

Evaluation of Online Learning During the Covid-19 Pandemic on Universitas Negeri Padang

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Abstract

This study aims to find out the learning process during the covid-19 pandemic on the campus of Padang State University. This research is an evaluation research. In this case, researchers evaluated online learning during the covid-19 pandemic at UNP campus using logic models (*context, input, activities, output, outcome*). The sample of this research is undergraduate students entering 2017 Faculty of Engineering Padang State University. Data collection techniques using questionnaires. The results showed that the implementation of online learning has been done well in the midst of the covid-19 pandemic, with the achievement of context components with good categories with TCR 80.87%, input components with sufficient categories with TCR 75.60%, process components with sufficient categories with TCR 75.50%, output components with good categories with TCR 82.60% and outcome components in sufficient categories with TCR 73.15%.

Keywords: Evaluation, Online Learning, Covid-19

INTRODUCTION

The impact of the Covid-19 2020 pandemic in Indonesia has begun to penetrate the world of education. The central and local governments set out measures to close all educational institutions. This is done to prevent the spread of coronavirus. Educational institutions that do not carry out activities as usual are expected to minimize the spread of Covid-19 disease (Wajdi, Ubaidillah, et al., 2020). Similar measures have also been taken by various countries affected by Covid-19 disease. Quarantine bans or policies are put in place to reduce the interaction of many people who can provide access to the spread of coronavirus.

Government policy, especially in the field of education, especially in the tertiary sector, has asked the Ministry of Education and Culture (Kemendikbud) itself to allow all universities to facilitate easy learning during the Covid-19 pandemic (Wajdi, Kuswandi, et al., 2020). Helping governments and communities learn from home, work from home, and implement social restrictions to break the

chain of spread of Coronavirus disease (Covid-19). The Directorate General of Higher Education (Ditjen Dikti) also appealed to universities, with their autonomy, to offer flexibility in carrying out distance learning during the Covid-19 emergency. One of them is to implement a system of home study or home study (Yudiawan, 2020).

Adjustment of education policy during the covid-19 pandemic also affects policies at UNP universities, this can be seen in Circular Letter Number: 1530/UN35/TU/2020, Covid-19 preparedness and prevention in the UNP environment. Seeing the condition of the spread of corona virus 2019 is increasingly widespread in West Sumatra, then circular Number: 1593/UN35/AK/2020 on the basis of circular Number: 1530/UN35/TU/2020 concerning Covid-19 preparedness and prevention efforts in the UNP.

Following up on the circular, the Rector of UNP issued a related circular on campus activities in order to be aware of the covid-19 pandemic which reads: "In connection with efforts to prevent the spread of corona Virus Disease (Covid-19), where the outbreak is increasingly widespread and West Sumatra has been in an extraordinary event status (KLB), and refers to the rector's circular No. 1530/UN35/TU/2020. Dated 14 March 2020 and No. 1061/UN35/TU/2020, dated 18 March 2020 on covid-19 preparedness and prevention in UNP environment.

Therefore, the following policies are stipulated: (1) Implementation lectures semester January-June 2020 are carried out online using platform <http://elearning.unp.ac.id>, (2) Final Semester Examinations are conducted online in accordance with the schedule on the academic calendar, namely on June 8-19, 2020, (3) For students who have difficulty in retrieving research data and writing thesis, the thesis can be replaced by writing scientific articles / reviews of scientific journals regulated by the Faculty / Department / Study Program concerned specifically for graduation June 2020, (4) For students who will carry out final examinations (Thesis, Thesis, Dissertation and the like) specifically for graduation June 2020 can be carried.

In the implementation of online learning the problem encountered when *accessing e-Learning* during lectures is the internet connection, where *in accessing e-Learning* requires a good internet connection, while many UNP students come from areas that do not have a good internet connection, so that during lectures many obstacles they face, and also the cost they spend is quite expensive to buy internet data, thus making students less effective in carrying out the learning process.

