

The Context, Input Process, Product (Cipp) Evaluation Model As A Comprehensive Framework For Evaluating Online English Learning Towards The Industrial Revolution Era 5.0

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Abstract.

The research focuses on evaluation using qualitative descriptive evaluative methods. This evaluation research aims to determine whether online English courses are good or not in three study programs, namely Constitutional Law, Sari'a Economic Law and Islamic Family Law at Islamic University of Fatmawati Sukarno Bengkulu for the 2021-2022 period with the CIPP model (context, input, process, and product). Instrument development in this study is an instrument that uses the CIPP model based on Daniel Stufflebeam's theory. Data collection techniques using closed questionnaires and supported by triangulation, namely observation, structured interviews and documentation. Legitimacy by using Trustiness. Data management refers to the Guttman scale. The results showed an average score of 0.70 from the context evaluation, 0.48 from the input evaluation which indicated a fairly weak average score, 0.77 from the process evaluation, and 0.785 from the product evaluation. So from the CIPP evaluation process for online learning English courses at the Fatmawati Sukarno Bengkulu State Islamic University, it is quite good.

Keywords: Online, Evaluation, Context, Input, Process and Product (CIPP).

I. INTRODUCTION

The online learning system is not something new and does not make people in this world experience Culture Shock or a compulsion due to the impact of the Corona Virus Disease pandemic that has occurred. Empirically, history has proven that online learning has actually existed since 1924 (Kalis, D, 2021) Professor Sidney Pressey from Ohio State University has introduced the first online tool, namely "Automatic Teacher", which gives students the opportunity to test themselves. In 1960, the CBT (computer Based Training) program developed under the name PLATO (Programmed Logic for Automated Teaching Operations) then in 1997 the LMS (Learning Management System) appeared, while in Indonesia itself Online was known since 1980, This development was initiated by Indonesia Global Development Learning Network and Indonesia Higher Education and Research Network (INHERENT). At that time there were 300 universities involved . Starting from a piece of history, Corona Virus disease is not the main factor in the online process in the world and Indonesia. Operationally online learning is not much different from Distance Learning (PJJ); this teaching system has also been legal in Indonesia for a long time. (Peraturan Pedia. ID, 2021)" Legally formally based on Permendikbud No. 109/2013 (Article 2), PJJ aims to provide 2016 – higher education services to groups of people who cannot attend face-to-face education, and expand access and facilitate higher education services in learning". Online descriptions that occur in Indonesia give the meaning that online learning in Indonesia is not something new but has been carried out since 1980. The dynamism of mobile technological knowledge develops endlessly so that it brings major changes to human civilization.

Flexibility, adaptability, ability to master technology and an unstable world economy as well as economic recessions that have occurred in developed and developing countries, the pandemic that has not ended and wars between Russia and Ukraine globally all of this has had a major impact on every human resource to carry out breakthrough speculation to deal with all the problems that occur at this time, especially the problem of effectiveness and efficiency in the effort to survive. (CNBC Indonesia, 2022) Sudden

economic shocks, such as the Covid-19 pandemic, are one of the causes of an economic recession. This is marked by weak purchasing power due to financial difficulties. Global problems that continue to move regardless of time in fact have a very significant influence on the pattern of educational development in the world and in Indonesia. The industrial revolution from the 4.0 to 5.0 era put strong pressure on the development of education in Indonesia where in this era digital technology mastery education has become a necessity that must be consumed by every human being. Side by side, technology and education are a dynamic but still humane fusion, meaning that these two important elements are able to work together in a mutually beneficial manner. (Ayu, T, 2021) Japanese prime minister, Shinzo Abe said that the concept of industrial revolution 4.0 and society 5.0 did not have much difference. Namely the industrial revolution 4.0 uses artificial intelligence while society 5.0 focuses on the human component. Major civilizational changes have also occurred in the learning process in all educational institutions in Indonesia without exception, changes in learning models have also affected tertiary institutions, most tertiary institutions implement online learning as well as at Fatmawati Sukarno Bengkulu State Islamic University implementing learning from English courses.

The implementation of online English learning has a huge impact on material efficiency and time efficiency, because online can be done anywhere and anytime. The flexibility when studying English online certainly has positive and negative impacts on students, especially the level of understanding of teaching materials taught online. During online learning, students are basically required to think in Higher Order Thinking (HOTS) terms, thus the ability to adapt, be flexible and systematic towards technology is a process that encourages students to be able to think in the era of society 5.0. Online English learning that relies on the Internet network provides different learning nuances so that English learning is automatically integrated with artificial intelligence technology and Internet things which are the basis of the industrial revolution era 4.0 while students must develop their thinking to be more creative for the development of critical thinking, create communication through Internet and of course form good collaboration between students and technology. (Edutech, News, 2019) "Critical thinking, Communication, collaboration and Creativity are skills that students need to have in preparing themselves to face a future that will be full of dynamics. The use of the internet for online learning has a role that also determines the success or failure of online learning because the internet is a large interconnected network of computer networks, smart phones and other communication systems. According (Mustofa, M. I., Chodzirin, M., Sayekti, L., & Fauzan, R., 2019) online learning is carried out through internet and web 2.0 networks (Alessandro, B, 2018) which means that the implementation of online learning involves technological elements as a means and internet network as a system.

