Evaluating Online Learning in Primary Education

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Abstract

This study assesses the application of online learning in basic education at MIN 2 Palembang City using CIPP Model. This study employs a qualitative approach. Data reduction, data display, and making conclusions were used in the data analysis. The results found that the school environment is good, but the computer laboratory is non-existent due to restricted space. The examined aspect's input component is human resources, specifically students and instructors who support the adoption of online learning despite several barriers, including students' lack of psychological readiness for online learning and the lack of a computer laboratory. In the process component, it was determined that the implementation of learning was ineffective due to several hurdles such as internet network disruptions, device limits, quotas, economic situations, busy parents, and some subjects that were difficult to study online. The product component examines the learning outcomes in the form of leger. During the covid epidemic, assessment is less objective than in traditional learning.

Keywords: Evaluation, Online Learning, CIPP Evaluation Model

A. Introduction

This paper starts from the result of Riyanda et al (2020). one of the efforts that may be done to solve challenges and make it simpler for students to access information (Darmansyah, 2010), connect with each other and discuss online, and seek help sharing lessons by teachers accessible on online learning system media is the use of online learning systems. Through discussion forums included in the media, the online learning system may improve interaction between professors and students. This is one of the most effective techniques to combat learning during the Covid-19 epidemic, which prohibits face-to-face learning (Riyanda et al, 2020). The online learning system has been developed at Madrasah Ibtidaiyah Negeri 2 Palembang City in order to satisfy the central government's requests and needs for educational services, as well as one way of implementing the Industrial Revolution 4.0, which focuses on technology-based learning. E-Lerning is the term used to describe online learning at Madrasah Ibtidaiyah Negeri 2 Palembang. E-Learning may be used to build a virtual learning environment (Riyanda et al, 2020).

The usage of E-Learning media in learning activities promotes more effective education or learning implementation. It is possible to gain a great number of learning data information by employing online media, resulting in a more fascinating and full explanation for students. Ideally, instructors and students should always have easy access to a variety of statistical sources. Changes in the needs for integrating technology in learning activities necessitate innovation and creativity in the learning process, one of which is the use of web-based learning media in teaching and learning activities (Rusman, 2011). Marta (2018) states that the e-

learning has not been utilised efficiently, as well as frequent internet network disruptions. The System for Implementing Learning Evaluation in Schools at the Covid-19 pandemic in Bima. The overall goal of this research is to investigate the mechanism for implementing learning assessments in schools as well as the issues encountered during the Covid-19 epidemic. The findings revealed that the application of learning assessment in schools during the Covid-19 epidemic was less successful and was not carried out properly, particularly in the cognitive, emotional, and psychomotor domains (Riyanda et al, 2020).

Teachers can only utilize the WhatsApp program as the primary form of evaluation, and some even use the Zoom Meeting tool. The distinction is that the evaluation in the researchers' research focused on the learning software employed. Online learning poses a significant risk of "learning loss" in future generations, such as lower school accomplishment and cognitive skills. Where youngsters require help studying at a young age, as well as children in primary school. Kusumaningrum et al, (2020) conducted the following study. Parental Participation in Elementary School Online Learning The purpose of this study was to identify the pattern of parental help in online learning at the elementary school level. The aforementioned phenomenon demonstrates the necessity for a re-evaluation of the present online learning system (Riyanda et al, 2020). The similarities of this research are that both analyze online learning, but the difference in the research is more focused on how the online learning program is executed. Learning that is done online is learning that is done with the help of information technology applications.

Aside from the difficulties encountered in establishing the online learning system, the activeness of students in participating in activities tends to decline over time, and students are unaware of netiquette or internet ethics. Aside from the obstacles in developing the online learning system, student participation in activities tends to drop over time, and students are uninformed of netiquette or internet ethics.

The effectiveness of online learning through E-learning is dependent on a variety of elements, including students' ability to utilize technology, learning objectives, infrastructure ownership, and so on. As a result, it is required to assess the online learning system program at Madrasah Ibtidaiyah Negeri 2 Palembang City, where mentally children require aid in studying, in order to identify the challenges and barriers encountered in implementing the online learning system (Riyanda et al, 2020).

