Evaluation of the Application of Distance Learning Programs in Madrasah Aliyah Malang Regency

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Abstract

Distance learning during the pandemic is a new strategy in the world of education. The purpose of this research is to measure and assess the success rate of distance learning implementation at Madarasah Aliyah in Malang district. This type of research is an evaluation research. The subjects of this study amounted to 10 people consisting of teachers and school principals from three Aliyah madrasas in the Malang area. The sampling technique used purposive sampling. Methods of data collection using interviews and observation. The data analysis technique uses the CIPP model with stages, namely preparation, implementation, completion and reporting. This study concludes the results in the form of four important points. First, not all schools can carry out the distance learning process optimally. Second, teachers do not have uniform competence and can determine suitable learning strategies. Third, the evaluation of distance learning outcomes has not been able to fully describe students' abilities. Fourth, the obstacles faced in the form of teacher readiness and student learning motivation. This study still has many limitations, both in terms of research procedures, themes raised or the type of research taken. Subsequent research conducted will enrich similar research themes.

Keywords: *Evaluation, distance learning, competence, strategy*

Abstrak

Pembelajaran jarak jauh pada masa pendemi merupakan strategi baru dalam dunia pendidikan. Tujuan dalam penelitian ini adalah mengukur dan menilai tentang tingkat keberhasilan pelaksanaan pembelajaran jarak jauh di Madarasah Aliyah di wilayah kabupaten Malang. Jenis penelitian ini merupakan penelitian evaluasi. Subyek penelitian ini berjumlah 10 orang terdiri dari guru dan kepala sekolah dari tiga madrasah Aliyah di wilayah Malang. Teknik sampling menggunakan purposive sampling. Metode pengambilan data menggunakan wawancara dan observasi. Teknik analisis data mengunakan model CIPP dengan tahapan yaitu persiapan, pelaksanaan, penyelesian dan pelaporan. Penelitian ini menyimpulkan hasil berupa empat poin penting. Pertama, belum semua sekolah dapat melaksanakan secara maksimal proses pembelajaran jarak jauh. Kedua, guru belum mempunyai kompetensi yang merata dan dapat menentukan strategi pembelajaran yang cocok. Ketiga, evaluasi hasil pembelajaran jarak jauh belum dapat menggambarkan secara utuh kemampuan siswa. Keempat, hambatan yang dihadapi berupa kesiapan guru dan motivasi belajar siswa. Penelitian ini masih

banyak keterbatasan baik dalam prosedur penelitian, tema yang diangkat atau jenis penelitian yang diambil. Penelitian berikutnya yang dilakukan akan memperkaya tema penelitian yang serupa.

Kata kunci: Evaluasi, pembelajaran jarak jauh, kompetensi, strategi

Introduction

On December 31, 2019, a similar case with unknown pneumonia emerged in Wuhan, China (Lee, 2020). The issue was caused by the Coronavirus or known as COVID-19 (Corona Virus Disease-2019). The characteristic of this virus is the high speed of spread. Based on WHO data, it was found that COVID-19 has become a global pandemic with 4,534,0731 confirmed positive cases in 216 countries worldwide (Update: 17-05-2020). The Coronavirus has also been endemic in Indonesia from early March until May 12, 2020; 17,514 confirmed positive cases spread across 34 provinces and 415 districts/cities (Task Force for the Acceleration of Handling COVID-19 Indonesia, 2020). The impact of the COVID-19 pandemic has changed various aspects of human life. The story of this outbreak can have a different ending in each country (Lee, 2020) depending on the policies implemented and the government's response to minimize its spread.

The Indonesian government has issued various policies to reduce the Coronavirus spread by imposing social distancing and physical distancing to implement PSBB (large-scale social restrictions) in several areas. The guidelines given to limit the spread of COVID-19 impact various fields throughout the world, especially education in Indonesia. The COVID-19 outbreak has urged testing of distance education almost as never before (Sun et al., 2020) for all elements of education, namely students, teachers and parents. They are considering that during the pandemic, time, location and distance are a big problem at this time (Kusuma & Hamidah, 2020). So that distance learning is a solution to overcome difficulties in carrying out face-to-face learning. This poses a challenge to all elements and levels of education to keep classes active even after schools have closed.

