

The Implementation Distance Learning System in Vocational Studies IPB University (Case of Communication Study Program)

Hari Otang Sasmita¹, Wahyu Budi Priatna²

¹Communication Study Program, Vocational School, IPB University

²Department of Agribusiness, Faculty of Economy and Management, IPB University



Abstract – The policy of implementing a distance learning system in Indonesia is an inevitable choice to reduce the spread of the Covid-19 pandemic. The reliability of information and communication technology is taking place to give the success of the learning process. This study aims to evaluate the implementation of online learning systems (OLS) by using the C- context, I- input, P- process, P- product (CIPP) evaluation model. The research approach used is quantitative with descriptive analysis techniques. The results showed that the distance learning system applied in communication study program College of Vocational Studies IPB University obtained a TPR score of 80.77% in the context component which means it is classified as a good category; input obtained TPR score as 65.61% which falls into the fairly good category; the process obtained TPR score as 53.2% which is in the bad category, and the product components in the use of LMS IPB obtained TPR score as 60.45% classified in the unfavorable category. However, Google Classroom obtained a TPR score of 77.13% which is quite good. This study can show that overall the distance learning system program in the IPB Vocational School Communication Study Program environment is good enough so that it can still improve the quality.

Keywords – CIPP Model, communication media, learning management system, learning media, vocational studies.

I. INTRODUCTION

The increasing spread of Corona Virus Disease (COVID-19) in the world since the end of December 2019 has had a huge impact on 224 countries, including Indonesia (WHO, 2021). This impact is not only undermining public health, but also social, cultural, religious, economic, political, and even education. Since Indonesia declared its first two patients positive for COVID-19 on March 2, 2020, the spread rate has continued to increase. Not only positive status, but also death status continues to increase. It was recorded that on July 6, 2020 there were 64958 positive statuses, 29919 recovered, and 3241 people died (Covid-19, 2020), then the data continued to increase until the end of the year, namely December 21, 2020 to 671778 positive people, 546884 recovered, and 20085 people died. Even until the beginning of 2021 the trend of increasing cases continues. It was reported that on January 15, 2021, the number of positive cases became 882418 people, 718696 people recovered, and 25484 died (Covid-19, 2020).

Based on data released from UNESCO (22/01/2021), statistics say that as many as 258,176,761 students are affected by the COVID-19 virus or 14.7% of the total students registered. So far, India and China have the highest number of students affected by the Covid-19 virus, namely more than 270 million students, and in Indonesia as of Wednesday (25/3/2020) as many as 68,265,787 students affected by COVID-19 (Unesco, 2021). While other countries, 165 countries in Africa; Asia; Europe; The

middle East; North America; and South America has imposed restrictions on learning in schools and universities. UNESCO provides direct support and solutions to each affected country, to achieve inclusive distance learning. UNESCO together with each country work together to ensure the continuity of learning for all, especially disadvantaged children and youth who are likely to be hardest hit by school closures (Unesco, 2021).

So that students can continue the learning process from home, the Ministry of Education and Culture (Kemendikbud) has prepared a number of scaffolding to facilitate the learning process. The distance education scaffold includes developing a web-based learning portal and a mobile application, namely "Rumah Belajar" which can be accessed through learning.kemdikbud.go.id. Excellent features or facilities that can be accessed by both teachers and students, namely Learning Resources, Virtual Laboratories, Question Banks, and Digital Classrooms. In addition, the Ministry of Education and Culture has also collaborated with several parties that focus on online learning, namely, Google Indonesia, Microsoft, Quipper, Class Smart, Ruangguru, Sekolahmu, and Zenius. Each platform will provide facilities that are publicly accessible and free (Abidah et al., 2020).

Responding to the rapid development of the spread of COVID-19, IPB University has also implemented a policy to prevent the spread of COVID-19 and the application of a distance learning system since March 2020. However, learning modes are still implemented through online services (e-learning) either through Learning Management System, as well as other online services. This policy applies to all faculties and schools, including the Communication Study Program at the IPB Vocational School (SV-IPB). This is in line with the circular issued by the Ministry of Education and Culture number 4 of 2020 (Kemendikbud, 2020). Not only IPB and Indonesia, Qatar University as the premier national university in Qatar has taken the same action to optimize the various tools currently available for collaboration and communication, including the Blackboard Collaborate Ultra (BCU) (interactive online lecture delivery system) embedded in the System. VLE University (Blackboard 9.1), and conferencing tools such as WebEx, Zoom and Microsoft Teams, (Hussain et al., 2020).

The policy for providing distance education, the main priority is to suppress the spread of COVID-19 in the community, and especially the academic community of IPB University. From an institutional, cultural, structural and administrative perspective, most universities are not ready to teach online students / students on a large scale (Xiao, 2018). However, institutions such as IPB University are still trying their best to respond to these unexpected changes as quickly as possible, so that the quality of educational services at IPB can still be achieved properly. This response is of course carried out in various forms, ranging from improving the quality of online infrastructure services, campus access policies, to programs to improve the quality of resources.

