Evaluative Study of Distance learning Policy during the Covid-19 Pandemic

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The purpose of composing this article is to evaluate the policy of distance learning programs at Private Islamic Religious College (PIRC) in Garut Regency, West Java Province, Indonesia during COVID-19 pandemic using the CIPP evaluation model. Quantitative methods are used in this study. Lecturers and officials from private Islamic religious universities became the primary sources of data collection. Secondary data is taken from scientific journals, books and the internet. The conclusion obtained from this study is that the level of achievement of distance learning programs in the context component consists of the established policies categorized as good with a score of 51% and the advantages and disadvantages of distance learning in private Islamic religious universities are categorized as good with a score of 57%. The input component consists of infrastructure in distance learning categorized as good with a score of 51% and the characteristics of resources in good category with a score of 54%. The process component consists of the distance learning process categorized as good with a score of 57% and distance learning interactions categorized as good with a score of 56%. The product component consists of distance learning outcomes categorized as good with a score of 47% and distance learning effectiveness categorized as good with a score of 57%. The result of the relationship between the CIPP evaluation and distance learning policies is 65%, which means it is strong and positive, so the existing policies are good.

Keywords: *context, input, process, product and effectiveness*

Introduction

The world was shocked by the occurrence of a serious infectious disease from Wuhan, Hubei city, China in early 2020. On February 11, 2020, the World Health Organization (WHO) named it COVID-19. Covid-19 is a disease caused by acute infection respiratory syndrome coronavirus 2 (actual server respiratory syndrome coronavirus 2 or SARS-CoV-2). Corona virus is a zoonotic disease originating from animals that infects humans and is transmitted from humans to other humans. Transmitted through droplets and in contact with viruses released through droplets. This corona virus infection was so fast that on March 11, 2020, WHO announced that the corona virus was an emergency for the COVID-19 pandemic.

Covid 19 has had an effect on changing people's habits to live healthier. (Abdusshomad, 2020) In addition to changing a healthy lifestyle, the COVID-19 pandemic has an impact on all fields, including education. The steps taken to change educational routines are by changing learning methods to prevent the transmission of Covid-19, namely online learning. Online learning as a process of adaptation to technology. Therefore, distance learning is considered absolutely necessary to prevent the transmission of Covid-19 by using online media.

Learning that is carried out using a computer or laptop device which is connected to the internet with access, connectivity, flexibility and capability to create various types of learning interactions is called online learning. (Anon 2022). Online learning is a very effective solution to prevent the spread of Covid-19 in the world of education. To prepare for a learning assessment consists of obtaining accurate information about the student's achievement level being tracked. Follow-up is an assessment function in the form of; (1) proper implementation according to procedures, (2) providing feedback, (3) diagnosing student learning disabilities, and (4) determining the completeness of the learning process.

However, in reality the impact of the pandemic greatly disrupts the learning process to be ineffective and inefficient due to the epidemic that continues to spread massively, lecturers do not allow to meet directly with students, which causes students to study from home or barracks via the internet (online). In the learning process carried out, many students complained because they were left behind in absorbing the teaching materials presented and could not answer questions posed by the lecturer. The students had difficulty answering questions posed through social media. This very bold lesson needs to be evaluated. The first relates to the implementation of online learning and the second assesses the impact of online learning policies. The assessment carried out must be able to meet the standards that have been determined

The evaluation should make the learning process better. The learning assessment activities used include context, input, process and product using the CIPP assessment mode (Context, Input, Process and Product). Stufflebeam (in Rusdiana, 2017), developed a CIPP evaluation model to help improve and improve the curriculum. Educational evaluation is a mechanism of an education system that aims to verify education carried out over a period and at certain times, reviews are intended to understand, uncover and improve the educational process and identify gaps in deficiencies that need to be corrected and eliminated.

