Evaluation of the Implementation of Online Learning during the Pandemic at SETUKPA LEMDIKLAT POLRI

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Abstract

The purpose of this research is to evaluate the input stages of antecedents, transactions process, and outcomes in education and training as one of the programs in SETUKPA LEMDIKLAT POLRI. This type of research is qualitative using the Countenance Stake evaluation model which consists of three stages, namely: antecedents, transactions, and outcomes. The subjects in this study consisted of 30 trainees who were selected by purposive sampling. Data were collected through interviews, and observations. The results showed that at the antecendent evaluation stage, educators are still lacking in innovating online learning planning adjustments with models or learning schemes that are planned in advance. At the transaction evaluation stage, indicators of online learning strategies and interactive online learning do not meet the evaluation standards. The training participants stated that it was less than optimal and the synchronous interaction that occurred in the online KBM conducted by the Setukpa Lemdiklat Polri. At the outcome evaluation stage, indicators of student satisfaction with online learning, not meet the specified standards. This can be seen from the absence of a discussion forum to measure the satisfaction of online learning activities that are followed by students and the absence of online learning assessments by Gadik in the Setukpa Lemdiklat POLRI environment.

Keywords: *Evaluation; Online Learning; Pandemic; Countenance Stake*

Introduction

Basic educational skills like reading and writing increase one's income by up to 10% acting as an endeavor that elevates the individual to freedom, which helps to eradicate international poverty and hunger (Hilton & Libretto, 2017). *The Education for All policy (EFA) was launched at the world conference in 1990 as a universal commitment to providing quality basic education for all children, youth and adults.* (Al-Kindi & AL-Mekhlafi, 2017; Madani, 2019).

Currently the world has entered the era of the industrial revolution generation 4.0 which is marked by increased connectivity, interaction and development of digital systems, artificial intelligence, and virtual (Maskur et al., 2020). Some of the impacts on the education system in Indonesia include changes in learning, teaching methods, and online evaluation systems (Anugrahana, 2020). Improving the quality of human resources through education, starting from primary and secondary education to higher

education is the key to being able to keep up with the development of the Industrial Revolution 4.0 Revolusi (Lase, 2016).

At this time the spread of covid-19 has an impact on the industrial sector, causing the industrial revolution 4.0 agenda to have obstacles (Gromada et al., 2020). This impact is also felt in the world of education (Mishra et al., 2020), so that many countries including Indonesia take educational process policies that present new alternatives in the implementation of learning (Firman & Rahayu, 2020). Online learning is an alternative learning that can be applied in learning in the era of the covid-19 pandemic (Teräs et al., 2020).

In the educational environment, especially Police Training, The most striking change is the massive use of digital platforms for the teaching and learning process (Rui-Hsin & Lin, 2016). Through education formation of officers, The National Police Education and Training Center aims to form National Police Officers who are characterized by Kebhayangkaraan as pioneers of mental revolution and social order movers in public, have the attitude, behavior, knowledge and skills as a First Line Supervisor (Martin, 2017).

Setukpa Lemdiklat Polri as the implementing element of education that prepares students from the Police Brigadier to become Police First Officers, In organizing education, it must be able to touch the basic dimensions of humanity, namely: (Martin, 2014, 2017; Rui-Hsin & Lin, 2016): (1) Affective which is reflected in the quality of faith, piety, noble character including character and superior personality and aesthetic competence; (2) Cognitive which is reflected in the capacity of thought and intellectual power to explore and develop and master science and technology; dan (3) Psychomotor which is reflected in the ability to develop technical skills, practical skills and kinesthetic competence (Bloom & Krathwohl,1956).

The education in Setukpa Polri is designed to improve leadership and management skills, analytical and critical thinking for decision making under conditions of uncertainty, and the set of skills needed to improve the organization's management functions and practices (Martin, 2017). Learners need the ability to make good decisions to be successful in their jobs (Martin, 2014).