As we enter 2021 and the COVID-19 pandemic continues even the trend of increasing positive cases in Indonesia per day is getting higher, there is no doubt that predictions about the transformation of education that might result from one completely unconventional school year will be abundant. Even though COVID-19 has triggered stress and suffering, COVID-19 has also created circumstances that will accelerate the adoption of many online learning resources by lecturers. This is why it can make a difference in an era of disruption, and ultimately change the conventional model of instruction.

Based on the data obtained, the variants of media and online learning services used by the lecturers of the SV-IPB Communication Study Program are quite diverse. Not limited to IPB Learning Management System (LMS) such as evieta.ipb.ac.id (evieta) or newlms.ipb.ac.id (newlms), but LMS Google Classroom, Google Meet, Hangout, Zoom, WhatsApp, Line, Facebook, Youtube, Google Slides, Instagram, Email, and Telegram are also used in various combinations according to the agreement between lecturers and students.

The various combinations of media and communication and information services in each subject in the SV-IPB Communication Study program indicate that:

1. Institutions have not been able to provide or have integrated one-stop services for academic services related to media and online learning facilities which have become the standard / standard in the IPB environment.
2. Lecturers have not been able to adapt quickly to the use of learning media through IPB's Learning Management System and other online services.
3. From the student's point of view, they (the same student) will face a variety of tools, media, communication services and distribution of information on materials and assignments.
4. The process of selecting learning methods and media used for each subject is different, meaning that educational

institutions do not conduct mapping and initial surveys regarding the abilities and needs of students before determining the most suitable media or services for students, especially at SV-IPB University which has characteristics different from other schools and faculties.

However, the use of online learning systems during the COVID-19 pandemic is the only effort that can be made (as well as efforts to implement the acceleration of digital transformation) by institutions to provide solutions in the provision of education, starting from providing access to lecture / practicum materials, facilities. communicate, interact, and provide discussion space virtually. The Industrial Revolution 4.0 demands the integration of communication technology and information distribution in learning activities, requires the world of education to continue to innovate and be creative in the teaching process, one of which is the use of web-based learning media and mobile application platforms in teaching and learning activities.

In the current era of new media (LMS, YouTube, WhatsApp, Facebook, Podcast, Streamcast, Social Media, Video Conference, etc.), every individual or social group is required to require himself to interact actively with this new media environment, not only to express self-identity, but what is more important is how each group uses the new media as a means of communication to empower or liberate themselves (Alatas & Sutanto, 2019).

Initial data shows that not all lecturers in the SV-IPB Communication Study Program use LMS evieta and newlms optimally. This is because the online learning mode has not become the basis for blended learning in the educational curriculum at the IPB Vocational School. This phenomenon does not only occur in the Communication Study Program, but also occurs in other study programs. This is due to several factors, including the moodle-based LMS, namely newlms or evieta in SV-IPB, not the main part of the delivery of the learning process, the internet connection is not fully stable, and the equipment is inadequate.

The success of this distance learning system depends on several factors such as student motivation, student ability to use information technology, learning objectives, infrastructure owned, and so on, (Yustika et al., 2019). Therefore it is necessary to evaluate the online learning system program in the Vocational School of IPB, especially in the Communication Study Program to find out the problems and obstacles faced in implementing the distance education system during the COVID-19 pandemic.

II. RESEARCH METHODS

This research approach uses a program evaluation research model, namely, C-context, I-input, P-process, P-product (CIPP), with the resulting output in the form of recommendations for improvement (Stufflebeam, 2003). The results of the CIPP evaluation model can be used as a basis for making four types of decisions: (1) planning (which influences the choice of activity objectives and objectives), (2) structuring (which determines the optimal strategy) and design procedures to achieve goals), (3) implementation (which provides an instrument for implementing programs and improving existing programs), and (4) recycling (whether an activity needs to be continued, changed or stopped), (Gunung & Darma, 2019). This research is expected to explain the description of the implementation of distance learning systems (online) in the SV-IPB environment, especially the Communication Study Program.

The data analysis technique used in this research is descriptive analysis by describing and interpreting the data and evaluating each component. To analyze the collected data, several steps were taken, namely:

1. The research sample was 526 students of the Communication Study Program, 2019-2020 school year
2. The type of data used is primary data
3. The instrument in this study was an online questionnaire via google form. Respondents / students are asked to choose an answer from each of the choices that are in accordance with the characteristics of themselves experienced when running online lectures.
4. To determine the level of respondent achievement (TPR) and relationship criteria, a formula formulation was used that was developed by Sugiyono (Sugiyono, 2014). The calculation is carried out with the formula for the percentage of Respondents' Achievement Level as follows:

$$TPR = \frac{\text{Skor rata - rata}}{\text{Skor Maksimum}} \times 100$$

1. The grouping of scores obtained by respondents from the TPR results is classified based on the Respondents' Achievement Level (TCR) which is presented in Table 1.

