

The Using Context, Input, Process, And Product Evaluation Model For Evaluating Online College EFL Learning

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Abstract.

This research attempts to evaluate the effectiveness of online learning at English Education Study of Muhammadiyah University Bengkulu for period 2020-2021 using context, input, process, and product (CIPP) evaluation model. This qualitative research design uses descriptive evaluative. The data collection instrument used closed questionnaire, structured interviews, and documentation. The data processing techniques refers to the Guttman's Scale. The result indicated the average value of the context evaluation aspects (0.89), input (0.80), and process evaluation (0.82) and product evaluation (0.85). Thus, it can be concluded that online learning program is appropriate and effective.

Keywords : Online learning, context, input, process and product (CIPP).

I. INTRODUCTION

The metamorphosis of the education system, which used to be more conventional, is now moving forward with a combination of increasingly sophisticated digitization. (Lengsfeld, J, 2018) “digitalization”, a “digitalization expert” is a person who has deep knowledge of the phenomena of digital change and digital transformation. In particular, they address the strategic issues facing companies and markets, communities and institutions in the context of digital change. “Digitalization experts” in this sense deal with the development of strategies and procedures for shaping the digital transformation of economic, social, technical and political systems”. The development of digitalization has had such a big impact, especially on the development of the current learning system, online learning offers learning methods that use the internet and digital media to convey information. The current generation of students, who are known to be highly tech-savvy, are more attuned to online learning methodologies. It is the single most useful form of digitization that exists in education. In the digital age, online learning has become popular and is a viable alternative to traditional classroom teaching in many situations. Online education has grown significantly beyond its initial capabilities. It is no longer limited to the didactic approach, which consists of teacher-to-student monologues. With frequent feedback and assessment, the current advances in online learning allow students to actively participate in the learning process. As a result, the teaching system is now on par with classroom-based learning in terms of effectiveness.

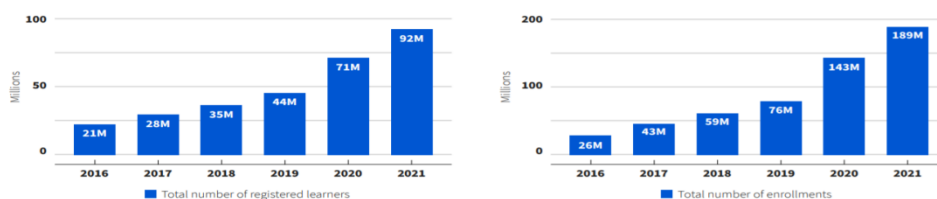
In the current educational environment, online learning has essentially become an alternative solution for lecturers and students. However, in order to implement online learning effectively it is crucial to consider supporting system (Ana, A., Minghat, A.D., Purnawarman, P., Saripudin, S., Muktiarni, M., Dwiyantri, V., & Mustakim, S.S., 2020) Online learning provides flexibility to be conducted, so that it can be used in a wide range of situations. In addition to this, the implementation of distance learning initiatives can increase the use of technology in education and boost the motivation of majors students (Huang, R. H., Liu, D. J., Tlili, A., Yang, J. F., & Wang, H, 2020). The implementation of learning from another perspective is learning that has large enough capital, especially the provision of a set of computer equipment and a barrier-free internet network, so this system is quite a phenomenon for Indonesian education which has many islands and remote areas that are difficult to reach with the internet. but the government has issued new regulations governing the educational curriculum. The Minister of Education and Culture, Nadiem Anwar Makarim, has issued Circular Number 36962 dated 17 March 2020 concerning Online Learning and Working from Home in the Context of Preventing the Spread of Corona Virus Disease (COVID-19). Where this letter contains

that in order to prevent the development and spread of Corona Virus Disease (Covid-19), the Ministry of Education and Culture appeals to carry out all activities online. This policy has become a controversy that is quite tough to discuss in cyberspace. However, all government policies must be obeyed, so ready or not, all academic levels must implement their respective learning systems that are adapted to the conditions of their respective regions.

