

Using CIPP Model to Evaluate the Effectiveness of Flexible Learning Implementation in Satya Wacana Christian University

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Abstract: Using CIPP Model to Evaluate the Effectiveness of Flexible Learning Implementation in Satya Wacana Christian University. Objective: This study aims to assess the effectiveness of flexible learning (f-learn) at the university level. **Methods:** The research approach uses a mixed method with a sequential explanatory model. The quantitative method is used in the first stage then the qualitative method is used in the second stage. The research subjects were 19 lecturers and 150 students and 1 head of the Bureau of Technology and Information Systems (BTIS) who manages f-learn. The qualitative of the data was obtained through interviews and document study analyzed using Miles and Huberman's model. Quantitative data obtained from numbers with descriptive analysis. **Findings:** The results showed that the evaluation of context aspects of learning-based f-learn was in the very good category, the evaluation of input aspects was in the good category, the evaluation of process aspects was in the good category, and the evaluation of product aspects was in the good category. **Conclusion:** Thus, f-learn-based learning has an impact on increasing students' and lecturers' knowledge and mastery of information technology.

Keywords: CIPP model, flexible learning, mixed method research.

Abstrak: Penggunaan Model CIPP untuk Mengevaluasi Efektivitas Penerapan Flexible Learning di Universitas Kristen Satya Wacana. Tujuan: Penelitian ini bertujuan untuk mengevaluasi efektivitas pembelajaran berbasis flexible learning (f-learn) di level Universitas. **Metode:** Pendekatan penelitian menggunakan mixed method dengan model sequential explanatory. Metode kuantitatif digunakan pada tahap pertama kemudian pada metode kualitatif digunakan pada tahap kedua. Subjek penelitian adalah 19 orang dosen dan 150 mahasiswa serta 1 orang kepala Biro Teknologi dan Sistem Informasi (BTIS) yang mengelola f-learn. Data kualitatif didapatkan melalui wawancara dan studi dokumen dianalisis dengan model Miles and Huberman. Data kuantitatif yang diperoleh dari angket dianalisis dengan analisis deskriptif. **Temuan:** Hasil penelitian menunjukkan bahwa evaluasi aspek konteks pembelajaran berbasis f-learn berada pada kategori sangat baik, evaluasi aspek input berada pada kategori baik, evaluasi aspek proses berada pada kategori baik, dan evaluasi aspek produk berada pada kategori baik. **Kesimpulan:** Dengan demikian, pembelajaran berbasis f-learn berdampak pada peningkatan pengetahuan dan penguasaan teknologi informasi mahasiswa dan dosen.

Kata kunci: model CIPP, flexible learning, penelitian mixed method.

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■ INTRODUCTION

Entering the era of the industrial revolution 4.0 which is characterized by the development of technology and information either in the form of the internet or digitalization in the field of education requires professional lecturers to be able to manage learning in accordance with the times. The acceleration of online-based classroom management due to the Covid-19 pandemic has also forced lecturers to be able to make changes in conventional learning management to digital-based learning management. The online learning program model that utilizes the Google Class Room, E-Learning, Edmodo, Zoom and Google Meet applications is the right choice because it is adaptable and effective. The use of technology as a source of information, learning resources, systems and service quality is expected to have a positive impact on learning (Hakim, 2021). Online learning is supported by the rapid growth of the internet, increasingly encouraging organizations to carry out online learning (Ismail, Zaharudin, Hashim, & Ariffin, 2020) which is considered effective, especially the development of human resources, especially the millennial generation and forming qualified cadres and able to achieve goals in organize (Al hila, Alhelou, Al Shobaki, & Abu Naser, 2017).

Referring to the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 concerning Prevention of Corona Virus Disease (Covid-19) in the Education Unit which is strengthened by the Circular Letter of the Minister of Education and Culture Number 15 of 2020 concerning Guidelines for Implementing Learning From Home in the Emergency Period of the Spread of Covid-19, all higher education in Indonesia makes the decision to carry out lectures remotely from

home (Kemendikbud, 2020). Although currently endemic, the use of flexible learning is still used. Because online learning facilitates students to learn flexibly anytime and anywhere (Handayani, 2020).