Based on the author's initial interview in February 2020 with Khaira annisa one of the UNP students, who came from an area that does not have a good internet connection in the area where he lives so many obstacles are felt to access e-learning during lectures.

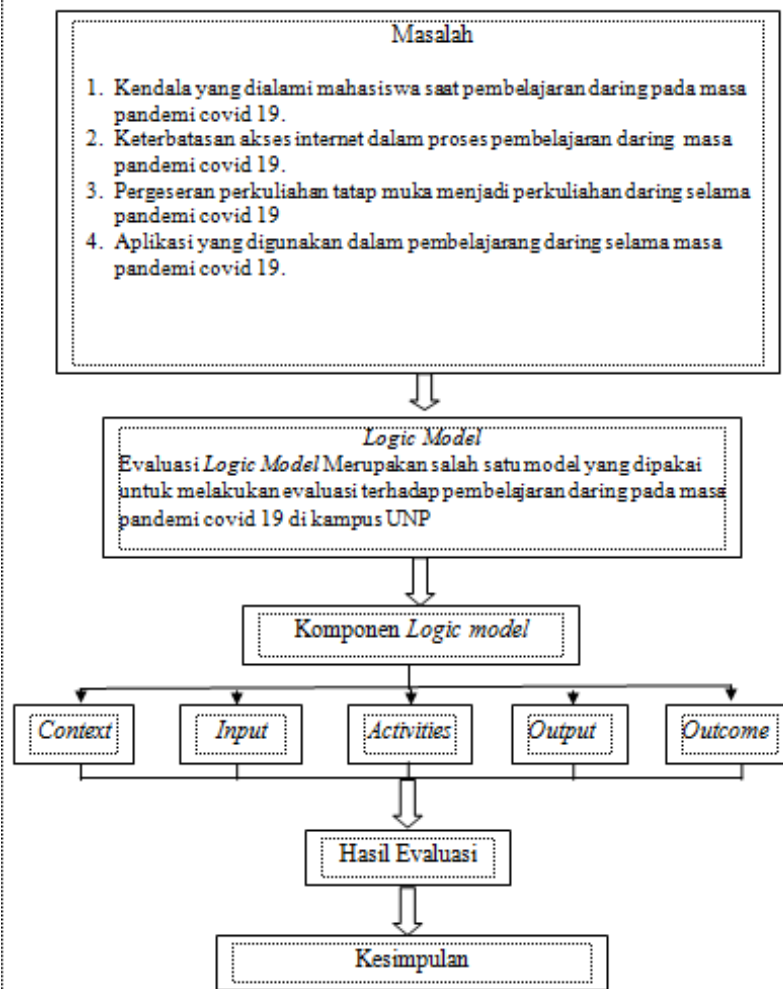
In addition to some of the above, online learning during this pandemic requires

evaluation because it has never been assessed. Program evaluation is a systematic method of collecting, analyzing, and using information to answer fundamental questions about the Wirawan program (2011: 24). The purpose of this program evaluation is to find out the extent to which online learning has been implemented and what obstacles are faced during the evaluation process.

Program evaluation can be done with a variety of models, one of the models that can be used is *logic model*. *Logic Model* is a suitable model used in this evaluation because it has the main goal to improve a program. As *Logic Model* has five components namely context (media means, needs needed during online learning on campus during the covid-19 pandemic at unp campus), *inputs* (*learners* judging by the understanding and knowledge gained by learners during online learning during the Covid-19 pandemic on the UNP campus), activities (implementation, online learning barriers during the Covid-19 pandemic at unp campus), output (learning results from online learning during Covid-19) Pandemic on UNP campuses), results (effects) of online learning during the Covid-19 pandemic on UNP campuses

METHOD

The program evaluation model used in the online learning evaluation model during the covid-19 pandemic at the UNP campus is the *Logic Model*. Logic Model consists of five components namely context, input, activity, output, and results. This article focuses on the learning process during the Covid-19 pandemic at the UNP campus.