Online learning is a development in the field of education that incorporates information technology into the teaching process (Fitriyani, Y., Fauzi., dan Sari, M. Z, 2020)The good news is that everyone now has access to learning so that the challenges that require learning in a classroom setting may be addressed (Riaz, A, 2018)Despite the fact that there are many positive effects on teaching and learning, it is important to understand that technology cannot completely eliminate the negative effects of teaching and learning in schools. This point was made by researcher (Pilkington, O. A., 2018)who stated that not all learning objectives can be met by online learning. Students frequently utilize flexibility and convenience as decision considerations when picking between online learning and traditional classroom training. According to 1,500 registered online students who participated in Learning House's online College Students 2019 survey, 63% of respondents said they chose an online program because it best suited their work and personal obligations, 34% said it was their preferred method of learning, and only 3% said they could only find their program online (Clinefelter et al., 2019). According to the same survey, 67% of students taking online courses resided less than 50 miles from the college or university they were attending. This number increased from 42% five years prior. This is an intriguing piece of information since it suggests that more local schools are now providing online courses that let students stay in their neighborhoods.

More learners are accessing online learning

The demand for online learning on Coursera continues to outpace pre-pandemic levels.



Based on the graphic data above, it gives a real picture that the rapid development of online learning occurs at almost every level of education. The highest data in 2021 shows that it has reached 189 billion, the online learning system is used. The highest data in 2021 shows that it has reached 189 billion, the online learning system is used. Even with limited internet facilities, it seems that students who live in urban areas have no problem with the internet network, but what about those who live in rural areas and three areas? Stable networks and internet connections are still difficult to obtain in these areas, which can hinder the implementation of online learning. Indeed, the facts show that online learning from home will not automatically occur direct interaction with teachers or friends. In addition, students do not learn how to socialize with teachers, friends and the environment. This indirectly does not support the formation of student character. Not all students are able to follow the subject matter provided by the teacher online. This is also influenced by the type of learning that is owned by the students themselves. Some students may already be able to understand the material given through sound alone, but there are students who have to be given a visual example in order to understand what the lecturer is conveying. From an economic standpoint, online learning is an additional burden for parents because apart from not having a device, the need for quotas is also an obstacle to online learning that cannot be avoided. So this is certainly an illustration of the fact that if students take online learning anywhere and anytime, students must have access to the internet.

However, not all student families have the ability to buy quotas which are relatively expensive, this kind of thing needs clear consideration from the government, even the quota prices between Java and outside Java are very different. Development centered on the island of Java makes internet access on other islands increasingly expensive. Therefore, this is one of the obstacles to online learning for students. Learning is essentially direct interaction which is one of the keys to the learning process because there are actions and reactions between lecturers and students. Even though it seems simple, it is this interaction that supports the

effectiveness of teaching and learning. Lecturers can provide solutions verbally and directly to students. Meanwhile, students can pay attention to gestures, expressions, and explanations from the teacher directly. However, whatever the reason, online learning is a consequence of new forms of learning that exist in the era of globalization and digitalization. So all online learning activities carried out at the Muhammadiyah University of Bengkulu English study program which have been ongoing need to be evaluated to what extent the effectiveness of this learning system is and what impact it has on the quality of learning and student achievement. Based on the various phenomena that occur, researchers are interested in evaluating online learning using the Context, Input, Process and Product (CIPP) model.

II. METHODS

This research applied qualitative evaluative method. The term "evaluation research" (also known as "evaluative research") refers to a research technique that is used to evaluate a particular issue in order to make sure that it is usable and is based on the needs, wants, and preferences of actual people. 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 employs special techniques unique to the evaluation of social programs (Powell, W. W., & Dimaggio, P. J, 1991) The sources of data were students, lecturers, and the head of English Study Program of Muhammadiyah University Bengkulu. Secondary, data also gathered from online lesson plans, the document of students' assignments and students' grades. The current research adopted the CIPP model developed by (Stufflebeam, D, 2003). Any CIPP method that is used includes the following: (1) contexts evaluation (goal: beneficiaries, need, resources, problems, background, and environment); (2) input evaluation (plans: stakeholders, strategies, budget, coverage, and research); (3) process evaluation (actions: develop, implement, monitor, and receive feedback); and (4) product evaluation (outcomes: impact, effectiveness, transportability, sustainability, adjustment).

