The Challenges and Opportunities; CIPP Model for Evaluation for TEFL Following the COVID-19 Pandemic

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Abstract

This study are focused in : (1) how the context of the Online teaching learning process program on Covid-19 outbreak. (2) how the input of the Online teaching learning process program on Covid-19 to the success program, (3) how far the challenge and the opportunities of the Online teaching learning process program on Covid-19 pandemic.

The objects of this study were: the English teacher in government’ schools and private school of junior high school and senior high school, and the students. The data were obtained from interview, classroom observation, and document analysis. Those data were analyzed by using Context, Input, Process, Product (CIPP) Model by Kellaghan and Stufflebeam (2003).

The findings revealed some facts. First, in the context evaluation, it can be concluded that the online teaching and learning program are relevant and formulated in order to meet the students’ needs on this pandemic. Second, in term of input evaluation, the teacher did not fulfill the requirements of a qualified teacher yet. Therefore, this pandemic has become a challenge for educators especially for English teachers and students in higher education level. It impacted classrooms to be hardly. Here, the researcher advice the government to conduct a training and workshop in order to improve the quality and the professionalism.

Keywords: CIPP model, online Learning, COVID-19, program evaluation

Background

The scale, speed and threat of COVID-19 are unprecedented and became the global pandemic. As the prevent response now required In 30 January 2020, Public Health Emergency of International was declared an outbreak Concern on COVID-19. As of 15 April, more than 1.7 million people have been infected, and almost 85 000 people have lost their lives. WHO grieves with all families who have lost a loved one, and salutes health workers all over the world who have put themselves in harm’s way every day to save lives. WHO on Coronavirus disease 2019 (COVID-19) Situation Report – 85 said that globally, from April, more than 1.9 million of the people have been infected for COVID-19. This global pandemic has affected much aspect, and caused diffuse social, economic, and education disruption. Educational systems worldwide across the broad are closed by this spread. It’s not only impacted for families, educators and also learners, but also the societal consequences specifically the way of teachers when communicate.

In this case, educators are proposing to change from offline to online and distance method and technique for their students in the class. The distance learning programs can reach learners from the risk of becoming infected with a virus. Otherwise, UNESCO recommended
teacher to teach remotely and using technology to communicate. This online instruction has become a challenge for many educators around the world with its application, server, and also the instruction. In learning language it’s not only become an obstacle but also can be a chance.

One learning system that requires the presence of a computer is related to multimedia. Computer is one of the most needed media at this time. With these elements it is very able to accommodate the needs of both teachers and students. Mishra and Sharma (2005: 61) state that multimedia is multi-sensor; it involves students’ senses. The term "multimedia" refers to web-based interactive computer-mediated applications that combine text, sound, images, audio, video, and graphics. Today in Indonesia, it can be said that many education institutions have adequate language and computer laboratories already. Unfortunately there are still many of our teachers who still do not use it optimally. Even though government is very optimistic that the WFH (Work From Home) program will applied well and become a new habit for Indonesian Education environment. According to an interview with an educator whose teaching at central Java in the district of Cilacap said that they have good facilities and quitely complete, and internet network. But besides that they also revealed that they were not yet accustomed to using the media. They are still confused to determine what media that most applicable for supporting learning process. At the end the teachers usually choose the simple learning media by using Whatsup. As a result, learning is sometimes less than the expectation because of the limitations of the media.

To make a good teaching learning process specially TEFL, teacher need high quality materials and an interactive media to support the materials objective. Here, reading, writing, listening, speaking and vocabulary are crucial in language learning, the foundation is to use interactive and direct learning. In this case, learning English will face challenges that are difficult to learn for this pandemic. Most teachers assume that teaching language is difficult but, if it is packaged into interactive learning multimedia, it can be fun and easy. Therefore, grammar material needs to be developed into interactive learning multimedia.

