

## BUKTI KORESPONDENSI

Lampiran	:	<i>Peer Review</i> proses korespondensi submit publikasi jurnal ilmiah internasional
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Judul Artikel	:	<i>Assessing Online Learning in Elementary Education Amid COVID-19: Challenges and Opportunities in Context, Input, Process, and Product</i>

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8	Surat Penerimaan Artikel	9 April 2023	8

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# **Assessing Online Learning in Elementary Education Amid COVID-19: Challenges and Opportunities in Context, Input, Process, and Product**

## **Abstract**

This study thoroughly evaluates online learning implementation in elementary schools, a shift necessitated by the COVID-19 pandemic since March 2020. Utilizing an evaluative research method, the study applies the Context, Input, Process, and Product (CIPP) model to assess the effectiveness of online learning across various dimensions. The research was conducted in Sungai Pinang Village, Samarinda, East Kalimantan, with data collection through interviews and documentation. The findings reveal that online learning has been an effective policy in the context of pandemic control. However, challenges are evident in the input aspect, where teachers, students, and parents need more preparation for prolonged online learning, hindered by technological limitations, inadequate facilities, and the lack of independent learning skills among elementary students. The process aspect highlights a predominantly one-way, teacher-centered approach, impeding active learning. Regarding the product aspect, while cognitive and psychomotor outcomes are measurable through online assignments and tests, the affective outcomes remain elusive. The study underscores the need for substantial improvements in the input, process, and product aspects of online learning to make it more interactive, engaging, and suitable for the developmental stages of young learners. It contributes valuable insights for educators, program evaluators, curriculum developers, and policymakers, aiming to enhance the quality and efficacy of online learning in elementary education amidst and beyond the pandemic scenario.

Keywords: Online Learning Evaluation, Primary School, CIPP

## **Introduction**

The landscape of education, inherently a process of student interaction within a structured environment, has undergone a profound transformation in recent years. Learning, traditionally defined as a methodical interaction between students and teachers, aimed at transferring knowledge effectively and efficiently, has evolved significantly (Suyono & Hariyanto, 2014). The essence of education lies in its ability to adapt to the needs and actions of the students, ensuring that the subjects taught are aligned with the educational environment. This encompasses mastery of learning resources and media by teachers, which is pivotal in achieving the set learning objectives (Pohan, 2020).

In recent times, the world of education has focused increasingly on online learning, often referred to as distance learning, particularly since the advent of the COVID-19 pandemic in March 2020. This shift from traditional offline methods to online platforms has introduced new dynamics for both students and teachers. Following directives from educational authorities, schools have adopted various digital applications such as WhatsApp, Telegram, Zoom, Google Meet, and Google Classroom to facilitate learning and mitigate the spread of the virus (Asmuni, 2020). This change, especially at the elementary level, has prompted

significant interest in researching the implementation and effectiveness of online learning in specific regions, such as Sungai Pinang village in Samarinda, East Kalimantan.

Against this backdrop, the importance of researching and evaluating educational programs through the Context, Input, Process, and Product (CIPP) model gains prominence. This robust framework, applicable in diverse fields, from healthcare to education, evaluates the necessity of a program, the strategies and resources employed, its implementation, and the outcomes achieved. Researching the CIPP model, especially in the context of online learning at the elementary level, is essential for understanding and enhancing the effectiveness, accessibility, and engagement of digital education platforms. In an era where digital literacy is increasingly important, insights into how online learning affects younger students are crucial. Such research is instrumental in optimizing online platforms to meet the diverse needs of students, ensuring that digital education is not only accessible but effective and impactful. Furthermore, the CIPP model's comprehensive approach provides a valuable framework for developing effective teaching methods, curricula, and educational policies tailored to the unique needs and potentials of elementary students (Meiklejohn et al., 2023; Irene, 2023; Pombo et al., 2012; Liu, 2019; Neyazi et al., 2016; Tuna & Başdal, 2021).

The scope of research utilizing the Context, Input, Process, and Product (CIPP) model in educational evaluation is both varied and extensive, yet it reveals certain gaps. Meiklejohn et al. (2023) have delved into interprofessional education in healthcare, underscoring the CIPP model's significance in collaborative practices. Similarly, Rahabav and Souisa (2021) provided insights into non-formal education management, enhancing our grasp of educational administration. Duan et al. (2023) further extended the model's application by developing an evaluation index for Chinese Engineering Doctoral Education, offering a fresh perspective in the realm of higher education evaluation. Parallel to these, Pombo et al. (2012) analyzed an online module for Portuguese pre-service teachers, shedding light on the effectiveness of online educator training, while Liu (2019) investigated orientation design in online learning, critical for student engagement and retention on digital platforms. However, there is a noticeable scarcity of studies specifically evaluating online learning implementation for elementary students. Furthermore, while much research has been concentrated on higher education and healthcare, other sectors such as corporate training and public policy remain less examined. Additionally, the CIPP model's application in diverse cultural contexts is still under-researched, highlighting a need for studies that consider how cultural nuances influence evaluation outcomes, as indicated by Wardiyah et al. (2023) and Duan et al. (2023). This underscores the necessity for more longitudinal studies to ascertain the long-term impacts of interventions evaluated through the CIPP framework.

The utilization of the Context, Input, Process, and Product (CIPP) model in elementary education, though explored in various studies, reveals significant research gaps. While Neyazi et al. (2016) and Tuna & Başdal (2021) have contributed to the understanding of aspects relevant to elementary education through their evaluations in higher education contexts, direct research focusing on elementary education using the CIPP model is notably sparse. Most existing studies are centered on higher education or healthcare, with limited application in elementary settings. This highlights the necessity for specific research addressing the

implementation and effectiveness of programs, curricula, and teaching methods in elementary education. Such targeted research is essential to comprehend how early educational experiences influence long-term outcomes and to provide a more comprehensive view of program effectiveness by integrating all four components of the CIPP model. This approach is particularly needed in under-represented sectors and diverse cultural contexts, which would significantly contribute to the field (Balikçi et al., 2021; Rahabav & Souisa, 2021; Irene, 2023).

The analysis of existing research data reveals a noticeable gap in studies specifically addressing online learning in the context of elementary education. While there is substantial research on online learning for higher education and teacher training, there is a marked scarcity of studies focusing on how elementary students interact with, engage in, and derive benefits from online learning environments. This gap underscores the need for research that explores the unique challenges and opportunities presented by online learning for younger learners, such as attention span, digital literacy, and the requirement for interactive content. Furthermore, there is a deficiency in studies applying the Context, Input, Process, and Product (CIPP) model to directly assess and enhance the quality of elementary education. This includes a lack of longitudinal studies to monitor the long-term effects of educational programs on elementary students. Moreover, there is an identified need for research that specifically addresses the unique cognitive, emotional, and educational needs of elementary students in online learning environments and evaluates how online learning tools and strategies can be optimized for their developmental stage (Poce, 2020).

The scientific contributions of the Context, Input, Process, and Product (CIPP) model studies, as highlighted in research, are principally directed towards educators, program evaluators, curriculum developers, and policymakers. These studies offer a structured framework for assessing and improving educational programs, particularly in elementary education. This structured approach aids in pinpointing areas for enhancement, optimizing resources, and bolstering program outcomes, leading to the development of more effective teaching strategies, improved curriculum design, and well-informed policy decisions. Such research is instrumental in understanding the effectiveness of online learning platforms for elementary students, enabling the creation of more suitable digital curricula and the integration of technology in early education. For students, both at the general and elementary levels, familiarity with the CIPP model enhances their understanding of how educational programs are evaluated and refined, contributing to their awareness of quality education standards and resulting in more engaging, relevant, and effective learning environments (Meiklejohn et al., 2023; Wardiyah et al., 2023).

For students, CIPP-related research offers insights into how educational programs are designed, implemented, and evaluated for effectiveness. Understanding these processes can empower students to engage critically with their educational environments, advocate for necessary changes, and appreciate the complexities of educational program development and assessment (Duan et al., 2023; Irene, 2023).

Motivated by the evolving landscape of digital education, the researcher aims to evaluate the implementation of online learning in primary schools in Sungai Pinang Village, Samarinda, East

Kalimantan. This study is particularly crucial for elementary students, as it seeks to ensure their initial experiences with digital education are constructive and beneficial. By focusing on creating age-appropriate and engaging online learning environments, the research aims to nurture a lifelong interest in learning and digital literacy among young learners. Furthermore, the application of the Context, Input, Process, and Product (CIPP) model in this research is vital for students, educators, and policymakers. It promises continual assessment and enhancement of educational experiences, guiding educators and policymakers in making informed decisions about curriculum development, teaching methods, and resource allocation. This approach is expected to significantly elevate the quality of education at the elementary level, catering specifically to the needs of young learners in a digital age.

## Methodology

The research method used in this study is an evaluative research method, which is an effort to determine the level of implementation of a policy carefully by knowing the effectiveness of each component evaluated with the CIPP model approach. The foundation of this program evaluation activity includes several aspects, namely: Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation (Mathison, 2013).