Online learning involves learning without direct face-to-face contact between teachers and students by accessing the internet network via communication tools such as mobile phones with the WhatsApp application. The evaluation of online learning in this study focuses on mathematical subjects, whereas the evaluation in research that researchers do focuses on the learning application employed.

Teachers in primary schools are the focus of this study. The assessment results reveal that online learning has an influence on growing teacher skills and knowledge, control technology, autonomy, creativity, and independence, boosting students' knowledge and abilities, learning processes, and resource preparedness, such as teacher facilities and readiness. Meanwhile, online learning has no discernible influence on learning completeness, effective interaction, character improvement, motivation, or assessment accuracy.

There are several factors that must be assessed in order to determine the amount of adoption and the challenges that online learning presents, particularly in primary school. Psychologically, children at this age require aid in learning. Because the corona virus epidemic modified the learning system to be online, the first learning was done in the traditional manner. Children in elementary school are expected to use an online learning system that has a number of hurdles and constraints.

It takes time for kids to acclimate to a changing learning method. According to the field's reality, academics are extremely interested in doing research that is detailed entitled "Evaluation of Online Learning in Basic Education." In this study, the authors broaden the assessment review on parts of the problems of online learning and the process of adopting online learning to be implemented in the future. These are elements that the author has not discovered in earlier papers.

B. Methods

This study was conducted in Madrasah Ibtidaiyah Negeri 2 Palembang, which is located on Jalan Inspektur Marzuki in Siring Agung Village, Ilir Barat District I, Palembang City. The study evaluates the online learning system software at Madrasah Ibtidaiyah Negeri 2 Palembang City. The CIPP model was utilized for evaluation. The method employed in this study is quantitative (Rukata, 2018; Moleong, 2016; Khofifah,and Suyadnya, 2018; Sugiyono, 2017). An interview was utilized to collect data in this study as a research tool. This study employs organized interviews with direct communication. Respondents were instructed to answer all questions throughout the interview, and the researcher wrote down all of the information gathered from the informants. To collect the data required for this study, the researcher did not interview all of the instructors on duty at Madrasah Ibtidaiyah Negeri 2 Palembang, but rather a small number of informants who possessed knowledge and data relevant to this study. The number of informants required in this study was determined based on concerns of limited ability, time, and expense in carrying out this research.

C. Results and Discussion

Previously, learning at Madrasah Ibtidaiyah Negeri 2 Palembang City took place in a traditional (face-to-face) format, but owing to the Covid-19 pandemic circumstances, it was required to employ an online learning system via e-learning, which includes the adoption of education policy and home-based learning during the Covid-19 pandemic. The minister of education and culture released Circular No. 4 of 2020 addressing the implementation of education policies during the emergency period of the spread of Covid-19 for distant learning. The online learning system software is evaluated in order to improve the quality and learning experience. The goal of this program assessment is to demonstrate how the online learning system program was implemented in the Madrasah Ibtidaiyah Negeri 2 Palembang City utilizing the CIPP methodology. An overview of the components used in the construction of the online learning system program based on the CIPP paradigm with the components context, input, process, and product.

Context Evaluation

This assessment research's context component includes two indicators, and the outcomes are as follows. First, in the implementation of online learning, the indicators of the description of

the school environment with the online learning system program obtained reasonably excellent data. Second, the background indicators and objectives of the online learning system implementation in the Madrasah Ibtidaiyah Negeri 2 Palembang City are in the poor category because schools must keep pace with the development of education in the field of technology; the condition of the school environment that is included in the red zone necessitates online learning to implement an IT-based learning system, which can be referred to as e-learning; the risk of Covid transmission is very high at the age of children in primary education; and insufficient availability of health service facilities in schools. The results of this study in the context evaluation is relevant with (Riyanda et al, 2020).