Learning skill like language has different ways with others. As a skill the teaching and learning process should be different with others subject like Science. Teaching language means teaching competence. Eric says that Communicative competence can be defined as the ability to function in a truly communicative setting, that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors. Definitely, teaching ability of communication need more practice rather than theoretically. Approach and technique should be deliberate so it promote active learning and also more focus on developing students’ skills rather than only transmitting information and require that students do something like reading, discuss, writing that requires higher-order thinking. They also tend to place some emphasis on students’ explorations of their own attitudes and values. Based on that reason, the researcher try to dig does the corona virus pandemic become a challenge or opportunity?

**Literature Review**

*Offline Teaching process*
This learning is very commonly used in Indonesia. Besides that it also can be referred as a traditional learning. This learning is designed by using certain methods and techniques according to the needs of students in the class. The material taught must also be appropriate or coherent with the condition of students, the environment, and human resources both from the educator himself or from the institutional resources. This learning is very good to be applied to students because it has an advantage teachers can face to face with their students. According to Awal Akbar Jamaluddin in his article said that Learning should try to explore the learning difficulties of students based on early knowledge with learning designs oriented to real world phenomena. That way students will be psychologically easier to grasp ideas that are expressed because students will immediately be able to see the object of learning in real and can immediately feel it. So that it can be said this learning prioritizes verbal activities which are very supportive in terms of shaping student character.

Talking about class management, the teacher is given the prerogative right to manage his students in the class. The teacher must empower the potential of the class by providing the broadest possible opportunities for his students to carry out activities he likes. The hope is that students will be creative in their class activities.

**Online Technology in TEFL in Java Island**

Today technological innovation is facilitated learning and teaching English in many ways. It’s increasingly improving teacher to build the quality of teaching to their students. It’s not only in the room but also anywhere and anytime. Including through smartphones and portable computers. The flexibility is something very popular for students. This is what needs to be emphasized by English teachers who teach at junior and senior high school level. The teacher's role is no longer the only source of knowledge but rather directs its students to learn interactively in various media that are familiar to them.

The development of technology is affected to internet use in teaching and learning process. It’s not only computer based but also Mobile phone based. Students now can access much application to support their learning.

**Characteristics of the Seventh Grade Students**

Harmer (2001: 39) states that “students must be encouraged to respond to text and situations with their own thoughts and experience, rather than just by answering questions and doing abstract things.” Then, Puchta and Schratz (1993) in Harmer (2011: 39), “problems with teenagers as resulting, in part, from the teacher’s failure to build bridges between what they want and have to teach and their students’ worlds of thought and experience.” In fact, teenagers when they are engaged there will be a big chance and also big capacity in learning. It is a great and big potential for develop their creativity, and also a passionate commitment to develop their interest.

In this case the teacher must be able to guide students and ensure the transfer of knowledge and attitudes. The process of developing skills is also known as a scientific approach. This approach encourages students to ask questions and find learning. The teacher’s current role has been changed from letting students know to letting students know. The development of attitudes is achieved towards several activities such as receiving, appreciating, understanding and
implementing. Knowledge development can be achieved through several activities such as memorizing, understanding, applying, analyzing, and evaluating. The last aspect, skills, is developed through several activities such as observing, asking, experimenting, socializing, and communicating.

**The challenges and the Opportunity**

Apart from the strengths, however, online teaching and learning also have some weaknesses which then cause a debate whether or not the method is suitable for certain types of learning. Online learning is defined as learning that takes place partially or entirely over the Internet. Online learning—for students and for teachers—is one of the fastest growing trends in educational uses of technology. The National Center for Education Statistics (2008) estimated that the number of K-12 public school students enrolling in a technology-based distance education course grew by 65 percent in the two years from 2002-03 to 2004-05. On the basis of a more recent district survey, Picciano and Seaman (2009) estimated that more than a million K–12 students took online courses in school year 2007–08.

The internet based on teaching learning process is become very popular because it’s more effectively and efficient. They also mention that by online method the teaching process is easier than conventional. In fact, educators need to master any technology because it is affected positively to improve teaching learning process. In other side, Online based learning and teaching process also give bigger productivity and help human specifically educators to engage their profession. We can find any of application that can be used in Computer and also in Mobile phone.