E-learning refers to the use of information technology in learning (Arkorful & Abaidoo, 2015). E-learning is a learning system that facilitates students to learn wider, more, and more varied. E-learning encourages students to learn anytime and anywhere without being limited by distance, space and time because e-learning refers to sending learning materials to anyone, anywhere, and anytime by using various technologies in an open, flexible, and distributed learning environment (Chitra & Raj, 2018). This concept is in line with the presentation of (Hadisi & Muna, 2015) which revealed that e-learning is an effort to connect learners (students) with their learning resources (databases, experts / teachers / lecturers, libraries) which are physically separate and far apart, where interactivity in these relationships is carried out directly or indirectly. This is supported by (Nengrum, Pettasolong, & Nuriman, 2021) definition that e learning is a learning method that uses a learning model that uses an internet-based interactive model and learning management system. Thus, e-learning encourages the use of electronic technology in the learning process so that information is obtained faster, independent learning, and easy to access by students.

E-learning is organized by Satya Wacana Christian University under the name Flexible Learning (F-Learn). F-Learn is a Learning Management System (LMS) based on a Modular Object-Oriented Dynamic Learning Environment (Moodle) designed to facilitate the needs of UKSW lecturers and students in the online learning process. Flexible Learning is designed to make it easier for students to

learn without being limited by space and time. F-learn began to be applied since 2003. In 2007, F-Learn was officially launched as an online-based learning medium at Satya Wacana Salatiga Christian University. In 2020, the leadership of Satya Wacana Christian University issued a Rector's Decree No.221/Kep./Reg./6/2020 concerning the Establishment of Guidelines for Lecture Implementation, New Student Orientation and Normalization of Campus Life (Rektor, 2020). In the letter, it is emphasized that every study program is required to carry out online learning using the F-Learn website. The use of f-learn in learning has been carried out until now.

Flexible learning-based learning has advantages. These advantages are reflected in the easier communication through internet facilities anytime and anywhere without distance, teaching materials are presented in a structured manner, access to information regarding learning is easier and more effective. This is supported by the results of (Surya Listya Yudhana & Andhyka Kusuma, 2021) that online learning is more flexible in time and place, free to decide when to start, when to complete, save costs, including travel costs to the study location, and accommodation during the study period, administrative costs, physical facilities, and classrooms and can repeat lecture modules until they understand them and the administrative process is automated. Meanwhile, research by (Pulungan, Ginting, & Nasution, 2020) shows that online learning is more relaxed and happier, more time at home with family, more time to rest and relax, more relaxed and less tense. The results of this study show that online learning has advantages in terms of technical and student feelings.

Based on preliminary studies of researchers, the implementation of flexible learning has disadvantages. Weaknesses can

be seen in the frequent disruption of the internet network, lack of interaction between students and lecturers, difficulty in understanding and developing the material, limited communication between lecturers and students. The results of the preliminary study are supported by several previous research results. The results of (Lisman, Primawati, Waskito, & Yanti, 2021) found that in learning there are still students who are unable to access the internet because they do not have smartphones. The impact is that students experience lagging behind in the learning process. This is supported by the results of research by (Diva, Chairunnisa, & Mufidah, 2021) that online learning requires a strong network so that material delivery can run well, the distribution of online facilities is not evenly distributed, students have difficulties in the network, are often disconnected, and quotas run out quickly. The same thing was revealed by (Putra, 2021), online learning has obstacles such as network access, boredom, internet quota, and others. This also affects the concentration of students in their learning.

The aforementioned description points to a gap that occurs between theory and the application of f-learn in the field. Theoretically, f-learn has the advantage of facilitating learning so that it can run effectively and efficiently. But in fact, based on survey results and previous research results, learning using f-learn experiences many obstacles. Therefore, researchers will conduct research on "Evaluation of Learning Effectiveness with Flexible Learning in Universities using the CIPP Model".