Table 1. Classification of Respondents' Achievement Level (TCR)

Respondent Achievement Level (%)	Criteria
90-100	Very good
80-89	Good
65-79	Pretty good
55-64	Not good
01-54	Not good

III. RESULTS AND DISCUSSION

Evaluation of the online learning system during the Covid-19 pandemic in 2020 was carried out to measure and improve quality, as well as improve the quality of learning itself. The purpose of this program evaluation is to explain the implementation of the online learning system program in the IPB Vocational School Communication Study Program environment.

1. Evaluate Context

Context evaluation is used to provide rational reasons for a program or curriculum to be implemented. On a large scale, it can be evaluated in the context of: program objectives, policies that support the vision and mission of the institution, relevant environment, identification of needs, opportunities and diagnosis of specific problems (Warju, 2016). The Indonesian Ministry of Education urges through circular number 4 of 2020 in carrying out distance education to follow the following provisions (Kemendikbud, 2020):

- a. Learning from Home through online / distance learning is implemented to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation;
- b. Learning from Home can focus on life skills education, including regarding the Covid-19 pandemic;
- c. Learning from Home learning activities and assignments may vary between students, according to their interests and conditions, including considering gaps in access / learning facilities at home;
- d. Evidence or the product of Learning from Home activities is given qualitative and useful feedback from the teacher, without being required to give a quantitative score.

Evaluation indicators for the context of implementing distance education through the Learning Management System (LMS) in the Communication Study Program, namely the objectives of the online learning system, the need for an online learning system, and indicators of the environment for implementing online learning as presented in Table 2.

Table 2. Context Indicator Scores

No	Indicator	TPR	Category
1	Purpose of the online Learning system	60,45	Not good
2	The need for an online learning system	87,93	Good
3	Online learning environment	93,93	Very good

Based on these results, the context component in the objective indicator of the online learning system through LMS is classified as less good. This is confirmed by the decline in student motivation at the start of the pandemic, besides that several courses in the Communication Study Program still have doubts about the learning outcomes that can be achieved by students related to distance learning. From the student side, it shows that there is unpreparedness for new policies related to the implementation of distance

learning. Many students complained about this at the beginning of the online lecture. In the end, this caused the response to the implementation of distance learning at the beginning of the pandemic and the beginning of policy implementation to be perceived to be unfavorable.

Research by Bernard et al. (2004) in (Joosten & Cusatis, 2020) found that the efficacy (efficacy) of online learning or student beliefs about online learning did affect student outcomes, in addition to grades. Studies (Joosten & Cusatis, 2020) found a relationship with students' perceptions of learning, satisfaction, and academic performance or value. One's general belief about online learning, whether it is effective or more effective than face-to-face, is an important factor when understanding student success in online lectures. Therefore, to carry out online education in the midst of a pandemic is a challenge in itself, in addition to the high efficacy of online learning, students' perceptions and beliefs about online learning, they are also faced with the challenge of being able to increase self-resilience in the face of a pandemic. (Shanahan et al., 2020) reported that those who felt better cited a positive slowdown in life (due to the pandemic) as a reason to feel better. Those who felt worse were frustrated by the community's response to the pandemic and uncertainty about the future (the pandemic itself, society, and their personal or professional education).

To be able to use digital learning materials means that students must be digitally prepared (Arthur-Nyarko et al., 2020). The Covid-19 pandemic is an unexpected extraordinary force majeure, so there is no readiness from both parties, both the Study Program (lecturers and infrastructure) and students. From the Study Program side, starting from the curriculum; method; facilities and infrastructure, as well as learning media are not designed for online learning systems so that adjustments certainly require a lot of resources, energy and time. From the student's point of view, their physical and mental readiness is offline or offline education, causing both physical and mental unpreparedness for the existing conditions.

The indicator of the need for an online learning system is of course quite high, because in addition to the mandate of the regulation of the minister of education (Kemendikbud, 2020), it was also passed down through the IPB vice chancellor's decision regarding Student Health and Vigilance Protocols (IPB University, 2020) which stipulates changing modes of learning and sending students home. Of course, to support these decisions and policies, the need for facilities and infrastructure to support online learning is high. This is the best choice of solution available, both study programs and students because the education and learning process cannot stop waiting for the uncertainty to subside or the end of the pandemic period. This is reinforced by data on the spread of COVID-19 in Indonesia, until January 2021 cases in Indonesia are getting higher, data shows that as of January 15, 2021 the number of positive cases has become 882418 people, 718696 people recovered, and 25484 died (Covid-19, 2020). This is different when the beginning of the pandemic, which was recorded on July 6, 2020, as many as 64958 positive statuses, recovered 29919, and 3241 people died.

