

## EVALUATION OF DISTANCE LEARNING IN ENGLISH COURSES: CASE STUDIES OF NON-ENGLISH DEPARTMENT STUDENTS

Oleh :

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### Abstrak

This research was carried out to evaluate English learning in Non-English Department Students at Graha Nusantara Padangsidempuan University by using the Kirkpatrick Evaluation Model for optimization in distance or online learning. Kirkpatrick's evaluation model consists of level 1 reaction, level 2 learning, level 3 behavior, and level 4 result. Of the four levels for the Kirkpatrick Model Evaluation, each is assessed using a different assessment tool and data collected using questionnaires and interviews and data analysis techniques with descriptive statistics. The Slovin formula determines the object of this research with a margin of error of 5% who is a non-English student of the University of Graha Nusantara Padangsidempuan. The result showed that each of the Kirkpatrick Evaluation model's components had been appropriately applied. Students are expected to be more active in studying material from various sources and practicing many questions to improve their understanding through online learning. It recognized the value of studying for the future, forming online study groups with friends to encourage a desire to learn, and engaging in activities that can boost knowledge while lying down, such as watching learning videos or using other learning resources on smartphones.

**Kata Kunci:** kirkpatrick evaluation model, distance learning, learning evaluation.

### 1. INTRODUCTION

English language learning must be given from elementary school to university. Because today, English is a commodity to develop a career or knowledge. English in higher education is the first and most important foreign language that must be mastered by the academic community, especially students, in communicating, reading, and understanding literature written in English. In achieving mastery of the English language, students who do not major in English (Non-English section) are given introductory General English courses for 2 (two) semesters using RPS and textbooks specially designed based on the majors of each university department. At Graha Nusantara University, Padangsidempuan, English language teaching has been carried out online for six months since the outbreak of the COVID-19 pandemic, which forced people to change their daily activity patterns by implementing social distancing and also physical distancing. Various policies to break the chain of the spread of Covid-19 in Indonesia by implementing WFH (work from home), Social Distancing counseling, and PSBB (Large-Scale Social Restrictions) in every province and city in Indonesia.

Distance learning is the adoption of online learning that already exists and is practiced in universities. Given the current conditions, many parties are still too risky for schools to reopen to new normal standards. Schools may be the last stage of implementing the new normal after other sectors are gradually opened. So that during the implementation of the new normal, the learning process at Graha

Nusantara University Padangsidempuan is also still implementing the distance learning process or online.

So far, research on distance learning has two tendencies. First, a study on the implementation of online learning (Khusniyah and Hakim, 2019); (Naserly, 2020); (Mohammadi, Ghorbani and Hamidi, 2011); (Soliman, 2014), and (Ramadhani et al., 2020), which results from a novice lecturer grant research for the 2019 fiscal year. Second, reviewing the evaluation of online learning (Riyanda, Herlina and Wicaksono, 2020); (Yudiawan, 2020). From these two trend patterns, it is necessary to evaluate the implementation of online learning at the University of Graha Nusantara Padangsidempuan. To ensure that the objectives meet the standards. (Mursell, 2007); (Sudijono, 2016); and (Stufflebeam, Madaus and Kellaghan, 2006).

With the evaluation, it is hoped that the implementation of e-learning is running efficiently and effectively. The evaluation activities that the researchers used were adapted from the Kirkpatrick Evaluation Model, which included program planning, program implementation, student learning outcomes, and student satisfaction with program implementation (Kemendikbud, 2020). This research is a follow-up to previous research funded by the Ministry of Education and Culture for the 2019 fiscal year (Ramadhani et al., 2020) with a similar topic, namely the application of e-learning at Graha Nusantara University.

The purpose of this study was to evaluate English learning in Non-English Department Students at Graha Nusantara University

Padangsidimpuan using the Kirkpatrick Evaluation Model for optimization in distance or online learning.

## 2. RESEARCH METHOD

This study uses a program evaluation research model. This research includes research that produces recommendations and input materials to the University of Graha Nusantara Padangsidimpuan in making decisions for the improvement of a learning program (Stufflebeam, Madaus and Kellaghan, 2006; Stufflebeam and Shinkfield, 2012). The evaluation model used is the Kirkpatrick Model. The research focuses on explaining the online learning system program in terms of four levels in evaluating it: the level of reaction, learning, transfer, and outcome or impact.

Evaluation of learning English is conducted online for 16 weeks (out of 16 weeks of lectures) which is diagnostic and summative. Diagnostic evaluation is carried out after completing the presentation of the study unit (every week) and aims to identify or test students' weaknesses and their causal factors. It is diagnostic since it identifies numerous challenges that students confront when learning the English language.

This research includes quantitative descriptive research methods, where the data obtained during the research process will be tabulated to be analyzed quantitatively.