Gambar 6. Kerangka Berpikir

Figure 1. Research Procedure

Research Samples

The trial was conducted to 30 undergraduate students of the Faculty of Engineering in 2019 who had both experienced online learning during the covid-19 pandemic. While the sample in this study was 277 undergraduate students entered the 2017 Faculty of Engineering UNP.

Research Instruments

The tool used to collect data in this study was a questionnaire. Questionnaires are used to obtain data. Questions are asked according to the Likert model. Where each respondent can choose an answer by cross-marking (X) on the answer sheet. Alternative answers to each point are strongly agree (SS), agree (S), doubtful/neutral (N), disagree (TS), strongly disagree (STS). After the collected data is analyzed by describing or describing the collected data by dividing the data through tables, graphs, pie charts, calculated modes, medians, mean, desil calculate, percentile, calculate the distribution of data by calculating the average and

standard deviations displayed as percentage calculations.

RESULT AND DISCUSSION

Based on the results of the research conducted, all incoming data meets the requirements to be processed and analyzed. Briefly it can be said that the description of this data contains information about the amount of data, mean, median, mode, range, minimum value, maximum value, standard deviation and variance obtained. Quantitative data was collected through a questionnaire consisting of 20 questions tested for validity and reliability. In addition, questionnaires were distributed to 277 students of the Faculty of Engineering in 2017 who were filled online through google form to answer questions given about the evaluation of online learning during the covid-19 pandemic at the UNP campus. From the data that has been collected following the calculation of basic statistics obtained, such as the table below:

Table 1. Statistical Calculation Results

N	277
Mean	76,93
Median	76
Modus	76
S. Deviasi	5,83
Varians	33,99
Range	30
Min	60
Max	90
Sum	21309

Source: Processed MS. Excel 2007

Table 1 presents statistical data on online learning evaluation research during the pandemic during the UNP campus pandemic. The table above shows that the number of data (N) is 277, mean 76.93, median 76, mode 76, standard deviation of 5, 83, variance of 33.99, range (range) 30, minimum value of 60, maximum value of 90, and total overall score of 21309, data can be selected at attachment

Respondents' Achievement Rate

Context Components

The context component of this study has two indicators, namely the media tools used during the online learning process during the covid-19 pandemic at the UNP campus, and the need for online learning during the covid-19 pandemic at the UNP campus. Here is the data analysis of each indicator / sub indicator in the context component.

Table 2. Recapitulation of respondents' achievement level context

No	Item Pernyataan	Context										n	Skor Maksimal	Rata-rata	TCR	Kategori
		SS		S		KS		TS		STS						
		f	%	f	%	f	%	f	%	f	%					
1	Pemilihan Media daring dalam bentuk elearning , zoom,	93	33,57	166	59,93	18	6,50	0	0,00	0	0,00	277	5	4,27	85,40	B
2	Aplikasi yang digunakan dalam pembelajaran	15	5,42	86	31,05	139	50,18	37	13,36	0	0,00	277	5	3,29	65,80	C
3	Perkuliahhan daring merupakan solusi yang tepat saat pandemi covid 19	173	62,45	88	31,77	16	5,78	0	0,00	0	0,00	277	5	4,57	91,40	SB
Rata-rata		281	9,22	340	11,16	173	5,68	37	1,21	0	0,00	277	5	4,04	80,87	B

From the table of 2 context components in this evaluation study used two indicators with three statement items, the first media statement item and the learning tools used in online *learning* obtained TCR 85.40% in the good category. Respondents stated that, the choice of online media in the form of Zoom, google met, whatsapp is the right choice to use during the covid-19 pandemic, secondly, indicators of applications used during online learning during the Covid-19 pandemic obtained TCR 65.80% category is quite good. considering the application used to use a lot of data to access the application, third, online lecture indicators are the right solution when the covid-19 pandemic obtained TCR 91.40% category is very good. Respondents agreed that online learning is expected to prevent the spread of covid-19 in high school and in accordance with the government's recommendations to learn at home. This is in line with the objectives of the government's policy that is directly addressed by universities. Thus, aspects of social *distancing and physical distancing can be maintained*.