In order to obtain the data indicators needed in the CIPP model program evaluation research, the survey research method is used. The survey method is a scientific research method that uses a questionnaire as the main instrument for collecting data. Research using the survey method aims to: (1) Looking for detailed factual information and is currently symptomatic, (2) Identifying problems to get reinforcement of the current state of activities, (3) Knowing the things that people who are the target of research do in solving problems, as material for planning and decision making in the future (Anugrahana, 2020).

In the program evaluation research on the evaluation of online learning implementation programs at the primary school level using the CIPP model (Mathison, 2013), aspects and indicators are formulated which are grouped according to the context, input, process, and product components which aim to facilitate the implementation of the evaluation, which can be seen in the following table.

Konteks	Input	Proses	Product/result
1. Policy	1. Teacher	1. Planning	1. Cognitive Learning Outcomes
2. Needs	2. Students	2. Implementation	2. Psychomotor learning outcomes
3. Objective	3. Supporting facilities	3. Evaluation	3. Affective learning outcomes
4. Goal	4. curriculum		

In this program evaluation research, the subjects studied are people who know, are related to, and are actors of the activities under study. The survey results obtained from the subject are expected to provide comprehensive and complete information (Sugiono, 2018).

The subjects in the study were elementary school teachers and students in Sungai Pinang Village who were active in the 2021/2022 academic year. Sample selection using random sampling (Usman & Akbar, 2011). This research was conducted at SDN 016 Sungai Pinang Samarinda, SDN 002 Sungai Pinang Samarinda, SDN 007 Sungai Pinang Samarinda.

The data analysis technique used in this evaluation research is descriptive analysis, namely by describing and interpreting data with indicators of the context, input, process and product components being evaluated (Muryadi, 2017).

## Result

This research examines online learning evaluation from multiple angles: policy, needs, goals, and objectives. It assesses teacher IT skills, student readiness, facilities, and curriculum. The study reveals challenges in online learning implementation, with diminishing enthusiasm over time. Student learning outcomes show strong cognitive results but difficulties in assessing affective aspects due to online limitations.

### 1. Context

The context aspect of learning evaluation can be seen from 4 aspects, namely policy, needs, goals and objectives of online learning. Explained as follows:

The policy of online learning from the center is a circular letter from the Secretary General of the Ministry of Education and Culture regarding the Implementation of Online Learning in the context of Overcoming Covid-19. This circular is addressed to governors, mayors, and regents. Then the next stage is a circular letter from the city government. Samarinda city education office. In the second year of online learning, the policy is adjusted to the zone. If the zone is green then face-to-face learning is allowed. (PRESS RELEASE Number: 137/Sipres/A6/VI/2020, 2020)

The need for online learning implementation is to provide learning to students online through the network. This means that students can obtain learning outcomes according to learning objectives.

The purpose of implementing online learning is of course that students can understand learning even though it is not directly. The general and specific objectives in each lesson have not been fully achieved.

The target of online learning is students. The target of implementation is certainly less optimal than direct school. In online learning, it is difficult to control student assignments. Whether or not students work on the assignments given by the teacher, it cannot be controlled whether the target is right for students or vice versa parents who do the work. (Alexon et al., 2020).

### 2. Input

The learning evaluation aspect of the input aspect can be seen from 4 aspects, namely teachers, students, supporting facilities and curriculum. Explained as follows:

The level of teacher ability to use IT in online learning. 90% of teachers in SDN Sungai Pinang village can use IT quite well. The rest still need special coaching due to the age factor. The creativity of teachers in online learning varies. There are teachers who only use whatsapp but there are also teachers who use a variety of online media used, including: Google meet, SSE (Samarinda Smart Edu), Google form, quizizz. However, the use of SSE also experienced many difficulties because the link sometimes experienced network disruptions.

The situation of students in accepting online learning varies, meaning that 80% of students can be said to be ready to follow online learning and 20% of students are not ready to follow online learning. Elementary students with an age range between 7 to 12 years of learning independence are also still not fully formed. Learning independence can be formed if parental guidance at home is maximized (Safarati, 2021). In reality, many parents work so that parents cannot fully accompany their children to study.

The supporting facilities provided by the Ministry of Education and Culture are data packages (quotas) for teachers and students. In fact, there are still parents who have economic limitations, for example not having a cellphone. Without a cellphone, it will be difficult for children to follow their learning. Because various information related to assignments, materials and others are conveyed through whatsapp groups.

The 2013 curriculum has not been implemented optimally. Many materials have not been taught to students due to time constraints (Subakti et al., 2021). The solution provided by the Ministry of Education and Culture is to use an emergency curriculum. This emergency curriculum is simpler and easier to achieve what are the learning goals and targets in each semester.

### 3. Process

The implementation of online learning can be seen from 3 aspects, namely learning planning, learning implementation, and learning evaluation. Explained as follows:

Learning planning, namely teachers in online learning still make lesson plans. However, the lesson plan is shorter. Only 1 sheet only. Known as independent learning lesson plans.

The implementation of learning is carried out online because the Sungai Pinang urban village area was originally a red zone area. Then it became a yellow zone. This means that the implementation of learning and the determination of whether it is online or offline depends on the zone conditions of each region. In its implementation, parents and students were initially enthusiastic. But in fact, after almost 1.5 years of running, parents and students began to feel bored. Many complaints were submitted by the parents. Many parents complained about the tasks given by teachers to students. In this case, learning is less effective (Mahmudi, 2011). Students do not understand the learning that is delivered so it is difficult to do the tasks given by the teacher. The first year of online learning implementation 90% of students participated. However, in the second year of implementation, only about 50% of students are

still focused on following. The remaining 50% have many obstacles. Related to network, cellphone, quota, parents' busyness, understanding of teaching materials and others.

Learning evaluation is carried out in the form of assignments, questions through google form, quizzes, SSE and others. However, 80% of these assignments are mostly recorded in books and then parents submit the results of the assignments that students have done to the school. (Haddar & Juliano, 2021)

#### 4. Product

Student learning outcomes can be seen from 3 aspects, namely cognitive, affective, and psychomotor learning outcomes:

Cognitive learning outcomes are obtained from assignment grades and daily test scores and end-of-semester exams. On average, students get good grades. The level of completeness of student learning outcomes reached 90%. However, this is cognitive. In reality, teachers also have difficulty monitoring directly whether the assignment is actually done by students or not.

Psychomotor learning outcomes are related to the assessment of student skills. Teachers give practical assignments to students. These practical tasks are done individually at home. Then parents make videos related to students' practical activities at home and then send them to the teacher.

Affective learning outcomes, which relate to the assessment of student attitudes during online learning, are difficult to measure (Muryadi, 2017). In this case, teachers measure students' learning attitudes from students' activeness and diligence in conversations in the whatsapp group, discipline in collecting assignments, namely collecting according to the time limit set by the teacher. The rest of the teacher cannot provide an assessment. Because to assess attitude requires observation. Observation cannot be done because learning is done online (Haddar, 2019).

#### Discussion

The transition to online learning during the COVID-19 pandemic, as illustrated by the dataset, offers a comprehensive view of how educational systems worldwide adapted to unprecedented challenges. The context of educational policies, as highlighted by studies like that of Rahabav and Souisa (2021) on non-formal education management in Eastern Indonesia, showcases the rapid adaptation and responsiveness of educational policies. These policies varied according to local COVID-19 conditions, demonstrating a tailored approach that aligns with global educational trends during the pandemic. This adaptability in educational policies is crucial in addressing the unique challenges posed by such crises.

In terms of readiness and resource allocation, the dataset sheds light on the varied preparedness of teachers and students for the sudden shift to online learning. The study by



Irene (2023), focusing on teacher education curricula and teaching methodology in the new normal, underscores the challenges faced due to limited supporting facilities and resources. This aspect resonates with global issues in emergency remote teaching, emphasizing the disparities in preparedness and resource distribution, especially in socioeconomically constrained environments. It highlights the need for robust support systems and resources to facilitate effective online learning.

The process and product aspects of online learning during the COVID-19 pandemic, as elucidated by studies like Meiklejohn et al. (2023) and Duan et al. (2023), highlight significant challenges and insights. The process of online learning is characterized by fluctuating student engagement and difficulties in maintaining effective learning outcomes, a trend observed globally. Initial enthusiasm for online learning often diminishes, leading to challenges in participation and comprehension, thus underscoring the need for innovative strategies to sustain engagement and effectiveness in online educational environments. On the product side, the assessment of learning outcomes in online settings presents its own set of challenges, particularly in evaluating non-cognitive skills such as psychomotor and affective domains. While cognitive outcomes are generally positive, the difficulty lies in comprehensively assessing broader learning domains remotely. This aspect is crucial in enhancing the understanding and practices in online education, addressing a key challenge in the comprehensive assessment of learning in digital education environments.

Purwaningsih & Dardjito (2021) highlighted the challenges faced by students in grades seven and eight in meeting minimum achievement criteria, in contrast to grade nine students who met graduation requirements, despite adequate resources and varied effectiveness in virtual teaching methods. Satyawati et al. (2022) evaluated an online learning system at SMA Negeri 1 Wonorego, finding it sufficiently effective but with room for improvement, especially in Process and Product components. Hasanah et al. (2021) noted a program's success in meeting teachers' needs for enhancing Pedagogical Content Knowledge (PCK). Parwita Setya Wardhani et al. (2022) observed that e-learning, integrated with the academic system, promoted greater independence and creativity among students and lecturers, though it faced challenges like signal interference and internet costs.