The strategy that applied in teaching and learning process could be followed by the newest and popular media. The approach should be based on students’ culture need. Based on Randi Boomer implies that By “culture,” I mean a group of people’s way of life, all of their patterns of communication, systems of valuing, habits of being, and understandings of expression—a group’s ways of signaling membership and belonging through both minute and large-scale interactions.

The global COVIDS-19 novel virus affected in many aspects. The internet which are used as media have increasingly embraced. The number of students and teachers in distance program is rapidly rising time by time throughout in Java Island. Java Island has strategies position as a barometer to measure how nice or not for using Internet and technology. Educators are now beginning to recognize and also determining that the teaching and learning process must provide students’ needs, they must be update and modern based instruction trough out interactive real time technique. Not only teaching that seeing or listening but also real communication should be applied.

Today we can see what teenagers do, and spend their time. They intended to share and talk about their experience to friends. It means they have big portion to social commentator. The technology helps them as a media to communicate. In 2019 a research from indicated that the number of teenagers who’s using Internet is.
**CIPP Model**

Here, the researcher try to employing four types of evaluation, the evaluator serves several important functions. According to Stufflebeam and Kellaghan (2003), the letters in the acronym CIPP are context, input, process, and product evaluation.

Assess needs, problems, and opportunities are four things that need to evaluate in context. They evaluate the users to define and assess the goals and later reference assessed needs of targeted beneficiaries to judge a school program, course of instruction, counseling service, teacher evaluation system, or other enterprise.

The next item is Input. It’s a process how should be done. The researcher tries to assess strategies, the work plans and what kind of applications or web they are using. in this context what kind of way that teachers implemented in their teaching and learning process.

Process evaluations ask, “Is it being done?” They monitor, document, and assess activities; they help evaluation users carry out improvement efforts and maintain accountability records of their execution of action plans.

Product evaluations identify and assess short-term, long-term, intended, and unintended outcomes. Their question is “Did the project succeed?” They help evaluation users maintain their focus on meeting the needs of students or other beneficiaries; assess and record their level of success in reaching and meeting the beneficiaries' targeted needs; identify intended and unintended side effects; and make informed decisions to continue, stop, or improve the effort.

**Methodology**

This research is a type of qualitative evaluation research. Gall et al. (2007) suggest that evaluation research is important for policy makers, program managers (school supervisors and university administrators) and curriculum developers (teachers and research and development specialists), and school board members (parents). Research evaluation is a systematic process of collecting and analyzing data about quality, effectiveness, achievement or value of programs, products or practices that are mainly focused on decision making about them (Gay et al, 2009). The model used is the Context, Input, Process and Product (CIPP) models. This research was conducted in several schools in Central Java. This study uses the model The researcher chose the school because: it is the best private school in the area, has won many English language contests, and no evaluation studies have been done at the previous school. Researchers use interviews, observations, and document analysis to gather the required data.

This research was conducted at SMA N 1 Kebumen, SMA N 1 Magelang, SMP N 2 Demak, SMP N 1 Cilacap, SMA N 1 Sidareja, SMK Muhammadiyah 1 Purworejo, SMK N 2 Purwokerto and SMK N 3 Purbalingga. They is located at Central Java. The researcher chose those schools because Central Java is located in Java Island which the technology almost applied and it had been no evaluation research done before. The researcher used interview, observation, and document analysis to collect the data needed.
Table 1. Research Instrument Guidelines

| No | Aspects                  | How                | Who                      | What (Question)                                                                                                                                 |
|----|--------------------------|--------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Context                  | • Interview        | - Headmaster             | a. The background of conducting WFH program                                                                                                                                 |
|    |                          |                    | - Program director       | b. The vision and mission of WFH                                                                                                                                 |
|    |                          |                    |                          | c. The goal of conducting WFH                                                                                                                                 |
| 2. | Input                    | • Interview        | - Program director       | a. The website or application of WFH                                                                                                                                 |
|    |                          | • Document analysis| - Teachers               | b. The human resources                                                                                                                                               |
|    |                          |                    |                          | c. The curriculum, syllabus, material                                                                                                                                 |
|    |                          |                    |                          | d. The facilities                                                                                                                                                  |
|    |                          |                    |                          | e. The schedule of WFH                                                                                                                                              |
| 3. | Process (task and activities) | • Observation | - Teachers               | a. The teaching method, materials                                                                                                                                 |
|    |                          | • Interview        | - Students               | b. The teaching, learning process                                                                                                                                 |
| 4. | Product                  | • Interview        | - Teachers               | a. The Students achievements                                                                                                                                         |
|    |                          | • Document analysis| - Students               |                                                                                                                                                                    |