The Context, Input, Process, and Product evaluation model implemented on Online English teaching and learning process at English Study Program of Muhammadiyah University Bengkulu. The data collection for this study was done during the first semester of the academic year 2021–2022. The data in this study were collected through questionnaire, interview, and documentation using goggle form. A closed questionnaire with "yes" or "no" questions used in data collection technique. The data collected were verified to ensure its trustiness and validity through triangulation. Triangulation is the process of strengthening the finding by crosschecking the information (Miles, M. B., Huberman, A. M., & Saldana, J, 2018). The data were verified in three stages: (1) data reduction, (2) data display, and (3) conclusion. The data analyzed by using Guttman's scale using closed questionnaire with two alternative "Yes" or "No" answers. The answer "Yes" was given a score of 1 and the answer "No" was given a score of 0.

Table 1. The terms of Guttman's scale.

No	Score – Guttman's Scale	Criteria
1	0,00 – 0,25	Weak (low) association
2	0,26 – 0,050	Weak enough association (low enough)
3	0,51 – 0,75	Strong enough association (high enough)
4	0,75 - 1	Strong association (high)

Data reduction is an effort to summarize, choose things that are considered main, focus on things that are important, look for themes and patterns. Thus the reduced data will provide a clearer picture and make it easier for researchers to collect and organize data and display data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. The presentation of data that is most often used in qualitative research is by presenting narrative text after that Conclusion Drawing, reducing and presenting data, the third step in the qualitative analysis of the Miles and Hubberman model is drawing conclusions and verification. Conclusions made on the basis of strong, valid and consistent evidence are credible conclusions. Considering that qualitative data analysis does not use statistical formulas, in applying the above qualitative data analysis techniques in practice, data processing and analysis is carried out. by emphasizing on the participatory direct observation aspect of the researcher. Data collection for this

research was carried out at the beginning of even semester lectures for the 2021-2022 academic year. Data collection was carried out on Wednesday, March 23 2022.

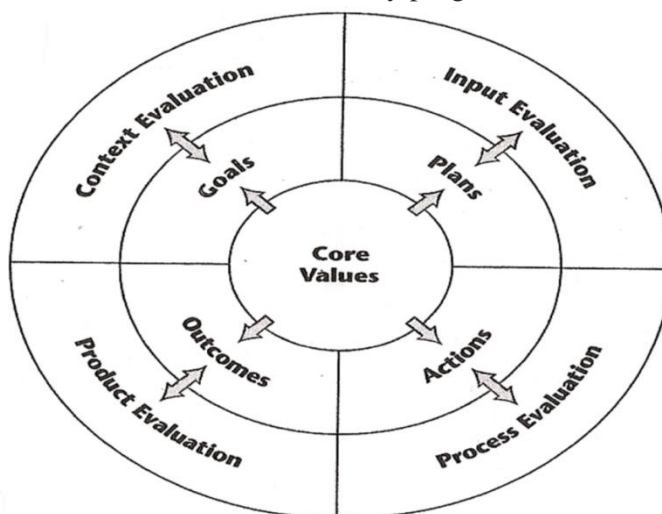
Data collection techniques used questionnaires, interviews and documentation via Google Forms. The questionnaire technique used is a closed questionnaire with alternative questions "yes" or "no". The questionnaire was first tested for validity and reliability. The results of the validity test show that all item validity values are more than 0.361, which means that each item is declared valid. Meanwhile, for the results of the reliability test with the Cronbach Alpha method, the value of $r = 0.834$ was obtained, which means more than the reliability coefficient value of 0.6 so that the instrument was declared reliable. The data analysis technique refers to the provisions of the Guttman scale using closed questionnaires. The answer 'Yes' is given a value of 1 and the answer 'No' is given a value of 0. Cronbach's Alpha is a measure of reliability that has values ranging from zero to one (Hair, Joseph F. Jr. et al, 2010) According to (Eisingerich, A. B., & Rubera, G, 2010) the value of the minimum Cronbach's Alpha reliability level is 0.70. There are two reasons why researchers use a minimum Cronbach's Alpha reliability value of 0.70.

III. RESULT AND DISCUSSION

The great evaluation approach is Daniel Stufflebeam's CIPP evaluation model (Fitzpatrick, Jody L, James R. Sander & Blaine R. and Worthen., 2004) (Mertens, D. M., & Wilson, A. T, 2012) (Stufflebeam, D, 2003); (Zhang, G., Zeller, N., Griffith, R., Metcalf, D., Williams, J., Shea, and C., & Misulis, K., 2011). Implementation of evaluation is a form of decision-oriented approach mechanism, so program evaluation is defined as "systematic collection of information about program activities, characteristics, and results to make judgments about programs, improve program effectiveness, and/or inform decisions about programs in the future." (Patton, M.Q., 2002) The CIPP evaluation model (see figure 1) is a framework for guiding the evaluation of programmes, projects, personnel, products, institutions and evaluation systems.