This study aims to evaluate flexible learning-based learning programs at UKSW. The evaluation model uses the CIPP program evaluation model developed by Stufflebeam et al (1967) with context evaluation stages, inputs, processes, and products. According to

Stufflebeam, evaluation is the process of obtaining and presenting useful information to consider decision-making alternatives. CIPP evaluation model as a means to assess the quality, benefits, and excellence of the program (Lippe & Carter, 2018). Evaluation of the CIPP model is assessed comprehensively and systematically to evaluate educational programs. This model can help guide the assessment and planning of needs, monitor the implementation process, and provide feedback and assessment of the effectiveness of programs for continuous improvement (Esgaiar & Foster, 2019). It is hoped that this research will be useful for universities to improve the management of Flexible Learning to be more optimal in increasing the effectiveness of learning in the future.

■ METHODS

Research Design and Procedures

This evaluative research uses context, input, process and product (CIPP) evaluation models. The approach uses a mix method with a sequential explanatory model. This model was chosen because quantitative methods are

used first, then at the next stage using qualitative methods. Quantitative data is collected through closed questionnaires. Meanwhile, qualitative data is collected through interviews and document studies.

Participants

The subjects of the study were 19 lecturers and 150 students and 1 head of the Bureau of Technology and Information Systems (BTIS) who manages f-learn.

Instrument

The instruments used in this study were interview guides, questionnaires and documentation which were developed by the researchers themselves based on the CIPP evaluation model. The interview and questionnaire instruments have been tested for validity using the expert judgment method, namely by using expert opinion to assess the instrument based on certain criteria. The results of the instrument validation have been declared valid. Research stages, data collection techniques and instruments indicators are described in table 1.

Table 1. Research Evaluation Indicators (Context, Inputs, Processes, and Products)

No	Research Components and Indicators	Research Subjects	Method
1	Context Evaluation F-learn Policy, Needs, Objectives, Benefits	Head of BTIS	Interviews, questionnaires and documentation studies
2	Input Evaluation Completeness of features in LMS (MOODLE), Ability of lecturers in designing learning, Ability of students to use flexible learning, infrastructure (laptops / computers, networks), LMS technical managers	Head of BTIS, lecturers, students, and managing staff	Interviews, questionnaires and documentation studies
3	Process Evaluation Debriefing of lecturers and students, use of features in LMS, Monitoring and assessment of activities,	Head of BTIS, lecturers, students, managing staff	Interviews, dissemination of questionnaires:

Implementation of learning with flexible learning, Effectiveness of sarpras use, Lecturer activities, Student activities, Obstacles faced, lecturer workload and study load / student assignments

4 Product Evaluation

Learning outcomes, Achievement of goals, Impact for lecturers, Impact on students, Impact on universities, Psychological impact on students and lecturers

Lecturers, students, managers

Interviews, questionnaires, documentation studies.

Data Analysis

Qualitative data analysis techniques are carried out through three stages, namely (1) data condensation, (2) data presentation, and (3) drawing and verifying conclusions (Miles, A.M, & Saldana, 2014). Quantitative data obtained from a questionnaire that refers to the Likert scale is processed descriptively by calculating the percentage of answers for each item and making categorization. While qualitative data is processed by classifying data according to the evaluation stages of the CIPP model.

RESULTS AND DISCUSSION

Context Evaluation

Context evaluation is carried out through interviews, questionnaires and document studies with the Head of the University's Bureau of Technology and Information Systems (BTSI), who is responsible for managing the f-learn. The context evaluation component includes policy, needs analysis, objectives, and benefits of implementing f-learn. The results of the context evaluation can be seen in table 2 below.