Input

The input component in this study has one indicator / sub indicator about the knowledge and understanding of learners during the online learning process during the covid-19 pandemic at the UNP campus, here is the data analysis of each indicator / sub indicator on the input component.

Table 3. Recapitulation of input respondents' achievement levels

No	Item Pernyataan	Input										n	S Maksim	Rata-rata	TCR	Kategori
		SS		S		KS		TS		STS						
		f	%	f	%	f	%	f	%	f	%					
1	Mahasiswa memiliki kesiapan dalam proses pembelajaran daring	90	32,49	167	60,29	20	7,22	0	0,00	0	0,00	277	5	4,25	85,00	B
2	Ketersediaan fasilitas sarana dan prasarana dalam pembelajaran	4	1,44	16	5,78	182	65,70	75	27,08	0	0,00	277	5	2,82	56,40	TB
3	Mahasiswa/i dapat memahami materi yang diberikan dosen saat	53	19,13	178	64,26	46	16,61	0	0,00	0	0,00	277	5	4,02	80,40	B
4	Mahasiswa/i senang belajar belajar melalui daring	52	18,77	184	66,43	41	14,80	0	0,00	0	0,00	277	5	4,03	80,60	B
Rata-rata		199	7,98	545	21,86	289	11,59	75	3,01	0	0,00	277	5	3,78	75,60	C

From the table of 3 input components in this evaluation research used one indicator with four statement items, first students have readiness in the online learning process to obtain TCR 85.40% in the good category, secondly the availability of facilities and infrastructure in learning obtained TCR 56.40% in the category of not good it is interesting to be concerned. Respondents on average objected to the use of the facility independently. Where online learning facilities that require considerable internet access are their concern. If in one week of lectures using media meetings, then that must be prepared in the purchase of internet quota will be very large.

The three students can understand the materials provided by lecturers during online learning during the covid-19 pandemic at TCR 80.40% in the good category where students can repeat the learning delivered by the lecturer by replaying the video during the learning, the four students are happy to learn through online obtaining TCR 80.60% in a good category where students do not need to come to college, but can attend lectures at home.

Activities/processes

The process component of this study has two indicators / sub indicators of implementation, obstacles / constraints experienced during the online learning process during the covid-19 pandemic at the UNP campus, here is the data analysis of each indicator / sub indicator on the process component.

Table 4. Recapitulation of the level of achievement of process respondents

No	Item Pernyataan	Proses										n	S Maksimal	Rata-rata	TCR	Kategori
		SS		S		KS		TS		STS						
		f	%	f	%	f	%	f	%	f	%					
1	Mahasiswa/i dapat mengikuti seluruh aktivitas saat	69	24,91	143	51,62	65	23,47	0	0,00	0	0,00	277	5	4,01	80,20	B
2	Pembelajaran daring membuat mahasiswa/i merasa nyaman saat pembelajaran	67	24,19	144	51,99	66	23,83	0	0,00	0	0,00	277	5	4,00	80,00	B
3	Kondisi fasilitas jaringan internet di lokasi anda	1	0,36	16	5,78	179	64,62	78	28,16	3	1,08	277	5	2,76	55,20	TB
4	Mahasiswa kurang efektif melakukan perkuliahan daring	6	2,17	100	36,10	133	48,01	38	13,72	0	0,00	277	5	3,27	65,40	C
5	Biaya yang dikeluarkan cukup mahal untuk membeli kuota internet untuk pembelajaran daring	180	64,98	85	30,69	12	4,33	0	0,00	0	0,00	277	5	4,61	92,20	SB
6	Mahasiswa dapat lebih memahami pelajaran dengan cepat melalui pembelajaran daring	18	6,50	242	87,36	17	6,14	0	0,00	0	0,00	277	5	4,00	80,00	B
Rata-rata		341	24,62	730	52,71	472	34,08	116	8,38	3	0,22	277	5	3,78	75,50	C