It is possible to infer that the implementation of the online learning system at the Madrasah Ibtidaiyah Negeri 2 Palembang City is fairly effective, but there are still certain points that need to be addressed in order to get better outcomes. The online learning system program's purpose is classified as good, which means that the program has succeeded in its goal of creating learning that can be carried out anywhere; the need for the implementation of the online learning system is quite sufficient, which means that most students require an online learning system in the learning process; The environment for implementing the online learning system program is also quite good, which means that the Madrasah Ibtidaiyah Negeri 2 Palembang City environment meets the requirements for implementing the online learning system program, but existing facilities that are obstacles in implementing online learning must be improved.

The availability of facilities and infrastructure disclosed by the Head of Madrasah and the coordinator of Facilities and Infrastructure at Madrasah Ibtidaiyah Negeri 2 Palembang City is adequate but not complete for stakeholders to support each other in achieving the successful implementation of e-learning, for example, not all students have laptops or android phones. The school provides amenities and infrastructure such as LCDs in each classroom. As a result, it is believed that students would have difficulty accessing information when studying through e-learning and will also be limited by the network they utilize.

Input Evaluation

This assessment research's input component has three indicators, and the following research findings are achieved. First, the indication of instructor and student traits in the very good group. This means that educators have good educational qualifications and competencies in implementing the online learning system in the Madrasah Ibtidaiyah Negeri 2 Palembang City; however, the madrasah needs to improve the ability of educators in the future so that the quality of the online learning system within the Madrasah Ibtidaiyah Negeri 2 Palembang City can be better. Second, the indicators of students with sub-indicators of student background and ability of students in the poor category are good because at their age, at the basic education level, they are required to learn independently, but psychologically they are not yet capable enough and require assistance from parents or educators. This suggests that putting in place an online learning system for pupils is a bad idea.

Third, the indicators of facilities and infrastructure with sub-indicators notably the availability of facilities (internet, laptops, and electrical networks) indicate that the category is not excellent since these facilities are not available. This demonstrates that the online learning system at Madrasah Ibtidaiyah Negeri 2 Palembang City does not yet have adequate facilities and infrastructure, so it is necessary to increase and add other facilities that support learning in the

hope that students will be able to maximize their potential with complete facilities and infrastructure. The input evaluation component includes human resources, supporting facilities and equipment, as well as various procedures and rules required to compare problem-solving strategies and design relevant and good stages of activity. The results of this study in the input evaluation is relevant with (Riyanda et al, 2020).

Students who participate in the online learning system program are also classified as good, as are the facilities and infrastructure in the online learning system program, but there are still shortcomings in terms of equipment that is still not widely available. Educators who implement the online learning system are good in terms of educational background and abilities, but there are still educators who need to improve their competence in the implementation of online learning.

Students and educators have very good characteristics, and they support the implementation of e-learning at Madrasah Ibtidaiyah Negeri 2 Palembang. However, there are obstacles and complaints from students and educators, but they hope that with complaints, they can provide input on online learning via e-learning.

Although e-learning cannot replace an instructor in instructing pupils, it is the only learning paradigm that can be employed during the Covid-19 epidemic. Educators and students must be able to collaborate in order to establish a good family in order to develop good learning and boost final outcomes even without having to confront rigorous help.

Process Evaluation

This assessment research's process component has one indication, and the following research results are achieved. To begin, the indicators of the learning process, along with the sub-indicators of the process of implementing the online learning system, are capable of replacing traditional learning, but not optimally with good categories. This indicates that the learning process is well-executed. According to the process component's indicators/sub-indicators, the learning process, educator activities, and student activities are all progressing well. However, the challenges encountered in the online learning system program continue to fall short of expectations. The madrasa, on the other hand, should take the remedies offered seriously. According to Worthen and Sandars (1973), process evaluation is used to detect or predict the design procedure or implementation design during the program implementation stage, provide information for decisions in overcoming obstacles, and as an archive of procedures that have occurred in overcoming obstacles with solutions. The results of this study in the process evaluation is relevant with (Riyanda et al, 2020).