The health crisis caused by the COVID-19 outbreak has pioneered simultaneous online learning. The online learning tsunami has occurred almost worldwide during the COVID-19 pandemic (Goldschmidt, 2020). As an essential element in teaching, teachers and educators are required to make an unprecedented massive migration from traditional face-to-face education to online education or distance education (Bao, 2020). This is supported by technological developments that are not limited to the current industrial revolution 4.0. Online learning is effective for carrying out

learning even though educators and students are in different places (Verawardina et al., 2020). This can solve the problem of students' delay in acquiring knowledge. The sudden COVID-19 pandemic requires elements of education to adapt to the new learning model.

Furthermore, the learning carried out during the pandemic period remains oriented to the formation of student competencies with the processes and stages that have been carried out. The education process, in general, will carry out three things, namely designing teaching, designing strategies and designing curriculum (Sugiana, 2019) and evaluating the implementation of learning to find out learning outcomes. This series of steps is mandatory. Teaching design is carried out at the beginning to find out what needs are needed in the lesson plan, such as materials, implementation time, and others. Strategy design will be related to how the material is delivered in a certain way and understood by students. At the same time, the evaluation design measures and provides an assessment of the material that has been delivered.

Implementing a knowledge transfer process through training requires evaluation to show whether the training objectives have been achieved. Evaluation of activity needs to be done because there are at least three reasons, namely through evaluation we can find out how to improve the quality of the program, the second is to determine whether this program can be continued or not, and the last is to provide reasons for the importance of training for policymakers and their budgets.

Based on these conditions, several problems arise in the implementation of distance learning carried out, especially in the Malang district. Among the problems faced are related to the learning process, namely in planning, implementation and results that have been achieved.

This research will answer how effective the implementation process of distance learning has been. In addition, it will also explain the level of achievement, obstacles and support in its implementation.

Theoretical Review

Evaluation as a measure of learning outcomes

To obtain a comprehensive picture of the learning program's effectiveness, there are at least three components that need to be evaluated as objects, namely the design of the learning program, the implementation of the program, and the results achieved. The method of the learning

program is assessed from the aspect of the objectives to be completed or the competencies to be developed, the learning strategies to be applied, the content of the learning program. One aspect of the learning program used as the object of evaluation is the competencies to be developed, especially the essential competencies of the subjects concerned. Several criteria can be used to assess the basic competencies that will be created: Supporting the achievement of competency standards and competency standards for graduates. The formula used is clear. Able to clearly describe changes in behaviour expected of students. Have conformity with the level of student development (Kesuma et al., 2020).

In determining learning strategy, several criteria can be used to assess the planned learning strategy, including conformity with the competencies to be developed, conformity with the desired teaching and learning conditions, clarity of formulation, mainly covering teacher and student activities in the learning process, the possibility of implementation in the learning process: existing needs and time allocation (Darmadi, 2015).

The content of the learning experience learning program prepared by the teacher and which must be followed by students is a form of implementation. Several criteria can be used to assess the content of learning programs, namely relevance to the competencies to be developed (Latipah et al., 2021), relevance to the student experience and the environment and suitability to the level of student development (Latipah et al., 2020). Compliance with the available time allocation. Authentic experiences with students' living environments.

Implementation of Learning Programs and the design of learning programs, the program implementation process or implementation process also needs to be the object of evaluation, especially the learning and learning processes in the field. Evaluation in principle measures the content and learning process. Evaluation includes measuring the results that have been achieved through the process of implementing the learning carried out. Meanwhile, regarding the standard for the assessment of the learning process, it displays several criteria that can be used to evaluate the learning and learning process, namely consistency with the activities contained in the learning program, an implementation by the teacher, implementation in terms of students, attention shown by students to ongoing learning, activeness students in the learning process, opportunities given to apply learning outcomes in real situations, patterns of interaction between

teachers and students, opportunities to get continuous feedback (Sudjana & Ibrahim, 2004)

In addition to program design and implementation, the third component that needs to be evaluated is the results achieved by learning activities (Latipah et al., 2021). The results achieved can refer to short-term goals (output) or refer to long-term objectives (outcomes). The development of the learning program is no less important than the output because, in this outcome, it will be assessed how far students can implement the competencies learned in class into the real world in solving various problems of life and life in society (Nurhasanah et al., 2017).

Conclusion to evaluate the success of a learning program, it is not enough to assess student learning outcomes as a product of a learning process. The quality of a learning product is inseparable from the quality of the learning process itself. Evaluation of learning programs prepared and implemented by teachers should include an assessment of learning design, which provides for competencies developed, selected learning strategies and program content, implementation of learning programs or learning quality and learning program outcomes.