CIPP is a management-oriented evaluation approach or defined as a program management evaluation pattern (evaluation in program management). This CIPP model is based on the perspective that the most important goal of program evaluation is not to prove, but to improve (Mahmudi 2011). Educational evaluation is needed in order to correct the shortcomings of the system that has been created. A good education system will always try to improve by covering the shortcomings of the previous time. The specialty of this CIPP model has a level of evaluation of decision making involving the planning and operations of an ongoing program. The advantage of the CIPP model provides more comprehensive evaluation format at each level of evaluation.

As a preliminary study, it is known that in the implementation of Private Islamic Religious College in Garut, as the implementer of education in the field of religion, it was found that: (1) the objectives of the online learning system program were less than optimal because Private Islamic Religious College in Garut was not actually a higher education institution managing online learning due to the emergence of the Covid-19 pandemic which requires PIRC to be able to adjust the situation and conditions even though there are still many shortcomings. (2) the need for the implementation of the learning system is less than optimal, because it actually only moves the face-to-face learning system to online, but the essence of online learning does not yet exist such as the implementation of teaching and learning activities, practical theory, assessment and so on (3) the implementation of the online system is less than optimal because the existing guidelines are only limited to bridging and its implementation is left to each study program. (4) there are several complaints from students such as the limitations of online learning facilities such as slow internet, electricity network, room teleconferencing, subsidy of internet quota, complete learning media. With the emergence of these problems, it is necessary to evaluate distance learning policies at PIRC, one of which is the CIPP model.

The conceptof Distance learning

Distance learning is learning that takes place through media that allows interaction between students and teachers/lecturers. Interactions that occur without face-to-face because learning usually takes place in a virtual classroom or does not occur in the same

classroom. Not interaction in class between students and lecturers. However, exchanges at Distance learning are not done face-to-face. This means that students and lecturers are in different locations, even over long distances. (Abidin, et al. 2020).

By implementing of distance learning, "students and teachers are not always physically together in the classroom. Implementation of learning is done through a distance system (hybrid) or can be done in distance learning or in online classes. It can also be collaborated by way of learning in the classroom and learning using online, or what is commonly called blended learning. (Alifarose, 2020).

Based on this definition, (Parwanto 2020), states that there are elements in Distance learning that must receive special attention in order to obtain a clearer description, namely: (1) Focus on learning, not teaching, as students who are not teaching educators (2) Learning is carried out in a planned and systematic (3) Learning takes place separately (and/or in time) from teaching activities in the classroom (3) Separation between learners and teachers allows students to learn independently and learn according to their own competence (4) Relationships between people who participate in a learning is done using information technology.

CIPP Evaluation Model

The CIPP model is applied to support organizational development and enable organizational leaders and employees to receive and use input systematically to better meet or at least meet key needs. Get the most out of the available resources (Budi 2017).

The purpose of the CIPP evaluation is to identify the dimensions of program implementation by measuring the impact of the program, providing an assessment of whether the program is carried out according to plan, measuring whether the program is in accordance with standards, and evaluating the program. By law, program accreditation, budget measurement for each program, program decisions, program leadership and program implementation, leadership must provide feedback to program staff, and development of scientific theory on evaluation, (Jody, et al. 2016).

For this reason, Budi (2017) explains that: (1) Context evaluation is more related to the preparation of information to ensure good directions, describing significant environments and recognizing problems related to programs or learning affairs, as well as educational matters. Context evaluation is also intended to provide information to formulate "goals and objectives". For example, in curriculum evaluation. (2) Evaluation Inputs are unfinished materials that are included in the transformation. In a school environment, what is meant by unfinished materials are prospective new students who are just about to enter school. Before entering school, prospective students will be assessed first for their abilities. With

this assessment, it will be known whether the student will be able to follow the lesson and carry out the tasks that will be given to him. (3) Process evaluation seeks to find answers to the question of whether the program is being implemented. This evaluation seeks to make access to the embodiment of means to assist program staff in carrying out activities and then to assist a wider user group in assessing program value and interpreting benefits.