The respondents in this study were given closed questionnaire dealing with the effectiveness of online learning at English Study Program of Muhammadiyah University Bengkulu. Based on the questionnaire given to ten lecturers, one head of study program, and 240 students as shown in figure 1.



The results of the analysis of questionnaire data, interviews and documents are obtained as follows:

1. Context Evaluation

In the context evaluation which consisted of six indicators, the overall average was 0.89 with high association criteria. This shows that the objectives of online learning for English courses in the English education study program at the Muhammadiyah University of Bengkulu can be said to be appropriate. These results were obtained from statements referring to the six CIPP model instrument indicators developed, namely beneficiaries, needs, resources, problems, background and environment. The total number of indicators is $0.89 + 0.86 + 0.84 + 0.78 + 0.85 + 0.84 = 5.06/6$ existing indicators, the result is 0.84 with high association criteria. The value of 0.84 can be concluded that the learning objectives in the context evaluation carried out are appropriate and well done. Evaluation of the context in the CIPP model in order to make formative role decisions and present information on accountability or summative roles

Tabel 2. Context evaluation score

No	Evaluation Context	
1	beneficiaries	0.89
2	needs	0.86
3	resources	0.84
4	problems	0.78
5	background	0.85
6	environment	0.84
Total score		5.06
Result score		0,84

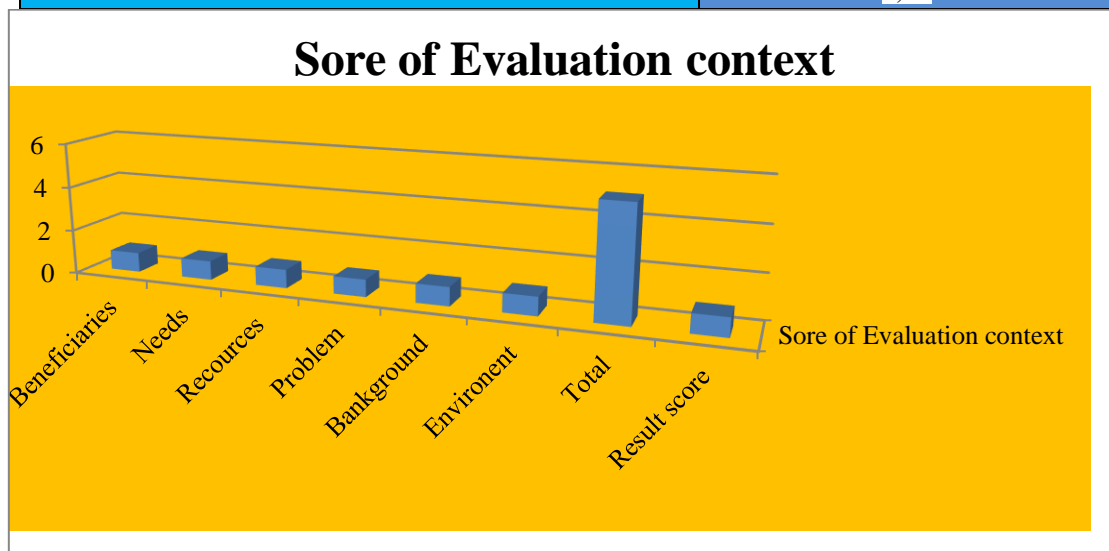


Fig 2. Score of Evaluation Context

The following is the conclusion from the results of interviews conducted with the head of the English Language Education study program at the Muhammadiyah University of Bengkulu. Emphasizing on what is applicable, the English course aims to help students become skilled in speaking, writing, listening and speaking. Teaching materials for English courses are not only about theory but its application in everyday life. Considering that each study program has special characteristics, learning English courses must be able to accommodate all the skills needed. This shows that learning English courses meets the needs of students as academics who are scientific in nature. As we all know that planned activities with sudden ones have different results. Likewise when the lecturer teaches, data shows that the lecturer has made preparations according to the provisions. Lecturers use CPL and CPMK as learning indicators. CPMK is also adjusted to the needs of students based on knowledge in the study program (Gunawan, H. & Hidayatullah, A, 2020). Several student representatives who provided information during interviews indicated that students felt they had nothing to lose when studying English courses online because they felt challenged to learn English through internet technology media.

