Students' perception of the implementation of online learning in Kubutambahan district by using input and outcome evaluation

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ABSTRACT

Covid-19 makes big problems, especially in education. Students have an important role in education, especially in online learning, because they follow the online learning provided by the teacher. Based on the observation, students were afraid and embarrassed because of less attention in online learning. This research aimed to identify the students' perception of the implementation of online learning in Kubutambahan District by using input and outcome evaluation. This research was descriptive qualitative, using observation, questionnaire, and interview as data collection instruments. Input and outcome evaluation are the guidelines in designing the questionnaire and interview. The research results showed that the students stated that assessment, schools' facilities, and infrastructures in SMPN 2 Kubutambahan and SMPN 5 Kubutambahan supported them in implementing online learning. The research result can positively impact schools, significantly increasing self-improvement activities related to education so that students can be more productive.

Keywords: students' perception, online learning, covid-19

INTRODUCTION

The covid-19 pandemic has caused various problems in life worldwide, especially in education called online learning. All schools carry out online learning to continue the learning process. According to Nguyen, (2015), online learning is one of the developing education systems in America where online learning has been implemented for a long time. According to Yanti (2021), online learning is a learning system that is adapted to the current situation and conditions, especially during the Covid-19 pandemic. According to Jacobs (2013), quoted by Yulia (2020), online learning is a development from traditional learning or face-to-face learning because online learning focuses on using learning applications to carry out online learning. In addition, according to Yanti (2021), online learning can also be carried out anywhere and anytime if it is connected to the internet network and the signal is quite good. If there is no internet network and internet quota, then online learning cannot be carried out by teachers or students. However, according to Mehra & Mital (2007) cited by Dhull & Sakshi (2017), online learning causes misunderstandings between teachers and students because of signal network problems. In addition, online learning also makes students feel alone because they must participate in online learning, especially at home, and rarely hang out with their friends (Mehra & Mital, 2007 cited by Dhull & Sakshi, 2017). Online learning also requires students to buy internet quotas; in fact, internet quotas are expensive, and some students

cannot afford quotas. These problems make students unable to follow the online learning process well.

Students have an essential role in the online learning process because they will carry out and follow the online learning provided by the teacher. Paudel (2021) stated that online learning would be carried out well if students were told what they need and want during online learning. However, sometimes students do not tell the problems they face in the online learning process because they are afraid, embarrassed, and there is no support from teachers who do not understand students' problems in the online learning process. If students tell the problem, the teacher can help with the problem. According to Martono (2010), quoted by Sujarwo et al. (2020), perspective is a person's point of view on something that is happening. This can be in the form of a problem, phenomenon, and experience in implementing a program (Sujarwo et al., 2020). With perception, someone can tell what they are experiencing, feeling, and hoping for a phenomenon so that other people can understand the perception and improve, increase, and stop something happening. In online learning, students' perspectives have an essential role in knowing how to implement online learning, such as the processes, benefits, and problems they experience.

The observation was conducted in junior high schools in Kubutambahan, namely SMPN 2 Kubutambahan and SMPN 5 Kubutambahan. SMPN 2 Kubutambahan and SMPN 5 Kubutambahan were the research settings selected, using purposive sampling, which means that the selection of sampling is based on criteria. The criterion in this study is junior high schools in strategic places, namely SMPN 2 Kubutambahan and the other in remote locations, namely SMPN 5 Kubutambahan. In addition, SMPN 2 Kubutambahan and SMPN 5 Kubutambahan had not conducted research that discussed students' perceptions of online learning. This research aimed to find out how students' perspectives on the implementation of online learning in Junior High Schools in the Kubutambahan District area. Students were the subject of this research because the observation that had been carried out showed that they experienced difficulties in the online learning process, such as lack of online learning facilities, lack of understanding of online learning materials, signal disturbances, expensive internet quotas, and others.

Sujarwo et al. (2020) examine students' perceptions of the online learning process during the Covid-19 pandemic shows that online learning can have a positive impact because students are highly motivated in the online learning process because they state that online learning can be carried out anywhere and anytime. This is also supported by Ja'ashan (2020), discussing the online learning process based on students' perception shows that online learning is a flexible education system. According to Puspaningtyas & Dewi (2020) examine students' perception of online learning in junior high schools in the province of Lampung shows that most students stated that online learning makes them motivated in learning shows most of them also prefer face-to-face learning than online learning because online learning can improve their ability in technology. According to Tanjung & Utomo (2021), examining the online learning process carried out by students shows that students have good abilities in utilizing learning applications, but it needs support from parties who influence the learning process online. Also, there is a schedule adjustment in online learning that is less clear. These previous studies state that online learning is carried out well and positively impacts students.