**Interview**

The researcher tries to give a number of questions by interviewing the English teacher regarding the objectives of learning, facilities, and teacher’s background and student responses. In addition, researchers also provide questions related to the material and methods used during the learning process begin.

**Observation**

The researcher observed the activities of the teaching learning process to see and evaluate. Some aspects like material, teaching method, technique were observed.

**Document Analysis**

The research instrument used a syllabus and lesson plane to obtain the required data. This data is used for guidance and analysis. The interviews and observations are explained in a descriptive form. According to Miles et al. (1994), as quoted by Sugiyono (2015), analysis consists of three activities that occur simultaneously:
1. Data reduction
   It means encapsulating, selecting key points, focusing on what matters, looking for themes and pattern and remove unnecessary. After data collection was completely carried out, the researcher worked on the data reduction. All field notes were read, understood, and then the researcher made a summary containing the description of the research results on field notes, focusing and answering the problem under study.

2. Data display
   In qualitative research, the presentation of data can be done in the form of brief descriptions, graphs, relationships between categories.

3. Drawing conclusions or verification.
   Researchers draw conclusions and in this case are still temporary. The conclusion will change if evidence is found or changes in the next stage of data collection. Then the researcher will draw a final conclusion based on data to respond to some of the problems that have been raised in this research.

Findings and Discussion

Context

Context Based on the theory of Stufflebeam and Kellaghan (2003), to start the evaluation using the CIPP model, it needs data about core value. In this research, the core value is the syllabus and lesson plane of the schools. One of the syllabus and the lesson plane objective are of the excellent class program was

| Grade/Semester | XI/1 |
|----------------|------|
| Study Program  | Automotive Engineering |
| Standard of Competence | Communicating in English at Elementary Level |
| Basic of Competence  | Listing Job Description and Educational Background both in Spoken and Written Language |

The standards competency and basic competencies above are a little from the syllabus for Vocational High School. Then the syllabus used to determine the objectives of classroom learning that need to be achieved. The aim of this program is to be able to communicate fluently in general about describing job both in writing and speaking. From the interviews with English teachers, the researchers find that the need to conduct online classroom programs is also to make learning easier during Work From Home. Then, the teacher discusses it with students in the online class. From the results of interviews with teachers shows that the purpose of this Work From Home is to continue to carry out teaching assignments while delivering materials to students by using online learning media. Besides that the learning objectives based on the syllabus can communicate and describing about job. And it can be concluded that in context it has been reached.

Input

the approach provided by one of the vocational school to conduct 2013 curriculum. The application or media above was derived from the strategy of each lesson plane. The media came
from the school laboratories. Based on the interview and the document analysis. The teaching learning process runs very well.

Based on the interviews and document prove that the English teachers are qualified to teach English even it Online. The teachers graduated from the English Language Education Program and have appropriate bachelor's degree. This program applied at all the schools in Central Java. The program followed by all English teachers who have been qualified as a teacher. Some of them are qualified to become a English teacher, they have graduated from an English language education program and certified.

Unfortunately there are some teachers who do not have adequate skills. Some of them are not certified yet. They are teachers who have just graduated from English language education programs or are new graduates. They really still have little experience in teaching.

From the analysis of documents and interviews with these teachers the online teaching program used the 2013 curriculum. The learning instruments, syllabus, lesson plans and materials were developed using scientific methods. In addition, all schools already have complete facilities including: Computers, LCDs, Speakers, Mobile Phones and Internet Networks.