In addition to adding insight and understanding of English, English courses delivered online can help students convey ideas (Isodarus, P. B, 2017) Ideas are arranged systematically and coherently to make it

easier for others. Students are getting used to scientific terms according to the science of the study program being studied. The documentation shows that the Semester Learning Plan is fully prepared based on the online learning process. SRP contains Online Learning Achievements (CP), Graduate Learning Achievements (CPL) of study programs assigned to courses, Course Learning Achievements (CPMK), Sub-CPMK, Description of courses, study materials or learning materials, reference list of main teaching materials and supporters and identity of lecturers. Based on the contents of the lesson plan, it can be concluded that online English learning in the English language study program at Muhammadiyah University can be said to be good in accordance with applicable regulations. As we already know, context evaluation aims to determine the suitability of a program's objectives in terms of: benefits, needs, sources, problems, background, and environment of a program (Alonso, D. A., Kok, SK, & O'Brien, S, 2018) It is a fact in the field that context evaluation at CIPP is used to determine a program's goals and priorities (Tsani, I., Arsyadana, A., Sufirmansyah, & Shafira, E., 2021) In addition, CIPP also aims to verify and evaluate directions, needs, problems, and conditions in the program environment (Cahyadi, A., Hendryadi, Widyastuti, S., & Suryani, 2022) So that online learning programs can be properly evaluated.

2. Input Evaluation

The second stage of the CIPP model is input evaluation, or input evaluation. It helps regulate decisions, determine existing sources, what alternatives to take, what plans and strategies to achieve goals, and what work procedures to achieve them. The input evaluation components include: 1) Human resources, 2) Supporting facilities and equipment, 3) Funds or budget, and 4) Various procedures and regulations needed. Input evaluation obtained overall data from five online lesson plan variables, namely 0.81 with high association criteria. These results were obtained from the planning indicators described in Figure 3. The results of the online learning plan evaluation were $0.89 + 0.81 + 0.71 + 0.79 = 3.2/4 = 0.80$. This shows that the evaluation of online learning input for English courses from the English study program at Muhammadiyah University of Bengkulu has strong criteria, so learning is carried out according to plan.

Table 3. Input Evaluation Score

No	Input Evaluation Score	
1	Human resources	0,89
2	Supporting facilities and equipment	0,81
3	Funds or budget	0,71
4	Various procedures and regulations needed	0,79
Total score		3.2
Result score		0.8

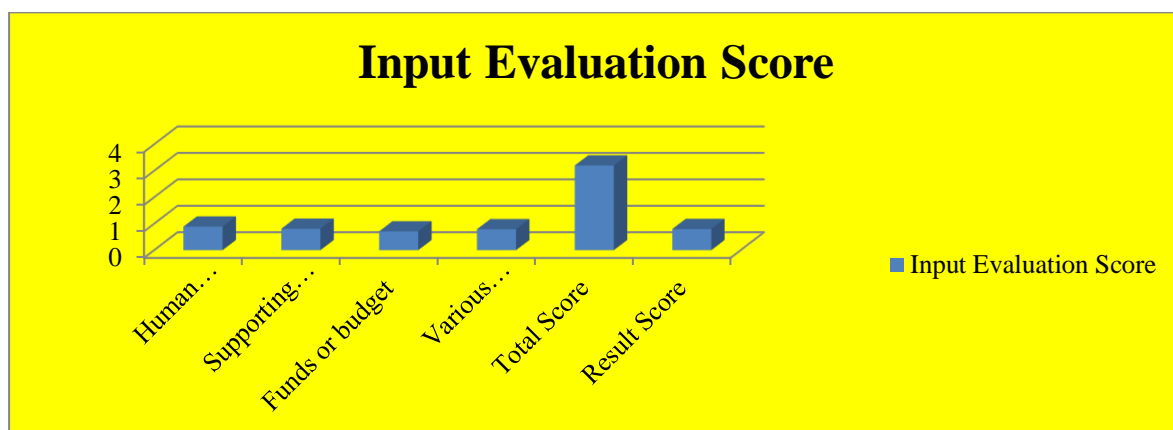


Fig 2. Input Evaluation diagram

Based on the results of interviews with the head of the study program as a stakeholder, it can be concluded as follows: In fact, it is clear from the interview data that the existence of online learning is very important to change and provide motivation so that students can learn English while mastering internet technology so that the combination of learning English can keep pace with the development of the digital world. Starting with mastery of technology, online programs are one of the systems that can be specifically offered to students so that apart from learning English, students can also understand other sciences, namely digital technology. According to Bambang Warsita (Warsita, Bambang, 2008), in general there are two uses of information technology or instructional computers and the internet for education and learning, namely:

First, Learning about computers and the internet, namely computers can be used as learning objects, for example computer science (computer science). Second, Learning with computers and the internet, namely information technology facilitating learning according to the curriculum that applies in schools. For example Pustekkom, Ministry of National Education developed interactive multimedia CD programs for subjects. All input into the online learning process for English courses in the English study program at Muhammadiyah Bengkulu University can be said to have been well planned. Evaluation of inputs or plans aims to build support systems, solution strategies, and procedural designs for program implementation in the future. In addition, this evaluation can also assist in determining the changes needed to run successfully (Agustina, N. Q., & Mukhtaruddin, F, 2019). So it can be said implicitly that the main purpose of input evaluation is to determine how to utilize the input in achieving program objectives. For this purpose it is necessary to evaluate, in order to obtain input (people and facilities) that is capable and useful in the implementation of an educational program.

3. Evaluation Proses

All actions in the evaluation process must have clear priorities and procedures because process evaluation is essentially an evaluation that includes directed, planned, systematic efforts to examine the process of activities that have produced a product, both in the planning phase and in the implementation phase. (Worthen, B.R & Sanders, J.R, 1987) explains that process evaluation emphasizes three objectives: "1) do detect or predict in procedural design or its implementation during implementation stage, 2) to provide information for programmed decision, and 3) to maintain a record of the procedure as it happened ". Process evaluation is used to detect or predict the procedure design or implementation design during the implementation phase, provide information for program decisions and as a record or archive of procedures that have occurred. Process evaluation includes a collection of assessment data that has been determined and applied in the practice of program implementation.

Basically process evaluation is to find out to what extent the plan has been implemented and what components need to be improved. The results of evaluating the online learning process for English courses at the English Study Program at Muhammadiyah Bengkulu University obtained an average value of 0.85. On the basis of: 1) Implementation Program, 2. Overall involvement of all elements in the Study Program. 3) Facilities and infrastructure for online learning programs, 4) Barriers to online learning. This value is a strong (high) association criterion. This value is obtained based on the four instrument indicators as shown in Figure 3. This value is obtained from the indicator $0.88 + 0.80 + 0.78 + 0.84 = 3.43/4 = 0.82$ so it can be concluded that the evaluation of the online learning process for English courses is good and appropriate.

Tabel 4. Evaluation process score

No	Evaluation Process	
1	Implementation Program	0.88
2	Overall involvement of all elements (pengembangan)	0.80
3	Facilities and infrastructure	0.78
4	Barriers to online learning and Feedback	0.84
Total Score		3,43
Result Score		0,82