Similarly, Zhiyong's 2023 study on the CIPP model in online "Network Marketing" course evaluation fails to critically assess the model's adaptability across different educational settings. Lasamahu et al. (2021) propose the PEDATI model and project-based learning for online education but don't address potential implementation challenges, such as technology gaps and student engagement, questioning the framework's practicality. Santosa et al. (2022) highlight obstacles in online learning implementation, like internet issues and inadequate facilities, but their study lacks depth in exploring solutions.

Further, Abbas (2011) offers a historical perspective on Iran's education programs using the CIPP model but does not evaluate its current effectiveness. Choiriyah (2023) introduces the EPK-PAI model for assessing character-based Islamic Education in elementary schools, yet does not compare it with other evaluation frameworks, leaving questions about its broader

applicability. These studies, while informative, miss critical analysis and broader applicability, limiting their impact in educational research.

During the COVID-19 pandemic, the transition to online learning has been marked by significant challenges and adaptations, as evidenced in various studies. The policy-driven approach to online learning, highlighted in PRESS RELEASE Number: 137/Sipres/A6/VI/2020 (2020), and the issues of assignment control and parental involvement in online learning environments, as noted by Alexon et al. (2020), reflect the rapid policy changes that educational systems underwent to cope with the pandemic. This change underscores the importance of flexible policies to meet student needs under such extraordinary circumstances. On the input side, disparities in teacher readiness and student reception of online learning are evident. As described by Safarati (2021) and Subakti et al. (2021), while most teachers adapted to the IT demands of online education, challenges persisted due to factors like age, student readiness, and economic constraints that impacted access to necessary technological tools.

The studies also shed light on the process and product aspects of online learning. According to Mahmudi (2011) and Haddar & Juliano (2021), the shift to online platforms resulted in varied levels of student engagement and effectiveness in learning outcomes. Although cognitive outcomes were generally positive, the evaluation of psychomotor and affective outcomes presented difficulties, a trend observed globally in online education. This situation calls for innovative approaches to sustain engagement and effectiveness in digital learning environments. Collectively, these findings, along with insights from Purwaningsih & Dardjito (2021), Zhiyong (2023), and Choiriyah (2023), highlight the complexities and varied experiences in the shift to online learning. The studies point to the need for more robust support systems, better resource distribution, and more effective evaluation models to address the challenges of this significant educational transition.

## Conclusion

The evaluative research conducted on the implementation of online learning at SDN Sungai Pinang Village reveals several key findings. Firstly, the implementation, based on context components such as policies, needs, goals, and objectives, aligns with the circular letter of the Secretary General of the Ministry of Education and Culture regarding online learning in the context of overcoming COVID-19. However, there are areas that require improvement, particularly in the input component. While teachers, students, and supporting facilities generally meet the standards set in Government Regulation Number 19 concerning National Education Standards, challenges persist. These include a lack of variation in teachers' use of learning technology, students and parents' proficiency with technology, and uneven distribution of supportive facilities, with some parents lacking suitable devices for online learning. This unpreparedness in input adversely affects the implementation process.

The process component, encompassing planning and execution, adheres to standards, such as the creation of lesson plans. Nevertheless, the actual implementation of online learning faces numerous hurdles, including issues related to data quotas, understanding of the material

by parents and students, and difficulties in monitoring the learning process at home. The evaluation stage for students tends to be less varied and overly reliant on assignments. While the achievement of results in cognitive and psychomotor aspects is successful, as evidenced by student learning completeness, the affective aspect falls short. The limited ability to observe social interactions and student behavior hinders a comprehensive assessment of students' learning attitudes.

In summary, the research concludes that while the implementation of online learning is feasible, it necessitates thorough preparation across various aspects to ensure effective and efficient learning outcomes. The level of elementary school students poses a particular challenge for full online learning, given their limited learning independence and mental readiness, as well as the inadequate support from facilities. Special attention is needed to address these issues to enhance the overall effectiveness of online learning programs at the elementary level.

### **Acknowledgment**

The researcher would like to thank Widya Gama Mahakam University of Samarinda for providing both material and moral assistance for the implementation of this research activity.

## Daftar Pustaka

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## Revision Summary

The manuscript entitled "Assessing Online Learning in Elementary Education Amid COVID-19: Challenges and Opportunities in Context, Input, Process, and Product" was thoroughly reviewed. This study investigates online learning implementation in elementary schools, a shift necessitated by the COVID-19 pandemic since March 2020. The paper showed an AI GPT\* rate of 32.6%. It's too high to process the manuscript, so please reduce it to less than 5%.

There are several typographical, spelling, and punctuation mistakes that were noted. Some sentences are unclear or incomprehensible. These should be corrected throughout the text. So this article needs to be carefully proofread, preferably by a native English speaker. Please focus on the abbreviations given in the paper. It must explain the full abbreviation in its first use. Follow the informal short form throughout the entire paper.

The abstract section is fine. The abstract section must be a clear and concise overview of the research work. This section should consist of a clear background, objectives, analysis process, result, and conclusion. In the given abstract, the outcome of the study was not clearly stated. Provide significant outcomes clearly. The introduction section was fine but needs to be improved. Adding additional significant thoughts would improve the paper's overall quality. So please focus more on the current scenario of the education system in the country. The importance of education for the future Important research in the education system explains the COVID-19 pandemic in China. What is the impact of online education during the COVID-19 pandemic? What are the challenges of education in COVID? What are the factors influencing academic engagement and productivity? What are the teaching methods used during the COVID-19 pandemic? How would you engage the learners? How did you improve the strategies you followed? Also, explain the study's objective and the research gap. The purpose of the study is stated clearly in the introduction section. Please provide more references in the introduction.

The entire methodology section is to be explained clearly. Adding some additional information will help you understand it properly. How did you collect the data? In this study, how did you choose the respondents? On what basis? What are the qualifications of the respondents? What are the inclusion and exclusion criteria? Explain in detail. What questions were asked, and how was the data analyzed? how those variables were analyzed. What methodology was followed? Complete details are to be provided in the methodology section. Is there any statistical assessment methodology followed in this study? Provide it at the end of the methodology section.

The result section is to be improved; a detailed explanation will help to understand the clarity of the research outcomes. Please provide complete details. The results section should simply present information without bias or interpretation and be organized logically.

At the end of the section, provide statements explaining that the outcomes fulfilled the research objectives and that the research findings addressed the research difficulties. This should be explicitly mentioned in the results section with evidence.

The discussion section is to be improved. Please provide the latest significant research discoveries in the discussion area and offer a clear rationale for the acquired results. Furthermore, please kindly explain if all of the assumptions were sufficiently justified and provide a rationale for each of these hypotheses. Kindly contemplate the inclusion of further sources and the provision of a thorough examination of the significant findings derived from the conducted study. Reduce the conclusion; explain only the significant findings to be provided in the conclusion section.

The funding and conflict of interest statements are missing in the manuscript, so add them.

Check that the references are given in the main text. Reference formats are most important to the manuscript, so please follow the uniform reference style: when there is a single author, the author's name and year should be given; if there are more than three authors, use et al. and year and multiple author names in the reference.

Please read the section on guidelines for authors carefully and format your paper according to the journal's guidelines. Check the journal alignments and make sure that all the references are given in the reference section. The reference should be formatted in APA 6 style. Please refer to the reference format based on this link. <https://libguides.library.usyd.edu.au/c.php?g=508212&p=3476096>

The entire manuscript needs to be revised. More details need to be added to improve the standard of the article. If the author follows all of the suggestions, the paper may be considered for publication until I recommend to the editor that it be accepted after major revisions.

# **Assessing Online Learning in Elementary Education Amid COVID-19: Challenges and Opportunities in Context, Input, Process, and Product**

## **Abstract**

This study thoroughly evaluates online learning implementation in elementary schools, a shift necessitated by the COVID-19 pandemic since March 2020. Utilizing an evaluative research method, the study applies the Context, Input, Process, and Product (CIPP) model to assess the effectiveness of online learning across various dimensions. The research was conducted in Sungai Pinang Village, Samarinda, East Kalimantan, with data collection through interviews and documentation. The findings reveal that online learning has been an effective policy in the context of pandemic control. However, challenges are evident in the input aspect, where teachers, students, and parents need more preparation for prolonged online learning, hindered by technological limitations, inadequate facilities, and the lack of independent learning skills among elementary students. The process aspect highlights a predominantly one-way, teacher-centered approach, impeding active learning. Regarding the product aspect, while cognitive and psychomotor outcomes are measurable through online assignments and tests, the affective outcomes remain elusive. The study underscores the need for substantial improvements in the input, process, and product aspects of online learning to make it more interactive, engaging, and suitable for the developmental stages of young learners. It contributes valuable insights for educators, program evaluators, curriculum developers, and policymakers, aiming to enhance the quality and efficacy of online learning in elementary education amidst and beyond the pandemic scenario.