The process is likened to a machine which processes the change of raw materials into something that is in a mature state. Students who are studying, for example, something that is made to enter into processing to be changed from not knowing or not being able to knowing or already able.

Research Methods and Tools

This study used a quantitative method with a descriptive approach. Descriptive method is a method in examining the status of a group of people or objects or a set of conditions or a system of thought or a class of events in the present. This type of research aims to make descriptions, descriptions in a systematic, factual and accurate way about the events, nature and between the phenomena studied (Crasswel in Sugiyono. 2018).

This descriptive survey was conducted to explain and photograph distance learning policies at PIRC Garut Regency, West Java. The CIPP evaluation model (Context, Input, Process, and Product) was chosen to determine the results of the ongoing distance learning policy. Determination of the sample in this study used purposive sampling. In this study, the population consisted of 24 lecturers at PIRC, 55 students of the Shari'ah Economics study program, and 309 people in Religious Education, bringing a total of 388 people.

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Determination of the sample used the sloving formula so as to produce a total of 79 and rounded up to 100 people. The type of data used in this study was primary data, which meant the data were obtained from direct research subjects, namely PIRC Garut Regency officials, lecturers and students.

The data collection technique used in this study was a questionnaire. Questionnaires were given to all samples via the google form, namely: collecting information on the process of ongoing implementing distance learning. The scale used in this study was the Likert scale, namely using to measure attitudes, opinions, and perceptions of a person or group of

people about social phenomena (Crasswell in Sugiyono, 2018). Survey methods, interviews and documents were also used in collecting research data.

Results and Discussion

Evaluation of distance learning policies at PIRC Garut Regency was carried out to determine the success of teaching and learning activities during the ongoing covid 19 pandemics. A review of the implementation of distance learning was seen from the components based on the CIPP model. Things that were reviewed included context, input, process and product. Regarding each component is explained as follows:

1. Context Evaluation

This evaluation in learning its existence is very important for academic success with policy indicators set in online learning activities in the era of the covid-19 pandemic and the advantages and disadvantages of online learning. In this result:

First, whether the policies set out in online learning activities at PIRC Garut Regency have been known to score 51% of the 79 respondents who are categorized as good. The following is a diagram of the policies established in online learning activities at PIRC Garut Regency, which have already been known which are described as follows:

The policies set out in online learning activities at PPIRC Garut Regency are known
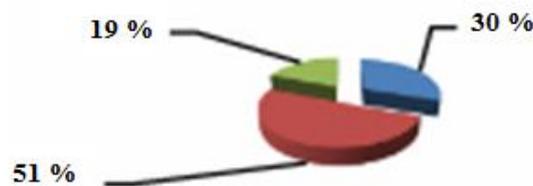

Information:
- Very good
- Good
- Uncertain

Figure 1 Policies set in online learning activities
in PIRC Garut Regency already known
Source: processed by researchers, 2022

Second, do you know that the advantages and disadvantages of online learning at the Indonesian Aviation Polytechnic, Curug is known to score 57% of 79 respondents who are categorized as good. The following is a diagram of the advantages and disadvantages of online learning at PIRC Garut Regency which is described as follows:

**Advantages and disadvantages of online learning
at PIRC Garut Regency**

Very good   Good   Uncertain
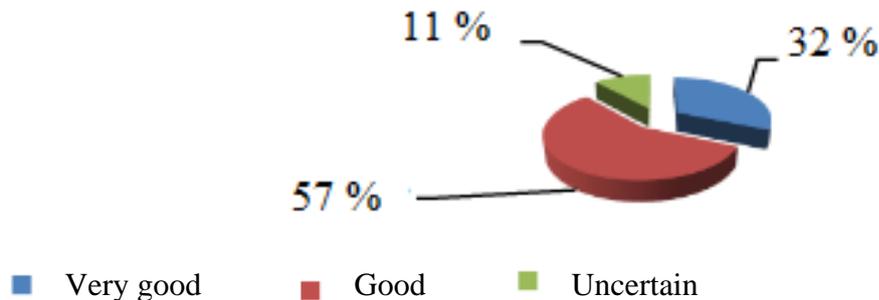
**Pigure. 2 Advantages and disadvantages of online learning at PIRC in Garut**
Source: processed by researchers, 2022