Online English learning has an impact on independence for students when they carry out online learning, so that students learn without depending on other students. (Syarifudin, A., S., 2020) "Also explains that online learning is a form of learning that is able to make students independent don't depend on others. All online English learning processes carried out by the Tarbiyah Faculty of English study programs at the Fatmawati Sukarno Islamic University Bengkulu need to be evaluated in order to ensure that online learning has a good enough impact or not, online learning needs to be evaluated using the CIPP Evaluation model (Context, Input, Process and Product) is very effective in its scope of function, because this model is fundamental, comprehensive and integrated. It is fundamental, because it includes the core objects of learning, namely objectives, materials, the learning process, and the evaluation itself (Daniel L. Stufflebeam, Chris L. S. Coryn, and D, 2014)"the CIPP model is based on learning as an ongoing effort to identify and correct mistakes made in evaluation practices, to find and test new procedures as needed, and to maintain and incorporate practice -very effective practice.

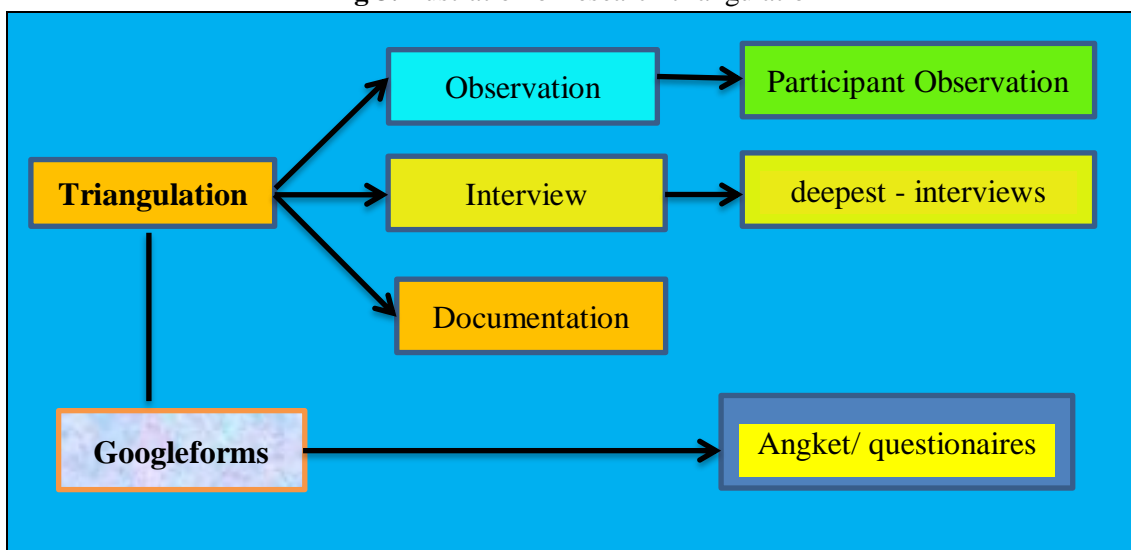
II. METHODS

This research is an evaluation with a qualitative descriptive method that tends to use analysis. Process and meaning (subject perspective) are highlighted in this study. (Creswell, J. W., 2014)" Qualitative research is a process of understanding inquiry based on different inquiry methodology traditions exploring social or human problems. Researchers construct complex and holistic descriptions, analyze words, report

detailed views of informants, and conduct research in natural settings. (Powell, R, R, 2006)“evaluation research can be defined as 'a type of study that uses standard social research methods for evaluative purposes, as a specific research methodology, and as an assessment process that uses special techniques unique to the evaluation of social programs”. There are basically two types of evaluative studies that can be utilized: summative and formative research. While summative evaluation is often quantitative in nature, it can also be part of qualitative research. Summative evaluation helps you understand how the overall design is performing (Kantun, s, 2022) Evaluative Research is a research activity that evaluates an activity/program that aims to measure the success of an activity/program and determine the success of a program and whether it is as expected. (Scriven, M, 1991)"Evaluation refers to the process of determining the benefits, value, or value of something, or the product of a process.

" Research data comes from primary and secondary data, meaning that primary data is obtained directly from respondents, namely students, heads of study programs and lecturers who teach English through online learning at the Faculty of Sharia English, Fatmawati Sukarno State Islamic University, Bengkulu. Secondary data is in the form of lesson plans while online, student grades and assignments while online and products in the form of student assignments. Evaluation research uses steps in the evaluation model from Daniel Stufflebeam, namely the CIPP 'context, Input, Process, Product' evaluation model. CIPP is carried out after the learning process is carried out with the CIPP evaluation instrument for online English lectures. Data collection techniques used questionnaires, interviews and documentation via Google Forms. In order to obtain valid data, triangulation was used in this research. According to (Moleong, Lexy J, 2017) “triangulation is a technique for checking the validity of data that utilizes something else. Outside the data for checking purposes or as a comparison to that data. The most widely used triangulation technique is examination through other sources”. Different data sources provide data that should be combined into one so that it becomes material that researchers must consider. (Sugiyono, 2015) data triangulation is a data collection technique that combines various existing data and sources.