Keywords: Online Learning Evaluation, Primary School, CIPP

## **Introduction**

The landscape of education, inherently a process of student interaction within a structured environment, has undergone a profound transformation in recent years. Learning, traditionally defined as a methodical interaction between students and teachers, aimed at transferring knowledge effectively and efficiently, has evolved significantly (Suyono & Hariyanto, 2014). The essence of education lies in its ability to adapt to the needs and actions of the students, ensuring that the subjects taught are aligned with the educational environment. This encompasses mastery of learning resources and media by teachers, which is pivotal in achieving the set learning objectives (Pohan, 2020).

In recent times, the world of education has focused increasingly on online learning, often referred to as distance learning, particularly since the advent of the COVID-19 pandemic in March 2020. This shift from traditional offline methods to online platforms has introduced new dynamics for both students and teachers. Following directives from educational authorities, schools have adopted various digital applications such as WhatsApp, Telegram, Zoom, Google Meet, and Google Classroom to facilitate learning and mitigate the spread of the virus (Asmuni, 2020). This change, especially at the elementary level, has prompted



significant interest in researching the implementation and effectiveness of online learning in specific regions, such as Sungai Pinang village in Samarinda, East Kalimantan.

Against this backdrop, the importance of researching and evaluating educational programs through the Context, Input, Process, and Product (CIPP) model gains prominence. This robust framework, applicable in diverse fields, from healthcare to education, evaluates the necessity of a program, the strategies and resources employed, its implementation, and the outcomes achieved. Researching the CIPP model, especially in the context of online learning at the elementary level, is essential for understanding and enhancing the effectiveness, accessibility, and engagement of digital education platforms. In an era where digital literacy is increasingly important, insights into how online learning affects younger students are crucial. Such research is instrumental in optimizing online platforms to meet the diverse needs of students, ensuring that digital education is not only accessible but effective and impactful. Furthermore, the CIPP model's comprehensive approach provides a valuable framework for developing effective teaching methods, curricula, and educational policies tailored to the unique needs and potentials of elementary students (Meiklejohn et al., 2023; Irene, 2023; Pombo et al., 2012; Liu, 2019; Neyazi et al., 2016; Tuna & Başdal, 2021).

The scope of research utilizing the Context, Input, Process, and Product (CIPP) model in educational evaluation is both varied and extensive, yet it reveals certain gaps. Meiklejohn et al. (2023) have delved into interprofessional education in healthcare, underscoring the CIPP model's significance in collaborative practices. Similarly, Rahabav and Souisa (2021) provided insights into non-formal education management, enhancing our grasp of educational administration. Duan et al. (2023) further extended the model's application by developing an evaluation index for Chinese Engineering Doctoral Education, offering a fresh perspective in the realm of higher education evaluation. Parallel to these, Pombo et al. (2012) analyzed an online module for Portuguese pre-service teachers, shedding light on the effectiveness of online educator training, while Liu (2019) investigated orientation design in online learning, critical for student engagement and retention on digital platforms. However, there is a noticeable scarcity of studies specifically evaluating online learning implementation for elementary students. Furthermore, while much research has been concentrated on higher education and healthcare, other sectors such as corporate training and public policy remain less examined. Additionally, the CIPP model's application in diverse cultural contexts is still under-researched, highlighting a need for studies that consider how cultural nuances influence evaluation outcomes, as indicated by Wardiyah et al. (2023) and Duan et al. (2023). This underscores the necessity for more longitudinal studies to ascertain the long-term impacts of interventions evaluated through the CIPP framework.

The utilization of the Context, Input, Process, and Product (CIPP) model in elementary education, though explored in various studies, reveals significant research gaps. While Neyazi et al. (2016) and Tuna & Başdal (2021) have contributed to the understanding of aspects relevant to elementary education through their evaluations in higher education contexts, direct research focusing on elementary education using the CIPP model is notably sparse. Most existing studies are centered on higher education or healthcare, with limited application in elementary settings. This highlights the necessity for specific research addressing the

implementation and effectiveness of programs, curricula, and teaching methods in elementary education. Such targeted research is essential to comprehend how early educational experiences influence long-term outcomes and to provide a more comprehensive view of program effectiveness by integrating all four components of the CIPP model. This approach is particularly needed in under-represented sectors and diverse cultural contexts, which would significantly contribute to the field (Balikçi et al., 2021; Rahabav & Souisa, 2021; Irene, 2023).

The analysis of existing research data reveals a noticeable gap in studies specifically addressing online learning in the context of elementary education. While there is substantial research on online learning for higher education and teacher training, there is a marked scarcity of studies focusing on how elementary students interact with, engage in, and derive benefits from online learning environments. This gap underscores the need for research that explores the unique challenges and opportunities presented by online learning for younger learners, such as attention span, digital literacy, and the requirement for interactive content. Furthermore, there is a deficiency in studies applying the Context, Input, Process, and Product (CIPP) model to directly assess and enhance the quality of elementary education. This includes a lack of longitudinal studies to monitor the long-term effects of educational programs on elementary students. Moreover, there is an identified need for research that specifically addresses the unique cognitive, emotional, and educational needs of elementary students in online learning environments and evaluates how online learning tools and strategies can be optimized for their developmental stage (Poce, 2020).

The scientific contributions of the Context, Input, Process, and Product (CIPP) model studies, as highlighted in research, are principally directed towards educators, program evaluators, curriculum developers, and policymakers. These studies offer a structured framework for assessing and improving educational programs, particularly in elementary education. This structured approach aids in pinpointing areas for enhancement, optimizing resources, and bolstering program outcomes, leading to the development of more effective teaching strategies, improved curriculum design, and well-informed policy decisions. Such research is instrumental in understanding the effectiveness of online learning platforms for elementary students, enabling the creation of more suitable digital curricula and the integration of technology in early education. For students, both at the general and elementary levels, familiarity with the CIPP model enhances their understanding of how educational programs are evaluated and refined, contributing to their awareness of quality education standards and resulting in more engaging, relevant, and effective learning environments (Meiklejohn et al., 2023; Wardiyah et al., 2023).

For students, CIPP-related research offers insights into how educational programs are designed, implemented, and evaluated for effectiveness. Understanding these processes can empower students to engage critically with their educational environments, advocate for necessary changes, and appreciate the complexities of educational program development and assessment (Duan et al., 2023; Irene, 2023).

Motivated by the evolving landscape of digital education, the researcher aims to evaluate the implementation of online learning in primary schools in Sungai Pinang Village, Samarinda, East

Kalimantan. This study is particularly crucial for elementary students, as it seeks to ensure their initial experiences with digital education are constructive and beneficial. By focusing on creating age-appropriate and engaging online learning environments, the research aims to nurture a lifelong interest in learning and digital literacy among young learners. Furthermore, the application of the Context, Input, Process, and Product (CIPP) model in this research is vital for students, educators, and policymakers. It promises continual assessment and enhancement of educational experiences, guiding educators and policymakers in making informed decisions about curriculum development, teaching methods, and resource allocation. This approach is expected to significantly elevate the quality of education at the elementary level, catering specifically to the needs of young learners in a digital age.

## Methodology

The research method used in this study is an evaluative research method, which is an effort to determine the level of implementation of a policy carefully by knowing the effectiveness of each component evaluated with the CIPP model approach. The foundation of this program evaluation activity includes several aspects, namely: Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation (Mathison, 2013).

In order to obtain the data indicators needed in the CIPP model program evaluation research, the survey research method is used. The survey method is a scientific research method that uses a questionnaire as the main instrument for collecting data. Research using the survey method aims to: (1) Looking for detailed factual information and is currently symptomatic, (2) Identifying problems to get reinforcement of the current state of activities, (3) Knowing the things that people who are the target of research do in solving problems, as material for planning and decision making in the future (Anugrahana, 2020).

In the program evaluation research on the evaluation of online learning implementation programs at the primary school level using the CIPP model (Mathison, 2013), aspects and indicators are formulated which are grouped according to the context, input, process, and product components which aim to facilitate the implementation of the evaluation, which can be seen in the following table.

<b>Konteks</b>	<b>Input</b>	<b>Proses</b>	<b>Product/result</b>
1. Policy	1. Teacher	1. Planning	1. Cognitive Learning Outcomes
2. Needs	2. Students	2. Implementation	2. Psychomotor learning outcomes
3. Objective	3. Supporting facilities	3. Evaluation	3. Affective learning outcomes
4. Goal	4. curriculum		

In this program evaluation research, the subjects studied are people who know, are related to, and are actors of the activities under study. The survey results obtained from the subject are expected to provide comprehensive and complete information (Sugiono, 2018).

The subjects in the study were elementary school teachers and students in Sungai Pinang Village who were active in the 2021/2022 academic year. Sample selection using random sampling (Usman & Akbar, 2011). This research was conducted at SDN 016 Sungai Pinang Samarinda, SDN 002 Sungai Pinang Samarinda, SDN 007 Sungai Pinang Samarinda.

The data analysis technique used in this evaluation research is descriptive analysis, namely by describing and interpreting data with indicators of the context, input, process and product components being evaluated (Muryadi, 2017).

## Result

This research examines online learning evaluation from multiple angles: policy, needs, goals, and objectives. It assesses teacher IT skills, student readiness, facilities, and curriculum. The study reveals challenges in online learning implementation, with diminishing enthusiasm over time. Student learning outcomes show strong cognitive results but difficulties in assessing affective aspects due to online limitations.

