

Online Learning Program Evaluation in The Covid-19 Pandemic Era Using The CIPP Model

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ABSTRACT

The objective of this study is to evaluate the online learning program from using CIPP model which was focused on explaining the online learning system program in terms of the Context, Input, Process, Product components. The method used in this research was mixed method research with a descriptive approach. The quantitative data was collected using a questionnaire for 140 students, while the qualitative data used interview techniques with the principal, coordinator of the curriculum field, and two teacher representatives at SMA Negeri 1 Wonosegoro 1. The results of the study concluded that the level of achievement of the online learning system program in the Context component averaged 70.20% in 'Good' category; the Input component averaged 67.96% in 'Good' category; the Process components averaged 39.65% in 'Poor' category; and the Product components averaged 36.53% in 'Poor' category. The average score for all components was 53.59% categorized as sufficient. From the research results, it can be concluded that the online learning system program from home at SMA Negeri 1 Wonosegoro as a whole is sufficient, so there is still a need for improvements.

Keywords: CIPP Model Evaluation, Online Learning Program, The Covid-19 Pandemic Era

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INTRODUCTION

Entering the era of the industrial revolution 4.0 which is marked by the development of technology and information in the form of the internet or digitalization in the field of education requires professional teachers to manage learning keep it up to date with today's conditions. The acceleration of online-based classroom management due to the Covid 19 pandemic also forces teachers to make changes in managing conventional learning into digital-based learning. The online learning program model is the right choice for now, especially in dealing with the impact of the Covid-19 pandemic, and in the future, teachers must address them by compiling and implementing an adaptable and effective learning program.

According to Dabbagh (2005, p. 15) online learning is an open and distributed learning system using pedagogical tools (educational aids), which are made through the internet and network-based technology to facilitate the formation of learning and knowledge processes through meaningful actions and interactions. Online learning is a system that can facilitate students to learn wider, more numerous, and varied. Through the facilities provided by the system, students can study anytime and anywhere without being limited by distance, space, and time. The learning material is more varied. It is not only in verbal form, but also more varied such as visual, audio, and motion.

Evaluation of the implementation of online learning has been carried out by several researchers, including the results of research by Riyanda, A.F., Herlina, K., & Wicaksono, B.A (2020) resulting in that the level of achievement of the online learning system program using the CIPP evaluation model in the context, input, process, and product components were classified into good categories. From the research results, it can be concluded that the online learning system program in the Science of Education Faculty Unila environment was overall good so that it can be continued. The results of Anna Ya Ni (2018) ; Nalini, G.K , et al (2020); & Mustakim's (2020) study show that most of the students learning using online media were effective. The results of this study also showed that online learning by mathematics teacher helped class XI Science 1 students of State Senior High School 1 Wajo undergo online learning during the Covid-19 pandemic. The results of research by Xu and Mahenthiran (2016); Motilal (2018); Long Pham, et. al (2019); Suzanto, B (2015); and Sharma K, et al (2020) showed

that more than half (53.5%) of students are satisfied with online learning. The bivariate analysis found that all four domain scores were positively correlated with each other as well as with overall student satisfaction with online learning.

However, it was different from the research results of Briiliannur, et al (2020) which showed that online learning at Primary School Banyuajuh 6 Kamal is less effective due to the lack of facilities and infrastructure and the unpreparedness of technology education. Likewise, research by Demuyakor, J. (2020) showed that online learning was less effective because of the high cost of participating in online learning, students spent so much money buying internet data for online learning. The study also found that internet connectivity was very slow for students who left dormitories at various universities in China. The results of Aswasulasikin's (2020) research showed that online learning activities were boring, so it was expected that lecturers will be more creative and innovative in utilizing the media used to make the learning process more enjoyable. Online learning by using various advanced features cannot replace the role of lecturers through face-to-face lectures, because it provides more motivation and enthusiasm for students to learn rather than taking lectures online. The results of research by Kaur N, et al (2020) showed that students were not too satisfied with online learning, online learning can be used to overcome the implementation of learning during the Covid-19 pandemic but cannot be a substitute for an established education system. Likewise, research by Choiroh, Nisaul (2020) showed that the majority of junior high and high school students feel that online learning is considered ineffective because in practice the teacher was more likely giving assignments rather than explaining the material. The results of research by Bączek M, et al (2020), show that E-learning was considered less effective than face-to-face learning in terms of increasing social skills and competencies. Students found that they were less active during online classes compared to traditional classes.

