situation. Therefore, the government and the Ministry of Education decided to present an alternative educational process for students through online learning, in the other words is called distance learning, Syafiq (2021).

This learning model had a various name, such as distance learning, emergency distance learning and Hodges et al., (2020) called it online learning. It was suitable with the terminology that used in order to supported the learning process during pandemic situation. In the term of applied this kind of learning model, online learning was quite different from the face-to-face learning process. Based on Trajanovic et al (2007), face to face learning process requires careful

planning and already well prepared; therefore, it can be done sustainably. However, online learning was only a temporary solution program to cover the learning process during a pandemic or certain circumstance. This teaching model just to help the students to keep learning from home.

The success of online learning was related with the teachers in the term of mastery and accessibility of the technology. It was expected that the teacher should be able to use various technologies to support the online learning process, because they were the facilitators and conductors of learning. The availability of internet access was also a significant factor in the implementation of every online learning setting. With a less preparation and consideration, it was highly possible of the occurrence of some obstacles that faced during the implementation of online learning. Based on Wirza & Rahayu (2020), online learning has several advantages, including it is flexible with the time and place because it can be accessed everywhere and anywhere. On the other hand, it is also giving the students opportunity to connect with each other through the discussion in discussion forum in order to solve the problem that may face during learning at home. It also could be another effective solution for students with lack of confidence with public speaking during face-to-face classes to raise their voices through online discussion platform. However, online learning also has several disadvantages such as the decrease of students' quality because they are not interacting with others. Sometimes, it is rather less effective than offline classes due to the method that used in online learning is related with explanation and interpretation only. The students may have a good score and a good knowledge during followed the distance learning, yet the teacher can't control the students every time, therefore it is hard for the

teacher to make sure that all of the students are honest in answer the quiz section, or might be they are cheating when answer the test, do a plagiarism on create an assessment, or the students not really good in mastering the skills, especially for the English subject, Wirza & Rahayu (2020).

Since the end of March 2020, the Indonesian government had created a policy on learning from home due to the COVID-19 outbreak. Since the educational system in Indonesia was changed into an online learning, the students only met the others friend through virtual meeting, such as zoom meeting, google meet, schoology, webex and etc during the learning process. Policies for implemented online learning also been implemented in Buleleng Regency, Bali. All learning activities from elementary, junior high, senior high and tertiary levels done online with online learning model. After about 1 year of this policy implemented, yet there was no process for describing the implementation of policies in the field. A process evaluation provided an overview of the policy, the problems encountered, as well later the results of an evaluation process presented a solution, (B Al-Juda, 2017).

The purpose of this study was to describe the implementation process of online learning in the Buleleng Bali, mainly Busung Biu district area in Junior High schools. The reason why this research chooses junior high school headmaster, teachers, students also parents as the research's participants. Based on Anwar. M (2020), headmasters, teachers, students and also parents had an important role in educational field, especially during online learning. The headmaster should follow the policy from the government and implemented it based on the school condition. Therefore, the headmaster had a clear information that related with the school facilities that can be used to support the online learning, the assistance from the

government in order to make the online learning process more optimal in the school. On the other hand, the teacher also had a lot of information about the quality of online learning in Busungbiu district because they were directly faced it, included handled any obstacles which was faced, and the teaching method also media used during implemented the online learning. Besides, students and parents were important, because they were also joined the online learning process, they were faced many advantages and disadvantages of the online learning implementation. Therefore, this study needed those participants as the subject of the research.

Based on observation some of junior high school in Singaraja, particularly in rural areas such as SMP 2 Busung Biu and SMP 5 Busung Biu that applied an online learning program faced a lot of difficulties both technically and non-technically. For instance, most of the students in that place had a same problem during joined the online which was connection problem. Besides, the other technically problem was the limited of smartphone, internet connected because of so many people used the connection, also down server that made the connection lost. For the non-technically problem was students' motivation in learn also the teacher teaching quality during online learning. On the other hand, the target school also the representative of Junior high school in Busungbiu district, in rural area which was in SMPN 5 Busungbiu and the junior high school that near from the city town or in strategies place which was in SMPN 2 Busungbiu, in order to find the difference of the implementation of online learning in different school environment, yet in the same district. Therefore, a study was needed evaluation of online learning policies, therefore the results of this study can be overcome and minimized the

learning problems that faced by the teachers and the students in Junior High school in Buleleng, especially in Busungbiu district.

Based on Yati & Yaswinda (2019), In the term of analyses the data, this descriptive qualitative research was used CIPPO evaluation model which was the evaluation model that modified from the CIPP model method which was modified by Gilber and develop by Stufflebeam. Therefore, CIPPO evaluation model was made the researcher easier in the term of did an evaluation of implementation of a program with outcome component or the results. CIPPO evaluation model was consist of five aspects which were, Context, Input, Process, Product, and Outcomes. Based on Sintiawati (2018), context evaluation is used as the basic institution to identify the program needed and the characteristic of the program. The needed was the difference between the real situation when conducted the program and the expected situation.

In the context evaluation was commonly identify three basic components from the program, which are the purpose of the program and regulation that underlined the program. Context evaluation is also used to map draft decisions reviewed from regulatory aspects, and objectives of the program that being improved, Sari & Ahmad (2020). The main goal of evaluation context is to illustrate the status of the object as a whole, therefore that can offer a description of the characteristics of the environment, because the aims to determine the purpose of a program whether it is in accordance with service needs. Based on Anwar. M (2020) Input evaluation is a solution to the problems that occur in a program, the purpose of input evaluation was to investigate the information which was used to be reference in developing the program. In addition, according to Lastuti & Jaedun,

(2014) that input evaluation can help determine the steps will be carried out in a program. The program will be more structured when there are steps in input evaluation. Furthermore, the information sources will be in input evaluation because it develops the program, so that input evaluation can help us to get the ways to achieve the goals of a program. Input evaluation can be in the form of data based on an assessment which focuses on labor, time, administration, and facilities and infrastructure (Imansari & Sutadji, 2017). According to Imansari & Sutadji, (2017) that input evaluation has a measure of achievement, quality of teaching staff, curriculum, and material in the learning process.