Table 2. Context evaluation results

No	Indicators	Score	Category
1	The development of f-learn-based learning has been supported by University policy.	3.00	Good
2	The development of f-learn-based learning is already based on an analysis of student needs.	4.00	Excellent
3	The development of f-learn-based learning has been based on the analysis of lecturer needs.	4.00	Excellent
4	The development of f-learn-based learning is based on the University's initiatives not on government recommendations.	4.00	Excellent
5	F-learn-based learning is carried out based on the rector's decree.	3.00	Good
6	The university prepares lecturers and students as well as admins in using f-learn.	4.00	Excellent
7	F-learn aims to facilitate the implementation of the learning process.	4.00	Excellent
8	F-learn supports the achievement of the University's vision and mission.	4.00	Excellent
9	F-learn supports the University's program in the development of information technology-based learning.	4.00	Excellent
10	The chances of success of f-learn-based learning are very high.	3.40	Good
Average		3.70	Excellent

Criteria: 3.01 – 4.00 : excellent, 2.01 – 3.00 : good, 1.01 – 2.00 : poor, 0.00 – 1.00

Context evaluation seen from ten indicators shows a tendency in the excellent category with the highest percentage of almost all indicators except for university policy indicators in the development of flearn, the implementation of learning based on the decision letter of the university leadership and the chances of success of flearn are in the good category. Based on the study of documents, there is a Rector's Decree on the management and use of f-learn in learning. This is supported by the results of the interview: *"the use of f-learn is based on needs analysis. This policy is a solution to the distance learning policy that has been in effect since the beginning of 2020 due to the Covid-19 pandemic. Learning must continue to take place to provide the best service to students."*

Context evaluation includes analysis of needs, program objectives, policies and decision-making (Gullickson, King, LaVelle, & Clinton, 2019). In this study, context evaluation containing policy components, needs analysis, objectives, benefits of implementing f-learn-based learning

is in the excellent category. This shows that the policies, objectives and benefits of f-learn learning are in accordance with the needs of the University in implementing digital-based learning. Context has an important role to play in decision-making (Poth et al., 2019). These results have similarities with Ilmi's research bahwa the policy of using e-learning as a substitute medium for face-to-face during online learning is urgently needed (Ilmi, 2021). It is hoped that the use of e-learning can be useful for the smooth learning process and provide maximum results. The use of e-learning will improve the quality of education.

Input Evaluation

Input evaluation includes aspects of planning, staff capabilities, guidance, constraints, preparation of lecturers and students, socialization, competence, coordination of the parties, commitment, financial support, availability of facilities and infrastructure, and improvement. The results of the input evaluation can be seen in table 3 below.

Table 3. Input evaluation results

No	Indicators	(%)	Category
1	F-learn-based learning is well planned	85	Good
2	F-learn management supported by adequate staff	84	Good
3	There are guidelines for lecturers and students in carrying out f-learn-based learning.	86	Excellent
4	In preparing for f-learn-based learning, there are no significant obstacles.	78	Good
5	Lecturers and students are prepared to use f-learn.	84	Good
6	Lecturers and students get f-learn-based learning socialization.	83	Good
7	The parties involved in the use of f-learn already have competence.	81	Good
8	Coordination between the head of the study program, dean or rector and the person in charge of using f-learn went well.	80	Good
9	The f-learn manager is committed to achieving predetermined targets.	82	Good
10	Lecturers are committed to utilizing f-learn in learning.	84	Good
11	Students are committed to utilizing f-learn in learning.	84	Good

12	F-learn management fund support is sufficient.	80	Good
13	The availability of infrastructure supports f-learn learning.	82	Good
14	F-learn facilities and infrastructure are still being improved.	85	Good
Average		83	Good

Criteria: 86 – 100 : excellent, 70 – 85 : good, 55 – 69 : poor, 40 – 54 : bad, -39 : very bad

Evaluation of lecturers and students on the input stages seen from fourteen indicators is in the good category with the highest percentage for indicators of the implementation of f-learn learning guidelines. This result was supported by the recognition of participants who said that “*F-learn-based planning is very good, because it can be accessed by all students, so that students are able to plan learning in one semester well. Before using f-learn, lecturers conduct training with students on how to use flearn. Students who are new to this site experience problems but are immediately assisted by lecturers*”. Based on the study of the document, the use of features in f learn is complete. There is also a guide for lecturers and students that can be downloaded in f learn.