From the table of 4 process components in this evaluation study used two indicators with six statement items, first students can follow all activities when online learning obtained TCR 80.20% in good category, both online learning makes students feel comfortable when online learning obtains TCR 80.00% in good categories where they do not meet with the public to conduct the learning process so that aspects of social *distancing* and *physical distancing* can be maintained, the three conditions of internet network facilities in your location support for online lectures get TCR 55.20% in the category of bad, the average open answer respondents concerned about the lack of networks in their area. This is a concern for students in order to find a quick solution by education providers.

The four students who are less effective in doing online lectures get TCR 65.40% in a fairly good category, where not all students who have good network access to carry out lectures, the five costs incurred are quite expensive to buy kuota internet for online learning obtained TCR 92.20% with a very good category which means they agree that the cost is expensive enough to buy kuota internet to carry out the online learning process during the covid-19 pandemic, the six students can better understand the lesson quickly through online obtaining TCR 80.00% in a good category, , where students can replay video recordings while learning is taking place, and can relearn the material delivered.

Output

The output component of this study has one indicator / sub indicator about learning outcomes obtained during the online learning process during the covid-19 pandemic at the UNP campus, here is an analysis of the data of each indicator / sub indicator on the output component

Table 5. Recapitulation of the level of achievement of process respondents

NO	Item Pernyataan	Output										n	S Maksimal	Rata-rata	TCR	Kategori
		SS		S		KS		TS		STS						
		f	%	f	%	f	%	f	%	f	%					
1	Mahasiswa/i dapat memahami pelajaran dalam pembelajaran daring	72	25,99	183	66,06	22	7,94	0	0,00	0	0,00	277	5	4,18	83,60	B
2	Mahasiswa/i terbantu karena dapat mengingat kembali pelajaran pada pertemuan sebelumnya dengan cepat	66	23,83	148	53,43	63	22,74	0	0,00	0	0,00	277	5	4,01	80,20	B
3	Mahasiswa/i memiliki IP yang memuaskan	91	32,85	151	54,51	35	12,64	0	0,00	0	0,00	277	5	4,20	84,00	B
Rata-rata		229	16,53	482	34,80	120	8,66	0	0,00	0	0,00	277	5	4,13	82,60	B

From the table of 5 process components in this evaluation research used one indicator with three statement items, first students can understand the lessons in online learning obtained TCR 83.60%, in the good category, Both Students / i helped because they can recall the lessons at the previous meeting quickly obtained TCR 80.20% with a good category, where they can replay the previous video, the three students had a satisfactory achievement index of obtaining TCR 80.40% with good category.

Outcome

Outcome component in this study has one indicator / sub indicator about the impact obtained during the online learning process during the covid-19 pandemic at unp campus, here is the data analysis of each indicator / sub indicator on the outcome component.

No	Item Pernyataan	Outcome										n	S Maksim	Rata-rata	TCR	Kategori
		SS		S		KS		TS		STS						
		f	%	f	%	f	%	f	%	f	%					
1	Mahasiswa memiliki banyak tugas selama pembelajaran daring	15	5,42	89	32,13	136	49,10	37	13,36	0	0,00	277	5	3,30	66,00	C
2	Mahasiswa bisa mengerti tugas yang diberikan dosen	69	24,91	146	52,71	62	22,38	0	0,00	0	0,00	277	5	4,02	80,40	B
3	Mahasiswa kewalahan mengerjakan tugas yang diberikan dosen	65	23,47	152	54,87	60	21,66	0	0,00	0	0,00	277	5	4,03	80,60	B
4	Mahasiswa/i tidak terlalu terbebani dengan tugas yang diberikan dosen saat pembelajaran daring	11	3,97	93	33,57	136	49,10	37	13,36	0	0,00	277	5	3,28	65,60	C
Rata-rata		160	9,63	480	28,88	394	23,71	74	4,45	0	0,00	277	5	3,66	73,15	C