2. Input Evaluation

The second component of distance learning policy evaluation is the evaluation of inputs. This evaluation in learning its existence is very important for academic success with indicators of facilities and infrastructure in online learning in the era of the covid-19 pandemic at PIRC Garut Regency and the characteristics of resources (institutions, teachers, and students at PIRC Garut Regency. In these results

First, do you know that the facilities and infrastructure in online learning in the era of the covid-19 pandemic at the Indonesian Aviation Polytechnic Curug got a score of 51% out of 79 respondents who are categorized as good. The following is a diagram of the facilities and infrastructure in online learning during the Covid-19 pandemic era at PIRC Garut Regency which are described as follows:

**Facilities and infrastructure in online learning during covid-19 pandemic
at PIRC Garut Regency**

Very good   Good   Uncertain
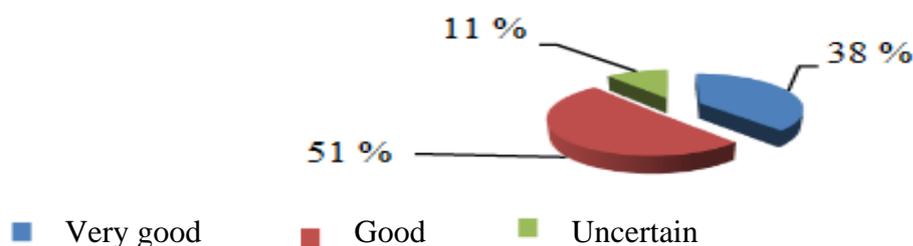
Figure.3 Facilities and infrastructure in online learning during covid-19 pandemic
Source: processed by researchers, 2022

Second, do you know the characteristics of the resources (institutions, teachers, and students) at PIRC Garut Regency, which is known to score 54% of 79 respondents who are categorized as good. The following is a diagram of the characteristics of resources (institutions, teachers, and students at PIRC Garut Regency which are described as follows:

4 Characteristics of Resources (Institutions, Teachers, and Students) at PIRC Garut
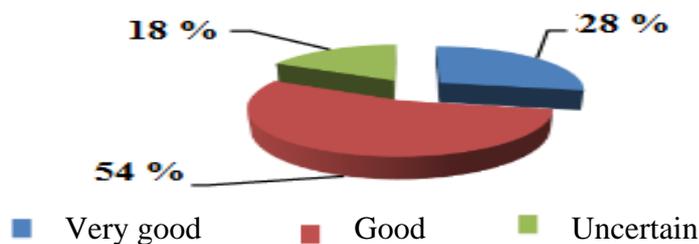

- ■ Very good
- ■ Good
- ■ Uncertain

Figure 4 Characteristics of Resources (Institutions, Teachers, and Students)
at PIRC Garut
Source: processed by researchers, 2022

3.Process Evaluation

The third component of distance learning policy evaluation is process evaluation. This evaluation in learning its existence is very important for academic success with indicators of the online learning process in the Covid-19 pandemic era at PIRC Garut Regency and online learning interactions in the Covid-19 pandemic era at PIRC Garut Regency. In this result:

First, do you know the online learning process in the era of the pandemic covid-19 at PIRC Garut Regency get a score of 57% from 79 respondents who are categorized as good. The following is a diagram of the online learning process in the Covid-19 pandemic era at PIRC Garut Regency which is described as follows:

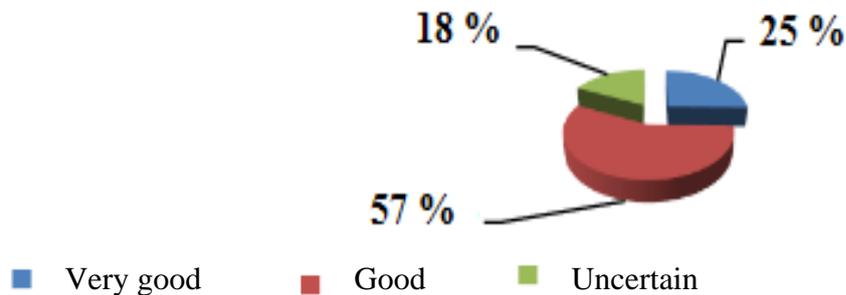5. **online learning process during the covid-19 pandemic at PIRC Garut**

Figure 5 The online learning process during the covid-19 pandemic
at PIRC Garut
Source: processed by researchers, 2022

Second, to find out the interaction of online learning in the era of the covid-19 pandemic at PIRC Garut Regency, it is known that it got a score of 56% from 79 respondents who were categorized as good.

**Interaction of online learning during covid-19 pandemic
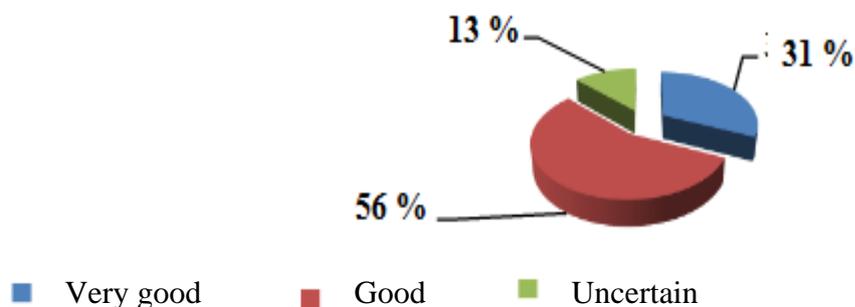at PIRC Garut**

Figure 6 Online learning interactions during covid-19 pandemic
at PIRC Garut
Source: processed by researchers, 2022

4. Product Evaluation

The fourth component of distance learning policy evaluation is product evaluation. This evaluation in learning its existence is very important for academic success with indicators of online learning outcomes in the Covid pandemic era at PIRC Garut Regency and the effectiveness of online learning in the Covid-19 pandemic era at PPI Curug. In this result:

First, do you know that the online learning outcomes of the Covid-19 pandemic era at PIRC Garut Regency get a score of 47% out of 79 respondents who are categorized as

good. The following is a diagram of the results of online learning in the Covid-19 pandemic era at PIRC Garut Regency which is described as follows:

Results of online learning during the Covid-19 pandemic at PIRC Garut

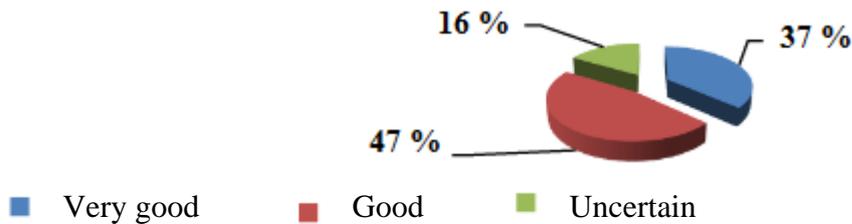16 % 37 %
47 %

■ Very good   ■ Good   ■ Uncertain

Figure. 7 Online Learning Outcomes during the Covid-19 pandemic PIRC Garut
Source: processed by researchers, 2022