The input stage is a means of building support systems, solution strategies, and training program implementation designs (Esgaiar & Foster, 2019). The results of the input evaluation are in the good category with the highest percentage on the availability of f-learn learning

implementation guides with the excellent category. Meanwhile, the components of completeness of features, the ability of lecturers in designing learning, the ability of students to use flexible learning, the readiness of infrastructure (laptops / computers, networks), technical managers are in the good category. These results have similarities with Antoro’s research that e-learning needs to be supported by adequate facilities and infrastructure and the ability of teachers and students to use e-learning (Antoro, 2020). This is supported by research by Erawati et al., that the abilities of lecturers and students, and the availability of infrastructure have an effect on the implementation of e-learning learning (Erawati, Juliani, & Dewi Tarini, 2021).

Process Evaluation

Evaluation of the process includes implementation, conformity with the plan, smoothness, constraints, use of funds, positive benefits for students. The results of the process evaluation can be seen in table 4.

Table 4. Process evaluation results

No	Indicators	(%)	Category
1	The implementation of f-learn-based learning is well prepared.	83	Good
2	Implementation of f-learn learning according to the plan	82	Good
3	The implementation of f-learn learning went smoothly.	82	Good
4	The implementation of f-learn learning does not encounter any obstacles.	74	Good
5	The use of funds for f-learn learning goes smoothly	78	Good
6	Learning with f-learn provides positive benefits to students.	85	Good
Average		81	Good

Criteria: 86 – 100 : excellent, 70 – 85 : good, 55 – 69 : poor, 40 – 54 : bad, -39 : very bad

The evaluation of lecturers and students on the aspects of the process is seen from six indicators in the good category with the highest percentage on the indicators of the implementation of f-learn-based learning well prepared. This result has similarities with the recognition of one of the participants: *“That the implementation of f-learn-based learning is supported by the availability of lecture materials in the system, good networks, supporting facilities and infrastructure, the ability of lecturers and students to access the learning system. There are no significant obstacles, only depending on the network of each student in each region. In my opinion, f-learn learning is very supportive of learning in the era of technology that helps students to access lecture classes anywhere and anytime.”*

Process evaluation is in the good category with the highest percentage in the implementation of f-learn-based learning. This shows that f-learn is well managed. Good management encourages active engagement so that it has an impact on learning outcomes (Park, Liu, Mun, & Santhanam, 2019). The implementation is carried

out according to plan, there is availability of lecture materials in the system, good network, supporting facilities and infrastructure. This has similarities with the research of (Li, Qin, & Zhu, 2021) that lecture materials and e-learning-based learning methods contribute positively to student achievement.

The obstacles to implementation are the internet network, limited access, willingness to learn is still low. This result is supported by the results of research (Alavudeen et al., 2021) e-learning constraints related to network problems, interaction and communication limitations due to accessibility difficulties and psychological problems.

Product Evaluation

The subjects of the product evaluation were 19 lecturers and 150 students and 1 head of BTSI. Product evaluation includes achieving goals, results, improving achievement, mastering IT, impact on graduate quality, sustainability, and improvement for the future. The results of product evaluation can be seen in table 5 below.