The indicators of online learning implementation environment are classified as very good. The results showed that the material access devices, communication and information channels, and internet networks used by the students supported distance learning activities. Even so, it was found that some students had limited access to materials (computers / smartphones) that were adequate to do practicum assignments and poor internet networks. (Joosten & Cusatis, 2020) found three characteristics of students who are interested in advancing, namely:

- a. The effectiveness of online learning
- b. Socialization, and
- c. Online job skills.

(Joosten & Cusatis, 2020) recommends intervention from institutions or lecturers to identify in increasing student readiness and preparedness to increase their success. Students who have limited access to the quality and quantity of online education infrastructure require better attention from institutions and study programs and lecturers. Linn and Miller (2013) in (Aziz et al., 2018) recommend schools that schools should provide an environment for students that ensures creativity by providing a moral-based structure that meets students' social needs and creates an atmosphere where students are able to compete with every challenge.

1. Evaluation of Inputs

Evaluation of inputs in learning activities to find sources that can be used in the learning process so that they can be used as

guidelines for determining the right learning strategy (Warju, 2016). Input can include: student components, infrastructure, media, teachers, etc. There are four indicators for evaluating the input of implementing online learning during a pandemic, namely, the ability to give clear instructions, the ability to provide appropriate examples, manage LMS content, provide attractiveness to each content, as presented in Table 3.

The input component in this research is the main part of the communication process, namely conveying information / material/messages to students. Effective communication is certainly a guide in the success of distance education. According to Kusumastuti (2009) in (Oktaviani & Fatchiya, 2019) there are 7 principles of effective communication, namely:

- a. Completeness (complete). Lecturers are able to convey material and instructions through the complete LMS so that students (message recipients) can provide responses in accordance with the expectations of the lecturer (sender of the message).
- b. Conciseness (brief). Lecturers are able to convey information / ideas in as few words as possible without reducing the meaning (short and sweet), but still focus on the idea.
- c. Consideration. Distance education certainly requires a higher application of empathy by considering and prioritizing recipients of ideas.
- d. Concreteness (concrete). Lecturers are able to convey the main points of ideas in clear, definite and clear language
- e. Clarity (clear). Information or ideas must be understood by the recipient of the message, this implies that there are no errors in grammar so that they are easy to understand and interpret, and have the right meaning.
- f. Courtesy (courtesy). Communication is delivered in an appropriate and polite style of language and tone, so as to foster good relations.
- g. Correctness (accuracy). Carefully crafted, and grammatically correct. The simple rule is: avoid mistakes.

Tabel 3. Skor Indikator Input

No	Indikator	TPR	Kategori
1	Ability to give clear instructions	65,96	Pretty good
2	Ability to provide appropriate examples	71,14	Pretty good
3	Manage LMS content	64,00	Not good
4	Give attractiveness to each content	61,37	Not good

- a. Based on these results, the input component in the application of online learning and the use of e-learning through LMS is quite good on indicators of content delivery. This means that the lecturers of the SV-IPB Communication Study Program are responsive enough to adapt to relatively new conditions. The ability to deliver instructions and material which is considered quite good can be seen in the materials and the flexibility of each lecturer to choose communication services and LMS. In the data collection period, lecturers and subjects in the communication study program were divided into several groups, namely:

- Learning Management System (LMS): lecturers and courses in the IPB Vocational School communication study program are divided into two groups, namely the Google Classroom and the LMS evietta.ipb.ac.id which are owned and provided by IPB University. Based on observations when collecting data, Google Classroom is the most preferred choice used by the SV-IPB Communication Study Program.

From interviews with lecturers and students, the choice of using Google Classroom is due to its relatively easy or user friendly, stable management capabilities, can run on laptops, tablets and smartphones, and it looks

attractive to lecturers and students. This is a challenge in itself for LMS IPB to be able to present the capabilities of Google Classroom.

- Synchronous and asynchronous communication: lecturers of the SV-IPB Communication Study Program in conducting learning through a variety of services, namely Zoom and Google Meet for synchronization. Whereas WhatsApp and Telegram are the most widely used asynchronous communication. Of course, the use of this communication service has been agreed upon by the course, lecturers and students.
- b. The ability to provide appropriate examples is the component with the highest assessment on the input indicator. This means that lecturers in the Communication Study Program are able to provide examples that are relevant to the topic being presented. A good education process that runs offline can be transformed by lecturers through online learning modes, so that it does not reduce the quality of education and the delivery of material / knowledge itself.
- c. The LMS management indicator is considered not good because students see the content and layout in the LMS evietia.ipb.ac.id is less eye catchy and feels stiff. This happened because of the unexpected pandemic situation and conditions, so that neither the lecturers nor the study programs had prepared themselves to package the learning process through the online learning system. Of course, this has an impact on the assessment of the ability to provide attractiveness to the content which is not good. In addition, the use of the Google Classroom LMS can be a comparison to evietia.ipb.ac.id for students in getting access to material, interactions, instructions and assignment reporting.
- d . Indicators give attractiveness to each content getting a bad rating.