Since the issuance of the decree of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 concerning the Prevention of Corona Virus Disease (Covid -19) in the Education Unit which was strengthened by the Decree of the Minister of Education and Culture Number 15 of 2020 (Menteri Pendidikan dan Kebudayaan, 2020) concerning Guidelines for Organizing Learning from Home in the Emergency of the Spread of Covid-19, until now State Senior High School Wonosegoro 1 has implemented online learning. Online learning at State Senior High School Wonosegoro 1 is in the form of a digital class or virtual class using the LMS (Learning Management System) application, namely Google Classroom (Google Classroom).

Besides, Google Classroom, to facilitate daily communication between teachers and students, each class at State Senior High School Wonosegoro 1 uses the Whatsapp group. If a virtual class meeting is needed to explain learning material, assignments, discussions, and presentations of student assignments using google meet, zoom, or video call. With the various ease of use of these applications, it is expected that teachers and students can carry out online learning programs smoothly and optimally. However, the facts in the field, show that even though online learning has been carried out for more than one semester, there are still problems faced by students, teachers, and parents so that learning activities are not optimal and effective.

Based on preliminary research through interviews and documentation studies, online learning from home at SMA Negeri 1 Wonosegoro experienced the following problems: 1) from the student side: lack of facilities/media to take part in online learning, most students did not have personal cellphones (only one in one home) and laptops, access to the internet network was difficult because the locations where most of the students live are in rural areas, students still need an understanding of learning methods, students lack discipline in taking online learning, not all students have a comfortable place to study at home, not all students receive support and attention from parents; 2) from the teacher: certain applications are only controlled by some teachers, the ability of cellphones to install applications is still lacking, mastery of IT for each teacher is different and less optimal, the time required for planning and implementing learning is longer, reporting of teacher activities to the principal is not on time; 3) on the side of parents: lack of understanding of parents towards online learning, and lack of time for parental assistance to students.

The fact that there are still problems faced by students and teachers in the online learning program will have an impact on learning activities that are not optimal and ineffective. So it is necessary to hold an evaluation whose results can be used to develop an online learning program at SMA Negeri 1 Wonosegoro. It is expected that in the future, the online learning program will be more optimal and effective and can be continued. The evaluation of the online learning program in this study used the

CIPP (Context - Input - Process - Product) model. This means that in this study the CIPP is implemented to support the development of online learning programs at SMA Negeri 1 Wonosegoro to obtain and use input systematically, in order to meet important needs, or at least, to work as well as possible with existing resources. For other educational institutions, the results of this study are expected to inspire the implementation of online learning by increasing the components of context, input, process and output.

LITERATURE REVIEW

Online learning

In general, online learning is very different from conventional learning. Online learning places more emphasis on students' thoroughness and foresight in receiving and processing information presented online. According to Bonk Curtis J. implicitly stated in the Online Training in an Online World survey that the concept of online learning is the same as e-learning. According to The Report of the Commission on Technology and Adult Learning (2001) in Curtis (2006) the definition of e-learning as "instructional content or learning experiences delivered or enabled by electronic technology". Therefore, online learning requires students and teachers to communicate interactively by utilizing information and communication technology, such as computer media with its internet, telephone or fax, the use of this media depends on the structure of the learning material and the types of communication required. Conversation transcripts, informational examples, and written documents relating to online learning that show full-text examples are typical ways that important learning materials are documented online. More visual communication includes whiteboard drawings, sometimes combined with conversation sessions, and video conferencing, which allows students who like to use different media to work with non-printed messages.

Online learning can be formulated as "a large collection of computers in networks that are tied together so that many users can share their vast resources" (Williams, 1999). Understanding online learning includes aspects of hardware (infrastructure) in the form of a set of computers that are interconnected with each other and have the ability to transmit data, either in the form of text, messages, graphics, or sound. With this capability, online learning can be interpreted as a computer network that is interconnected with other computer networks throughout the world (Kitao, 1998). However, the notion of online learning is not only related to hardware, but also includes software in the form of data sent and stored, which can be accessed at any time. Several computers that are interconnected with each other can create a sharing function which can simply be referred to as a network (networking). The sharing function created through a network (networking) does not only include facilities that are very and often needed, such as printers or modems, as well as those related to data or certain application programs. Another progress related to online learning as stated by Kenji Kitao (1998) is that many computer terminals around the world are connected to online learning, so that many people use online learning every day.

