

Monitoring and Evaluating Online Learning Using Online Media

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ABSTRACT

Covid-19 pandemic has wide range impact in many fields including education. Schools and colleges have no other choice but to carry out online learning (teaching and learning process is conducted remotely) as replacement of conventional, face to face learning. The variety of online media and the competence of teachers and lecturers play important role on student's learning quality and understanding of the material. Hence, monitoring and evaluation (monev) should be conducted to measure to what extent online learning can replace conventional learning in achieving educational goals amid the pandemic situation. This study is aimed at developing modules of online learning monitoring and evaluation and describing how monitoring and evaluation process are conducted in an online systems. The type of this research is development research (R&D). The sample of this study was the principal and the teachers of SMA Santo Carolus Surabaya. Before conducting this research, a preliminary study was accomplished to analyze the problems related to online learning that are mostly faced by the teachers. Then, monitoring and evaluation module was made up from online learning monitoring and evaluation instruments, and guidelines for implementing online monitoring and evaluation. The next stage was conducting virtual training regarding online monitoring and evaluation as well as report on the results of monitoring and evaluation activities. This research has produced an online learning monitoring and evaluation module and gotten positive responses from principals and teachers who are dealing with online monitoring and evaluation of online learning.

Keywords: *Online Monitoring and Evaluation, Online Learning, Online Modules.*

1. INTRODUCTION

Monitoring and evaluation (Monev) are series of activities to determine the success of a program that has been carried out based on suitability in planning, implementation, goal achievement, and follow-up of the program. Monitoring activities are carried out through the process of collecting and analyzing information (based on predetermined indicators) regarding program activities or school activities so that corrective measures can be taken in order to improve further programs or school activities [1]. The results of monitoring activities are then analyzed to make improvements so that the next program can be executed better. Evaluation activities are carried out to monitor whether the program has achieved its objectives or not. The process of

evaluation activities includes identifying problems, collecting and analyzing data, summarizing the results that have been achieved, interpreting the results into policy formulations, and presenting information (recommendations) for decision making based on the appropriate aspects of the evaluation results [2]. Program evaluation can be used to reduce the uncertainty of decisions that have to be made even though sometimes evaluations are carried out and no big decisions are made based on the results [3]. The results of the evaluation activities are used as consideration to make decisions. Ideally, schools should conduct monitoring and evaluation activities toward the implementation of their programs with appropriate procedures, and plan their follow-up activities [4]. Monev is not one-time activity. An exercise involving

the assessment of different scope and profundity is carried out at several points in time according to the need [5]. Thus, to determine the success of the learning process, monitoring and evaluation activities are necessary.

However, the current learning activities are slightly different from the previous one. This is due to Covid-19 pandemic (corona virus disease) that has scattered to the entire world. Its transmission rate is very quick, resulting in rapid escalation of the number of cases in a split second [6]. For this reason, Indonesia Government has enacted social/physical distancing policy. Social distancing is aimed at restricting social interaction by adjusting the physical distance between one person and another and confining meetings with a large number of participants [7]. As to support the policy of social distancing implementation, the Ministry of Education and Culture (Kemendikbud) has instructed educational institutions to undertake remote learning through the use of internet connection. It is widely called as online learning.

In the Ministerial Circular Number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of Covid-19, it is stated that learning activities during Covid-19 pandemic are carried out by means of online or remote learning [8]. To support online learning activities, there are several learning media that can be used, namely Whatsapp, Zoom, Google meet, Google Classroom and so on [9]. From this point forward, there will be significant change in learning activities amid the pandemic era (from face to face to remote learning), resulting in the need for changing monitoring and evaluation system of learning activities.

Another problem lies on the partner institution, namely SMA Santo Carolus Surabaya. Some obstacles were found in the school related to the implementation of online learning. First, the students get difficulty in managing their time to study independently. Moreover, many of them have inadequate supporting facilities (laptop, mobile phone) to carry out online learning. Second, the teachers have insufficient capability to operate technology. At the same time, many of them have not designed lesson plans and specified learning tools that are compatible with online learning yet. Third, it is hard for the school to provide manuals regarding the implementation of online learning since this kind of learning has never been monitored and evaluated previously. Lastly but not least, the parents, due to some reasons, could not assist or guide their children in online learning process.

Based on this description, it is necessary to formulate a monev module for online learning system at the high school level. Through this module, it is hoped that educational institutions or schools can get benefits dealing with online learning system improvement.