As time changed, the situation and conditions at that time were where the world was shocked by an outbreak of a virus called corona or known as Covid-19 (Unger & Meiran, 2020). The complexity of handling this outbreak has made world leaders implement super strict policies to break the chain of the spread of Covid-19 (Maison et al., 2021). This policy is no exception, the education sector is also affected by this policy (Purwanto et al., 2020). Responding to educational challenges during a health emergency emphasizes the importance of building harmonization between students (Yasenov, 2020), Educators, and Institutions so that the learning process can survive in the midst of conditions like this. Various choices are made, through the "Blended Learning" scheme, a learning model that combines face to face learning with E-learning. Blended learning is a new concept in learning where the delivery of material can be done in class and on-line (Teräs et al., 2020; Wardani et al., 2018).

The Sukabumi Police Lemdiklat Setukpa has also adapted to the current situation and conditions, where all components that are authorized to carry out the methods of how the Education and Training continues with the specified time. Setukpa Lemdiklat Polri Sukabumi formulated the teaching and learning process using online methods, where all students are sent home and take PBM from their respective homes.

Methodology

The approach used in this evaluation research is qualitative, where the data collection process is not only able to reveal information about aspects considered as strengths and weaknesses in the program, but also provide recommendations on each dimension based on the results of the analysis (Teater, 2011).

Evaluation with a qualitative approach is able to provide a more holistic assessment of interventions and produce meaningful data, because the data search process starts from internal components such as staff, funders, collaborators and competitors through a process of in-depth attention, empathic understanding and suspension of the researcher's prejudices about the topics discussed (Rowe et al., 2017; Theresa1, 2018). The research method for this program evaluation is based on the need to answer evaluation questions related to aspects of input (antecedent), process (transaction), and impact (outcomes) (Stake, 1967).

This research is intended to obtain information or data based on an empirical description of the Education and Training program at the Setukpa Lemdiklat Polri. The qualitative approach used is adjusted to the predetermined evaluation model, namely Countenance Stake. It is known that the Countenance Stake approach leads to a qualitative approach. This is shown in the Congruence analysis which is horizontally and Contigence vertically which shows that the stake countenance model tries to explain all aspects in each dimension broadly and deeply, so as to be able to understand the background of the research results that appear in the implementation of the program accurately.

Participant

This evaluation was carried out at the Setukpa Lemdiklat Polri, overall, this research is planned for March-April 2021. Subjects taken by purposive sampling were 30 trainees with predetermined considerations and characteristics.

Instrument

The types of instruments used in evaluating the education and training curriculum at the Setukpa Lemdiklat Polri are documentation studies and interview guidelines. Data collection techniques with document study instruments were carried out by observing documents related to the implementation of the education and training curriculum at the National Police's Lemdiklat Setukpa. The interview question guide contains an outline of the questions asked to respondents to reveal things related to useful data to be used as the basis for research (Stake, 1967).

Table 1 Guidelines of instrument

Evaluation Component	Aspects evaluated	Evaluation Criteria
Antecedence	Online Learning Planning	Have online lesson plans / online syllabus / other online learning planning documents.
Transaction	Learning strategies	1. The learning process must have acceptance from all stakeholders. 2. Educators and students must have internet access. 3. Educators must have access to online learning facilities based on activities. 4. Syllabus and lesson planning. 5. Having facilities to practice online learning activities
Outcome	Student Satisfaction with online learning	1. Discussion forums and chat rooms 2. Learning videos 3. Presentation of materials 4. Online assessment 5. Interactive online learning

Procedure

The research design is based on Stake's theory above, then a research design is developed with the following steps:

1. Stages of Antecedents

a. Completeness of RPP documents;
b. Educators and instructors / trainers;
c. Facilities and infrastructure;
d. The existence of facilities and practice materials must be appropriate

2. Stage of Transactions Process

a. Productive Educators in the preparation of administration / learning materials;
b. Educators are productive in learning activities, including mastery of the material, competency based training with an online system;
c. Interaction with students, paying attention to students, providing feedback, intensity of feedback.
d. Management of Technical Training / Job Training carried out by region.
e. Technical Training Activities / Job Training carried out for one week;
f. Minimum educational background of the instructor is D3 or equivalent, minimum 1 year of working experience in Lemdiks;
g. Technical Training Process / Job Training of students in the region;
h. Implementation of the coaching and monitoring process carried out by the Supervisors.