From table 6 outcome component in this evaluation research used one indicator with four statement items, first students have many tasks during online learning obtained TCR 66.00%, in the category enough, where the impact of online learning is the task given by lecturers, where each lecturer gives a task so that they have many tasks to complete, both students can understand the task given lecturers obtain TCR 80.40% in good categories,

The three students were overwhelmed to do the task given by lecturers obtained by TPR 80.60% with a good category, where each lecturer gave a task so that they were overwhelmed in doing the task.

Overall the results of the evaluation of online learning during the covid-19 pandemic on campus using logic models are described in diagrams in figure 3.

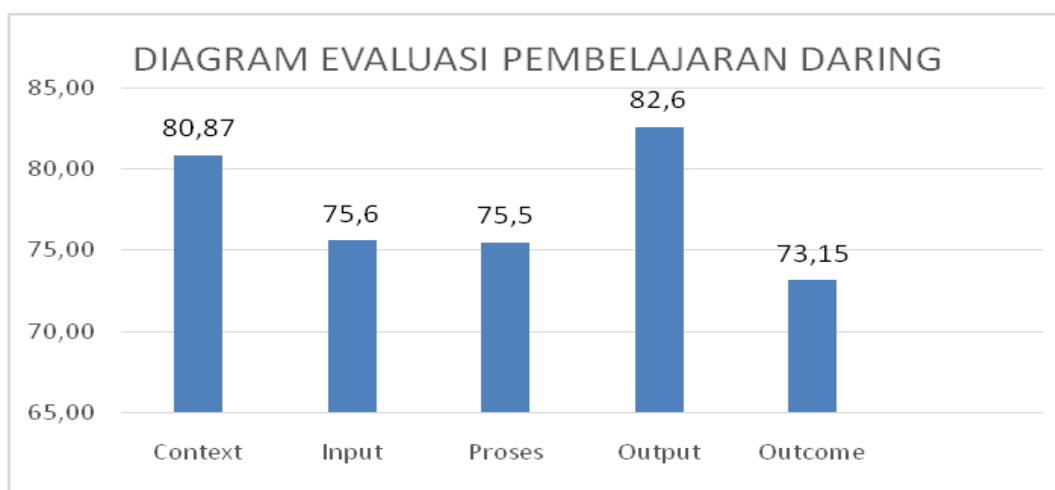


Figure 3. Respondents' Achievement Rate for online learning Evaluation Based on logic model

CONCLUSION

Based on analysis and discussion, the evaluation research on block system implementation with *Context, Input, Process and output model, outcome* can be concluded as follows.

Context components

Context components have good predicates with an average TCR of 80.87%. The well-classified context component needs to be improved and the context component needs to be improved again by considering the selection of learning media that uses quite a lot of internet power during the learning process.

Input Components

The input component of online learning evaluation during the covid-19 pandemic at UNP campus is classified as good with TCR 75.60% in the category is quite good meaning that it needs to increase the availability of facilities and infrastructure in the learning process so that the achievement of a better learning process

Process Components

The process component in the evaluation of online learning during the covid-19 pandemic at unp campus is quite enough with TCR 75.50% with sufficient categories, which means that the process components that have been evacuated and obtained sufficient results need to be improved and optimized in each component element, where network problems and internet power costs are of concern to the government and universities.

Output

The output component in the evaluation of online learning during the covid-19 pandemic at UNP campus is classified as a good category with TCR of 82.60%

Outcome

The outcome component in the evaluation of online learning during the covid-19 pandemic on campus is quite good with TCR 73.15% of the impact of online learning evaluation during the covid-19 pandemic on campus is quite felt by students during the learning process.

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