### 1. Context

The context aspect of learning evaluation can be seen from 4 aspects, namely policy, needs, goals and objectives of online learning. Explained as follows:

The policy of online learning from the center is a circular letter from the Secretary General of the Ministry of Education and Culture regarding the Implementation of Online Learning in the context of Overcoming Covid-19. This circular is addressed to governors, mayors, and regents. Then the next stage is a circular letter from the city government. Samarinda city education office. In the second year of online learning, the policy is adjusted to the zone. If the zone is green then face-to-face learning is allowed. (PRESS RELEASE Number: 137/Sipres/A6/VI/2020, 2020)

The need for online learning implementation is to provide learning to students online through the network. This means that students can obtain learning outcomes according to learning objectives.

The purpose of implementing online learning is of course that students can understand learning even though it is not directly. The general and specific objectives in each lesson have not been fully achieved.

The target of online learning is students. The target of implementation is certainly less optimal than direct school. In online learning, it is difficult to control student assignments. Whether or not students work on the assignments given by the teacher, it cannot be controlled whether the target is right for students or vice versa parents who do the work. (Alexon et al., 2020).

### 2. Input

The learning evaluation aspect of the input aspect can be seen from 4 aspects, namely teachers, students, supporting facilities and curriculum. Explained as follows:

The level of teacher ability to use IT in online learning. 90% of teachers in SDN Sungai Pinang village can use IT quite well. The rest still need special coaching due to the age factor. The creativity of teachers in online learning varies. There are teachers who only use whatsapp but there are also teachers who use a variety of online media used, including: Google meet, SSE (Samarinda Smart Edu), Google form, quizizz. However, the use of SSE also experienced many difficulties because the link sometimes experienced network disruptions.

The situation of students in accepting online learning varies, meaning that 80% of students can be said to be ready to follow online learning and 20% of students are not ready to follow online learning. Elementary students with an age range between 7 to 12 years of learning independence are also still not fully formed. Learning independence can be formed if parental guidance at home is maximized (Safarati, 2021). In reality, many parents work so that parents cannot fully accompany their children to study.

The supporting facilities provided by the Ministry of Education and Culture are data packages (quotas) for teachers and students. In fact, there are still parents who have economic limitations, for example not having a cellphone. Without a cellphone, it will be difficult for children to follow their learning. Because various information related to assignments, materials and others are conveyed through whatsapp groups.

The 2013 curriculum has not been implemented optimally. Many materials have not been taught to students due to time constraints (Subakti et al., 2021). The solution provided by the Ministry of Education and Culture is to use an emergency curriculum. This emergency curriculum is simpler and easier to achieve what are the learning goals and targets in each semester.

### 3. Process

The implementation of online learning can be seen from 3 aspects, namely learning planning, learning implementation, and learning evaluation. Explained as follows:

Learning planning, namely teachers in online learning still make lesson plans. However, the lesson plan is shorter. Only 1 sheet only. Known as independent learning lesson plans.

The implementation of learning is carried out online because the Sungai Pinang urban village area was originally a red zone area. Then it became a yellow zone. This means that the implementation of learning and the determination of whether it is online or offline depends on the zone conditions of each region. In its implementation, parents and students were initially enthusiastic. But in fact, after almost 1.5 years of running, parents and students began to feel bored. Many complaints were submitted by the parents. Many parents complained about the tasks given by teachers to students. In this case, learning is less effective (Mahmudi, 2011). Students do not understand the learning that is delivered so it is difficult to do the tasks given by the teacher. The first year of online learning implementation 90% of students participated. However, in the second year of implementation, only about 50% of students are

still focused on following. The remaining 50% have many obstacles. Related to network, cellphone, quota, parents' busyness, understanding of teaching materials and others.

Learning evaluation is carried out in the form of assignments, questions through google form, quizzes, SSE and others. However, 80% of these assignments are mostly recorded in books and then parents submit the results of the assignments that students have done to the school. (Haddar & Juliano, 2021)

#### 4. Product

Student learning outcomes can be seen from 3 aspects, namely cognitive, affective, and psychomotor learning outcomes:

Cognitive learning outcomes are obtained from assignment grades and daily test scores and end-of-semester exams. On average, students get good grades. The level of completeness of student learning outcomes reached 90%. However, this is cognitive. In reality, teachers also have difficulty monitoring directly whether the assignment is actually done by students or not.

Psychomotor learning outcomes are related to the assessment of student skills. Teachers give practical assignments to students. These practical tasks are done individually at home. Then parents make videos related to students' practical activities at home and then send them to the teacher.

Affective learning outcomes, which relate to the assessment of student attitudes during online learning, are difficult to measure (Muryadi, 2017). In this case, teachers measure students' learning attitudes from students' activeness and diligence in conversations in the whatsapp group, discipline in collecting assignments, namely collecting according to the time limit set by the teacher. The rest of the teacher cannot provide an assessment. Because to assess attitude requires observation. Observation cannot be done because learning is done online (Haddar, 2019).

#### Discussion

The transition to online learning during the COVID-19 pandemic, as illustrated by the dataset, offers a comprehensive view of how educational systems worldwide adapted to unprecedented challenges. The context of educational policies, as highlighted by studies like that of Rahabav and Souisa (2021) on non-formal education management in Eastern Indonesia, showcases the rapid adaptation and responsiveness of educational policies. These policies varied according to local COVID-19 conditions, demonstrating a tailored approach that aligns with global educational trends during the pandemic. This adaptability in educational policies is crucial in addressing the unique challenges posed by such crises.

In terms of readiness and resource allocation, the dataset sheds light on the varied preparedness of teachers and students for the sudden shift to online learning. The study by

Irene (2023), focusing on teacher education curricula and teaching methodology in the new normal, underscores the challenges faced due to limited supporting facilities and resources. This aspect resonates with global issues in emergency remote teaching, emphasizing the disparities in preparedness and resource distribution, especially in socioeconomically constrained environments. It highlights the need for robust support systems and resources to facilitate effective online learning.

The process and product aspects of online learning during the COVID-19 pandemic, as elucidated by studies like Meiklejohn et al. (2023) and Duan et al. (2023), highlight significant challenges and insights. The process of online learning is characterized by fluctuating student engagement and difficulties in maintaining effective learning outcomes, a trend observed globally. Initial enthusiasm for online learning often diminishes, leading to challenges in participation and comprehension, thus underscoring the need for innovative strategies to sustain engagement and effectiveness in online educational environments. On the product side, the assessment of learning outcomes in online settings presents its own set of challenges, particularly in evaluating non-cognitive skills such as psychomotor and affective domains. While cognitive outcomes are generally positive, the difficulty lies in comprehensively assessing broader learning domains remotely. This aspect is crucial in enhancing the understanding and practices in online education, addressing a key challenge in the comprehensive assessment of learning in digital education environments.

Purwaningsih & Dardjito (2021) highlighted the challenges faced by students in grades seven and eight in meeting minimum achievement criteria, in contrast to grade nine students who met graduation requirements, despite adequate resources and varied effectiveness in virtual teaching methods. Satyawati et al. (2022) evaluated an online learning system at SMA Negeri 1 Wonorego, finding it sufficiently effective but with room for improvement, especially in Process and Product components. Hasanah et al. (2021) noted a program's success in meeting teachers' needs for enhancing Pedagogical Content Knowledge (PCK). Parwita Setya Wardhani et al. (2022) observed that e-learning, integrated with the academic system, promoted greater independence and creativity among students and lecturers, though it faced challenges like signal interference and internet costs.

Similarly, Zhiyong's 2023 study on the CIPP model in online "Network Marketing" course evaluation fails to critically assess the model's adaptability across different educational settings. Lasamahu et al. (2021) propose the PEDATI model and project-based learning for online education but don't address potential implementation challenges, such as technology gaps and student engagement, questioning the framework's practicality. Santosa et al. (2022) highlight obstacles in online learning implementation, like internet issues and inadequate facilities, but their study lacks depth in exploring solutions.

Further, Abbas (2011) offers a historical perspective on Iran's education programs using the CIPP model but does not evaluate its current effectiveness. Choiriyah (2023) introduces the EPK-PAI model for assessing character-based Islamic Education in elementary schools, yet does not compare it with other evaluation frameworks, leaving questions about its broader

applicability. These studies, while informative, miss critical analysis and broader applicability, limiting their impact in educational research.

During the COVID-19 pandemic, the transition to online learning has been marked by significant challenges and adaptations, as evidenced in various studies. The policy-driven approach to online learning, highlighted in PRESS RELEASE Number: 137/Sipres/A6/VI/2020 (2020), and the issues of assignment control and parental involvement in online learning environments, as noted by Alexon et al. (2020), reflect the rapid policy changes that educational systems underwent to cope with the pandemic. This change underscores the importance of flexible policies to meet student needs under such extraordinary circumstances. On the input side, disparities in teacher readiness and student reception of online learning are evident. As described by Safarati (2021) and Subakti et al. (2021), while most teachers adapted to the IT demands of online education, challenges persisted due to factors like age, student readiness, and economic constraints that impacted access to necessary technological tools.