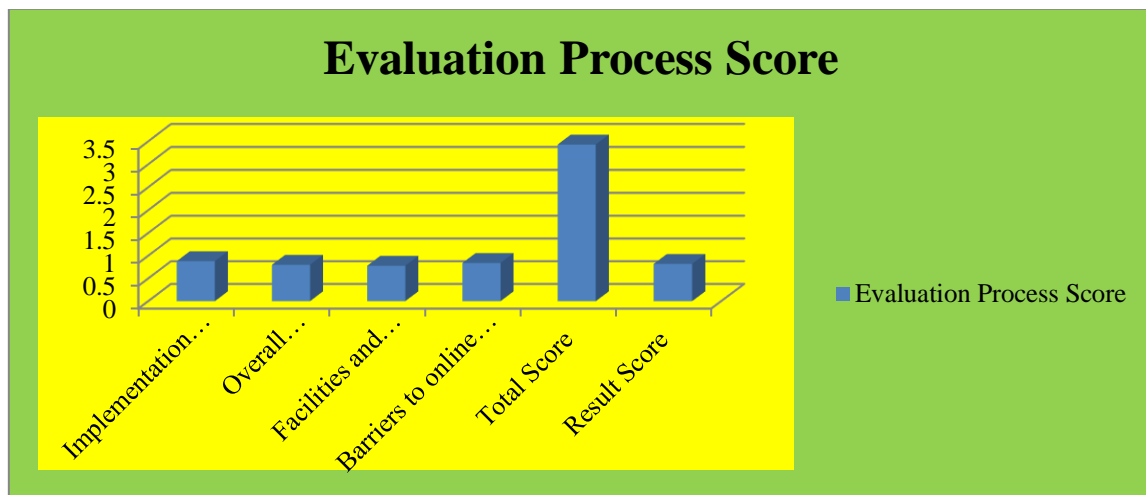


Fig 3. Evaluation Process diagram

The results of the interview regarding the evaluation of this process can be concluded that the results of online learning English courses are in accordance with the results of the scores obtained. Evaluation of the action process which has four aspects, including: assessment of a program, almost the same as face-to-face classes as usual, student assignments completed via the internet and their completion collected via the Internet, making it easier for students to collect assignments and a source of lecturer assessment. However, with a scheme online learning, it is necessary to make some adjustments. For example, written instructions that are detailed but quite concise will really help students understand what needs to be done. Then, from a time efficiency standpoint, clear assignment dates and hours provide a definite time frame so that the circulation of work and assessment of assignments can run smoothly. In online learning, assignments can serve as the main source of value for students. development, online learning uses materials and timeframes that are in accordance with the curriculum. As for the location, online learning has flexibility in study time, you can learn anywhere and anytime. Because online learning is a pretty good alternative during a pandemic. Online learning provides benefits for both lecturers and students (Singh, G., 'donoghue, J. O., & Worton, H, 2005)

For students, online learning is an alternative method of learning that does not require them to be present in class. In addition, this learning will form a spirit of independent learning, and also encourage interaction between students, especially for students who are usually not active in speaking so they will be able to express their opinions/questions more freely via writing if online learning is carried out as it is now. As for lecturers, online learning methods exist to change conventional teaching styles which can later increase work professionalism. The online learning model also provides opportunities for lecturers to assess and evaluate the learning progress of each student more efficiently because they can interact directly and have a track record. monitor implementation, online learning has its own uniqueness, especially how to monitor this learning process, by using digitization all online activities can be monitored regularly by checking student activity when the online learning process takes place, interactive and communication via the internet network will provide a clear picture of student activity during the online learning process, feedback on online learning programs, giving and receiving feedback is a very important process to help students know how to overcome difficulties that arise during the online learning process, how high is the level of mastery of online learning, and what learning strategies should be used to improve online learning outcomes . Feedback is one activity that makes a major contribution to interactions between students via the internet and even interactions with teaching lecturers.

Even feedback can dispel loneliness when the online learning process takes place because students are not physically present in class, so feedback is needed to overcome this symptom. A student can receive feedback from the lecturer or other students (peer-feedback). In online learning, feedback can be delivered via audio, video or text. Feedback can also be shared synchronously or "real time" (for example, via videocall or video-conference) or asynchronously by writing in the discussion forums available in the

learning management system (LMS). Sharing feedback not only creates interaction and engagement (and thus avoids loneliness) but also increases learning achievement, promotes communication, collaboration, critical thinking and creativity. Process evaluation aims to assess the implementation of a program and to provide feedback to what extent the program has been implemented and to check whether the program is conceivable (Raibowo, S., & Nopiyanto, Y. E., 2020). Unfavorable results are caused by a weak strategy or inadequate strategy implementation. This evaluation component focuses on things that can hinder the success of the program. Process evaluation emphasizes the activities carried out in the program or what, the person appointed as the person in charge of the program or who, when the activity ends or when (Sanusi, A., Maulana, D., & Sabarno, R., 2021)

4. Product Evaluation

Product evaluation is the result used to determine the decision what to do next. What are the benefits felt by the community related to the program being rolled out? Does it have influence and impact with the existence of the program? Outcome evaluation relates to the benefits and impact of a program after careful evaluation. The benefits of this model are for decision making and evidence of accountability for a program to the community. The stages of evaluation in this model are delineating, obtaining or providing, and providing for decision makers. The results of the evaluation of online learning products for English courses in the English study program at the Muhammadiyah University of Bengkulu score 0.870 with strong association criteria. Stufflebeam (1993) explains the purpose of product evaluation "The purpose of a product evaluation is to measure, interpret, and judge the attainment of a program.