Based on Parker. J & Crews. J (2017), process evaluation was carried out to identify important organizational aspects that must be monitored. stated that product evaluation is an assessment system that is carried out to a process in a program that is applied in a learning process in an educational institution. Product evaluation was more focused on described the results of a program. According to Yati & Yaswinda (2019), product evaluation was an assessment that functions to determine whether a program that was run in a learning process had provided good results or impacts on students, or the program required changed. As well as whether the program can be continued for used in a learning process or not. Therefore, it can be concluded that product evaluation in CIPPO was an assessment or measurement of a program that is run in a learning process that was able to have a good impact on learning. Product evaluation also aims to measure how the results of a program were applied in a learning process. In addition, product evaluation in CCIPO is also useful in the process of determining whether the program can be continued in a class in a learning process or must be modified first. Based on

Purnawirawan, Paramita & Sholihah, (2019), outcome evaluation was the final result of a program, it was a measured of how the effect was given from the implementation of that program. From this measurement, can be stated that the program had a significant effect. In addition, according to Imansari & Sutadji, (2017) that outcome evaluation is different from output because outcome evaluation focuses on the final measurement of a program while output is the expenditure of a program. Therefore, this evaluation model was the most appropriated method that used in conducted this research. Because this research topic was related with the government policy about online learning during pandemic situation which was underlined this research. The researcher used an observation, interview, questionnaire also documentation as the instrument in the term of collected the data and found the outcome of the research and created the suggestion from it. Outcome evaluation was the final result of a program, it was a measured of how was the effected given from the implementation of a program (Purnawirawan, Paramita & Sholihah, 2019).

1.2 Problem Identification

Since the end of March 2020, the Indonesian government has created a policy which was learning from home due to the COVID-19 outbreak. Since the educational system in Indonesia was changed into an online learning, the students only meet the others friend through virtual meeting, such as Zoom Meeting, Google Meet, Schoology, Webex and etc during the learning process. Policies for online learning or distance learning have been implemented in Buleleng Regency, Bali. All of the learning activities from elementary, junior high, senior high and tertiary

levels done online with the online learning model. From the background of the research the technically problem of this research was the connection problem, the limited of smartphone, internet connected because of so many people used the connection, also down server that made the connection lost. On the other hand, for the non-technically problem was students' motivation in learn also the teacher teaching quality during online learning. The problem identification of this research was there were a lot of obstacles in online learning that faced by the headmaster, teacher, student and parents in Busungbiu district, that can influence the perspective of online learning. Besides, this research was identified the context, input, process, product and outcome of online learning in Busungbiu district.

1.3 Scope of the Study

This research focused on the context which consist of the perspective of online learning, particularly in learning English; mastering IT skills; input related with the involvement during online learning; process focused of evaluation assessment in learning process during online learning; the motivation for the students in online learning and difficulties of the online learning; product that related with student's test results at the end of semester; and outcome focused on revision of lesson plan, syllabus, program, and increasing prospective student's interest who will apply to the target school towards online learning in Busungbiu district based on the perspective of headmaster, English teacher, student from 7,8,9 grades and parents in SMPN 2 Busungbiu and SMPN 5 Busungbiu.

1.4 Research Questions

From the research background, the questions were formulated as follows.

- 1.4.1 What is the Context of Online Learning Program in junior high school in Busung Biu district?
- 1.4.2 What is the Input of Online Learning Program in junior high school in Busung Biu district?
- 1.4.3 What is the Process of Online Learning Program in junior high school in Busung Biu district?
- 1.4.4 What is the Product of Online Learning Program in junior high school in Busung Biu district?
- 1.4.5 What is the Outcome of Online Learning Program in junior high school in Busung Biu district?
- 1.4.6 What is the perspective of junior high school headmasters, teachers, students and parents in Busung Biu district towards the implementation process of Online Learning Program in the future?

1.5 Research Objectives

From the research question above, the purposed of this research were:

- 1.5.1 Finding out the Context, Input, Process, Product, and Outcome of Online Learning in junior high school in BusungBiu district
- 1.5.2 Identify the perspective of junior high school headmasters, teachers, students and parents in Busung Biu district towards the implementation process of Online Leaning.

1.6 Research Significances

1.6.1 Theoretical

The results of this research were expected to be helpful also useful for the teachers in junior high school of Busung Biu district and for the policy makers in Buleleng regency. This research can be used as the guidelines in the term of created a better quality of online learning, especially for English subject in junior high school based on their expectation of this program in the future.

1.6.2 Practical Significance

1. For Government

The results of this study also expected to give the material for the sustainable evaluation addressed to policy makers to improve the quality of this program in Buleleng regency, particularly in junior high school of Busung Biu district.

2. For Teacher

Significant influence for the teachers that given by the results of this research are, the teacher has known the illustration of the implementation of this program. Therefore, the teacher can improve their teaching skills to make it more optimal especially in the term of teach English during the Online learning in Buleleng regency, particularly in junior high school of Busung Biu district.

3. For Parents

The results of this study are expected to be helpful the parents in order to support their children during the online learning. Besides, parents were able to gain more knowledge about online learning, and open their mind about their children learning progress during joined the online class.

4. For Others Researches

The results of this study can help the others researchers that conduct a same topic which is related with evaluative study of online learning.