The studies also shed light on the process and product aspects of online learning. According to Mahmudi (2011) and Haddar & Juliano (2021), the shift to online platforms resulted in varied levels of student engagement and effectiveness in learning outcomes. Although cognitive outcomes were generally positive, the evaluation of psychomotor and affective outcomes presented difficulties, a trend observed globally in online education. This situation calls for innovative approaches to sustain engagement and effectiveness in digital learning environments. Collectively, these findings, along with insights from Purwaningsih & Dardjito (2021), Zhiyong (2023), and Choiriyah (2023), highlight the complexities and varied experiences in the shift to online learning. The studies point to the need for more robust support systems, better resource distribution, and more effective evaluation models to address the challenges of this significant educational transition.

## Conclusion

The evaluative research conducted on the implementation of online learning at SDN Sungai Pinang Village reveals several key findings. Firstly, the implementation, based on context components such as policies, needs, goals, and objectives, aligns with the circular letter of the Secretary General of the Ministry of Education and Culture regarding online learning in the context of overcoming COVID-19. However, there are areas that require improvement, particularly in the input component. While teachers, students, and supporting facilities generally meet the standards set in Government Regulation Number 19 concerning National Education Standards, challenges persist. These include a lack of variation in teachers' use of learning technology, students and parents' proficiency with technology, and uneven distribution of supportive facilities, with some parents lacking suitable devices for online learning. This unpreparedness in input adversely affects the implementation process.

The process component, encompassing planning and execution, adheres to standards, such as the creation of lesson plans. Nevertheless, the actual implementation of online learning faces numerous hurdles, including issues related to data quotas, understanding of the material



by parents and students, and difficulties in monitoring the learning process at home. The evaluation stage for students tends to be less varied and overly reliant on assignments. While the achievement of results in cognitive and psychomotor aspects is successful, as evidenced by student learning completeness, the affective aspect falls short. The limited ability to observe social interactions and student behavior hinders a comprehensive assessment of students' learning attitudes.

In summary, the research concludes that while the implementation of online learning is feasible, it necessitates thorough preparation across various aspects to ensure effective and efficient learning outcomes. The level of elementary school students poses a particular challenge for full online learning, given their limited learning independence and mental readiness, as well as the inadequate support from facilities. Special attention is needed to address these issues to enhance the overall effectiveness of online learning programs at the elementary level.

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# **Assessing Online Learning in Elementary Education Amid COVID-19: Challenges and Opportunities in Context, Input, Process, and Product**

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## **Abstract**

This study comprehensively assesses online learning implementation in elementary schools prompted by the COVID-19 pandemic. Utilizing the Context, Input, Process, and Product (CIPP) model, it evaluates the efficacy of online learning across various dimensions. The research in Sungai Pinang Village, Samarinda, East Kalimantan, involved data collection through interviews and documentation. The study concludes that online learning has effectively managed education during the pandemic. However, it identifies significant challenges, particularly in the input stage, where a lack of preparation among teachers, students, and parents and technological and facility limitations hindered the effectiveness of prolonged online learning. The process of learning was predominantly teacher-centered, limiting active and interactive engagement. Regarding outcomes, while cognitive and psychomotor skills were assessable through online methods, the affective domain remained challenging to evaluate. These findings highlight the need for significant enhancements in the input, process, and product aspects of online learning. The study emphasizes the importance of creating a more interactive, engaging, and developmentally appropriate learning environment for elementary students. Its insights are crucial for educators, program evaluators, curriculum developers, and policymakers, aiming to refine the quality and efficiency of online learning in elementary education during and beyond pandemic conditions.

Keywords: Online Learning Evaluation, Primary School, CIPP.

## **Introduction**

The education landscape, inherently a process of student interaction within a structured environment, has undergone a profound transformation in recent years. Learning, traditionally defined as a methodical interaction between students and teachers to transfer knowledge effectively and efficiently, has evolved significantly (Suyono & Hariyanto, 2014). The essence of education lies in its ability to adapt to the needs and actions of the students, ensuring that the subjects taught are aligned with the educational environment. This encompasses teacher mastery of learning resources and media, which is pivotal in achieving the set learning objectives (Pohan, 2020).

Currently, global education has focused increasingly on online discovery, often described as distance learning, especially given the introduction of the COVID-19 pandemic in March 2020. The change from traditional offline approaches to online systems has produced unique characteristics for trainees and teachers.

Colleges have used numerous electronic applications, from WhatsApp and Telegram to Google and Google Classroom, to accomplish rigorous instructional requirements (Asmuni, 2020). By adhering to these adaptable steps, the price of viral transmission will reduce, as it has in the previous year; however, they have garnered considerable interest from media journalists. For example, the Indonesian River Village Sungai Pinang in Samarinda, East Kalimantan, is situated in geographically turbulent areas. Elementary-level Internet education and learning There. The emergence of electronic education and learning fosters numerous changes, requiring instructors to continually fine-tune their inquiries and make every effort to offer cutting-edge situations.

In the middle of the continuously transforming area of education and learning, it is critical to focus on the strenuous evaluation and comprehensive evaluation of educational techniques utilizing the Context, Input, Process, and Item (CIPP) model, which functions as a clear and urgent regulation. This complicated examination structure, which spans numerous fields such as health care and education, delicately incorporates program needs, tactical actions, source distribution, application intricacies, and final results. Specifically, in the internet elementary education and learning world, checking out the CIPP design is a scholarly journey focused on boosting the effectiveness, schedule, and interaction in digital discovering systems. The increasing significance of digital proficiency necessitates a mindful examination of its extensive impacts on younger pupils. This requires the growth of tailored digital systems that cater to the different requirements of students, ensuring both accessibility and effectiveness. Additionally, the CIPP version, improved by the research study of Meiklejohn et al. (2023 ), Irene (2023 ), Pombo et al. (2012 ), Liu (2019 ), Neyazi et al. (2016 ), and Tuna & Başdal (2021 ), acts as a thorough framework, supplying advice for the development of training techniques, educational programs, and academic policies especially made for primary education and learning.

The CIPP version is a versatile structure in educational examination that clarifies numerous research domain names, including Context, Input, Process, and Product. Nonetheless, some elements are still hidden due to lack of attention. In their research study, Meiklejohn et al. (2023) explored the intricacies of interprofessional education and learning in health care and stressed the critical value of the CIPP model in promoting collective harmony. In their research, Rahabav and Souisa (2021) offered a detailed evaluation of the complex administrative facets of non-formal education and learning, supplying important understandings that enhance our understanding of the topic. Duan et al. (2023) introduced a brand-new assessment criterion for assessing Design Doctoral Education in China. This advancement brings a unique viewpoint to the assessment of college. Pombo et al. (2012) extensively analyzed the electronic domains, assessing the effectiveness of on-the-internet modules in molding pre-service teachers in Portugal. Liu (2019) has explored the complicated nature of orientation programs in the electronic understanding atmosphere, stressing their

essential relevance in fostering pupil involvement and retention. Nonetheless, within the large range of research studies, there is a significant lack of research that extensively analyzes online understanding, especially for young primary school students.

Moreover, while academic attention focuses primarily on higher education and healthcare, there is a lack of study in other areas, such as corporate training and public policy. The void in a study examining the implementation of the CIPP design across various social contexts is extensive. This highlights the immediate requirement for a research study that clarifies how society affects evaluation results. (Wardiyah et al., 2023; Duan et al., 2023). As a result, there is a solid demand for further longitudinal research, prompting us to explore the durable effects of therapies reviewed within the CIPP paradigm.

The academic study does not substantially examine the domain name of fundamental education. The lack of research has caused a scarcity of exploration and understanding of the Context, Input, Refine, and Item (CIPP) paradigm. Neyazi et al. (2016) and Tuna & Başdal (2021) have looked at the domain name of primary education in the context of tertiary education. However, the extensive evaluation of primary education utilizing the CIPP structure has not yet been successfully performed. A clear difference arises, as the academic emphasis appears primarily on higher education or prominent health care organizations, with minimal regard for fundamental college. This highlights the need for targeted and intentional research study undertakings that meticulously examine the execution and efficiency of elementary education campaigns, educational programs, and instructional methods. These ventures are essential for comprehending the considerable impact of preliminary instructional experiences on succeeding trajectories and creating an extensive analysis of program performance by integrating the four constituents of the CIPP framework. Journalism need for a comprehensive undertaking is specifically apparent in areas that are not well-known and in different cultural contexts, where a wide variety of perspectives will undoubtedly contribute to advancements in the field (Balikçi et al., 2021; Rahabav & Souisa, 2021; Irene, 2023).

Discovering existing research studies uncovers a noticeable absence, a worrying lack that covers the field of on-the-internet understanding in crucial education. Although there is a wealth of expertise concerning online understanding in higher education and mentor instructions, there is a lack of research on exactly how digital teaching approaches impact young pupils in primary school. This consists of recognizing the facility dynamics, engaging experiences, and various advantages electronic education and learning supply to young students. This chasm, this yawning break, stands for a solid and immediate need for a scholarly research study that takes on a difficult trip, browsing the complicated and intricate elements of on-internet learning for amateur students. Attention span, electronic literacy, and interactive material are fascinating facets that encourage us to go even further. However, the research study also shows a concerning lack of utilizing the practical Context, Input, Process, and Product (CIPP) model to properly examine and improve the top quality of primary education and learning. This lack includes the critical longitudinal research study that might record the long-term impacts of academic initiatives on young primary trainees. Moreover, there is a solid need for research that dives much deeper into elementary students, and the psychological and instructional features of elementary pupils as they browse the complex

online learning pathways. The statement triggers us to consider how online discovering tools and techniques might be refined to satisfy the demanding standards needed throughout their early stages of advancement (Poce, 2020).