In conducting an assessment of the results of the learning program, it is not enough to be limited to short-term results or outputs but should also reach the outcomes of the learning program.

The Concept of Distance Learning

As it is known that the current condition of the world of education is still being affected by the pandemic. Of course, there are still many learning strategies that still apply online or online learning. In general, online learning is included in the category of distance learning. Distance learning before the pandemic had been done in several educational institutions in Indonesia. During a pandemic, this learning model is increasing. The learning system requires innovation that is fast and according to needs (Hidayat & Syahidin, 2019).

Based on the circular letter of the Minister of Education and Culture of the Republic of Indonesia number 4 of 2020, the implementation of education during the COVID-19 emergency is carried out through distance learning. This learning is part of achieving completeness in education. Knowledge is impossible to wait for covid-19 to end, so a breakthrough is needed that can overcome these problems. The use of internet media

automatically becomes an essential requirement in the implementation of distance learning.

Along with the development of increasing technology, the media also has products that this distance learning model can need. Typical and straightforward applications in society can be a learning tool such as apps, google classroom, google meet and even zoom, and other applications.

As it is known, the main goal in distance learning is to make it easier for teachers to deliver material and provide students' understanding like direct education (Kurdi, 2018). But in the process, of course, there are some obstacles faced by teachers and students and schools in general or even educational institutions nationally. A complete and adequate infrastructure is needed for the smooth running of this distance learning model. Problems with networks and strong signals, limited facilities used such as cellphones and laptops will be a particular problem in the learning process. Students may need to focus more on understanding any given material (Bali & Musrifah, 2020).

On the other hand, distance learning has a positive effect on students, namely, creating a more meaningful learning experience. Students are also required to learn more to fulfil the assigned tasks (Latipah, 2017). Learning experiences can be a way to shape students' knowledge. Students can find solutions to the problems they face even though they still need guidance from teachers or even parents. Students become active learning actors while teachers become mediators and direct the learning process to achieve its goals. This can form the ability of self-searching by students, which is commonly referred to as inquiry learning. The ability to be responsible, active, creative and not dependent on others are the values contained in this learning. Students will indirectly form emotional intelligence (Kistoro, 2017) and cognitive students in understanding the material related to the tasks or educational activities given (Minggele, 2019).

Research Method

Type of Research

This research is field research with qualitative research type and uses a descriptive approach. Informants or research subjects are teachers and principals who have in-depth and a lot of information by the theme of the research conducted. In terms of maintaining data confidentiality, the initials of the informants in this study were given either from the school or the

person. The number of informants is ten people who have been adjusted to the subject criteria made by the researcher, namely those who have teaching experience for at least five years. Research informant data can be seen in Table 1.

Table 1. Research informant data

School	Initials	Position	Total
MAN T	UM	Headmaster	1
MAN T	HD	Teacher	1
MA AF	AM	Headmaster	1
MA AF	GN	Teacher	1
MA YPI	AI	Headmaster	1
MA YPI	HC	Teacher	1
MA MH	AG	Headmaster	1
MA MH	SY	Teacher	1
MA AN	MM	Headmaster	1
MA AN	AK	Teacher	1
Total			10

Data, Instrument, Procedure

The researcher used an in-depth interview method with interview protocol guide as the instrument. The purpose of this interview is to reveal the learning process that has been carried out, the results obtained, and the subsequent decisions in responding to the results of the evaluation that has been carried out. The form of the instrument and its intended use can be seen in table 2.

Table 2. Research Instruments based on Research Objectives

No.	Purpose of revealing	Method	Instruments used
1.	The form of learning that has been implemented	Interview	Interview protocol
2.	The form of assessment carried out.	Interview	Interview protocol
3.	Rating result	Interview	Interview protocol
4	Assessment result decision	Interview	Interview protocol

Analysis of research data uses the initial data separation step, the appearance of the data is following the crucial themes obtained, and the last is data analysis by interpreting and describing the data obtained into a complete sequence of results. In-depth analysis means to parse the evaluation of learning programs that have been carried out using models CIPP is looking at the effects of context, input, process, and product (Stufflebeam & Coryn, 2014).

Result and Discussion

Following the results of the data analysis that has been carried out. It is found that distance learning has two essential points in terms of its implementation and the obstacles faced in the implementation process.