Fig 3.Illustration of research triangulation



This study uses data analysis techniques (Miles, M. B., Huberman, A. M., & Saldana, J, 2018) with three stages, namely data reduction, data display, and conclusion - verification. The second stage of presenting the data uses the Guttman scale because there are two variations in the answers to the data processing. The answer 'YES' was given a score of 1 and the answer 'NO' was given a score of 0.

Table 1.Terms of the Guttman Scale

NO	Score – Guttmman’s Scale	Criteria
1	0,00-0,25	Weak (low) association
2	0,26-0,50	weak enough association (low enough)
3	0,51-0,75	Strong enough association (High enough)
4	0,76-1	Strong association (High)

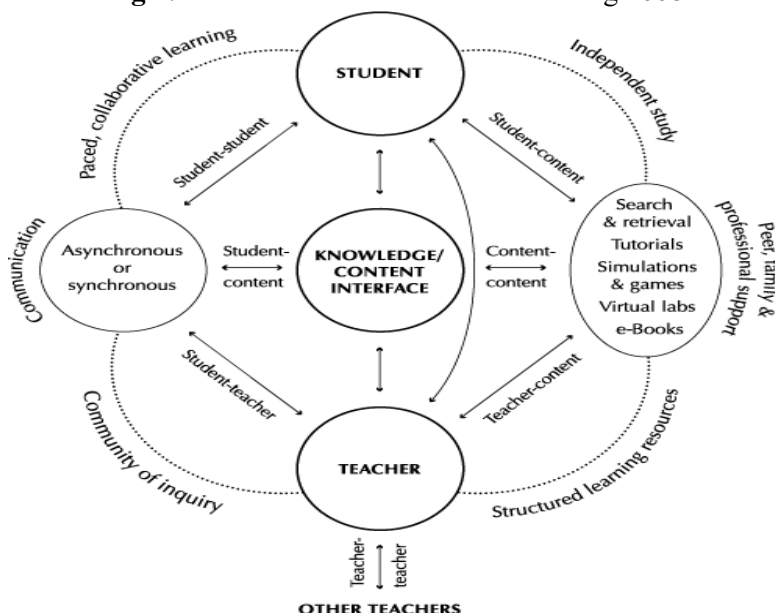
The third stage of data analysis is drawing conclusions using the scientific method so that the truth can be tested. The validity of the data uses triangulation of sources; reports that have been completed are confirmed by the results of the respondents. The interview technique in this study used semi-structured interviews which aimed to find problems openly where the parties invited to the interview were asked for their opinions and ideas.

III. RESULTS AND ANALYSIS

A. Application of the Model of Online learning.

Focusing on online learning models is the process of forming an online learning environment, lecturers and students interact with each other via the internet. This interaction occurs within a particular community either in asynchronous or synchronous methods. The online learning environment is basically a collaborative community so that it can build knowledge interactions and various kinds of online learning programs that can assist in facilitating the environment including online learning training, simulations and tutorials. The application of online learning at Fatmawati Sukarno State Islamic University, Bengkulu, for 1 semester from 2020-2021 tries to apply the online learning model developed by (Anderson, T, 2008) regarding online learning models. This model is illustrated in the illustration below:

Fig 2. Anderson's Model of online learning 2008

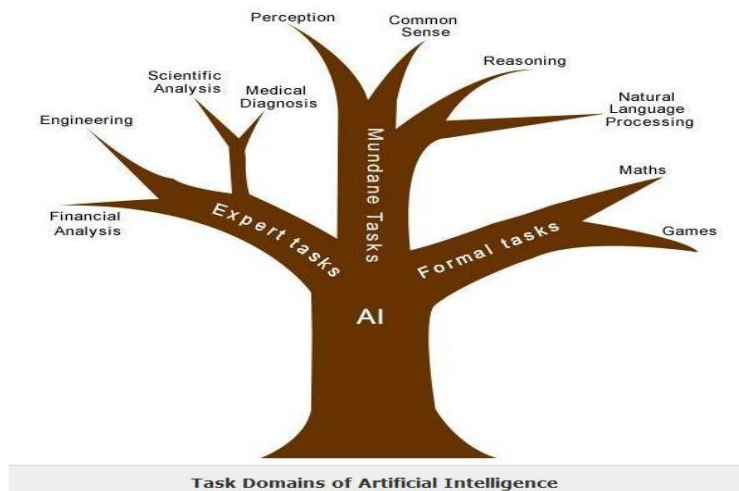


The Role of Interaction in Online Learning (Anderson, T, 2008) outlines six categories of educational interaction:

1. Student-student interactions build and develop meaning and perspective through peer interaction. Student-led teams can often result in higher learning rates and deeper understanding of material.
2. Student Content Interaction - The Internet supports traditional text-based forms but also provides microenvironments, learning tutorials, and virtual labs.
3. Student-lecturer interaction - Interaction through asynchronous and synchronous communications such as audio, text and video. Online learning at its best is far less teacher-centered than a traditional classroom.
4. Lecturer-Content interaction - This allows teachers to continuously monitor, update, and create new course content and activities.
5. Lecturer-lecturer interaction - Assist teachers in professional development within a supportive community. Through this interaction, teachers can continue to build their knowledge.
6. Content-Content Interaction - Programmatic content interacts with other information to acquire new capabilities. This allows for up-to-date information sources. RSS tagging and feeds can help facilitate this.