**Process**

Based on the interview with the teacher, the teaching learning process is a student centered learning. It was also proved that the teacher uses Scientific Approach which can be seen from the result of the observation below:

**Observing**

_T: Hi students, please take a look to your screen, see what kind of dialog and picture there_

In this stage, the teacher followed the first step of the Scientific Approach that was in line with the statement of Nugraha dan Suherdi (2017) and Aldapit and Suharjana (2019). The teacher try to contextualize the materials first and also contextualized the learning activity for students in the online classroom. In this case, the fact used by the teacher was a slide and picture. The activity of observing was in the form of reading and seeing a picture.

**Questioning/Asking**

In this stage students ask the teacher about what students have observed from the material and pictures that have been shared by the teacher before.

_T: Today we will learn about?_

_S: Job._

_T: Yes absolutely._

the transcript is a little description of the learning situation in online classes. The teacher confirms by asking about what material will be discussed today and students answer Job. The Students can answer confidently and correctly about what material will be learned today. They
are not shy to response teacher’s question. This is very reasonable because with zoom students feel more calm and more comfortable.

Experimenting/Exploring

Here, students are told to try new things. They should try to explore their knowledge of the types of work they have seen. They will develop their ability to communicate to gather information from various sources.

T: *Mohon coba kepada semua siswa coba garis bawahi pekerjaan pekerjaan yang pernah kalian sukai. Jangan lupa juga untuk menuliskan kata-kata yang sulit ya.*

Here, the students did not get various sources and texts to improve their ability in communication. The teacher only changed the source of the text but she did not give new text. It was not good for student because their creativity was not covered. Based on the class interaction also shows that the instruction was low.

Associating

Thus stages teacher asked the students to do some activity based on the students’ understanding. They analyzed the meaning of vocabulary that saw in the materials. Unfortunately, this is not related to the learning objective. So, here the students need more instruction and exercise in order to achieve the goal of learning objective. The interaction can be shows;

T: *If you done please see on your screen and your book and answer this question!*

Communicating

In these stages, the student reported and deliver the result of the observation and their exploration include the analysis result orally in order to share each other about what they have done.

T: *Okay, please one of you presents what you have and please see and listen carefully if there is any mistake. Okay’’?*

S: *Yes*

From the data above, the student also corrected other student so the communication is provided. Based on the infarction, it can be seen that the teacher and the students evaluate each other about the exercise orally. This activity is very useful to check the students’ understanding. After that teacher gave them feedback.

Overall the materials and the teaching learning process are monotonous. The teachers only find from the book and moreover the materials on the book are not meet the students’ need. The exercise here also not provides enough to focus on Online learning process.

Coe, et al (2014) stated that one of the characteristic of the effective teaching is having high quality instruction and one of its elements is giving adequate time for practice to embed skills securely. Moreover,Nilson’s (2010) mention that the more material and skills students
learn, the higher the cognitive, affective, ethical, social, and psycho motor levels at which they learn it, and the better they can communicate what they have learned, the more effective an instructor’s teaching is.

In fact, the teaching learning process is not appropriate to Online. The method and the materials still confused and not supported virtually. Beside that the materials also need to improve tin order to develop students’ creativity.

**Conclusion**

In the context of evaluation shows that every lesson at least one lesson plane and it’s provided by syllabus. In addition, in the Corona virus outbreak, the teaching and learning process still carried out with programs that have planned by the government (Work From Home).

It also can be said that the input itself, the teachers whose qualified and certified they can meet the requirements to teach English Online based Curriculum 2013. But, the input is not good enough to support and unable to support the goal of scientific learning. In fact, it influences the result of teaching learning process.

In conclusion, the teaching learning process in this pandemic is still ineffective. The teachers still confused with online media. They need to adapt many different materials so it is not ineffective and more varied. In term of product evaluation, the researcher discovered that the excellent class program is still unsuccessful because it does not achieve its goal.

Generally, the teachers in central java are still low to anticipate pandemic. They still lack and inexperienced to applied English online teaching and learning process. There are many reasons that the goal and learning process are not run well as it must be. Here the government should more to conduct workshop or training in order to improve the teachers’ professionalism especially in this pandemic era. It can be said that it is still a challenge to English teachers in central java to teach English in pandemic era.

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**Online resources**

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