Implementation of distance learning

There are four aspects reviewed in this distance learning: context, input, process, and product. In the context of distance learning, it turns out that schools and teachers have complex problems. Schools are required to make policies that are not burdensome and meet educational targets both in quality and learning activities. By limiting direct learning, schools must carry out the learning process as it was before the pandemic. This, of course, makes schools have to make appropriate policies. This is also consistent with the principal's misjudgment when interviewed. It was stated that "during this time of a pandemic, we have a little trouble making policies. If

we insist on an ideal learning model, of course, there will be many parties who disagree. Meanwhile, the school or we are required to continue to achieve the educational targets that were previously targeted ".

This explanation was also strengthened by other school principals who said, "the school must indeed need the support of all parties for educational attainments, such as before online learning. Meanwhile, we cannot monitor the progress of students one by one all the time. This also makes it difficult for the school to provide a suitable learning model. We as the school try to continue to offer full educational services ".

Based on the above expressions and explanations, there are serious problems during this pandemic period, especially in the learning model Implemented in school policy. Apart from policy issues, it turns out that other problems arise, namely about the cost of education and learning facilities. Regarding the cost of education, it is understandable that the extraordinary pandemic effect also impacts the economic sector. Many parents cannot do their jobs, and even some of them have been terminated by the office or their company to work. This will have an impact on monthly income.

Meanwhile, on the other hand, education cannot be carried out in full activities like it was before pandemic. This condition certainly makes schools reduce education costs. But this reduction will also affect the facilities provided. In the early days of the pandemic, there was assistance from the government to support the learning process to give a quota package. Even though it helps the smoothness of learning, over time, the need gets more significant so that there are many cases of students who cannot take part in education because they do not have sufficient quotas. This cost issue was also followed by learning facilities' provision (Purwanto et al., 2020). schools certainly have not been able to provide much assistance either from hardware or software for students. Students who have adequate learning media such as computers, laptops, or mobile phones in each family have the problem.

Several things are found in the input aspect or students themselves as objects in the implementation of distance learning. First, students have a high level of deep saturation in this distance learning. They feel that learning at home cannot get anything, namely interaction with their schoolmates. Besides, understanding the material also affects them because they cannot interact directly with their teachers. This reduces students' motivation and sense of responsibility. This is evident from the passage of an interview conducted with one teachrs who stated that "at the beginning,

many students may feel happy because they are studying at home. But over time, many have become bored with the distance learning that is being carried out. Some students are often late in collecting the assignments and activities that we provide. It is part of the assessment of learning during this pandemic. "

While in the process of distance learning, the researchers found some interesting points, namely the categories of students who eager to learn and less motivated students. Students who are diligent have a solid motivation to listen, ask questions, and even do the assigned assignments. This explanation was obtained from the results of an interview with the teacher who stated, "in the implementation of distance learning in this pandemic period, there are still many students who want to learn eventhough in limited conditions. Usually, they tend to ask many questions and are willing to do the assignment according to the given time. But some students were not active at the time of learning and did not work optimally in their work ".

In this learning process, it is only the students' abilities and understanding that are the benchmarks. Teachers are also evaluated in the implementation of their learning. Some teachers who have advanced age sometimes have problems using long-distance learning media, especially online (Sari, Rifki, & Karmila, 2020). Several schools then provide short training to help these teachers adjust and equip their competencies, especially their learning media.

Finally, in the product aspect or learning outcomes. During the long-distance learning process carried out, it was found that students who had good learning outcomes generally did not change with the results obtained in the pre-pandemic period. This indicates that these students have a strong desire and want to learn independently according to the teacher's direction. But there are also exciting things found that some students previously had normal or low learning achievement; during this distance learning period, their grades increased. This is certainly a positive result, although it is necessary to assess whether the results are purely from the students themselves. But in general, it shows success in distance learning that has been done.

Barriers to implementing a distance learning

Distance learning is carried out to meet national education standards even in a pandemic period by utilizing information and technology so that

the learning process is carried out well (Pakpahan & Fitriani, 2020). In practice, explaining the results of implementing distance learning implies that the teacher or school faces problems and obstacles. Lack of understanding of the community as a whole with the distance learning model is a common obstacle in implementing distance learning during the pandemic (Sari et al., 2020). This is also supported from the interview results. One of the school principals explained that "most of us still don't understand how a long-distance learning is implemented. Even though some have understanding in implementing the distance learning, we still need adjustments during a pandemic like this. So that everything can go well ".

In particular, the obstacles faced in the distance learning process are internal and external factors. Internal factors, of course, come from the students themselves. Strong motivation to keep learning optimally, the desire to study independently by reading a lot, and assignments are examples of obstacles students face.