The following is a conceptual framework to evaluate the effectiveness of distance learning or online English courses at Graha Nusantara Padangsidimpuan University for non-English department students. This evaluation consists of reactions, learning, transfer, results. These factors are interrelated, as shown in Figure 1.

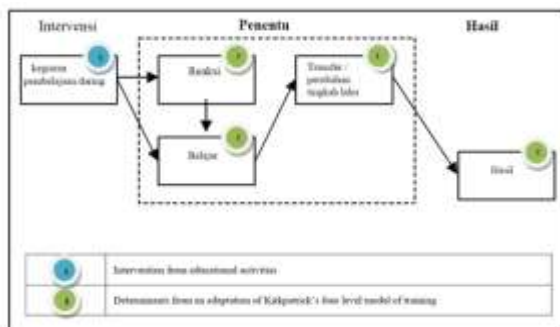


Figure1. Conceptual Framework

The population in this study came from non-English department students, which consisted of 13 study programs at Graha Nusantara University, totaling 390 students. The number of samples is determined through the Slovin formula (Sugiyono, 2017), with a margin of error of 5% obtained 197 samples.

In collecting data related to research variables, the instruments used were questionnaires and tests. The steps in data collection were carried out as follows: (1) compiling instruments, (2) testing

instruments, (3) analyzing instruments and documents, (4) collecting data, and (5) after the required data were collected, then the following data were analyzed with simple statistics.

Before analyzing the data, the data quality test was first carried out. Data quality testing aims to determine whether the instrument used is valid and reliable because the truth of the processed data will determine the quality of the research results. The data quality test used in this study is a test of validity and reliability.

Furthermore, the analysis method evaluating Level 3 (Transfer) and Level 4 (Results) uses descriptive statistical techniques and paired t-test or paired-t-test. The descriptive statistical technique used is a technique in the form of a frequency distribution to determine the frequency of answers to each question item on the competency item or behavior change (ability). While the t-paired test technique or paired-t-test is used as a comparative or difference test considering that the scale of the data used is quantitative (interval). This test compares whether there is a difference in the mean or average of two pairs of groups. Paired means that the data source comes from the same subject.

## 3. RESULTS AND DISCUSSION

Online learning is one of the alternative strategies for modern learning methods that enhances the role and function of information and communication technology. However, there is no difference in treatment based on the principle of planning and implementation and still refers to educational tasks. This online learning application certainly impacts the condition of students and lecturers who teach at the University of Graha Nusantara Padangsidimpuan.

The learning process at Graha Nusantara Padangsidimpuan University involves providing theory and practical implementation online following recommendations from the central government and instructions from the Chancellor of Graha Nusantara Padangsidimpuan University. Online learning is implemented in synchronous and asynchronous modes. Simultaneous mode provides for the execution of activities simultaneously, either in one place or separately. In online learning, simultaneous communication occurs through the mediation of video conferencing, audio conferencing, or chat (text). The asynchronous mode shows activities performed at different times. In online learning, asynchronous communication occurs via e-mail or other messages that can be read and answered at any time according to the time available for the recipient of the message. To find out the problems that occur and ensure the implementation of online learning following the quality assurance of the online learning process, it is essential presumably to carry out an online learning evaluation. Online learning evaluation activities are essential activities that must

be carried out, and the results can be studied in depth. Through this evaluation, research is a process of continuous improvement in education and learning for lecturers. The existence of obstacles in the learning process can reduce student interest in learning (Suryani, 2010). Therefore, the obstacles in the online learning process must be determined, and the solution designed immediately.

Evaluation of online learning is carried out online, aimed at semesters 2, 4, and 6 students from fourteen study programs at the University of Graha Nusantara Padangsidimpuan. In the preparation of the online learning, the evaluation instrument used references developed by Donald Kirkpatrick. Kirkpatrick's evaluation model is designed as a component that can be used as a reference to assess the quality of online learning. According to Kirkpatrick, there are four levels, namely reaction, learning, behavior, and results. These four components are then reduced to indicators and items in the online learning evaluation instrument. The total items contained in the instrument amounted to 38 items. This instrument consists of questions related to general descriptions and the quality of online learning implementation. General description analysis related to online learning is in points 1 to 19. For items no. 20 to 38 is related to the quality of online learning implementation. The following is presented in the form of a table of components and items on the instrument used.

The first stage is the content validity test, and the second stage uses the Pearson correlation formula. The content validity test is given to content experts/experts who know relevant to the content of the questions on the instrument. The results of content validation from the expert test were 0.85, with an excellent content validation category.

The validity is measured by comparing the calculated  $r$  numbers (Pearson correlation) on the correlation test results with the  $r$  table. The number of samples used to test the validity of this study was 20 respondents, while the  $r$  table test with a significance level of 5% and  $N = 20$  was 0.444, according to Sugiyono (3). The results showed that the highest Pearson Correlation value was 0.901, and the lowest was 0.449. That explains that each indicator has met the validity test requirements of 0.444.