Table 5. Product evaluation results

No	Indicators	(%)	Category
1	The implementation of f-learn learning achieves the goals that have been set.	82	Good
2	F-learn learning gives satisfactory results.	81	Good
3	F-learn learning provides benefits in improving student achievement.	83	Good
4	F-learn learning is able to improve IT mastery for lecturers and students.	86	Excellent
5	F-learn learning has an impact on the quality of graduates and the quality of universities.	83	Good
6	F-learn-based learning will continue to be used in the future.	85	Good
7	F-learn learning plans and strategies need to change.	71	Good
Average		82	Good

Criteria: 86 – 100 : excellent, 70 – 85 : good, 55 – 69 : poor, 40 – 54 : bad, -39 : very bad

Evaluation of lecturers and students on product aspects as seen from seven indicators is in the good category with the highest percentage of f-learn learning indicators able to improve IT mastery for lecturers and students. According to one student's confession: *f-learn has the benefit of making learning easier in terms of managing and collecting teaching materials, students can access materials anytime and anywhere, students are more independent*". Meanwhile, the shortcomings of f-learn learning

according to other students' confessions are *"if the network is bad, it will result in late collecting assignments. So students cannot collect assignments if they have passed the deadline for collecting assignments"*.

Based on the documentation study, learning using f-learn can improve the cumulative grade point average. Figure 1 is the average cumulative grade point average of students participating in learning through f-learn.

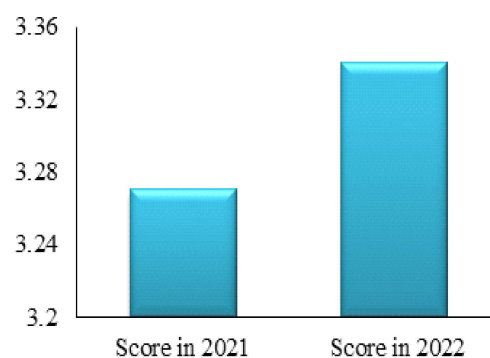


Figure 1. Student learning outcomes

The result of the data analysis on t-test, there is no significant difference in increasing number of the students' learning outcomes in 2021 and 2022. The result of the data analysis shows

an improvement in the mean from the student achievement index .07267, with a correlation score of .076 and a significance level of .06. The following is the testing table shown in table 6.

Table 6. T-test result

	Paired Differences					t	df	Significance	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
				Lower	Upper				
IPK 2021-2022	-.07267	.46939	.03833	-.14840	.00306	-1.896	149	.030	.060

Product evaluation assesses the level of achievement of the implementation of learning programs (Gokmenoglu, Sonmez, Yavuz, & Gok, 2021). This is reflected in the impact, effectiveness, independence (Karimnia & Kay, 2015). The effectiveness of a program can be

measured from the aspects of achievement, quality of education, and activity reports (Patil & Kalekar, 2015). Product evaluation is in the good category with the highest percentage of f-learn learning making learning easier, being able to access material anytime and anywhere,

students are more independent. Mohmmmed et al. revealed that product evaluation can evaluate the impact of a program. F-learn has an impact on increasing knowledge and mastery of information technology for lecturers and students (Mohmmmed, Khidhir, Nazeer, & Vijayan, 2020). These results have similarities in the results of research by (Divayana, Sanjaya, Marhaeni, & Sudirtha, 2017) that the use of information technology platforms (edmodo) in learning has a high level of effectiveness. This is supported by (Nambiar, 2020) that e-learning learning provides teacher and student satisfaction which has an impact on quality and timely interaction, the availability of technical support, structured online classroom modules, and modifications in more active learning.

■ CONCLUSIONS

This study aims to evaluate the Effectiveness of Learning with Flexible Learning at the University level using the CIPP Model. The conclusions that can be drawn from this study are: (1) aspects of the f-learn-based learning context which includes policies, needs, goals and programs to get satisfaction in the excellent category. (2) input aspects which include aspects of planning, staff capabilities, guidance, constraints, preparation of lecturers and students, socialization, competence, coordination of parties, commitment, financial support, availability of facilities and infrastructure, and improvements are in the good category. (3) aspects of the process which include implementation, conformity with the plan, smoothness, constraints, use of funds, positive benefits for students are in the good category. (4) product aspects which include achieving goals, results, improving achievement, IT mastery, impact on graduate quality, sustainability, and improvement for the future are in the good

category. The drawback is that learning depends on the internet network and the equipment used in f learn-based learning.

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