Evaluation of Online English Learning Programs During the Covid 19 Pandemic Using the Cipp Model

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Keywords:	ABSTRACT
Evaluation; Online English Learning Program; CIPP Model.	This study aims to determine: (1) the effectiveness of online English learning program implementation during the COVID-19 pandemic in terms of the context component (X1; (2) the effectiveness of online English learning program implementation during the COVID-19 pandemic in terms of the input component (X2); and (3) the effectiveness of online English learning program implementation during the COVID-19 pandemic in terms of the output component (X3). (4) the effectiveness of the online English learning program implementation during the COVID-19 pandemic from the product component; (5) the effectiveness of the implementation of online English learning programs during the COVID-19 pandemic in terms of the context (X1), inputs, processes, and product components; and (6) obstacles that impede the implementation of online English learning programs during the Covid-19. Data was gathered through the use of a questionnaire completed by 250 respondents. And the research sample consisted of 50 students chosen at random. after the data analysis results are transformed to a T-score and then enter the Glickman quadrant for evaluating the online English learning program's performance. The findings indicated that the CIPP score on the Glickman Quadrant (-+++) reflects a successful implementation of the online English learning program. They discovered a number of impediments to online English instruction, including the following: 1) Restrictions on media, network, or internet signals, as well as student internet quotas; and provision of customized internet quotas to assist students with specific learning requirements. 2) Student dissatisfaction with online education and a desire to meet in person on a permanent basis, comparable to the pre-pandemic era. 3) Due to the pandemic's prolonged presence, students' passion for studying has waned.

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A. INTRODUCTION

Adults in Wuhan, the capital of Hubei province and a major transportation hub in China, began presenting to local hospitals in December 2019 with severe pneumonia of unknown origin. The Huanan wholesale seafood market, which also traded live animals, was a common thread in many of the early cases. The surveillance system (implemented after the SARS outbreak) was turned on, and patients' respiratory samples were sent to reference labs for

etiologic investigations. China notified the World Health Organization of the outbreak on December 31st, and the Huanan sea food market was closed on January 1st (Singhal, 2020). In December 2019, a pneumonia outbreak linked to a novel coronavirus known as severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) was reported in Wuhan, Hubei Province, China. Infections spread across China and other countries around the world in the weeks that followed. The Chinese public health, clinical, and scientific communities reacted quickly to allow for timely recognition of the new virus, and the viral gene sequence was shared with the rest of the world. The World Health Organization (WHO) declared the outbreak a Public Health Emergency of International Concern on January 30, 2020. (PHEIC). On February 12, 2020, the World Health Organization (WHO) designated the disease caused by the novel coronavirus as Coronavirus Disease 2019 COVID-19(Zu, 2020). The COVID-19 pandemic, which was caused by a novel coronavirus, has drastically changed the lives of millions of people around the world, including students in higher education, in just a few months. In this regard, this comprehensive global study provides systematic and meaningful insights into students' satisfaction and perceptions of various aspects of their lives during the pandemic, as well as their perspectives on the near and long term future (Aristovnik et al., 2020). They were mostly bored, anxious, and frustrated about their future professional career and study issues. This is like a shocking effect for the realm of Indonesian Education who is accustomed to face-to-face learning in class, online learning that must be done by students all over Indonesia starting from lower education level to higher education level is required to do online or online learning (Ismawati & Prasetyo, 2020). E-learning necessitates substantial assistance in the areas of information and communication technology (Suharjito & Halim, 2015).

During a pandemic, online learning can serve as a substitute for face-to-face learning. Online learning is not a new concept; in fact, many educational institutions have implemented online learning in recent years (Mushfi & Musrifah, 2020). The need for information technology to aid in the process of interaction and communication between teachers and students is critical at this time, because the majority of student behavior is more likely to be influenced by advances in information technology (Divayana et al., 2017). Use of the internet to increase the role of students in the learning process. Long-distance communication, interaction, and collaboration that connects students to learning resources (Mushfi & Musrifah, 2020). Edmodo, Google Classroom, Google Meet, Zoom Meetings, and the WhatsApp messaging app are examples of media applications that can help with the implementation of online learning during the pandemic (Sadikin & Hamidah, 2020).