The attractiveness expected by students of the communication study program based on the delivery of course material is that as many as 43% of students want lectures to be packaged in the form of presentation slides accompanied by a voice of explanation from the lecturer. As many as 27% of students want lectures to be packaged in the form of video lecturer explanations, slides and supporting visualizations.

The attractiveness expected by students of communication study programs in terms of delivering practicum material is slightly different from lectures. As many as 26% of students want practical delivery to be packaged in the form of presentation slides accompanied by lecturers' explanations. As many as 30% of students want practical delivery packaged in the form of video lecturer explanations, slides and supporting visualizations.

(Lee & Owens, 2004) argue that the optimal design is one that involves as many senses as possible. They continued that learning through more than one sense is known as a multi-sensory approach. Although one sense may be preferable, learning can be reinforced through secondary sensory learning methods. Because the best learning occurs through more than one sense, the best instruction is one that stimulates as many of the senses as possible. Here are the five senses, which are grouped into four approaches to learning:

- Visual: presents instructions using whatever the learners can see. Visuals include video, graphics, animation, and written text (on computer screens, whiteboards, flip charts, overhead transparencies, books, posters, etc.).
- Auditory: presents instruction using anything the student can listen to (tapes, audio conferencing, CBT, lectures, sound effects, music, and so on).
- Olfactory: presents instructions using anything the student can smell or taste, such as when students see equipment overheating, or something is burning, or something has been prepared with too much spice, and so on. (Olfactory is not usually the primary sense for learning, especially when it comes to multimedia, but because some people are more sensitive to smells and fragrances, learning is enhanced and stimulated by their sense of smell.)
- Tactile or kinesthetic: presents instruction using anything the student can touch or manipulate (models, actual parts or equipment, students performing demonstrations, role playing, and so on).

In the distance learning situation that applies in the SV-IPB Communication Study Program, of course the use of a well-packaged visual and auditory combination is the form students expect. The same is from research findings (Nirwana et al., 2016),

(Benunur, 2010), (Sasmita, 2015), (Hubeis, 2016), (Asadullah et al., 2018), (Arsyad et al., 2015) that the increase in respondents' knowledge can be influenced by the use of video. Different research (Aziz et al., 2018) suggests that the main purpose of input evaluation is to assess and identify different program strategies to achieve different goals and to provide information that helps in the use of certain strategies. So that the evaluation of inputs in the Communication Study Program provides a good portrait to determine the strategies that will be implemented in the future.

1. Evaluation of the process

(Warju, 2016) explained that the evaluation process serves to provide feedback to individuals who are responsible for program or curriculum activities. Process evaluation is carried out by: monitoring potential sources that can cause failure, preparing initial information for planning decision making, and explaining the actual process that occurs. The process component in this article consists of three indicators and the results are as presented in Table 4 below.

Table 4. Process Indicator Scores

No	Indicator	TPR	Category
1	Use of LMS	51.79	Not good
2	Barriers to using LMS	26,12	Not good
3	Google Classroom solutions	80,19	Good

Aspects of the process evaluation criteria with the use of LMS indicators get a TPR value of 51.79 which means not good. This means that the learning process carried out through the LMS is not going well. This happens because the Learning Management System, both newlms.ipb.ac.id and evieta.ipb.ac.id, was not introduced to students and lecturers beforehand, besides the high use of social media for lectures and practicum activities compared to the use of LMS itself so that students become distracted. This is also reinforced by the low acquisition of items of utilization and use of LMS features by lecturers in learning. The low indicator of LMS use by lecturers is thought to have caused the e-learning utilization indicator by students to also score low.

The second indicator in the process component obtained a TPR score of 26.12% in the bad category. This means that student learning activities while implementing the online learning system are also constrained by the internet network and the LMS itself. This can be seen from the negative responses from students regarding the slow pace of the LMS server and the internet network connection they had during the learning process. In addition, it is also influenced by the unorganized management of the LMS, such as piling up courses on one of the IPB servers resulting in overload.

In addition, each course in the Communication Study Program implements other solutions to overcome obstacles or obstacles that have been predicted beforehand. These solutions include lectures and exams not only relying on LMS IPB but also using Google Classroom and Google Form as alternatives. This was responded positively (well) by students with a TPR score of 80.19% on the Google Classroom solution.

Based on the three process component indicators, it is stated that the learning process; educator activities; and student activities have been running quite well, although still through the initiative of each lecturer. This is explained (Fitzpatrick et al., 2011) which states that process evaluation is used to detect or predict the design of procedures or implementation designs during the program implementation stage, provide information for decisions in overcoming obstacles and as an archive of procedures that have occurred in overcoming obstacles with solutions. which is offered. However, the partial initiative solution for each lecturer is certainly not to be applied forever.