In the elaborate mosaic of study, one resounding theme resounds-- the scientific echos of the Context, Input, Process, and Item (CIPP) model have mainly serenaded the ears of educators, program evaluators, curriculum-building contractors, and the designers of educational policy. This academic job has rigorously looked at the procedure of examining educational programs in grade school. It has thoroughly explored the complex and complex aspects of this area. This methodical trip spreads out a cartographic chart, introducing the shapes that wish for refinement, the resources yearning for optimization, and the very textile of program results, all in search of supporting extra efficient instructional paradigms, more renowned educational program blueprints, and extra informed plan decisions. Within this crucible, the need for study surfaces like a well-tuned crescendo as we attempt to decode the usefulness of online learning systems within the gentle embrace of primary school learners. This investigation improves the process of establishing digital educational programs and incorporating technology into early youth education. Despite their academic degree, students can achieve high levels of education by being accustomed to the CIPP model. This familiarity works as a clear and robust invite for them to acknowledge and appreciate the renowned organizations of educational quality. What is the result? A reliable learning setting that exceeds the ordinary is relevant and runs with optimal mentor performance (Meiklejohn et al., 2023; Wardiyah et al., 2023).

CIPP study supplies trainees with a thorough understanding of the intricate procedure of making, applying, and reviewing educational programs. It is like a harmony that deeply resonates with the effectiveness evaluation. This freshly obtained proficiency, comparable to a trick, opens doors to an informing domain name where students are not simply easy observers but energetic leaders who utilize critical reasoning and examination to shape their ever-changing instructional atmosphere. Equipped with this newly found understanding, they tackle the duty of champions, passionately sustaining the requirement for needed adjustments with the dedication of a master musician finishing a musical composition. During this voyage, they explore the complexities of creating and evaluating curricula, unwinding the complex notations included in the scroll. This process is an extensive and informative experience (Duan et al., 2023; Irene, 2023).

Researchers are currently examining the combination of online knowledge and critical education and learning, particularly in Sungai Pinang Village in Samarinda, East Kalimantan. This is occurring in the frequently transforming area of digital teaching and learning. This research is crucial for primary school children since its main goal is to ensure that their first experience in the digital world is both productive and advantageous. The task intends to promote a long-lasting interest in discovering digital proficiency among young trainees by prioritizing developing online learning systems ideal for their age and involvement. The necessary CIPP standard, containing Context, Input, Refinement, and Product, is a directing principle for students, instructors, and policymakers in this research journey. This strategy uses a durable framework for continuous assessment and enhancement of academic experiences, supplying essential insights for decision-makers in making curriculum, training

techniques, and resource circulation. The primary goal is to enhance the criterion of prominent education, straightening it with the demands and passions of children in the electronic era (Meiklejohn et al., 2023; Wardiyah et al., 2023).

## Methodology

In the elaborate study world, an analysis method operates as a navigational tool, leading the way toward a profound understanding of policy application. Its goal is to meticulously check out the intricate parts of success with the CIPP design approach. This detailed undertaking entails a range of assessments, such as Context Evaluation, Input Assessment, Refine Analysis, and Product Evaluation. Every evaluation offers a distinct objective, like a musical note in a symphony, adding to a harmonious resonance (Mathison, 2013).

The survey research method obtains the data indicators needed in the CIPP model program evaluation research. The survey method is a scientific research method that uses a questionnaire as the main instrument for collecting data. Research using the survey method aims to (1) Look for detailed factual information and is currently symptomatic, (2) Identify problems to reinforce the current state of activities, (3) Knowing the things that people who are the target of research do in solving problems, as material for planning and decision making in the future (Anugrahana, 2020).

In the program evaluation research on the evaluation of online learning implementation programs at the primary school level using the CIPP model (Mathison, 2013), aspects and indicators are formulated which are grouped according to the context, input, process, and product components which aim to facilitate the implementation of the evaluation, which can be seen in the following table.

Konteks	Input	Proses	Product/result
1. Policy	1. Teacher	1. Planning	1. Cognitive Learning Outcomes
2. Needs	2. Students	2. Implementation	2. Psychomotor learning outcomes
3. Objective	3. Supporting facilities	3. Evaluation	3. Affective learning outcomes
4. Goal	4. curriculum		

In this program evaluation research, the subjects studied are people who know, are related to, and are actors in the activities under study. The survey results obtained from the subject are expected to provide comprehensive and complete information (Sugiono, 2018).

The subjects in the study were elementary school teachers and students in Sungai Pinang Village who were active in the 2021/2022 academic year. Sample selection using random sampling (Usman & Akbar, 2011). This research was conducted at SDN 016 Sungai Pinang Samarinda, SDN 002 Sungai Pinang Samarinda, SDN 007 Sungai Pinang Samarinda.



The data analysis technique used in this evaluation research is descriptive analysis, which describes and interprets data with indicators of the context, input, process, and product components being evaluated (Muryadi, 2017).

## Result

This research examines online learning evaluation from multiple angles: policy, needs, goals, and objectives. It assesses teacher IT skills, student readiness, facilities, and curriculum. The study reveals challenges in online learning implementation, with diminishing enthusiasm over time. Student learning outcomes show strong cognitive results but difficulties in assessing affective aspects due to online limitations.

### 1. Context

The context aspect of learning evaluation can be seen from 4 aspects: policy, needs, goals, and objectives of online learning. Explained as follows:

The policy of online learning from the center is a circular letter from the Secretary General of the Ministry of Education and Culture regarding implementing Online Learning in the context of Overcoming COVID-19. This circular is addressed to governors, mayors, and regents. The next stage is a circular letter from the city government. Samarinda City Education Office. The policy is adjusted to the zone in the second year of online learning. If the zone is green, then face-to-face learning is allowed. (PRESS RELEASE Number: 137/Sipres/A6/VI/2020, 2020)

The need for online learning implementation is to provide learning to students online through the network. This means that students can obtain learning outcomes according to learning objectives.

The purpose of implementing online learning is that students can understand learning even though it is not direct. The general and specific objectives in each lesson have not been fully achieved.

The target of online learning is students. The target of implementation is certainly less optimal than direct school. In online learning, it is difficult to control student assignments. Whether or not students work on the assignments given by the teacher it cannot be controlled whether the target is right for students or vice versa for parents who do the work. (Alexon et al., 2020).

### 2. Input

The learning evaluation aspect of the input aspect can be seen from 4 aspects: teachers, students, supporting facilities, and curriculum. Explained as follows:

The level of teachers' ability to use IT in online learning. 90% of SDN Sungai Pinang village teachers can use IT quite well. The rest still need special coaching due to the age factor. The creativity of teachers in online learning varies. Some teachers do not only use WhatsApp but also use a variety of online media, including Google Meet, SSE (Samarinda Smart Edu), Google

form, and quizizz. However, the use of SSE also experienced many difficulties because the link sometimes experienced network disruptions.

The situation of students in accepting online learning varies, meaning that 80% of students can be said to be ready to follow online learning, and 20% of students are not ready to follow online learning. Elementary students aged between 7 and 12 years of learning independence are still not fully formed. Learning independence can be included if parental guidance at home is maximized (Safarati, 2021). In reality, many parents work so that parents cannot fully accompany their children to study.

The supporting facilities provided by the Ministry of Education and Culture are data packages (quotas) for teachers and students. In fact, some parents still have economic limitations, for example, not having a cell phone. Without a cell phone, it will be difficult for children to follow their learning. Because various information related to assignments, materials, and others are conveyed through WhatsApp groups.

The 2013 curriculum has not been implemented optimally. Due to time constraints, many materials have not been taught to students (Subakti et al., 2021). The solution provided by the Ministry of Education and Culture is to use an emergency curriculum. This emergency curriculum is simpler and easier to achieve what are the learning goals and targets in each semester.

### 3. Process

The implementation of online learning can be seen from 3 aspects: learning planning, learning implementation, and learning evaluation. Explained as follows:

Learning planning, namely, teachers in online learning still make lesson plans. However, the lesson plan is shorter—only one sheet. We are known as independent learning lesson plans.

The implementation of learning is carried out online because the Sungai Pinang urban village area was originally a red zone area. Then, it became a yellow zone. This means that the implementation of learning and the determination of whether it is online or offline depends on the zone conditions of each region. In its implementation, parents and students were initially enthusiastic. But after almost 1.5 years of running, parents and students began to feel bored. The parents submitted many complaints. Many parents complained about the tasks given by teachers to students. In this case, learning is less effective (Mahmudi, 2011). Students do not understand the delivered learning, so it is difficult for them to do the tasks given by the teacher. In the first year of online learning implementation, 90% of students participated. However, in the second year of implementation, only about 50% of students are still focused on following. The remaining 50% have many obstacles. Related to network, cellphone, quota, parents' busyness, understanding of teaching materials, and others.