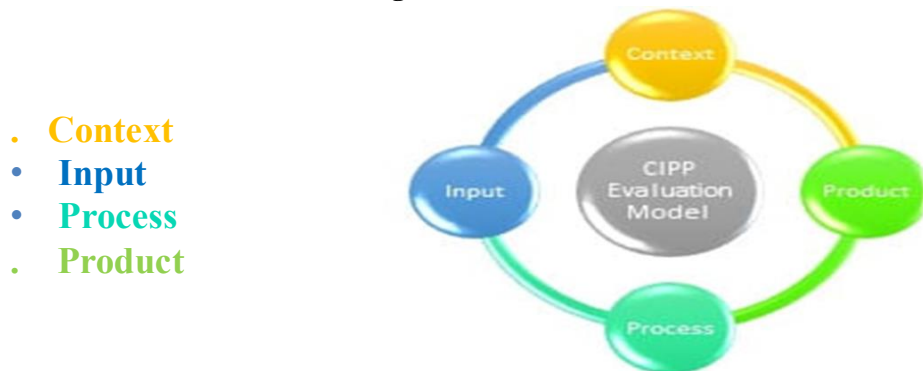
The application of all the rules of interaction in online learning certainly provides a detailed understanding that the use of all computer equipment and internet networks and digitalization systems is increasingly dominating as a human need to follow the learning process. In fact, the industrial revolution in the 4.0 era, known as artificial intelligence, has developed automatically according to the development of the global technological era. This also gives a real picture that the online learning process carried out by students is a form of artificial intelligence created by humans basically to make it easier for humans themselves, so as to create a humane relationship with the technology that has been implemented. It is clear in the image below an application of artificial intelligence.

Fig 1.Task Domains of Artificial Intelligence



Learning activities that continue to process together with increasing benefits for students are a concrete manifestation of online learning that has contributed to improving the quality of online learning systems as well as providing new hope for time efficiency and discipline in understanding various new technologies. Likewise, online learning can develop students' independent abilities and produce students who are able to think critically. This means that in context it can realize the desires to be achieved in the 5.0 industrial revolution era which leads to 4C, namely creativity, critical thinking, communication and collaboration. Successes during online learning certainly need to be re-evaluated so that it can prove a very significant level of success when learning uses online learning processes in the campus environment. To evaluate the online learning process, the CIPP (Context, Input, Process and Product) evaluation model is used. In order to obtain accurate data, precise and structured information about online learning activities in the English Study Program at UIN Fatmawati Sukarno Bnegkulu, it is necessary to carry out an evaluation, meaning an evaluation model that can measure aspects of planning, processes and the impact of online learning, so the researchers chose the CIPP evaluation model. (Context, input, process, and product) developed by Stufflebeam. This evaluation model is in accordance with the circumstances that will be examined as a research step for evaluating online English learning.

Fig 2.CIPP Evaluation Model



- . Context
- Input
- Process
- . Product

Some researchers who have used the CIPP model in their research, such as: (Zhang, G., Zeller, N., Griffith, R., Metcalf, D., Williams, J., Shea, C., & Misulis, K, 2011) ; (Hartini, R. A, 2018) (Agustina, N. Q., & Mukhtaruddin, F, 2019); (Nyoman Gunung, I., & Darma, I. K., 2019); (Lee, S. young, Shin, J. S., & Lee, S. H, 2019); (Hasanudin, C., Wagiran, W., & Subyantoro, S., 2012); (Rahmawati, L. E., 2022) provide an opinion about the advantages of using this evaluation model when compared to other evaluation models because this evaluation can provide a detailed and broad picture of a program, starting from the content or context to the process of implementing learning. Besides that, (Hartini, 2018) stated that the CIPP evaluation model is also fundamental, comprehensive, and integrated. It is said to be fundamental because it includes the core object in the learning objectives (curriculum) in which there is material, learning process, and evaluation. (Arni, I. H., Gunawan, Fatwa, B., & Sentoso, I., 2021) ; (Arni et al., 2021) said to be comprehensive because this evaluation is focused on all parties related to educational practice and curriculum implementation. Said to be integrated because the evaluation process involves all parties involved in educational practice, especially students. The results of the analysis of questionnaire data, interviews and documents are obtained as follows:

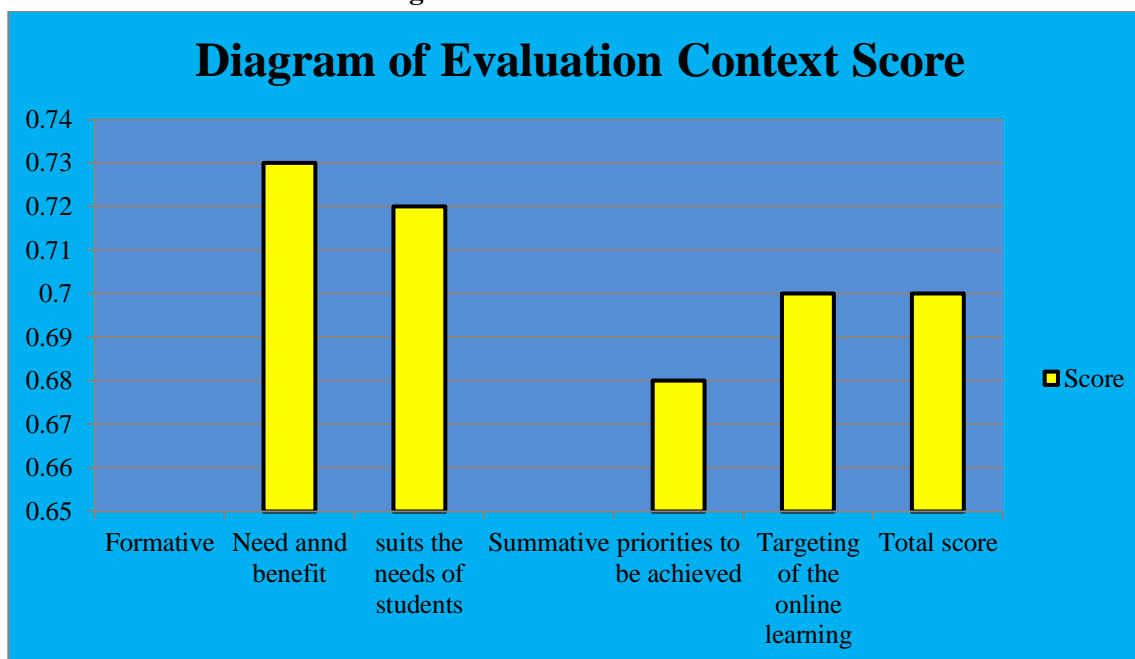
1. Context Evaluation

The context evaluation analysis is carried out in a formative manner, namely what are the highest priority needs in the area of the Sharia faculty program and students' interest in online learning? What goals should be pursued to meet the needs of online learning?, and summative: to what extent can this online learning program address the learning needs of high-priority students? and to what extent are the goals of the online learning program targeted? Based on this formative and summative basis, 4 evaluation indicators were developed so that an overall average of 0.70 was obtained which included high association criteria meaning online English learning in 3 study programs namely HTN (Constitutional Law), Sari 'a Economic Law and Islamic Family Law at Fatmawati Sukarno Bengkulu State Islamic University can be said to be quite in demand and the benefits for students are felt. Scores are obtained from statements that refer to 4 indicators of the CIPP model instrument in a formative and summative way that are developed, namely: 1)

formative: The need to prioritize online English learning in terms of the benefits aspect for students' speaking skills achieves an average score of 0.73,; 2) The goals that must be pursued are to meet the needs of online learning so that online learning meets the needs of students with a score of 0.72. Summative, namely; 3) to what extent this online learning program can address the problem of students' online learning needs with the priority to be achieved, with an average score of 0.68, 4) Targeting the objectives of the online learning program to be achieved, especially student values after implementing the online learning program , with an average score of 0.70. So the total indicator score is $0.73 + 0.72 + 0.68 + 0.70 = 2.83 / 4$ existing indicators, the result is 0.70 with a fairly high association criterion.

. **Table 2.**Context Evaluation instrument indicators for online learning models

NO	Indicators	Average score	Criteria
Context Evaluation			
Formative			
1	The need to prioritize online English learning in terms of the benefits aspect for students' speaking skills	0,73	Strong enough association (High enough)
2	The goals that must be pursued are to meet the needs of online learning so that online learning suits the needs of students	0,72	Strong enough association (High enough)
Summative			
3	To what extent can this online learning program address the problem of students' online learning needs with the priorities to be achieved?	0,68	Strong enough association (High enough)
4	Targeting the objectives of the online learning program to be achieved, especially student values after implementing the online learning program	0,70	Strong enough association (High enough)
Total score rata-rata		0,70	Strong enough association (High enough)

Fig 1. Context Evaluation Score

Based on the results of interviews with the Head of Study Program and English lecturers that they compiled Graduate Learning Outcomes (CPL), Course Learning Outcomes, online learning strategies for student needs while the results of interviews with students who represented the whole of each study program in fact that learning English online provide benefits and learning materials according to the needs of students, especially the 4 skills namely Reading, Writing, Speaking and Listening. The results of the documentation such as the Provisional Learning Plan (RPS) show that it is fully prepared. Contents of SRP Learning Outcomes (CP), Graduate Learning Outcomes (CPL) of Study Programs assigned to Courses, Subject Learning Outcomes (CPMK), Sub CPMK, MK Description, Study materials (online learning materials), reference lists of main teaching materials and support, so it can be concluded that online learning English courses in 3 study programs are said to be quite good. Evaluation with the CIPP model aims to determine the relevant context, identify the target population and assess online learning needs, identify opportunities to meet student needs, diagnose problems underlying online learning needs, and based on the total average score obtained program objectives and priorities are quite good.