(Mcintosh, 2005) explains that information and communication technology has a dual role in supporting learning and policy planning. In the development of educational devices, the needs of users (students and lecturers) must be prioritized over the possibility of technological support. However, in this evaluation, it was found that students and lecturers were more concerned with user-friendliness and the adaptability of tools rather than technological excellence. Many students and lecturers see the moodle-based LMS owned by IPB as not user friendly, and this is different from Google Classroom which is considered the opposite.

This is in line with what was found by (Marek et al., 2020) that only 43% of respondents used the learning management system (LMS) provided by the school. This may reflect the respondent's desire to use a different technology format, but may also reflect the accessibility of applications provided by the campus. On the other hand, almost two thirds of the respondents used an LMS system that was NOT provided by their school. In addition, nearly 85% indicated that they are using a consumer chat application, such as Messenger, Line, or Whatsapp, because they make an effort to interact with students and ease their worries.

1. Product evaluation

(Warju, 2016) states that product evaluation measures and interprets goal achievement. Product evaluation measures expected and unexpected impacts and is carried out during and after the program. The implementation of product evaluation in this article has two indicators, namely satisfaction in using the learning management system developed by IPB, namely evietta.ipb.ac.id and satisfaction in using the learning management system developed by Google, namely Google Classroom. The values obtained are presented in Table 5 below.

Table 5. Product Indicator Score

No	Indikator	TPR	Kategori
1	Kepuasan pembelajaran daring LMS	60,45	Kurang Baik
2	Kepuasan pembelajaran daring Google Classroom	77,13	Cukup Baik

First, the online learning satisfaction indicator using the LMS IPB obtained a TPR of 60.45, which means it is in the unfavorable category. This is interesting and it can be explained that students have not felt the satisfaction, benefits and effectiveness of the distance learning system program through LMS IPB. However, this is different from the assessment of the second product indicator, namely Google Classroom, the TPR score obtained is 77.13, meaning that students of the SV-IPB Communication Study Program prefer an LMS that has been known before and is considered easy to use. This happened because before the Covid-19 pandemic, students in the Communication Study Program since 2018 were familiar with and using the Google Classroom from the first semester, while the Moodle-based LMS IPB has only been massively introduced to students and lecturers since the pandemic and the enactment of distance education in IPB.

Learning satisfaction through LMS or online learning is low, of course it can be understood, this is related to the curriculum and education system in IPB institutions that implement offline or face-to-face learning. So that both study programs, curriculum, lecturers and students still have a conception and desire that education can be carried out face-to-face. In addition, in terms of lecturers or material providers, there is a need for a strategy to increase competence in managing and running distance education (Huda et al., 2009).

However, these data show that students of the Communication Study Program are basically ready to receive material through an online learning system. Therefore institutions need to take the steps needed to digitize learning materials so that they facilitate access and make learning materials available anywhere and anytime (Arthur-Nyarko et al., 2020).

From the student side, (Joosten & Cusatis, 2020) explains that online lectures have various levels of readiness and preparedness (for example, proficiency in online work skills, self-direction) which is likely to affect their success (grades, college completion). From an institutional standpoint, institutional efforts could include providing resources to help students assess whether they are ready to take online courses and offering advice on preparation.

Based on the research findings (Aziz et al., 2018), several negative aspects were also revealed, for example, students were stressed to a certain extent and focused on memorizing content. Because of this cramming system, there is great pressure on students which affects their creativity and abilities. In addition, communication between teachers and students needs to be more friendly and comfortable so that it allows students to share their problems. It is imperative that teachers focus less on achieving high scores and more on conceptual learning because grades are inaccurate and responsible for creating anxiety and stress among students Thorndike (1969) in (Aziz et al., 2018). In addition, on distance education some teachers focus more on theoretical work and less on practical work.

IV. CONCLUSION

The purpose of this study was to apply the CIPP evaluation model to evaluate the quality of distance education or online learning in the SV-IPB Communication Study Program. Evaluation is a process that is responsible for monitoring the progress of an institution towards its desired goals and objectives. For evaluation purposes, the CIPP Stufflebeam evaluation model is used to guide systematic evaluation by looking at various aspects of education quality and is not limited to providing distance education in the era of the COVID-19 pandemic.