Considering online learning as a method or means of communication that can provide great benefits for the interests of researchers, teachers, and students, teachers need to understand the characteristics or potential of online learning in order to utilize it optimally for the benefit of their students' learning. The advantage of online learning is that it is a fun medium, thus generating student interest in online programs. Students who study well will quickly understand computers or can develop quickly the necessary computer skills, by accessing the Web. Therefore, students can study anywhere at any time.

The CIPP Model Evaluation

According to John M. Owen (1993), CIPP (Context - Input - Process - Product) Model is an evaluation model that uses a management-oriented evaluation approach or is called an evaluation in program management. According to Madaus, Scriven, and Stufflebeam (1983), the CIPP model is based on the view that the most important goal of program evaluation is not to prove, but to improve, therefore this model is also categorized as an evaluation approach that is oriented towards improvement-oriented evaluation), or a formative evaluation for development related to motivation and cognitive values still has some gaps to be investigated.

According to Madaus, Scriven, and Stufflebeam (1983, pp. 130–131), context evaluation is intended to help determine the program to make the changes needed. Its main purpose is to help clients examine alternatives concerning to organizational needs and organizational goals, assess their needs,

identify opportunities to meet their needs, diagnose problems that underlie those needs, and assess whether the objectives that have been set are sufficiently responsive to needs. The purpose of input evaluation is to help clients assess alternatives concerning to organizational needs and organizational goals. In line with Widoyoko's opinion (E,Widoyoko, 2010) which states that the input evaluation component includes human resources, supporting facilities and equipment as well as various procedures and rules needed to compare problem-solving strategies and design the stages of activities that are relevant and good in the online learning system program.

The main purpose of evaluation on the process component is to identify or predict during the process errors in procedural design or implementation, provide information for making decisions that have not been programmed, record, and evaluate procedural events and activities. Whereas the purpose of process evaluation is to identify or predict during the process, procedural design errors or their implementation, provide information for making decisions that have not been programmed, and record and assess events and procedural activities (Madaus, 1983, p. 129). The main purpose of product evaluation is to assess the success of the program in meeting the needs of the program objectives. These assessments of the success of the program or organization are collected from the people involved individually or collectively, and then analyzed.

Relevant Research Results

Evaluation of the implementation of online learning has been carried out by several researchers, including the results of research by Riyanda, A.F., Herlina, K., & Wicaksono, B.A (2020) resulting in that the level of achievement of the online learning system program using the CIPP evaluation model in the context, input, process, and product components were classified into good categories. From the research results, it can be concluded that the online learning system program in the Science of Education Faculty Unila environment was overall good so that it can be continued.

The results of Anna Ya Ni (2018) showed that as public administration programs extend their online education offerings to reach more time- and place-bound students, and as accredited institutions become interested in documenting teaching and learning effectiveness, the degree to which online students are successful as compared to their classroom counterparts is of interest to teaching faculty and others charged with assessment. By comparing student performance measures and assessments of learning experience from both online and traditional sections of a required graduate public administration research methods course taught by the same instructor, this paper provides evidence that student performance as measured by grade is independent of the mode of instruction. Persistence in an online environment may be more challenging in research methods classes than in other public administration classes. Furthermore, participation may be less intimidating, and the quality and quantity of interaction may be increased in online classes

The results of Nalini, G.K , et al (2020) showed that the study result shows that there was a significant improvement in both online learning and traditional learning methods. The improvement noted in the post-test was more in online learning when compared to traditional learning method and this was found to be statistically significant. It was observed that online learning was better than traditional textbook-based learning. The nature of teaching and learning by incorporating new technology will redefine and oppose the superficial learning. Digital learning supports deeper and self-directed learning.

Mustakim's (2020) study show that most of the students learning using online media were effective. The results of this study also showed that online learning by mathematics teacher helped class XI Science 1 students of State Senior High School 1 Wajo undergo online learning during the Covid-19 pandemic. Xu and Mahenthiran (2016) showed that overall student satisfaction with online learning is significantly affected by how the course is organized and how the content is sequenced, the ease with which students can complete assignments, and the use of the LMS to engage with content.