2. Input Evaluation

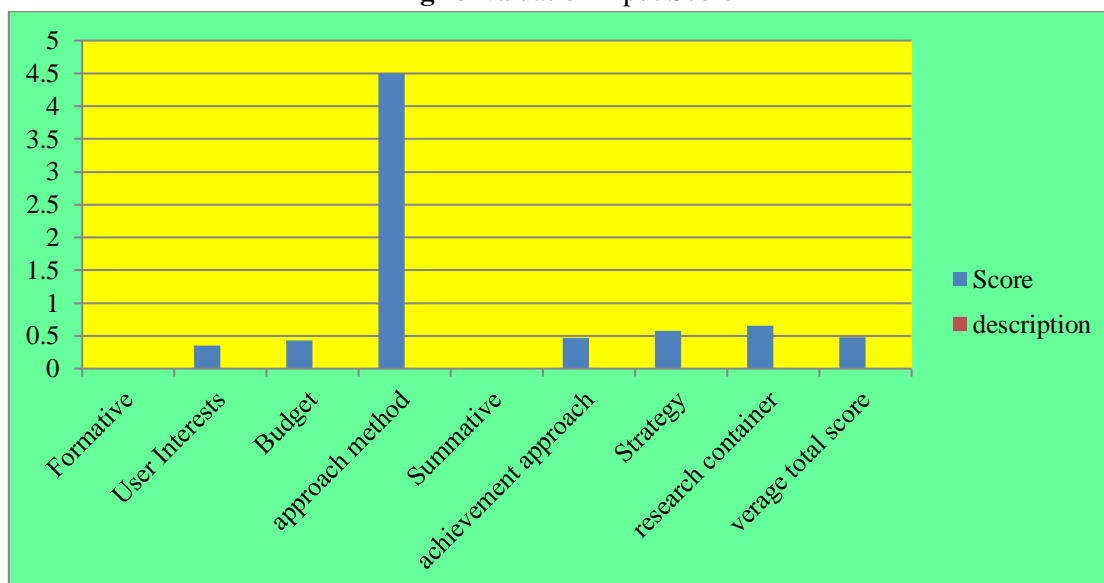
Input Evaluation basically aims to identify and assess the capabilities of the online learning system and alternative online learning program strategies and then assess the procedural design of the selected online learning strategy, budget, schedule, lecturers and stakeholder engagement plans. Input evaluation obtained data as a whole from 6 indicators of online learning plans, namely 0.48 with a fairly weak criterion association. These results were obtained from the indicators in a formative way: 1) User interests: What is the meeting approach that has the most promise of targeted needs and goals, online English learning is mandatory for students to attend with an average score of 0.35? 2) Budget : How does this approach compare with respect to potential success, cost, etc. achieving an average score of 0.43 ?, 3)

Method of approach : How can the most promising approach be designed, managed, funded, and implemented effectively achieving the score average 0.45 ?, and summative : 4) What goal achievement approach was chosen to achieve an average score of 0.47? 5) Strategy: How does the selected strategy compare to other viable approaches in terms of prospects for success, feasibility, and cost? Achieved an average score of 0.58, 6) research environment: How well did the chosen strategy change into online learning program research? Achieved a score of 0.65. From several indicators combined to obtain the results of evaluating online learning plans, namely $0.35 + 0.43 + 0.45 + 0.47 + 0.58 + 0.65 = 2.93/6 = 0.48$, it can be said that overall the evaluation of online English learning input from 3 study programs at the Faculty of Sharia in terms of association criteria is quite weak and it can be seen that learning sometimes does not go according to plan. The results of the input evaluation can be seen in table 3.

Table 3. Indicators of the Input Evaluation instrument for online learning

NO	Indicators	Average score	criteria
Input Evaluation			
Formative			
1	User interests: What approach meets the most promising needs and targeted goals, online English learning is mandatory for students with an average score	0,35	Weak enough association
2	Budget: How these approaches compare in terms of potential success, costs, and so on	0,43	Weak enough association
3	Approach method : How the most promising approaches can be designed, managed, funded, and implemented effectively	0,45	Weak enough association
Summative			
4	What goal achievement approach was chosen	0,47	Weak enough association
5	Strategy: How does the selected strategy compare to other viable approaches in terms of prospects for success, feasibility, and cost?	0,58	High enough association
6	Research space: How well does the chosen strategy turn into online learning program research?	0,65	High enough association
Average total score		0,48	Weak enough association

Fig 2.Evaluation Input Score



The results of interviews with the head of the study program found that there was an obligation for students to take part in an online English learning program. Meanwhile, from a budget perspective, especially the procurement of personal computer equipment and internet signals, it is still lacking, so the signal strength often weakens when online learning takes place. The application of online learning is very difficult to determine an interactional approach between lecturers and students. Then the online teaching strategy is a new strategy that must be tried out first, therefore there is no specific strategy that can be applied consistently to online learning. Basically, the online English learning program has attracted the attention of researchers because it is a distance learning method that only relies on computer equipment, smartphones and the Internet but can be done anywhere, anytime and for anything so that it impacts the efficiency and effectiveness of learning. Based on the results of interviews and evaluation data, the online learning input obtained was concluded to be quite weak.