3. Stage of Outcomes

a. Academic achievement is based on the score of all subjects, the cumulative result of the mental personality value and the value of health and physical fitness;
b. The results of graduates who get grades above average are good.

Finding

1. Congruence Analysis

This cangruence analysis is carried out to see the horizontal relationship or the relationship between intense, observation, standard, and judgment. Thus, the following results are obtained:

a. Evaluation on the Antecedent Dimension related to Learning Planning

The online learning plans found in the Setukpa Lemdiklat Polri are more focused on making and presenting films. This can be illustrated from the following interview results.

> *"...the learning process, we make films, not videos, if the learning videos are setting the subject girls based on theories from books, but now we are making audio-visual films..."*
> **(GD.1, K1.1)**

There are main competencies that are important to be described in learning planning, namely competence in knowledge, attitudes and physical health (Wang et al., 2019). At the National Police Education and Training Center, physical health is an important point in learning because these students will later become police officers. The following is an excerpt from the following interview.

"....consists of 3 categories, namely mental personality, academic and physical abilities, so that later leaders can see the criteria for the members when determining their positions and can see the 3 criteria above." **(GD.1, K1.2)**

In addition to the components above, the learning planning documents archived by the National Police Education and Training Center are in the form of Perkal, Kepkas, and learning film archives. The learning planning document is important because it is a physical support in directing learning and as a legality that learning is carried out in accordance with existing rules (Bellová et al., 2018). The following is an excerpt from the following interview **GD.1**

"The components of online learning are in the form of documents either made by the National Police Education and Training Institute in the form of Perkal or by Setukpa itself in the form of the Head of the Kas and learning films from all subjects, one example is the Police Management film, which tells the stories that are applicable in the field" **(GD.1, K1.3)**

The learning planning documents at the National Police Education and Training Setukpa were collected in one SIPL and E-Setukpa applications. The application can be accessed by students and educators. This application has a role as a learning information center for educators and students at the National Police Education and Training Center (Batd, 2015). The results of the interviews found that:

"Many differences were found, for example online, all materials/handjars, syllabus & modules, and films had been previously submitted through separate applications such as SIPL (Education and Training Information System), E-Setukpa or via WA group Gadik (Educators) to all students in the Setukpa Lemdiklat Polri & Pusdik...." **(GD.1, K1.4)**

b. *Evaluation on the Transaction Dimension is related to Learning Strategies*

In the era of pandemic learning, the implementation of online learning must have acceptance by all stakeholders. Based on the findings in the field that the online implementation needs to be agreed upon by all parties so that everything that has been programmed continues to run according to plan. However, it was also found that learning outcomes were not optimal compared to direct / face to face learning.

"Yes, because of the current situation related to the increasing spread of COVID-19. Online learning programs need to be agreed upon by all parties, both GADIK and SERDIK" **(PD.1, K4.1)**

Added interview results on **PD.3**:

"No need, because the results of online learning are not optimal compared to direct / face-to-face learning." **(PD.3, K4.1)**

Fig. 1 Online learning

There was no rejection by interested parties based on the findings of the online learning conducted by the National Police Lemdiklat Setukpa. Online learning is actually a positive challenge for educators (Anugrahana, 2020) to show the teacher's ability to use technology media with Zoom presentations, assignments via Google Classroom, pre-test or post-test with quizzes, and project assignments using Google Drive, interactive presentations with peardeck, and others (Iftakhar Shampa, 2016). However, there are students who have different views about the ineffectiveness of online learning in transferring learning materials (Muñoz & Culton, 2016).

c. Evaluation of Outcome Dimensions related to Student Satisfaction with Online Learning

In online learning, there are several things that need to be considered to see the satisfaction of students with online learning (Wach et al., 2016). This satisfaction is seen from the satisfaction with the discussion forums or chat rooms used, the learning videos provided, the presentation of the material that occurs, online student assessments, and satisfaction with interactive online learning.

Based on the findings in the field, the satisfaction of students in discussion forums or chat rooms was not satisfied. Because the online learning process has just been carried out and needs improvement in overcoming the systematics of online PBM and making it a little difficult to do online PBM.