The results of Motilal (2018) showed that there is no significant difference in the level of satisfaction using Moodle between the students either from engineering or any other technical background and the students from some other non-technical background. So, Moodle is a completely user friendly e-learning tool for any student. We also found that there is no such significant difference in the level of satisfaction between the male and female students. We came to know that the fresh students are more adaptive towards new technology than the experienced ones. This may be because it is easier for a fresh mind to adapt any new technology. We also found that it is not necessarily that the students should be tech-savvy to use Moodle. They find Moodle very convenient to use though they are

not good in new technologies. With this we can conclude that the students are happy and satisfied using Moodle as the e-learning tool from anywhere and anytime.

The results of Long Pham, et. al (2019) indicated that e-learning service quality was a second-order construct comprising of three factors, namely, e-learning system quality, e-learning instructor and course materials quality, and e-learning administrative and support service quality. The e-learning system quality was the most important dimension of overall e-learning service quality, followed by e-learning instructor and course materials quality, and e-learning administrative and support service quality. In addition, the overall e-learning service quality was positively related to e-learning student satisfaction, which in turn positively influences e-learning student loyalty. Also, overall e-learning service quality has a direct effect on e-learning student loyalty. Implications for colleges and universities are discussed.

The results of Suzanto, B (2015) showed that the influence of academic information system on the attitudes of users by 0.57 or 57% and influence the attitude of academic information system users to conduct on the intention to use of academic information systems at 0.50 or 50%. Sharma K, et al (2020) showed that more than half (53.5%) of students are satisfied with online learning. The bivariate analysis found that all four domain scores were positively correlated with each other as well as with overall student satisfaction with online learning.

METHOD

Research Design

The method used in this evaluation research was quantitative and qualitative methods in the sequential explanatory with a descriptive approach. The evaluation research model used is the CIPP model which is focused on explaining the online learning system program in terms of the Context, Input, Process, Product components. This research includes research that produces recommendations for improvement of a program (Madaus, 1983, p. 129). This research is expected to explain the description of the implementation of the online learning program from home at SMA Negeri 1 Wonosegoro.

Research Sample

The quantitative method used a population of 563 students of SMA Negeri 1 Wonosegoro, Indonesia. In this study, the researchers determined the number of samples that was 25% x 563 = 140 respondents. Determination of the sample used the stratified random sampling which is shown in table 1 below. The Qualitative Method used the principal respondents, the deputy principal for curriculum and 2 representatives of subject teachers at SMA Negeri 1 Wonosegoro, Indonesia.

Table 1. Distribution of Population and Research Sample

Education Level	Male	Female	Population	Sample
10	86	128	214	53
11	65	125	190	47
12	73	86	159	40
Total	226	341	563	140

Data Collection

To obtain quantitative data, the researcher used data collection techniques in the form of an online closed questionnaire via google form to answer the questions given. The Alternative answers in the preparation of a questionnaire was using a Likert scale. The answers each instrument item that was provided with a scale range of 1 to 5 with extreme negative angles (strongly disagree) to extremely positive (strongly agree): Strongly disagree 1 - 2 - 3 - 4 - 5 very agree. The test analysis of the instrument was carried out using the SPSS statistical program to meet the validity and reliability principles. The qualitative data collection technique used in this study was an interview technique to collect data on the implementation of an online learning program held at SMA Negeri 1 Wonosegoro, Indonesia with the principal, vice principal for curriculum and two teacher representatives.

Data Analysis

The Quantitative data analysis was carried out used the index analysis technique (Ferdinant, 2015), to describe respondents' perceptions of the questions/statements posed. The scoring technique used in this study is a minimum of 1 and a maximum of 5, so the calculation of the respondent's answer

index is carried out by the following formula: $((F1 \times 1) + (F2 \times 2) + (F3 \times 3) + (F4 \times 4) + (F5 \times 5)) / 5$, where: F1 = Frequency of respondents who answered 1, F2 = Frequency of respondents who answered 2, F3 = Frequency of respondents who answered 3, F4 = Frequency of respondents who answered 4, and F5 = Frequency of respondents who answered 5. Furthermore, the data obtained were tabulated for quantitative descriptive analysis. The categorization of the level of achievement of the online learning program was as follows: 0 - 20% (very bad), 21% - 40% (bad), 41% - 60% (sufficient), 61% - 80% (good), 81% - 100% (very good).