In this study, researchers tried to evaluate the quality of distance education in the SV-IPB Communication Study Program by assessing Context, Input, Process and Product. According to different studies, the CIPP model is an effective model used to improve and assess quality from every angle. Many researchers apply this model for textbook quality evaluation, curriculum and school evaluation. It includes all goals, objectives, resources, environment, methodology, teaching and learning processes and school outcomes in the form of effective and successful learners (Scriven, 1973) in (Aziz et al., 2018)

The results of the research and discussion show that: knowledge readiness and preparedness about distance education for the academic community of the SV-IPB Communication Study Program are quite good. The indicators of the program objectives of the online learning system are classified as poor, meaning that the objectives of the online program at the beginning of the second half of the semester for the 2019/2020 academic year are perceived to be unfavorable because they are not ready for the applicable decisions. However, the need for implementing an online learning system is quite good, meaning that students and lecturers are aware of and need an online learning system to support the learning process during a pandemic, but students hope that online learning is packaged as well as possible.

The implementation environment of the online learning system program has a very good score, which means that the environment in which students when the online learning process is carried out is very qualified. The ability of internet network infrastructure and access devices, both laptops, tablets and smartphones on both sides (lecturers and students) have met the requirements for the implementation of distance education.

The educational background and ability of the lecturers in implementing the online learning system are quite good, but there are still lecturers whose competence needs to be improved in order to realize a good implementation of online learning. In addition, there are still shortcomings in terms of learning resources for students, such as not all lecturers provide well-packaged video tutorials to support the learning process.

The learning process in the online learning system program has been going well; Student activities in the online learning program are also classified as good, meaning that student activities run well in utilizing existing facilities, so that the learning process can still be carried out. Obstacles in the online learning system program during the Covid-19 pandemic have not been resolved quickly regarding the devices and internet networks for some students. The solution proposed in the online learning system program was responded well, meaning that students hoped that the institution could add a variety of assistance to students affected by Covid-19, so that the implementation of the online learning system could run much better.

The results of satisfaction from the implementation of distance learning of the students of the SV-IPB Communication Study Program were classified as poor, meaning that students assessed that the use of LMS IPB made it difficult for them to carry out learning. Students still choose to use Google Classroom in implementing online learning. This is a challenge for institutions and lecturers to be able to realize good and integrated academic services through LMS IPB.

REFERENCES

- [1] Abidah, A., Hidaayatullaah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of "Merdeka Belajar." *Studies in Philosophy of Science and Education*, 1(1), 38–49. <https://doi.org/10.46627/sipose.v1i1.9>
- [2] Alatas, S., & Sutanto, V. (2019). Cyberfeminisme and Female Empowerment through New Media. *Jurnal Komunikasi Pembangunan*, 17(2), 165–176. <http://jurnal.ipb.ac.id/index.php/jurnalkmp/article/view/26846/17219>
- [3] Arikunto, S. (2011). *Prosedur penelitian : suatu pendekatan praktik* (Ed. Rev. V). Rineka Cipta.
- [4] Arsyad, A. A. A., Muljono, P., & Matindas, K. (2015). *PENGARUH DURASI SHOT DAN TEMPO NARASI TERHADAP*