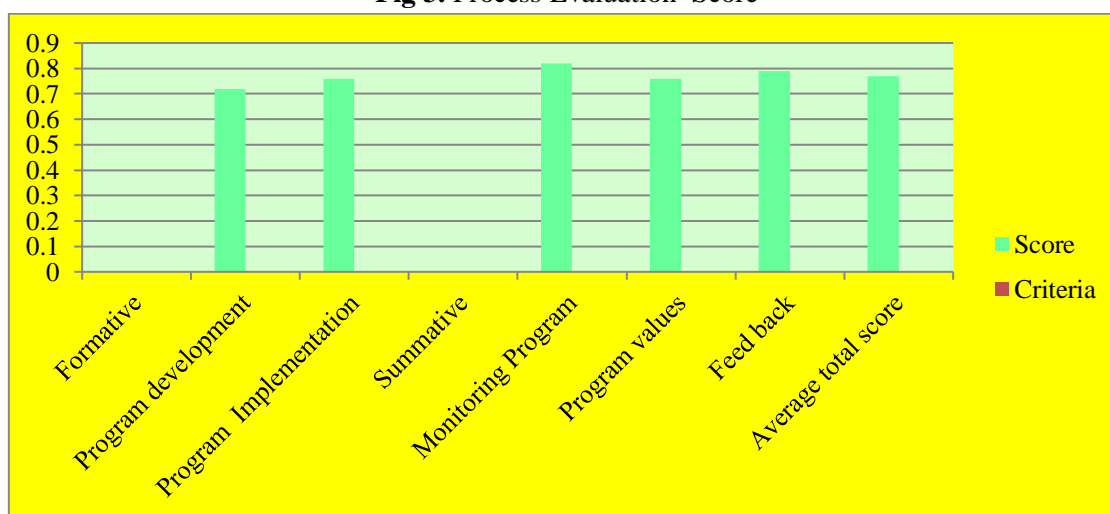
3. Process Evaluation

To identify or predict defects in procedural design or implementation, obtain information from previous program and implementation decisions, confirm whether activities went well or not, and record and assess procedural events and activities. Evaluation of the online learning process for English courses in 3 study programs at the Sariah faculty obtained an average score of all process evaluation indicators with a score of 0.77. Formatively; 1) online program development, to what extent are the programs funded on time, within budget, and effective? With an average score of 0.72, 2) Online program implementation, if necessary, how can the program design be improved and how can implementation be strengthened?, with an average score of 0.76. Summative: 3) Monitoring, to what extent is the program implemented as planned or modified with an improved plan? With an average score of 0.82. 4) How well is the program run? With an average score of 0.76. 5) Feedback: Lecturers evaluate student performance processes in online English learning with an average score of 0.79. Then the total average score is $0.72 + 0.76 + 0.82 + 0.76 + 0.79 = 3.85 / 5 = 0.77$ so it can be concluded that the average process evaluation score of 5 online learning indicators The English of the 3 study programs, namely the Constitutional Law Study Program, Sharia Economic Law and Islamic Family Law at the Fatmawati Sukarno Bengkulu State Islamic University, can be said to be quite strong. The results can be seen in table 4.

Table 4. Indicators of the online learning Process Evaluation instrument

NO	Indicators	Average score	criteria
Process Evaluation			
Formative			
1	Online program development, to what extent is the programs funded on time, on budget, and effective?	0,72	Stong enough association
2	Online program implementation, if necessary, how can the program design be improved and how can implementation be strengthened?	0,76	Strong association
Summative			
3	Monitoring, the extent to which the program is implemented as planned or modified with an improved plan?	0,82	Strong association
4	How well is the program executed?	0,76	Strong association
5	Feedback: The lecturer evaluates the process of student performance in online English learning	0,79	Strong association
Total score rata-rata		0,77	Strong association

Fig 3. Process Evaluation Score



While the results of the interviews can be concluded in fact in the field that all lecturers are given the freedom to develop the potential and implementation of online English learning for students by monitoring student activities during the online learning process and providing feedback on the results of the online

learning process. All processes of online activities carried out are in accordance with predetermined procedures, it can be concluded that the results of online learning English through the evaluation of the action process are said to be appropriate, supported by the results of the average score obtained, which has a strong association.