Second, do you know that the effectiveness of online learning in the Covid-19 pandemic era at PIRC Garut Regency is known to have scored 57% of 79 respondents who are categorized as good. The following is a diagram of the effectiveness of online learning in the Covid-19 pandemic era at PIRC Garut Regency which is described as follows:

The effectiveness of online learning during Covid-19 pandemic at PIRC Garut

20 % 23 %
57 %

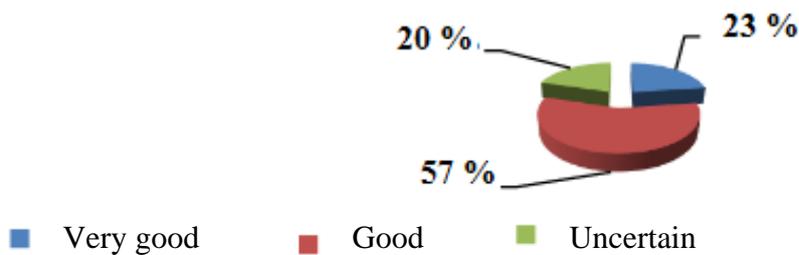■ Very good   ■ Good   ■ Uncertain

Figure. 8 The effectiveness of online learning during Covid-19 pandemic
at PIRC Garut
Source: processed by researchers, 2022

Respondents' responses regarding policy evaluation, namely context evaluation, input evaluation, process evaluation and product evaluation can be seen in the table below:

No	Dimension	Statement	N	Min	Max	Mean	Std. Deviation
1	Context	1a	79	1	5	4,11	0,698
	Evaluation	1b	79	1	5	4,20	0,628
2	Input Evaluation	2a	79	1	5	4.27	0,655
		2b	79	1	5	4.10	0,672
3	Process	3a	79	1	5	4,08	0,656
	Evaluation	3b	79	1	5	4,19	0,642
4	Product	4a	79	1	5	4.20	0,705
	Evaluation	4b	79	1	5	4,03	0,660
					Amount	**33,18**	
					Average	**4,15**	

Table 1 Average Responses of Respondents regarding Policy Evaluation
Source: processed SPSS version 25

Based on Table 1 above, it can be seen that the average respondents' responses to the 8 statement items coded 1a to 4b in the policy evaluation variable has a minimum value of 1 which means strongly disagree and a maximum value of 5 which means strongly agree. The average (mean) of 4.15 describes the responses of respondents who strongly agree on all items of the policy evaluation variable. The standard deviation has a value range of 0.705 – 0.628, which means the mean value (4.15) is greater than the standard deviation (std deviation), thus identifying the results of a good data distribution. From these results, it can be seen that the respondents' responses to the policy evaluation variable strongly agree that it can affect policy evaluation. The relationship between distance learning policies and the evaluation of the CIPP model (context, input, process and product) was investigated using Spearman rank correlation analysis, which can be seen in the table below:

Correlations

			Data During	Hasil
Spearman's rho	Data During	Correlation Coefficient	1.000	.656**
		Sig. (2-tailed)	.	.000
		N	79	79
	Hasil	Correlation Coefficient	.656**	1.000
		Sig. (2-tailed)	.000	.
		N	79	79

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 Spearman Rank. Correlation AnalysisSource: primary data processed by researchers, 2022

Conclusion

The conclusion obtained from this study is that the level of achievement of distance learning programs in the context component consists of the established policies categorized as good with a score of 51% and the advantages and disadvantages of distance learning at PIRC Garut Regency are categorized as good with a score of 57%. The input component consists of infrastructure in distance learning categorized as good with a score of 51% and the characteristics of resources in good category with a score of 54%. The process component consists of the distance learning process categorized as good with a score of 57% and distance learning interactions categorized as good with a score of 56%. The product component consists of distance learning outcomes categorized as good with a score of 47% and distance learning effectiveness categorized as good with a score of 57%. The result of the relationship between the CIPP evaluation and distance learning policy is 65%, which means it is strong and positive, so the current policy has been running well.

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