- (The Influences of Shot Duration and Narration Tempo toward Information Absorption of. *Jurnal Komunikasi Pembangunan*, 13(1).
- [5] Arthur-Nyarko, E., Agyei, D. D., & Armah, J. K. (2020). Digitizing distance learning materials: Measuring students' readiness and intended challenges. *Education and Information Technologies*, 25(4), 2987–3002. <https://doi.org/10.1007/s10639-019-10060-y>
- [6] Asadullah, M., Satmoko, S., & Mardiningsih, D. (2018). Efektivitas Media Video Dalam Peningkatan Pengetahuan Petani Terhadap Budidaya Edamame Di Kelompok Tani "Sederhana", Kelurahan Bandungan, Kabupaten Semarang. *Agrisociconomics: Jurnal Sosial Ekonomi Pertanian*, 2(2), 94. <https://doi.org/10.14710/agrisociconomics.v2i2.2331>
- [7] Aziz, S., Mahmood, M., & Rehman, Z. (2018). Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study. *Journal of Education and Educational Development*, 5(1), 189. <https://doi.org/10.22555/joeed.v5i1.1553>
- [8] Benunur, N. (2010). Keunggulan Video Instruksional Sebagai Media Pendidikan Non Formal Dan Informasi Pertanian. *Bimafika*, 105–113.
- [9] Covid-19, S. P. (2020). Data Sebaran Covid-19. <https://covid19.go.id/>
- [10] Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). *Program Evaluation Alternative Approaches and Practical Guidelines* (4th ed.). Pearson.
- [11] Gunung, I. N., & Darma, I. K. (2019). Implementing the Context, Input, Process, Product (CIPP) Evaluation Model to Measure the Effectiveness of the Implementation of Teaching at Politeknik Negeri Bali (PNB). *International Journal of Environmental and Science Education*, 14(1), 33–39.
- [12] Hubeis, A. V. S. (2016). Pengaruh Desain Pesan Video Instruksional terhadap Peningkatan Pengetahuan Petani tentang Pupuk Agrodyke. *Jurnal Agro Ekonomi*, 25(1), 1. <https://doi.org/10.21082/jae.v25n1.2007.1-10>
- [13] Huda, N., Sumardjo, S., Slamet, M., & Tjitropranoto, P. (2009). Pengembangan Kompetensi Penyuluh Pertanian Dalam Pendidikan Jarak Jauh Universitas Terbuka (Ut): Kasus Alumni Ut Di Wilayah Serang, Karawang, Cirebon Dan Tanggamus. *Jurnal Komunikasi Pembangunan*, 7(2), 246170. <https://doi.org/10.29244/jurnalkmp.7.2>
- [14] Hussain, F. N., Al-Mannai, R., & Agouni, A. (2020). An Emergency Switch to Distance Learning in Response to the COVID-19 Pandemic: Experience from an Internationally Accredited Undergraduate Pharmacy Program at Qatar University. *Medical Science Educator*, 30(4), 1393–1397. <https://doi.org/10.1007/s40670-020-01079-9>
- [15] IPB University. (2020). Protokol kesehatan dan kewaspadaan mahasiswa. IPB. ipb.ac.id
- [16] Joosten, T., & Cusatis, R. (2020). Online Learning Readiness. *American Journal of Distance Education*, 34(3), 180–193. <https://doi.org/10.1080/08923647.2020.1726167>
- [17] Kemendikbud. (2020). Surat Edaran Nomor 4 Tahun 2020: Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Corona Virus Disease (Covid- 19).
- [18] Lee, W. W., & Owens, D. L. (2004). *Multimedia-Based Instructional Design* (2nd ed.). Pfeiffer.
- [19] Marek, M. W., Chew, C. S., & Wu, W. V. (2020). Teacher Experiences in Converting Classes to Distance Learning in the COVID-19 Pandemic. *International Journal of Distance Education Technologies*, 19(1), 40–60. <https://doi.org/10.4018/ijdet.20210101.oa3>
- [20] McIntosh, C. (2005). Lifelong Learning & Distance Higher Education Lifelong Learning & Distance Higher Education. In *Lifelong Learning* (Vol. 4, Issue 1). <http://www.plosone.org/article/info:doi/10.1371/journal.pone.0004304>
- [21] Nirwana, T. P., Saleh, A., & Matindas, K. (2016). Pengaruh Penyajian Visual Dan Gaya Bahasa Pada Video Tentang Pariwisata Di Kabupaten Garut Terhadap Peningkatan Pengetahuan. *Jurnal Komunikasi Pembangunan*, 14(2), 153–165. <https://doi.org/10.46937/14201613766>
- [22] Oktaviani, W. F., & Fatchiya, A. (2019). Efektivitas Penggunaan Media Sosial Sebagai Media Promosi Wisata Umbul Ponggok, Kabupaten Klaten. *Jurnal Komunikasi Pembangunan*, 17(1), 13–27. <https://doi.org/10.29244/jurnalkmp.17.1.13-27>

- [23] Sasmita, H. O. (2015). Pengaruh Bentuk Visualisasi dan Format Narasi Video Terhadap Peningkatan Pengetahuan tentang Pengolahan Yogurt Rumahan. In IPB University (Vol. 12, Issue 3).
- [24] Shanahan, L., Steinhoff, A., Bechtiger, L., Murray, A. L., Nivette, A., Hepp, U., Ribeaud, D., & Eisner, M. (2020). Emotional Distress in Young Adults during the COVID-19 Pandemic: Evidence of Risk and Resilience from a Longitudinal Cohort Study. *Psychological Medicine*, June. <https://doi.org/10.1017/S003329172000241X>
- [25] Stufflebeam, D. L. (2003). The CIPP Model for Evaluation. In *International Handbook of Educational Evaluation*. Springer Netherlands. https://doi.org/10.1007/978-94-010-0309-4_4
- [26] Sugiyono. (2014). *Metode Penelitian Pendidikan, pendekatan kuantitatif.pdf*.
- [27] Unesco. (2021). Unesco. <https://en.unesco.org/covid19/educationresponse>
- [28] Warju, W. (2016). Educational Program Evaluation using CIPP Model. *Innovation of Vocational Technology Education*, 12(1), 36–42. <https://doi.org/10.17509/invotec.v12i1.4502>
- [29] WHO. (2021). Coronavirus disease (COVID-19) pandemic. <https://www.who.int/emergencies/diseases/novel-coronavirus-2019>
- [30] Xiao, J. (2018). On the margins or at the center? Distance education in higher education. *Distance Education*, 39(2), 259–274. <https://doi.org/10.1080/01587919.2018.1429213>
- [31] Yustika, G. P., Subagyo, A., & Iswati, S. (2019). Masalah Yang Dihadapi Dunia Pendidikan Dengan Tutorial Online: Sebuah Short Review. *Tadbir : Jurnal Studi Manajemen Pendidikan*, 3(2), 187. <https://doi.org/10.29240/jsmp.v3i2.1178>