Several external factors, including school policies that support the smoothness of the learning process, teacher competence in implementing teaching and learning activities, and the support of the student's family environment in providing encouragement and enthusiasm and monitoring student conditions more intensively. The teacher's high creativity in giving material through the media is indicated to influence students' interest in participating in distance learning. This means that basic understanding and knowledge of the theory and technical implementation of education need to be mastered by teachers.

Support from parents and the family environment can also be an obstacle to distance learning (Wardani & Ayriza, 2021). Due to economic limitations, many students do not have supporting facilities such as computers, laptops, or even cellphones. Many students have to take turns and share using cellphones with their parents for other purposes, especially parents, in earning a living. This limitation will indirectly affect parents' support in providing motivation and monitoring of student learning because parents must continue working in limited conditions during the pandemic.

Discussion

The results showed that based on the evaluation of distance learning at the Madrasah Aliyah level in the Malang region during the pandemic

period, four exciting results were obtained. First, school policies in addressing distance learning must be supported by adequate infrastructure and facilities. The central government, in this case, the ministry of education and culture, has provided freedom for schools to determine their online learning platforms (Ministry of Education and Culture, n.d.). The government also provides a free or free learning platform for both teachers and students. This attitude towards policy will undoubtedly be one of the factors for the smooth implementation of distance learning. Several schools use this service as a form of strengthening and convenience in implementing learning.

Second, the teacher's teaching ability. Changes in learning models that so fast make teachers' competence as actors in learning to be improved. Teacher competence in Indonesia in information, communication, and technology is not evenly distributed (Hwee & Koh, 2018). Also, the gap in teacher qualifications, education levels, and information technology skills is an important thing to watch out for. Judging from the importance of competency that teachers must have in distance learning, teacher competence needs to be honed by providing a lot of skills training (Butho, 2016) in technology and information and practical communication skills course. The basic capabilities of information technology, such as the use of computers, laptops, or even gadgets, also need to be balanced to use the software contained therein. This is intended to facilitate distance learning from the planning, implementation, evaluation, and follow-up plans of the evaluation results.

Third, students' abilities and conditions. Often students' capabilities influence the learning process. This means that the ability of students affects their comprehension, comprehension, and reasoning power. Students who have high skills will more easily absorb and understand the material well. Meanwhile, students who have limited abilities are not enough to be able to understand the material given.

Fourth, the condition of the family. Different abilities between families become another obstacle for students from underprivileged or underprivileged groups. They stated that before the epidemic condition, they already had difficulties in accessing education. Besides, in situations like this, one is required to attend education through various technological devices. This is another obstacle that arises.

Conclusion

The results showed that long-distance learning has its problems. Schools as educational institutions at lower levels are targeted to achieve mastery in education levels following existing provisions. On the other hand, schools and teachers have limitations and obstacles in implementing the learning process in the field. The teacher must provide suitable learning strategies and methods, sufficient material, and maximum results. This condition forces teachers to improve competence in educational, professional, personality, and social aspects.

Moreover, government support and concern will support the achievement of the national education target in a series of applied distance learning. Another support from the cooperation of all elements: school, teachers, students and parents of is very much needed.

Based on the evaluation in this research, it can be concluded that in general, the learning model carried out in this pandemic period needs to be improved and strengthened in the form of school policy through optimizing the use of school operational assistance funds or BOS. Local government also need to effectively and actively assist schools in running the distance learning programs without waiting for initiatives from the central government. Besides, there are practical and technical guidelines for the learning models used. So that schools and teachers can implement the learning model easily.

Teacher competence and student activity also need to be improved to run in a balanced manner. Teachers who have equipped themselves with sufficient competence will efficiently carry out learning if they have a strong motivation and desire to learn even though limited conditions during the pandemic period. Distance learning also makes students learn to be independent, active, and skillful in doing their works so that learning also becomes meaningful. Another finding in this study is the need for parental and environmental support to adapt to distance learning models. Parental monitoring and assistance will make it easier for students to achieve the expected learning achievements.

Suggestion

In its implementation, this research still has many limitations and shortcomings, including restrictions in school so that the study cannot run optimally, especially in extracting data. Informants who are still limited are

also an obstacle in revealing different results. For this reason, it is hoped that other researchers who will discuss research with the same theme, the results of this study can be a simple reference that can be completed and the results deepened.

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