The Qualitative data analysis was carried out based on the results of quantitatively categorizing the achievements of online learning programs in each CIPP component which was described qualitatively and strengthened from the results of the qualitative data obtained from interviews with analytical techniques consisting of three activity lines, namely: data reduction, data presentation, conclusion drawing/ verification (Miles & Huberman, 1992: 16).

RESULTS AND DISCUSSIONS

Results

An overview of the implementation of the online learning system program at State Senior High School Wonosegoro 1 in terms of components based on the CIPP model includes components: Context, Input, Process, and Product. The results of the evaluation of online learning in the Covid-19 pandemic era with the CIPP model at State Senior High School Wonosegoro 1 can be seen in Table 1 below:

Table 1. Online Learning Program Evaluation Results Using the CIPP Model

NO	COMPONENTS/INDICATORS	RESULT	RESULT	CATEGORY
1	CONTEXT	70.20%		GOOD
1.	The need for the implementation of anonline learning system		85.50%	Very good
2.	Online learning objectives		58.10%	Sufficient
3.	Online learning system implementation environment		60.00%	Sufficient
2	INPUT	67.96%		GOOD
4.	Availability of facilities		38.00%	Poor
5.	Quality of online learning materials		70.25%	Good
6.	Students' understanding of online learning		78.50%	Good
7.	Teachers' qualifications and competencies		85.10%	Very good
3	PROCESS	39,65%		POOR
8.	Implementation of online learning		35.20%	Very good
9.	Students' activity		30.30%	Poor
10.	Teachers' activity		63.00%	Good
11.	Barriers / constraints		30.10%	Poor
4	PRODUCT	36,53%		POOR
12.	Students' learning result		40.00%	Poor
13.	Impact of student knowledge		34.40%	Poor
14.	Students' satisfaction towards online learning		35.20%	Poor
	AVERAGE	60.17%		SUFFICIENT

Discussion

The following is an explanation of the implementation of the online learning system program at SMA Negeri 1 Wonosegoro 1 in terms of components based on the CIPP model. It includes the context, input, process, and product components. The discussion regarding each component is described as follows.

Context Component

The context component in this evaluation research has three indicators and the following research results are obtained. First, the indicator of the need for implementing an online learning system in the Covid-19 pandemic era is 85.50%, which is in the Very Good category. This shows that online learning held at State Senior High School Wonosegoro 1 is a solution to learning problems during the Covid-19 pandemic that is very much needed by students. So that even though students cannot have

face to face learning with the teacher in the classroom, the learning process continues, the student's educational needs are still met. Even though online learning is implemented in the students, it cannot replace the role of the teacher in the classroom, such as motivation, enthusiasm, and guidance from the teacher.

Second, the indicator of online learning objectives of 58.10% is in a Sufficient category. The purpose of online learning at State Senior High School Wonosegoro 1 is the students can integrate technology in learning and improve skills in information technology. However, the vision and mission, school goals, and basic competencies of each subject are still not achievable with online learning. Students also feel that online learning cannot reach the competency indicators in each subject because online learning involves more assignments. Third, the indicator of the environment for the implementation of the online learning system is 60.00% with a fairly Good category. This shows that online learning that is carried out by students at home is supported, motivated, and mentored by parents and there is an enjoyable and comfortable atmosphere at home. However, some of the students do not get the support, attention, and assistance of their parents because of their busy life and uncomfortable place to study.

The average achievement of the three indicators in the context component is 70.20% with a Good category. It can be concluded that the implementation of the online learning system that is carried out from home on the Context component is classified as good on the indicators of the need for the implementation of the online learning system, but there are still some notes that need to be improved to get better results, especially on indicators of online learning objectives to meet student needs and environmental indicators for implementing the online learning system from home.

As Madaus, Scriven, and Stufflebeam's (1983, pp. 130–131) statement, context evaluation is especially intended to help determine programs to make the required changes. Its main purpose is to help clients examine alternatives concerning to organizational needs and organizational goals, assess their needs, identify opportunities to meet their needs, diagnose problems that underlie those needs, and assess whether the goals set are responsive enough to the needs. The results of this study are supported by research by Afif Rahman Riyanda, et al. (2020) showing that the level of achievement of the online learning system program using the CIPP evaluation model is classified into a good category in the context indicator. Mustakim (2020) research shows that mathematics learning using online media is effective.