The learning conditions in 2020/2021 are very different from the learning conditions in previous years, where schools before the pandemic carried out face-to-face activities in their learning, and what teachers who were teaching English subjects tried to do in schools for the 2020/2021 school year could not be implemented as successfully as the previous school year. A pandemic outbreak occurs. This is due to the fact that school is being held online this semester. Based on the current state of online English learning, the researcher wishes to conduct an evaluation of online English learning during the Covid-19 pandemic using the appropriate evaluation model. The goal of learning evaluation is to determine the effectiveness of the learning process, which includes keeping track (tracing and tracking the learning process), checking up (checking the achievement of abilities), and discovering or looking for and finding deficiencies, finalize the level of mastery and provide feedback to the teacher in order to improve the learning process (Sukardi, 2009). Multiple models and approaches can be used to conduct evaluations (Hasanudin et al., 2021). This research activity's evaluation model is based

on the focus, objectives, questions, and problem formulation. based on four factors as a result, the researchers used (Stufflebeam & Coryn, 2014) evaluation model, the CIPP model. Because it evaluates from a pre-learning, during-learning, and post-learning perspective, the CIPP evaluation model can provide very accurate evaluation results in learning English during the covid-19 pandemic. A program evaluation is a procedure for searching for information, finding information, and systematically determining the information provided regarding the planning, value, goals, benefits, effectiveness, and suitability of something using the criteria and objectives that have been established (Munthe, 2015).

The following are some research findings related to this study. Mustangin & Riswanto, (2020) conducted research at the following schools: SMA N 1 Kebumen, SMA N 1 Magelang, SMP N 2 Demak, SMP N 1 Cilacap, SMA N 1 Sidareja, SMK Muhammadiyah 1 Purworejo, SMK N 2 Purwokerto, and SMK N 3 Purbalingga. The study's findings show: In the context of evaluation, every lesson has at least one lesson plane, which is provided by the syllabus. Furthermore, during the Corona virus outbreak, the teaching and learning process was still carried out using government-planned programs (Work from Home). In this pandemic, the teaching-learning process is still ineffective. The teachers are still perplexed by online media. They must adapt a wide range of materials so that it is not ineffective and more diverse. In terms of product evaluation, the researcher discovered that the excellent class program is still unsuccessful because it fails to meet its objectives. Additional investigation (Hasanudin et al., 2021) The study's title is "Evaluation of Online Writing Skills Lectures During the Covid-19 Pandemic." The research was carried out at IKIP PGRI Bojonegoro using the CIPP Evaluation Model. The results showed that using the CIPP evaluation model to evaluate online writing skills lectures during the Covid-19 pandemic, it was possible to conclude that, in the context aspect, the percentage obtained was 90% of the average number of all indicators. It is obtained a percentage of 82 percent of the average number of all indicators in the input aspect. The average number of all indicators yields a percentage of 88 percent in the process aspect. The average number of all indicators yields a percentage of 92 percent in the product aspect. It can be stated that online writing skills are very appropriate during the COVID-19 pandemic in all aspects (context, input, process, and product).

The four components of the CIPP evaluation model are context, input, process, and product. The context section lays the groundwork for determining the objectives of a program. The input section contains the information needed to determine the best methods for achieving the goals and utilizing the available resources. The process section is in charge of monitoring the process and providing information that aids in problem detection. Finally, the product division is in charge of achieving the goals and evaluating the product (Lee, 2019).

CIPP assessment, which focuses on the *context, input, processes, and products*. The purpose of this study is to ascertain the following: (1) the effectiveness of online English learning programs during the COVID-19 pandemic in terms of the *context* component; (2) the effectiveness of online English learning programs during the COVID-19 pandemic in terms of the *input* component; and (3) the effectiveness of online English learning programs during the COVID-19 pandemic in terms of the *process* component. (4) the effectiveness of the online English learning program's implementation in terms of *product* components; (5) the effectiveness of the online English learning program's implementation in terms of *context, input, process, and product* components; and (6) barriers to implementing online English learning programs during the COVID-19 pandemic. This research question will be addressed after the

evaluation of all study data using the CIPP model, followed by the data being translated into a T score and placed into the Glickman quadrant.

B. METHODS

The research method used in this study is descriptive quantitative. The purpose of descriptive research is to identify the independent variable, one or more (independent) variables without comparison, or to relate one variable to other variables (Sugiyono, 2013). From this vantage point, the researcher can explain: The researcher does not intend to test hypotheses, but rather to understand and describe the impact of symptoms or phenomena in the field on the effectiveness of online English learning programs during the COVID-19 pandemic. The research was carried out at MA Negeri 1 Serang Regency. So that the effectiveness of the online English learning program at MA Negeri 1 Serang Regency with CIPP can be determined.