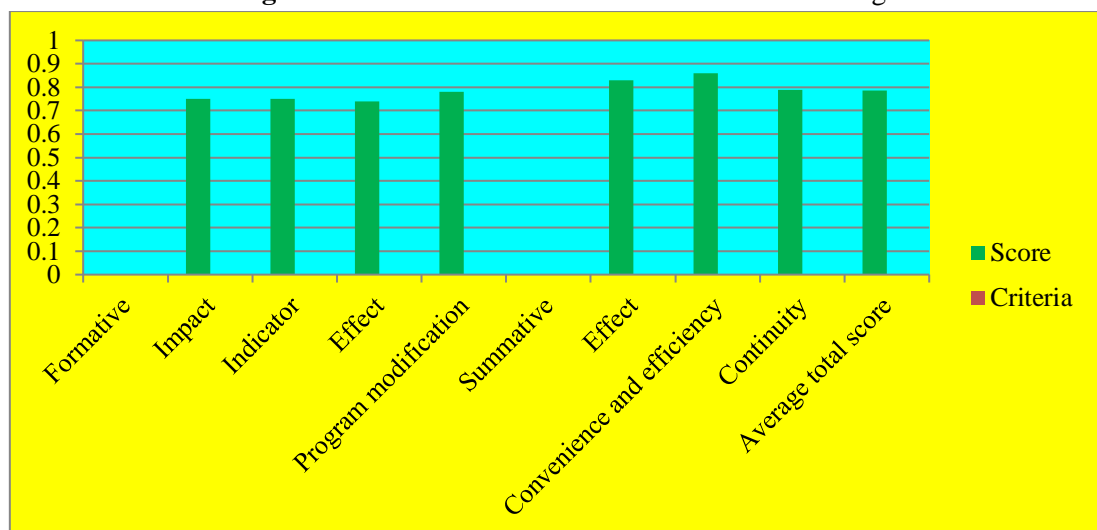
4. Product Evaluation

Product evaluation is a process that aims to identify desired and undesirable results; relate it to goals and needs assessed by context, input, and processing information; and assessing performance in terms of factors such as quality, value, honesty, equity, cost, security, and the significance of online learning programs both formatively and summative. Formatively provide guidance for continuing, modifying, adopting, or terminating a program by identifying, assessing, and reporting mid-implementation and long-term outcomes, including side effects. Summative Assess program success by comparing outcomes and side effects with targeted needs, checking cost-effectiveness, and comparing costs and results with competitive programs, and interpreting results against resource expenditure and operational plan extent. Based on the results of Product Evaluation data, online English learning in 3 study programs at the Sariah Faculty obtained an average total score of 0.785 with strong association criteria.

These results were obtained from the four product evaluation indicators of the results won through the CIPP instrument including formatively: 1) Impact: to what extent are success indicators observed and assessed? with an average score of 0.75 2) What other indicators, if any, emerged which indicates that the program is successful or not?, with an average score of 0.75. 3) What side effects (positive or negative) occurred? with an average score of 0.78 4) How should the implementation be modified to maintain success?, with an average score of 0.74. Summative: 5) Effective: To what extent has this program effectively handled the initial needs assessed and achieved its goals? with an average score of 0.83. 6). Ease and efficiency Are online English programs more effective in time and are programs more efficient and easy to access learning materials?, with a score of 0.86. 7) Sustainability: what conclusions can be reached regarding cost-effectiveness, sustainability, and the extent of the program of application? With an average score of 0.79. The overall results of the indicators, the results obtained from the product evaluation are $0.75 + 0.75 + 0.74 + 0.78 + 0.83 + 0.86 + 0.79 = 5.5/7 = 0.785$. So it can be said from the results of the overall evaluation that online English learning in the three study programs is said to be strong or high. Evaluation results can be seen in table 5

Table 5. Indicators of the Online Learning Product Evaluation instrument

NO	Indicators	Average score	criteria
Product Evaluation			
Formative			
1	Impact: to what extent are indicators of success observed and assessed?	0,75	Strong enough association
2	What other indicators, if any, exist that indicate the program is or is not working?	0,75	Strong enough association
3	What side effects (positive or negative) occurred	0,74	Strong enough association
4	How should the implementation be modified to maintain success	0,78	Strong association
Summative			
5	Effective: To what extent has the program effectively addressed the initial needs assessed and achieved its objectives?	0,83	Strong association
6	Ease and efficiency Are online English programs more time effective and programs more efficient and easy to access learning materials?	0,86	Strong association
7	Sustainability: what conclusions can be reached regarding cost-effectiveness, sustainability and programmatic breadth of application?	0,79	Strong association
Average total score		0,785	Strong association

Fig 4. Evaluation of Product Score for Online Learning

From the results of interviews from the three study programs at the Sariah Faculty, data was obtained which stated that online English learning had a positive impact on students where online activities could develop students' potential and motivation in speaking English dialogue (speaking skills) orally, as well as increasing ideas for writing. about many topics that are not limited in the world of the Internet. Then the results of interviews with lecturers who teach online learning can also be concluded that online learning English also has a positive impact and influence on other subjects, especially in the development of research methodology writing courses and thesis writing because students are motivated to write down what information they get from the Internet so that it can be used as pilot project for universities to face the Industrial Revolution 5.0. Then the student's English score obtained during the online program from each supporting lecturer from the three constitutional law study programs averaged 7.78 in English, Sariah economic law on average 7.58 and Islamic Family Law 7.87. The results of this average score can be said to meet the completeness of online learning English courses above the average minimum mastery criteria.

IV. CONCLUSION

Starting from the results obtained in the application of the Context, Input, Process and Product (CIPP) evaluation model for online learning English courses in three study programs at the Sariah faculty after evaluating the CIPP model, it can be concluded as follows: Evaluation is carried out summative on Context evaluation produces a fairly high association, Input evaluation obtains a fairly weak association, Process evaluation obtains a strong association and Product evaluation obtains a strong association. The results showed an average score of 0.70 from the context evaluation, 0.48 from the input evaluation which indicated a fairly weak average score, 0.77 from the process evaluation, and 0.785 from the product evaluation. So from the CIPP evaluation process for online learning English courses at the Fatmawati Sukarno Bengkulu State Islamic University, it is quite good. This evaluation can be used as a strategic perspective to deal with the current 5.0 industrial revolution.

V. ACKNOWLEDGEMENTS

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