Nevertheless, two previous studies have different results toward students' perception of the implementation of online learning. According to Ro'fah, Hanjarwati, & Suprihatiningrum (2017), in their research examining the perceptions of students with disabilities toward the online learning process, online learning is challenging to be implemented due to network or signal constraints and difficulty accessing the applications used in the online learning process. According to Zboun & Farrah (2021), in their research about students' perception of the implementation of online learning shows that online learning has a negative impact, namely

students' misunderstanding of the material from the teacher, unstable signals, lack of learning motivation, and lack of interaction, socialization, and communication between teachers and students during the online learning process.

From the previous studies, it can be concluded that students' perceptions of the implementation of online learning indicate that online learning can have positive and negative impacts. In addition, the previous research does not use guidelines in identifying students' perceptions of online learning. There are various guidelines in researching perceptions related to implementing a program. One of them is the CIPPO evaluation model. According to Imansari & Sutadji (2017), the CIPPO evaluation model has five components: context, input, process, product, and Outcome. This research focuses on input and outcome evaluation. Nurfaizah et al. (2021) stated that input evaluation is about the program's source, which consists of the quality and quantity of the human resources, facilities, funds, and evaluation procedure. In addition, according to Imansari & Sutadji (2017), outcome evaluation is the effect of the program implementation. So that Outcome can give information towards what we get from implementing the program.

This research was the newest research related to students' perceptions of online learning in junior high schools in Kubutambahan District using the Input and Outcome evaluation. The input and outcome evaluation become the guidelines for identifying students' online learning perceptions in junior high schools in Kubutambahan District. By the input and outcome evaluation, the researcher can get information related to the online learning process and find out how the effects of the online learning outcomes are based on the perceptions of students in junior high schools in Kubutambahan District. The research question that could be formulated is the students' perception of the implementation of online learning in junior high schools in Kubutambahan District using Input and Outcome evaluation? Furthermore, this research aims to identify students' perceptions on the implementation of online learning in junior high schools in Kubutambahan District by using input and outcome evaluation.

METHOD

This research examined the students' perceptions of the implementation of online learning in junior high schools in Kubutambahan District. This study used a qualitative approach with descriptive analysis. The researcher described students' perceptions of the implementation of online learning, especially in junior high schools in the Kubutambahan District. In addition, this study focused on user input and outcome evaluation as a guide in knowing students' perceptions of the online learning process. The research subjects were students of Junior High Schools in Kubutambahan District, namely SMPN 2 Kubutambahan and SMPN 5 Kubutambahan. The total number of samples was 20 students, where each school consisted of 10 students. The selection of the subject and setting of this research used purposive sampling. The criterion is that students are selected based on their knowledge of their experience with the implementation of online learning, and junior high schools are selected based on location in the Kubutambahan District, where one school is in a strategic location, and the other is in a remote location. This study also used coding techniques to describe the data. There is an answer code for each question in the interview that is easily understood. For example, the answer code is S1.A1 means the first student answers the first question in the interview. Furthermore, there is respondent code used to make data can be described and understood easily. The following is the respondent code of this research:

TABEL: I
Respondent code

Respondent	School	Code
Student	SMPN 2 Kubutambahan	S1 – S10
	SMPN 5 Kubutambahan	S11 – S20

Several data collection instruments were used in this research, such as observation, documentation, questionnaire, and interview. According to Hasanah (2016), observation is the process of observing a phenomenon that is currently happening. In this study, the researcher uses non-participant observation because the researcher does not play an active role directly in the online learning process. After all, the observations in this study were an initial introduction to the learning process carried out in the setting and subject of research. Documentation is evidence in a program that supports data results in the form of photos, history, policies, rules, etc. (Alhamid & Anufia, 2019). In this research, the researcher used several documentations such as observation photos, the implementation of questionnaires and interviews, and the school building. A questionnaire is a collection of statements that have been formulated by researchers to be used as an instrument for collecting data from respondents (Alhamid & Anufia, 2019). The researcher provided questionnaires directly and online based on the current situation and conditions in this research. This questionnaire was formulated using input and outcome evaluation. In addition, this study uses a Likert scale. The following is the Likert scale in this study:

TABEL: I
Likert Scale

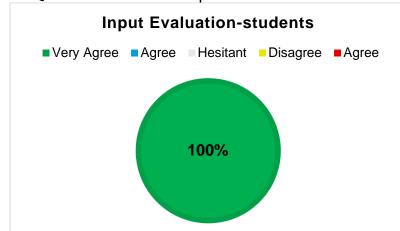| Options	Question (+)	Question (-)
Very agree	5	1
Agree	4	2
Hesitant	3	3
Disagree	2	4
Very disagree	1	5

The last one is the interview, and the interview is a collection of questions given by the interviewer and resource person (Brinkmann et al. 2008, quoted by Aldhaen, 2020). According to Chand (2020), as Aldhaen (2020) quoted, interviews are conducted to obtain more valid and precise data because respondents answered directly related to the topics discussed. In this research, the researcher used questions formulated using input and outcome evaluations. Data analysis is the process of analyzing data that has been collected to provide an understanding of the data (Muhadjir, 1998: 104 quoted by Rijali, 2018). According to Miles & Huberman (1994), data analysis has three steps, namely data reduction is the first step in analyzing data by selecting, centralizing, simplifying, abstracting, transcribing data, and coding the data, data display is the process of presenting data in chart form, charts, and tables, and conclusion drawing/verification means to conclude the data that has been presented.

RESULTS AND DISCUSSION
Students' Perception of Online Learning in Input Evaluation

Twenty students become the respondents of this research. They are from SMPN 2 Kubutambahan and SMPN 5 Kubutambahan. This research aims to identify the students' perception of the implementation of online learning by using input and outcome evaluation. The result data of this research is described through input evaluation using a questionnaire supported by the interview of the students. Furthermore, the input evaluation consists of

school facilities and infrastructures. This aspect is used to know how school facilities and infrastructure support students in implementing online learning. The following is the result data of questionnaire from students by using input evaluation:

FIGURE: I
Questionnaire result in input evaluation from students

Input Evaluation-students
■ Very Agree ■ Agree ■ Hesitant ■ Disagree ■ Agree

100%

From the questionnaire result in outcome evaluation from 20 students in SMPN 2 Kubutambahan and SMPN 5 Kubutambahan, which examine the students' assessment, it can be stated that 100% or all of them are very agree that the school provides many facilities such as ebook, document files of the material in online learning, and using applications which become the online learning media which can develop the online learning process. It is also supported by the interview result of input evaluation from the students about the school facilities and infrastructures, which can be divided into two questions as follows:

> The school has facilities in the form of computers and tablets. Students who do not have cell phones can go to school to pick up assignments and materials or use school facilities to do mid-semester tests or final-semester tests. *(S1.A3 – S20.A3).*
> *Sekolah memiliki fasilitas berupa komputer dan tablet. Bagi siswa yang tidak memiliki Handphone dapat ke sekolah untuk mengambil tugas dan materi, atau menggunakan fasilitas sekolah untuk mengikuti uts atau uas. (S1.A3 – S20.A3).*

From the interview result above, it can be stated that school facilities and infrastructures support the students in implementing online learning. SMPN 2 Kubutambahan and SMPN 5 Kubutambahan already have computers and tablets to develop the online learning process. If some students do not have online learning facilities, especially cell phones, they can go to school directly to get the materials, assignments. If there is a mid-semester test or final-semester test and they do not have a cell phone, quota package, and problem signal, they can use computers or tablets provided in the schools, and The students must follow the health protocol to prevent the spread of Covid-19. They must wear a mask, wash their hands well, keep their distance from each other, and use hand sanitizer. Furthermore, the following is the interview result for the next question, which is about the online learning media:

> Online learning is going well because many interesting applications are used in the online learning process, such as Zoom Meetings, Google Meet, Google Forms, Google Classroom, WhatsApp groups, and others. However, Zoom Meetings and Google Meet are only once or twice a week to save internet quota. (S1.A5 – S 20.A5).
> *Pembelajaran online berlangsung dengan baik karena ada banyak aplikasi yang menarik digunakan dalam proses pembelajaran online seperti Zoom Meetings, Google Meet, Google Form, Google Classroom, grup WhatsApp, dan lain-lain. Namun, penggunaan Zoom Meetings dan Google Meet hanya sekali atau dua kali dalam seminggu untuk menghemat kuota internet. (S1.A5 – S20.A5).*

Furthermore, when the students follow the online learning process, the teacher uses various applications, namely Zoom Meetings and Google Meet, which are used to do online learning virtual, Google Form for conducting mid-semester test or final-semester test, and

Google Classroom and WhatsApp group are used for discussing the material that the teacher delivers. Although not all students can follow the online learning process, the schools already have two learning systems, namely online learning, and offline learning. It becomes the solution for the students who do not have the facility in the online learning process. So that all students can follow the learning process.