The CIPP model is comprised of four sequential elements. First, context evaluation (X1) identifies program strengths and weaknesses and provides input for program improvement. Second, the specific Input (X2) evaluation is meant to assist in defining the procedure for making the necessary changes. Third, process evaluation (X3) is used to ensure that a predetermined plan is followed. Fourth, product evaluation (X4) seeks to quantify, interpret, and evaluate project outcomes (Pater et al., 2020). In general, this study takes an evaluative approach. Epistemologically, data collection employs an objective and subjective approach, because, in addition to being guided by available data, a document compiled is also based on observations of research subjects. This study was carried out in MA Negeri 1 Serang Regency. The reason for selecting this school is to determine whether or not the online English learning program has been implemented successfully. There are 250 students in class XI MA Negeri 1 Serang Regency. Because the population data is homogenous, the population sample is limited to 50 students at random, because the random technique of sampling may keep variances in the collection of research data to a minimum, ensuring that a representative sample is obtained (Zaenudin, 2011). The features of this study sample are included, namely the general sample characteristics that researchers may accomplish. A questionnaire with a Likert scale was used as the instrument. A questionnaire with a similar scale that had been field validated for validity and reliability was used (Suryadi & Erlangga, 2021). Data were analyzed using descriptive statistics and CIPP evaluation, with data transformed to T scores and then entered into the Glickman quadrant to determine the effectiveness of online English learning programs during the COVID-19 pandemic. The four components of the CIPP evaluation model are context, input, process, and product. Program evaluation is an activity that attempts to assess the success of something that has been planned and will be implemented. This method is a methodical approach to gathering, analyzing, and interpreting data in order to answer basic program questions (Ragil et al., 2020).

C. RESULT AND DISCUSSION

The proportion of context variable data (X1) in the 90-96 interval class is 38%, while it is 30% in the 74-81 interval class. According to the context variable (X1), some students did not fully understand the online English learning program at MA Negeri 1 Serang Regency, and the online English learning program planning did not go as planned. As a result, some aspects of English learning are deemed incompatible with students' needs, situations, conditions, and abilities. On the other hand, the development of online English learning programs has been coordinated and supplements the learning vision and objectives. When it comes to assessing program quality, the

CIPP approach is both flexible and prescriptive (Lippe & Carter, 2018). The CIPP model was chosen for this study because of its dependability and global application (Al-Shanawani, 2019).

The input variable data (X2) is 32% in interval classes 72-73 and 76-77, and 16% in interval class 78-79. Weaknesses of input variables based on questionnaire and interview results, among others: (1) Online English learning programs continue to face many obstacles for students, including a lack of mastery of technology controlled and owned by students, network constraints, and internet quotas; however, the online English learning program at MA Negeri 1 Serang Regency has been going well during the COVID-19 pandemic. (2) The majority of students complained about the high internet quota costs borne by students' parents, despite the fact that the government provided quota assistance, which was unable to reach the network of students living in remote villages with poor signaling, rendering the assistance ineffective. The Context, Input, Process, and Product (CIPP) model, which stands for Context, Input, Process, and Product, is a very useful and recommended tool for educational evaluation. The main advantage of using a systematic evaluation approach for program evaluation is that errors and program strengths will be identified (Neyazi, 2016).

The third variable is the process (X3) of 30% in the 38-40 interval class and 28% in the 47-40 interval class. Based on observations, interviews, and the distribution of questionnaires, several shortcomings were found: (1) students felt bored with learning English online because the level of difficulty in learning English online was quite difficult compared to learning face-to-face in class; (2) English learning planning is in accordance with the learning syllabus even though it is not in accordance with the curriculum during the pandemic; (3) learning English online is limited in space and time so that student and teacher interactions do not take place effectively. This means that the target for the implementation of assessment, control, and improvement in the future does not yet have a clear time limit. The CIPP evaluation model is a form of evaluation which essentially involves four stages: (1) an assessment of the context component, which tries to give value by describing the demands or needs that lead to the creation of a program; (2) the input component, which seeks to provide values and an overview of the strategies, work plans, and budgets that will be produced in the context of program implementation; (3) process components that seek to provide value and provide an overview of the activities carried out in order to achieve the objectives of the existing program; (4) product components, which aim to provide value and an overview of the results obtained so that they can be used in decision making related to the program (Divayana et al., 2017). Rather than measuring objective achievement, the CIPP model seeks to improve the quality of an educational program (Toosi et al., 2021). The CIPP model evaluation was a thorough and detailed methodology for evaluating a program (Hasanudin et al., 2021).