Input component

The input component in this evaluation research has four indicators. First, the availability of facilities (internet network, laptop, cellphone, and electricity network) , it is 38.00% with a low category. The availability of online learning facilities carried out from home is still lacking because the locations of most students are located in rural areas so that they are often constrained by inadequate internet networks, students must find a place to get a stable internet network. Even though students receive an internet quota of IDR 50,000 every 3 months, only a small proportion of middle-low students have a laptop with an economic background, causing students to join online learning with other students. Many students also do not have personal cellphones so they use their parents' cellphones, and it cannot be used optimally.

Second, the indicator of the quality of online learning materials is 70.25% in the good category. Learning devices in the form of main teaching materials and other relevant material sources as well as practice questions have been well prepared and communicated to students. The teacher has prepared a syllabus and Lesson Plan for special conditions as a guide for carrying out online learning during the Covid-19 pandemic. However, the students' completeness is not achieved due to the internet network constraints, so that learning is not optimal.

Third, the indicator of student understanding of online learning is 78.50% in the good category. This means that students can understand the goals and mastery of knowledge obtained from the implementation of the online learning system. With online learning, students' ability to integrate technology in learning and improve their abilities in information technology is achieved well. However, students' understanding of the learning material is still not optimal due to the lack of face-to-face learning process and teacher guidance.

Fourth, the indicators of teacher qualification and competence are 85.10%. It is in the very good category. This means that educators have good educational qualifications and competencies in implementing an online learning system. All teachers at State Senior High School Wonosegoro 1 have

a bachelor's degree and teach according to their qualifications. Most teachers can master IT as a basis for implementing online learning because teachers have received online learning training from the Provincial Education Board.

The average achievement of the four indicators in the input component is 67.96%, including in the good category. It can be concluded that from the input component, the online learning program from home on the indicators of learning quality and students' understanding of online learning is good, but still needs to be improved. On the indicator of the availability of online learning facilities is still lacking, this needs to be handled and improved. In line with Widoyoko's opinion (Widoyoko, 2010) which states that the input evaluation component includes human resources, supporting facilities and equipment as well as various procedures and rules needed, it is necessary to compare problem-solving strategies and design the stages of activities that are relevant and good in the online learning system program.

The results of this study are supported by research by Afif Rahman Riyanda, et al.(2020) showing that the level of achievement of the online learning system program using the CIPP evaluation model is classified into a good category on the input indicator. The sub-indicators of the availability of poor learning facilities are supported by the results of research by Briliannur Dwi C, et al.(2020) showing that online learning at Primary School Banyuajuh 6 Kamal is less effective due to the lack of facilities and infrastructure as well as the unpreparedness of technology education. Likewise, research by Demuyakor, J. (2020), found that internet connectivity is very slow for students who leave their dormitories at various universities in China.

Process Component

The process component in this evaluation research has four indicators. First, the indicator for the implementation of online learning from home was obtained by TPR of 35.20% in the poor category. The online learning program cannot be fully implemented according to a predetermined schedule. Sometimes online classes are canceled or postponed due to other assignments or network problems. Communication cannot be completely two-way, because often virtual meet only lasts for 10-20 minutes and then continues with practice questions on the Google Classroom and evaluations on Google Form, even if there is no network via WhatsApp.

Second, the indicator of student activity in carrying out online learning is 30.30% with the poor category. In implementing online learning from home, students are still less active and disciplined due to difficult internet networks and unsupportive online learning facilities (laptops, cellphones). Students cannot take advantage of their online learning facilities. This causes some student assignments to be uploaded late or not even uploaded to a predetermined application and when a virtual meet is held they rarely attend.

Third, the indicator of the activities of educators is 63.00% with a good category. This means that online learning activities have been carried out properly by the teacher. This can be seen from the positive responses from students regarding the activities of educators in online learning activities. Even though, it does not fully comply with the set schedule due to internet network problems. Fourth, the category of obstacles/constraints is 30.10%, which is in the poor category. Learning material cannot be fully conveyed to students, because sometimes more time allocation is used to ask the students to be more diligent and disciplined in participating in learning. Network constraints also affect the implementation of online learning activities properly, because, in the villages where students live, the internet network is not good. The lack of online learning facilities that students have also greatly hindered the implementation of online learning.