Students' Perception of Online Learning in Outcome Evaluation

The outcome evaluation consists of one aspect, namely students' assessment. It is used to know how online learning can impact the students in SMPN 2 Kubutambahan and SMPN 5 Kubutambahan. The result data of this research is described through outcome evaluation. It is formulated into questionnaires and interviews. The questionnaire is the data result supported from the students' interviews. The following is the result data of questionnaire from students by using outcome evaluation:
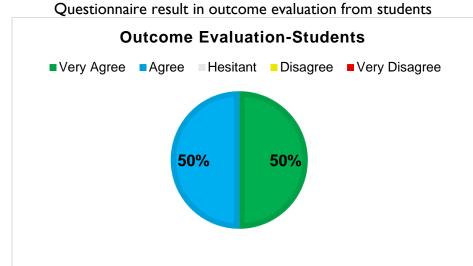
FIGURE: II

Questionnaire result in outcome evaluation from students

From the questionnaire result in input evaluation from 20 students in SMPN 2 Kubutambahan and SMPN 5 Kubutambahan, which examine the school facilities and infrastructures, it can be stated that 50% or ten students are very agreed that they are very able to do the assignments which become the assessment from the teacher. Furthermore, 50% or ten students also agree that they can do the assignment, which becomes the assessment from the teacher. It can be stated that they have positive answers toward the assessment, especially in online learning. The outcome evaluation result is used to know about the impacts and effects of the implementation of online learning. By this assessment, the students are motivated to do activities that can develop them following the online learning process. However, there are two different interview results of outcome evaluation from the students about the students' assessment:

> *We have never participated in that activity because all information related to online learning only comes from the teacher and also the environment around the place of residence. (S1.A8 – S12.A8, S14.A8 – S20.A8)*
>
> *Kami belum pernah mengikuti kegiatan tersebut karena segala informasi terkait pembelajaran online hanya berasal dari guru dan juga lingkungan sekitar tempat tinggal. (S1.A8 – S12.A8, S14.A8 – S20.A8)*
>
> *I have never had education related to this, but I have received socialization related to using social media appropriately and healthily. This is for council students and teachers only. (S13.A8)*
>
> *Terkait pendidikan belum pernah tapi saya mendapatkan sosialisasi terkait bagaimana bermedia sosial dengan baik dan sehat. Ini hanya untuk osis dan guru saja. (S13.A8)*

From the interviews above, it can be stated that most students stated that they had never participated in activities that could develop the online learning process. Although they have never participated in any school activities such as socialization, webinars, and seminars related to education, students provide positive perspectives related to the online learning process because schools have been able to minimize student problems, especially online learning facilities. The schools have implemented two learning systems: online learning for students who have adequate online learning facilities and offline learning for students who do not have online learning facilities. They can take materials and assignments from teachers to schools directly while following health protocols to take part in learning well even though they have never participated in any activities from school.

CONCLUSION

This research is about students' perception of the implementation of online learning in Junior High Schools in Kubutambahan District using input and outcome evaluation. The result data from the questionnaire and interview in input evaluation shows that online learning is done well because of the schools' facilities and infrastructures, which support the students following the online learning process. They are computers and tablets already provided in SMPN 2 Kubutambahan and SMPN 5 Kubutambahan. The students can use it if they do not have an online learning facility, especially a cell phone. Furthermore, various applications are used as online learning media, namely Zoom Meetings, Google Meet, Google Forms, Google Classroom, WhatsApp groups, etc. Even though not all students can follow the online learning process because of their lack of facility in online learning, the schools already have online learning and offline learning systems. Furthermore, students' assessments already positively impact students, which is shown from the result data from a questionnaire in outcome evaluation. However, the result data from the interview in outcome evaluation shows that only one student has followed the activity that can develop online learning, namely socialization, and others have never participated in that activity.

All educational parties, namely the headmaster, teachers, and even parents, must support the students in implementing online learning. Headmaster must make regulations for making a better online learning process, teachers must be able to make the learning process run well by designing the strategy, method, and assessment in online learning, and parents must be more careful with the students if there is a problem that the students in online learning face. Although there is always a problem in online learning, there will be solutions to solve the problem. The last is for further studies which discuss students' perception of the implementation of online learning and must develop more guidelines in examining the students' perception. So that, there will be more developed data towards online learning from students' perception and not only the students' perception but also from other parties, namely headmaster, teacher, and even parents on the implementation of online learning.

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