The learning process in the online learning system program has been going well; the activities of students in the online learning system program have also been going well, as evidenced by positive responses from students in the statement items provided. Student activities in the online learning system program are progressing well, which means that students are making good use of current facilities, allowing the learning process to continue as planned. Constraints on the online learning system program have not been resolved quickly, which means that the Madrasah Ibtidaiyah Negeri 2 Palembang City is still lacking in overcoming obstacles such as the lack of computer laboratory facilities and the lack of available Hotspots for students in the Madrasah Ibtidaiyah Negeri 2 Palembang City. The solutions offered in the online learning system program are well received, which means that students expect the Madrasah Ibtidaiyah

Negeri 2 Palembang to add wifi to be accessible so that the implementation of the online learning system can run smoothly and improve the quality of internet network access in the Madrasah Ibtidaiyah Negeri 2 environment. Palembang is a city.

Because all educators have incorporated the content to be studied in the Educator Module, which has e-learning delivers, the daring learning process carried out by educators and students is capable of stopping traditional learning by employing e-learning. It is also consistent with the findings of the interview with Mrs. Kurnia that the learning process with e-learning may substitute traditional learning, even if there are hurdles that prevent people from learning.

Product Evaluation

In this assessment research, the product component contains one indication, and the following research results are achieved. First, the value of the result indicator decreases in terms of students' grasp of the topic. This demonstrates that students who participate in the online learning system program have a high level of learning accomplishment. This indicates that pupils comprehended the goal of establishing the online learning system. The results of this study in the product evaluation is relevant with (Riyanda et al, 2020).

The achievement results from the implementation of online learning for class III are classified as good, indicating that students were able to understand the objectives of the online learning system; the impact of implementing the online learning system is also quite good, indicating that the impact obtained by students who followed the online learning system was good and positive, as evidenced by the learning outcomes of students who implemented online learning.

It will be the benchmark and the most attention for students and parents, the Madrasah Ibtidaiyah Negeri 2 Palembang City strives with the availability of e-learning can enhance student results such as face-to-face learning.

To see student learning outcomes, it is normally in the form of a score list document that researchers obtain from the homeroom teacher as well as Mrs. Septi, class IV teacher, relating to the topic of religious studies on the minimal completeness criterion (KKM) the school uses the KKM score of 60. Fourth grade pupils have attained the school KKM on the topic of care for living things, however while looking at the exam results in the mathematics folder, there are two children whose scores do not reach the KKM. Student learning outcomes must be documented.

The engagement of instructors and students in learning activities to obtain information is the essence of learning (Parwati, et al., 2018). These goods can be obtained in a variety of ways and techniques. As is the case with the use of information and communication technology, which has now evolved so quickly with the times and has permeated numerous parts of human existence, particularly in the field of education. Based on current data, attempts have been discovered in the world of education to progress the world of education by creating/introducing an effective and efficient learning system for instructors and students. E-learning is a type of distant learning that uses electronic media (Prawiradilaga et al, 2016).

Online learning brings various changes for both educators and students. There are two types of impacts: good and negative. Students are more independent in the process of self-regulation, self-monitoring, time management, and reflecting on learning outcomes as a result of online

learning. Students are allowed to broaden their horizons by discovering and improving on numerous learning materials, which has a favorable influence on developing students' creativity and ingenuity.

The negative impact is mostly psychological; kids become bored with the online learning system at home, and there is a sense of laziness and a lack of motivation in learning as a result of the numerous assignments assigned. Because of communication restrictions during online learning, the subject matter cannot be completely grasped. In addition to the psychological impact, online learning causes significant worry for low-income parents since they must purchase new cellular phones and devices in order to engage in learning and networking. Online learning is seen to be less ideal for use in basic education since pupils are still not psychologically autonomous, requiring educators to act as substitutes for their parents (Mulyani et al, 2022; Alfaris et al, 2021; Lisliana et al, 2020).

D. Conclusion

The implementation of the online learning system at the Madrasah Ibtidaiyah Negeri 2 Palembang City is fairly effective but it needs many improvement in several aspects.

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