The average achievement of the four indicators in the process component is 39.65%. It is in the poor category. It can be concluded that the online learning program carried out from home still needs to be improved on indicators of online learning implementation, student activities in online learning, teacher activities in online learning, and obstacles in implementing online learning from home. In line with the opinion of Madaus, George F.(1983, p. 129), the main purpose of evaluation on process components is to identify or predict during the process, errors in procedural design or implementation, provide information for making decisions that have not been programmed, and record and assess events and procedural activities.

The results of this study are supported by research by Choiroh, Nisaul (2020) which shows that the majority of junior high and high school students feel that online learning is considered ineffective because, in practice, the teacher mostly giving assignments and does not explain the material. The results of research by Bączek M, et al (2020), show that E-learning is considered less effective than

face-to-face learning in terms of increasing social skills and competencies. Students feel that they are less active during online classes compared to traditional classes.

Product Components

The product component in this evaluation research has two indicators. First, student learning outcomes are 40.00%, which is in the poor category. The low results of online learning carried out from home are indicated by the results of student learning outcomes that have decreased since online learning from home and they are can not apply learning outcomes in everyday life. So that the online learning program from home carried out by State Senior High School Wonosegoro 1 is less effective.

Second, the impact of students' knowledge is 34.40% with a poor category. The mastery of knowledge and student learning outcomes towards online learning has a low impact. It affects on the low interest in learning and the teachers are frightened that many students are dropping out of school, due to parents' economic difficulties, so they cannot cover the financing of online learning activities.

Third, student satisfaction with online learning is 35.20% with a poor category. This shows that students as users are still not satisfied with online learning services both in the dimensions of content, accuracy, form, ease of use, and timeliness of the system in presenting or providing data and information needed by users.

The average achievement of the three indicators on the product component is 36.53% in the poor category. It can be concluded that in the product component, the online learning program from home still needs a lot of improvement on the indicators of student learning outcomes, the impact of student knowledge and student satisfaction on online learning carried out from home. In line with the opinion of Madaus, Scriven, and Stufflebeam (1983, pp. 134–135) that the main purpose of product evaluation is to assess the success of the program in meeting the needs of program objectives. These assessments of the success of the program or organization are collected from the people involved individually or collectively, and then analyzed. The results of this study are supported by research by Kaur N, et al (2020), showing that students are not too satisfied with online learning, online learning can be used to overcome the implementation of learning during the Covid-19 pandemic but cannot be a substitute for an established education system. Likewise, research by Bączek M, et al (2020), shows that E-learning is considered less effective than face-to-face learning in terms of increasing social skills and competencies. Students feel that they were less active during online classes compared to traditional classes.

CONCLUSION AND RECOMMENDATIONS

Based on the results of research and discussion, from the four components evaluated in online learning from home at State Senior High School Wonosegoro 1, it can be concluded: first, the achievement indicators that need to be maintained are the need for the implementation of online learning, achievement indicators that need to be improved and enhanced online learning objectives, and the learning environment. Second, the indicators that need to be maintained are students' understanding of online learning, the quality of learning materials, teacher qualifications, and competencies, while the indicators of achievement that need to be improved are online learning facilities. Third, the average performance component is in a poor category, so that all performance indicators need to be improved including indicators for the implementation of online learning from home, student activities in online learning, teacher activities in implementing online learning, and obstacles/constraints in online learning from home. Fourth, the performance indicators need to be improved including indicators of student learning outcomes, the impact of student knowledge on online learning, and indicators of student satisfaction with online learning from home. Overall, the online learning system program from home at State Senior High School Wonosegoro 1 is sufficient, so there is still a need for improvements and improvements.

The teachers of SMA Negeri 1 Wonosegoro, they are expected to improve online learning models that are attractive to students to motivate students to be more active and disciplined in implementing online learning from home so that they can improve their learning outcomes, it is also necessary to improve communication with parents to pay more attention to and support their children regarding online learning at home.

LIMITATIONS

This study has limitations in terms of the research area and research support resources. In terms of area, this research is limited to online learning at SMA Negeri 1 Wonosegoro, Boyolali Regency, Central Java Province, Indonesia. The location of the research was chosen because the school is located in a rural area far from urban areas, so online learning needs to be evaluated. In addition, limited support resources only involve some students, teacher representatives, school principals, and vice principals in the field of curriculum.

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