Next, perform a reliability test to determine the reliability or consistency of the measuring instrument when it is used to measure the same object more than once. Based on the reliability test results obtained, the instruments in the planning, delivery, interaction, and evaluation components have a high and very high level. The conclusion obtained is that this instrument is feasible because all items are declared valid and reliable.

It is obtaining responses from non-English Department students within the scope of UGNP on online English learning with the aspect of wanting to participate in online learning organized by Lecturers. It is known that 197 students stated that learning English through distance or online has developed a desire to learn and attend lectures online to take advantage of information technology while attending online lectures.

As for the distribution of online assessments by students from each study program on the aspect of the type of online learning application that is carried out with the LMS (learning management system) that is often used is Google Classroom, this can be seen from student answers by 98 percent, and only 2 percent using UGN e-learning. AC ID.

Most students learn English through non-e-learning applications through the WhatsApp application; this is evidenced by the number of students who answered 95 percent, and the rest via email.

Furthermore, the type of face-to-face application (videoconferencing) often used in the English learning process is zoom. This can be seen from the percentage of students who amounted to 83 percent, and the rest used the Meet Google application with a percentage of 17 percent.

Students' time to access online English learning services is less than 4 hours per day; this can be seen from the students' answers by 92 percent. Moreover, students who access English learning services between 4 to 6 hours are 8 percent.

At the time of the implementation of online English learning, students were at home; this could be seen from the students' answers as many as 88 percent, as many as 4 percent answered that they were in boarding houses and chose to go to places that had wifi at 8 percent. To access English learning applications, an available network is needed. As many as 8 percent of students stated that their place had a very smooth network, 33 percent said it was smooth, 38 percent said it was pretty smooth, and 21 percent said it was not. In participating in online learning, 69 percent of students use private data packet network services, 6 percent use wifi in public places, 25 percent use indihome.

Students spend a range of costs to access online learning applications of less than Rp. 100,000 for 56 percent of students. Spend Rp. 100,000 – Rp. Two hundred thousand as many as 27 percent of students, Rp.200,000 – Rp. Three hundred thousand as many as 2 percent of students, and those who spend more than Rp. Three hundred thousand as many as 15 percent of students.

Some of the student responses were related to the online English learning process. Students responded positively because online learning was carried out smoothly, the online learning process was very suitable for a pandemic situation, and learning could be done anytime and anywhere. However, learning English online also negatively responded, requiring a budget for purchasing quotas, too many assignments, complex material to understand, and internet connection problems.

Based on the responses from students to the obstacles faced in the implementation of learning, namely: 1) internet quota, 2) poor internet network, 3) communication between friends is lacking, and 4) the number of assignments given by the lecturer. In contrast, the academic needs that must be given to students' implementation of online learning are sufficient data packages, light-duty, and providing complete and clear material.

The results showed that the mean of the reaction was 4.31 or was in the 36-45 interval with a very good predicate. It means that online learning planning has been implemented very well by the lecturers. Learning planning is following the learning objectives.

Research shows that lecturers as educators have implemented learning well. Moreover, it is hoped that in the delivery of learning objectives and lesson plans and the suitability of the material with learning objectives, it will be well prepared at the beginning of each lecture.

The overall average value on the Learning component was 4.32, with a very good category. It can be concluded, the learning component, namely the Online Learning Presentation on the implementation of the online lecture process is good, and must be maintained and needs to be improved for the presentation of more exciting and varied material.

The behavior component obtained a mean value of 4.24 with a very good category. So it can be concluded that lecturers have provided optimal online English learning and gave comments or feedback on assignments given to students in the treatment or interaction of online learning.

The results showed that the mean of the evaluation was 4.28 or was in the 36-45 interval with a very good predicate. It means that the lecturer did well with the assignment's completeness, the clarity of the assessment rubric for the assignment, and the assignment's scoring service. Moreover, it is hoped that there is a need to develop an assessment rubric following the material with learning objectives.

#### 4. CONCLUSION

Based on research conducted on non-English Department students, Graha Nusantara University Padangsidempuan, through the Kirkpatrick Evaluation Model for distance or online learning optimization. The results showed that each mean of the components of the Kirkpatrick Evaluation model

consisting of level 1 reaction, level 2 learning, level 3 behavior, and level 4 result had been implemented very well.

In future research, triangulation can be used (eg, surveying parents, surveying lecturers) to increase the validity of research results.

Through online learning, students are expected to be more active in studying material from various sources and practice many questions to improve their understanding. They realized the importance of studying for the future, creating online study groups with friends to encourage the desire to learn, and doing activities that can increase knowledge while lying down by accessing learning videos or other learning resources on smartphones.

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