Learning evaluation is carried out through assignments, questions through Google Forms, quizzes, SSE, and others. However, 80% of these assignments are mostly recorded in books, and parents submit the results of the assignments that students have done to the school. (Haddar & Juliano, 2021)

#### 4. Product

Student learning outcomes can be seen from 3 aspects, namely cognitive, affective, and psychomotor learning outcomes:

Cognitive learning outcomes are obtained from assignment grades, daily test scores, and end-of-semester exams. On average, students get good grades. The level of completeness of student learning outcomes reached 90%. However, this is cognitive. In reality, teachers also have difficulty directly monitoring whether students do the assignment.

Psychomotor learning outcomes are related to the assessment of student skills. Teachers give practical assignments to students. These practical tasks are done individually at home. Then, parents make videos related to students' practical activities at home and send them to the teacher.

Affective learning outcomes, which relate to assessing student attitudes during online learning, are difficult to measure (Muryadi, 2017). In this case, teachers measure students' learning attitudes from students' activeness and diligence in conversations in the WhatsApp group, and discipline in collecting assignments, namely collecting according to the time limit set by the teacher. The rest of the teachers cannot provide an assessment because assessing attitude requires observation. Observation cannot be done because learning is done online (Haddar, 2019).

#### Discussion

As illustrated by the dataset, the transition to online learning during the COVID-19 pandemic offers a comprehensive view of how educational systems worldwide adapted to unprecedented challenges. The context of educational policies, as highlighted by studies like that of Rahabav and Souisa (2021) on non-formal education management in Eastern Indonesia, showcases the rapid adaptation and responsiveness of educational policies. These policies varied according to local COVID-19 conditions, demonstrating a tailored approach that aligns with global educational trends during the pandemic. The flexibility in education policy is crucial for addressing the crisis's distinct difficulties.

The complicated process of gathering information looks at the diverse variety of readiness amongst educators and pupils, exposing a landscape that showcases their capability to adapt to the substantial change to online knowledge. The examination is identified by a harmony of readiness and effective implementation of sources, causing a distinct and powerful effect. Irene (2023) navigates through the difficult situations presented by restricted centers and resource limitations, which considerably impact instructor education learning and the academic elements of the "brand-new typical" age. This aligns with a worldwide phenomenon of emergency remote mentors, highlighting the substantial spaces in readiness and the disparities in dispersing resources, especially in socioeconomically disadvantaged setups. The

clarion asks for a solid support group and plentiful resources resonates in this significant result, acting as the structure for the successful implementation of effective internet learning (Irene, 2023).

In the middle of the background of the COVID-19 pandemic, Meiklejohn et al. (2023) and Duan et al. (2023) started a complex expedition of online learning, untangling its complex processes and results. This electronic odyssey traverses a terrain noted by the obstacles of variable trainee engagement and sustaining optimal discovering results on an international scale. The initial attraction of online understanding often gives way to problems in energetic involvement and understanding, highlighting the requirement for innovative approaches to keep interaction and effectiveness. Meanwhile, assessing learning outcomes, especially in non-cognitive domains such as psychomotor and affective abilities, poses one-of-a-kind obstacles despite the generally desirable lead to cognitive domains. The research study illuminates the intricacies of understanding and application within the digital world, stressing the value of an extra comprehensive understanding of discovering within digital educational settings as we navigate this developing pedagogical landscape (Meiklejohn et al., 2023; Duan et al., 2023).

Purwaningsih & Dardjito (2021) shed light on the substantial challenges experienced by 7th and eighth-grade pupils in obtaining the minimum degrees of accomplishment in the intricate field of instructional research. On the other hand, ninth-grade trainees follow a distinctive path despite having abundant sources at their disposal. The study carried out by Satyawati et al. (2022) examines the effectiveness of the online understanding system at SMA Negeri 1 Wonosegoro. The findings suggest moderate efficiency, but they still have the potential for development simultaneously as ITeM elements. Hasanah et al. (2021) emphasize the program's efficiency in boosting instructors' Pedagogical Web content Expertise (PCK). Parwita SEtya Wardhani et al. (2022) find that the combination of e-learning encourages self-reliance and creative thinking, despite signal disturbances and prices associated with web use. Their research study thoroughly analyzes the barriers and possibilities within the ever-changing digital education environment.

In contrast, Zhiyong (2023) conducted a study to examine how the CIPP model can be used to evaluate an online "Network Marketing" course. The study revealed a notable oversight in the model's application, specifically the lack of consideration for its adaptability in different educational settings. Lasamahu et al. (2021) introduced the PEDATI model as an innovative approach to address the changing challenges of online education. This model proposes project-based learning, guiding educators in navigating the digital landscape. However, they failed to consider the possible difficulties in implementing the model, such as technology disparities and student involvement. This raises doubts about the feasibility of the framework. Santosa et al. (2022) highlight obstacles in online learning implementation, like internet issues and inadequate facilities, but their study lacks depth in exploring solutions.

Further, Abbas (2011) offers a historical perspective on Iran's education programs using the CIPP model but does not evaluate its current effectiveness. Choiriyah (2023) introduces the EPK-PAI model for assessing character-based Islamic Education in elementary schools yet does not compare it with other evaluation frameworks, leaving questions about its broader

applicability. These studies, while informative, miss critical analysis and more general applicability, limiting their impact on educational research.

During the COVID-19 pandemic, the transition to online learning has been marked by significant challenges and adaptations, as evidenced in various studies. The policy-driven approach to online learning, highlighted in PRESS RELEASE Number: 137/Sipres/A6/VI/2020 (2020), and the issues of assignment control and parental involvement in online learning environments, as noted by Alexon et al. (2020), reflect the rapid policy changes that educational systems underwent to cope with the pandemic. This change underscores the importance of flexible policies to meet student needs under such extraordinary circumstances. On the input side, disparities in teacher readiness and student reception of online learning are evident. In a narrative that intertwines the voices of Safarati (2021) and Subakti et al. (2021), we unearth a complex tale where most teachers exhibited remarkable adaptability to the technological demands of online education. Yet, amidst this digital harmony, resonated the long-lasting difficulties, a discordant tune composed of age-related variations, differing degrees of pupil readiness, and the definite economic restrictions that cast a shadow over accessibility to the requisite technological devices, underscoring the elaborate internet of challenges within the electronic instructional landscape.

In online learning, Mahmudi (2011) and Haddar & Juliano (2021) have done research that offers valuable insights into the complex landscape of educational procedures and results. In the electronic world, the transition to internet platforms has led to a variety of trainee involvement, defined by different levels of efficiency in achieving discovering goals. A selection of explorations arises, showing predominantly positive cognitive results. However, the assessment of psychomotor and effective results offers elaborate difficulties, showing an around-the-world pattern in electronic education. Amidst this magnifying situation, there is a strong demand for creative approaches that might boost engagement and effectiveness in the constantly altering electronic knowing environment. The outcomes, in agreement with the research carried out by Purwaningsih & Dardjito (2021), Zhiyong (2023 ), and Choiriyah (2023 ), give a complete and detailed representation. This brilliant representation reflects the nuanced complexity and various experiences of the shift to on-the-internet understanding. The research studies indicate the requirement for more durable support systems, far better resource distribution, and much more effective examination models to deal with the challenges of this considerable academic shift.

## **Conclusion**

The evaluative research conducted on the implementation of online learning at SDN Sungai Pinang Village reveals several key findings. Firstly, the implementation, based on context components such as policies, needs, goals, and objectives, aligns with the circular letter of the Secretary General of the Ministry of Education and Culture regarding online learning in the context of overcoming COVID-19. However, some areas require improvement, particularly in the input component. Challenges persist, While teachers, students, and supporting facilities

generally meet the standards set in Government Regulation Number 19 concerning National Education Standards. These include a lack of variation in teachers' use of learning technology, students' and parents' proficiency with technology, and uneven distribution of supportive facilities, with some parents lacking suitable devices for online learning. This unpreparedness in input adversely affects the implementation process.

The process component, encompassing planning and execution, adheres to standards, such as creating lesson plans. Nevertheless, the actual implementation of online learning faces numerous hurdles, including issues related to data quotas, parents' and students' understanding of the material, and difficulties in monitoring the learning process at home. The evaluation stage for students tends to be less varied and overly reliant on assignments. While achieving results in cognitive and psychomotor aspects is successful, as evidenced by student learning completeness, the affective aspect falls short. The limited ability to observe social interactions and student behavior hinders a comprehensive assessment of students' learning attitudes.

In summary, the research concludes that while implementing online learning is feasible, it necessitates thorough preparation across various aspects to ensure effective and efficient learning outcomes. The level of elementary school students poses a challenge for fully online learning, given their limited learning independence and mental readiness, as well as the inadequate support from facilities. Special attention is needed to address these issues to enhance the effectiveness of online learning programs at the elementary level.

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## [kuey] Editor Decision

2024-01-29 02:59 AM

Gamar Al Haddar, Arbain Arbain:

We have reached a decision regarding your submission to Educational Administration: Theory and Practice, "Assessing Online Learning in Elementary Education Amid COVID-19: Challenges and Opportunities in Context, Input, Process, and Product".

Our decision is to: Accept Submission

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