All data analysis results are converted into T-scores to assess the success of the online English learning program. Use the following criteria to calculate the T-Score: If T is greater than 50, the direction is positive (+), and if T is less than 50, the direction is negative (-). The final result of each context variable, input, process, and production is calculated using the sum of the positive (+) and negative (-) scores. If the number of positive scores exceeds the number of negative scores, the result is positive. If the number of positive scores exceeds the number of negative scores, the result is positive ($\sum$score + score - = +), and if the number of negative scores exceeds the number of positive scores, the result is negative ($\sum$score + score - = -). Many positions of program implementation effectiveness can be characterized using quadrant analysis, such as quadrant IV, which consists of high-high-high (++++) context, input, process, and product (CIPP) aspects, indicating that program implementation is very effective. Quadrant I, on

the other hand, is thought to have very ineffective program implementation due to low-low-low variance (- - -). Then, in the high-high-high-low quadrant (+++-), with high-high-low-high variation (+ + - +), high-low-high-high variation (+ - + +), or variation low -high-high-high (- + + +), is included in quadrant III, indicating that the program implementation is quite effective. And in the high-high-low-low (+ + - -) quadrant, with high-low-high-low variations (+-+-), high-low-low-high variations (+ - - +), or low-low-high-high variation (- - + +), low-high-high-low variation (- + + -), high-low variation -low-low (+ - -), high-low variation -low (- - -), (Putra et al., 2015). The value of T on the context variable (X1) is negative (-), the value of T on the input variable (X2) is positive (+), the value of T on the process variable (X3) is positive (+), and the value of T on the product variable (X4) is positive (+), indicating that the CIPP evaluation on the Glickman Quadrant (-+++) demonstrates the implementation of an effective online English learning program. And in the high-high-low-low (+ + - -) quadrant, with high-low-high-low variations (+-+-), high-low-low-high variations (+ - - +), or low-low-high-high variation (- - + +), low-high-high-low variation (- + + -), high-low variation -low-low (+ - -), high-low variation -low (- - -), classified as quadrant II, implying that program implementation is ineffective (Putra et al., 2015). The value of T on the context variable (X1) is negative (-), the value of T on the input variable (X2) is positive (+), the value of T on the process variable (X3) is positive (+), and the value of T on the product variable (X4) is positive (+), indicating that the CIPP evaluation on the Glickman Quadrant (-+++) demonstrates the implementation of an effective online English learning program. The following are the barriers to the implementation of the online English learning program respond to research inquiries Six obstacles to implementing online English language learning programs during the COVID-19 epidemic The data analysis revealed several barriers to implementing online English learning programs during the COVID-19 pandemic, including the following: 1) media, network, or internet signal constraints, as well as student internet quota limitations; and the availability of targeted internet quota assistance tailored to individual learning needs. 2). Student dissatisfaction with online education and a desire to meet in person on a permanent basis, comparable to the pre-pandemic era. 3). As a result of their mental impairment as a result of the pandemic's prolonged duration, pupils' motivation in studying waned.

D. CONCLUSION AND SUGGESTIONS

Numerous inferences may be derived from the findings and discussion, after the data analysis results are transformed to a T-score for evaluating the online English learning program's performance. The T-Score is calculated using the following criteria: When T exceeds 50, the direction is positive (+), but when T is less than 50, the direction is negative (-). (1) the effectiveness of online English learning programs during the COVID-19 pandemic in terms of the context component (X1) with a negative T value; (2) the effectiveness of online English learning programs during the COVID-19 pandemic in terms of the input component at MA Negeri 1 Serang Regency with a positive T value; and (3) the effectiveness of online English learning programs during the COVID-19 pandemic in terms of the context component (X1) with a positive T value. (4) The effectiveness of the online English learning programs implemented during the COVID-19 pandemic in terms of product components at MA Negeri 1 Serang Regency received a positive T score; and (5) The successful implementation of the online English learning programs implemented during the COVID-19 pandemic in terms of context (X1), input, process, and product components is classified as effective based on the T value in the Glickman quadrant. (6) There are a number of barriers to online English education, including the following: (1) limits on

media, network, or internet signal, as well as student internet quotas; and the provision of specialized internet quota help geared to individual learning requirements. (2) Dissatisfaction with online education among students and a desire to meet in person on a permanent basis, analogous to the pre-pandemic age. (3) Students' enthusiasm to study declined as a consequence of their mental impairment as a result of the pandemic's lengthy existence. demonstrates that the CIPP rating on the Glickman Quadrant (-+++) suggests that a successful online English learning program has been implemented.

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