" Which means "the purpose of product evaluation is to measure, interpret, and assess the achievement of the program". Further Stufflebeam (1993), "Product evaluation produces information to determine the extent to which the goals previously set can be achieved achieved and to determine whether strategies, procedures or methods that have been implemented in order to achieve these goals must be stopped, corrected, or continued in its present form". "Product components include indicators: goal attainment, program impact on targets students, parents/community and administrators" These results were obtained from the four product evaluation indicators, namely $0.87 + 0.91 + 0.72 + 0.89 = 3.39 = 0.85$. Based on these results it can be concluded that online learning English courses are strong or high. Evaluation of the final result or product aims to relate information to the final results of goals, carrying capacity, settings, carrying capacity and predetermined processes (Lee, S. Y., Shin, J-S., & Lee, S-H, 2019).

Tabel 4. Product Evaluation Score

No	Product evaluation	
1	Goal attainment	0.87
2	Program impact	0.91
3	Community	0.72
4	Administrators	0.89
Total Score		3,39
Result Score		0,85

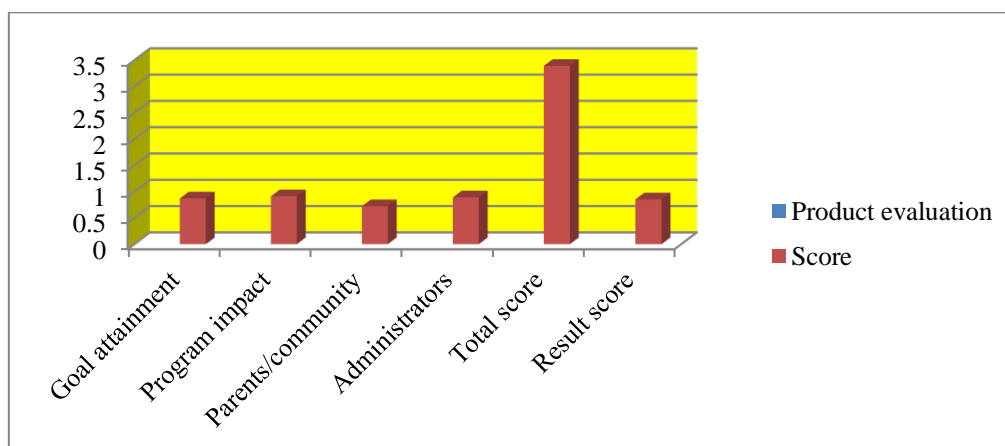


Fig 4. Product evaluation process diagram

The results of the interviews show that through online learning English courses, students can practice writing simple scientific papers by using Internet sites to find various kinds of references and literacy needed and in the form of English papers that can be published as articles in journals (Aristya & Taryono, 2021). In essence, the pattern of publication in papers and articles has similarities with learning writing skills in English. Then there is an increase in interactive between students and the internet, because students are required to be skilled in speaking English because in online speaking skills learning programs can have direct dialogue with native English speakers via interactive Internet. A process like this can motivate students to develop their writing and speaking skills. Students are getting used to being skilled in composing paraphrases. So far, students are accustomed to using direct quotations by using the "Zotero and Mendley" program.

Through online learning, students are accustomed to using indirect quotations (Salmiati, S, 2015). This is in anticipation that the results of writing similarity can be minimized (Sahla, W. A., Mukhlisah, N., Julkawait, J. & Irwansyah, R, 2019). The score of the students of the English Language Education Study Program in online learning obtained an average of 79 out of 89. Based on the results of the product assessment, it can be seen that learning can be said to have been successful. This is evident from the grades obtained by students which are above 76. Meanwhile, the quality score obtained is B. The point is that the results of online learning have shown that the learning that has been carried out is indeed useful and in accordance with the needs of students in the current digitalization era.

IV. CONCLUSION

The result indicated the average value of the context evaluation aspects (0.89), input (0.80), and process evaluation (0.82) and product evaluation (0.85). Thus, it can be concluded that online learning program is appropriate and effective. Based on data analysis, the application of the CIPP evaluation model (context, input, process, and product) to evaluate online learning process at English Study Program of Muhammadiyah University Bengkulu was beneficial and effective. The current implementation of the CIPP evaluation model is in line with the goal of student's online learning evaluation including the planning, the implementing, and the evaluating stages.

V. ACKNOWLEDGEMENT

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