"No, because the online process has just been carried out and needs improvement in the PBM systematics" (PD.1, K8.1)
"A little difficult" (**PD.3, K8.2)**

The satisfaction seen from the learning media made is in this case the learning video. Setukpa Lemdiklat Polri is more focused on making and presenting videos in online learning. Based on the findings in the field, the presentation of learning videos is very helpful for students in understanding learning materials (Abry et al., 2015). The results of the next interview excerpt on **PD.1:**

"It's very helpful because it makes students understand better." (**PD.1, K8.3)**

In addition to presenting learning videos that make it easier for students to understand learning materials, the presentation of material in other forms must also be able to increase the knowledge and

competence of students. Based on the findings in the field, the presentation of material carried out by educators can provide understanding and contribute greatly to increasing competence (Viejo et al., 2018). Interview results on **PD.1:**

> *"Yes, the presentation of the material increases knowledge so that it is hoped that it will increase my competence"* (**PD.1, K8.4**)

One of the difficulties in evaluating student learning outcomes is conducting student competency assessments through online assessments. Student satisfaction in online assessments conducted by educators needs to be done to provide an objective assessment for students (Lee & Yoon, 2008). Based on findings in the field, online assessments do not provide assessment accuracy because student competencies cannot be done online.

> *"No, because GADIK cannot online assess the competence of a SERDIK,"* (**PD.1, K8.5**)

Online assessment is used to see changes in competence in students. Therefore, it is important to have a good scoring scheme in online assessments. Changes in competence can also occur from the occurrence of online learning (Priyanka et al., 2018). Therefore, student satisfaction related to the relationship between interactive online learning and changes in student competencies needs to be explained. Based on the findings in the field, competency changes are related to interactive PBM because interactive PBM can produce solutions and can be implemented in the community. (Pereira et al., 2019).

> *"The close relationship is that it can be implemented in the community"* (**PD.1, K8.6**)

> *"It is closely related because if it is interactive, it means that there is a solution that can be obtained"* (**PD.3, K8.6**)

Based on the results of the interview above, the informant clearly stated that the online learning planning documents had been created and implemented. However, the content of the lesson plan is more focused on making films. The results of this interview show that the competencies that must be possessed by students of Setukpa Lemdilat Polri have similarities with other public school educational institutions. However, the existence of physical fitness is an added competency for the National Police Education and Training students to have.

Learning documents are made as a reference for teachers in carrying out learning. In addition, the existence of learning documents can be a reference for students in the learning process activities. This can also be referred to as a benchmark for students to achieve the abilities that must be achieved. Lemdiklat has an application so that educators can upload learning planning documents and other documents related to the online teaching and learning process carried out by the National Police Lemdiklat. The role of SPIL and E-Setukpa applications has a role that is perpendicular to the implementation of online learning.

Conclusion

Based on the results of the evaluation that has been carried out, the current school education institutions setukpa Lemdiklat Polri are good enough but need to make better improvements in the implementation of online learning.

In the antecedent evaluation stage, it appears that educators in the National Police Lemdiklat Setukpa are less able to innovate online learning planning adjustments to the previously planned learning model or scheme. However, the educators in the National Police Education and Training Center have met

the requirements according to the specified rules, namely: rank, academic qualifications, educator certification and task experience.

At the transaction evaluation stage, it appears that the indicators of online learning strategies and interactive online learning do not meet the evaluation standards. This happens because educators are less innovative in learning strategies so that learning becomes more fun and has good effectiveness in delivering material through online learning. The lack of interactive online learning is also felt by students. The training participants stated that it was less than optimal and the synchronous interaction that occurred in the online KBM conducted by the Setukpa Lemdiklat Polri.

At the outcome evaluation stage, it was seen that the indicators of student satisfaction with online learning did not meet the predetermined standards. This can be seen from the non-fulfillment of the two components in the standard criteria, namely: the absence of discussion forums to measure the satisfaction of online learning activities that are followed by students and the absence of online learning assessments by girls in the Setukpa Lemdiklat Polri environment.

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