2. RESEARCH METHODOLOGY

The training method for preparing monev modules for the online learning process uses the following approach: 1) a preliminary study was conducted to identify problems experienced by partner institutions, 2) creating a training plan, it is carried out to determine the constraints and deficiencies that exist in training activities so that the implementation of online training can run smoothly, 3) organizing training for online learning monev modules for principals and teachers in the form of online workshops. It consists of 3 stages, namely preparation, implementation, and evaluation. a) The preparation stage consists of analyzing school needs, compiling instruments, preparing training schedules, making training materials. b) The implementation stage consists of opening remarks by the head of the post-GPM and the principal of SMA Santo Carolus Surabaya, filling out questionnaires for participants, delivering material, taking breaks, delivering advanced material, discussion, filling out questionnaires, and closing remarks. c) The evaluation stage consists of analysis of the results, evaluation of activities, follow-ups, and preparation of follow-up plans, 4) Making online proposal reports from training activities for monev module preparation.

3. RESULT AND DISCUSSIONS

Monev module training was held online on September, 12th, using Zoom media with 25 participants. The training material is presented in power point form which can be seen in Figure 1. The monev module is presented in written instruments and the questionnaires are presented on Google Form.

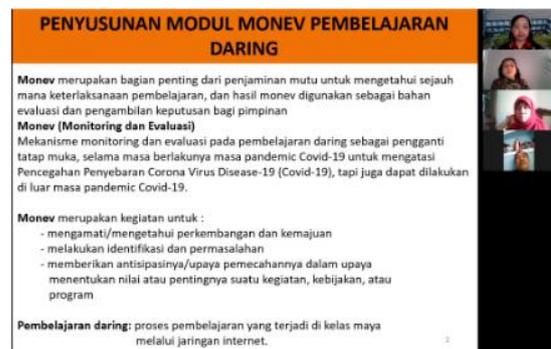


Figure 1 Display of Monev Training Materials

There are 4 questionnaires presented on Google form, namely 1) a registration link that can be accessed at the web address <https://forms.gle/tXbWhqWLXSf69R9n6> and the display can be seen in Figure 2.

PENDAFTARAN PESERTA PELATIHAN PENYUSUNAN MODUL MONEV PEMBELAJARAN DAN MODUL VIDEO PEMBELAJARAN DARING (Kerjasama SMA St. Carolus Surabaya dengan Universitas Negeri Surabaya)

Kepada Bpk/Ibu Guru SMA St. Carolus Surabaya
Peserta pelatihan penyusunan modul monev pembelajaran dan modul video pembelajaran daring, kerjasama SMA St. Carolus Surabaya dengan Universitas Negeri Surabaya.
Sebelum mengikuti pelatihan yang dilaksanakan hari sabtu tanggal 12 September 2020 diharapkan peserta dapat mengisi biodata sebagai berikut sebagai kelengkapan peserta dalam mengikuti pelatihan dan mendapatkan sertifikat pelatihan.
*Mohon untuk nama tidak disingkat

* Required

Tanggal :
MM DD YYYY
_ / _ / _

Nama, gelar: *
Your answer

Figure 2 Display of Registration Links

2) Monitoring instruments in online learning can be accessed at the web address <https://forms.gle/3pnPCCHkDsG2o5347> and its appearance can be seen in Figure 3.

INSTRUMEN MONITORING PEMBELAJARAN DARING GURU SMA St. Carolus Surabaya

Yth. Bapak/Ibu Auditor
Monitoring Pembelajaran Daring Guru di SMA St. Carolus Surabaya
The name and photo associated with your Google account will be recorded when you upload files and submit this form. Not ricofirmandos17@gmail.com? [Switch account](#)

* Required

Nama Auditor: *
Your answer

Tanggal Audit: *
Choose

Figure 3 Monitoring Instrument Display

3) The pretest training questionnaire can be accessed at the web address <https://forms.gle/t57WaPq7LGo6DXRQA> and its appearance can be seen in Figure 4.

PRETEST PELATIHAN PENYUSUNAN MODUL MONEV PEMBELAJARAN DAN MODUL VIDEO PEMBELAJARAN DARING

Kepada Bpk/Ibu Peserta Pelatihan untuk mengisi pretest sebelum pelatihan dimulai kami. Untuk pengisian pretest dipergunakan sebagai salah satu syarat perolehan E-sertifikat dan diberikan waktu selama 15 menit.

* Required

Nama Peserta: *
Your answer

Email: *
Your answer

Figure 4 Display of Pretest Training

4) The posttest training questionnaire can be accessed at the web address <https://forms.gle/vrnfh8BeZSJtn4Y38> and its appearance can be seen in Figure 5.

POSTTEST PELATIHAN PENYUSUNAN MODUL PEMBELAJARAN DAN MODUL VIDEO PEMBELAJARAN DARING

Kepada Bpk/Ibu Peserta Pelatihan untuk mengisi pretest sebelum pelatihan dimulai kami. Untuk pengisian pretest dipergunakan sebagai salah satu syarat perolehan E-sertifikat dan diberikan waktu selama 15 menit.

* Required

Email address *
Your email

Nama Peserta: *
Your answer

Figure 5 Posttest Training Views

In addition, there is also a link to download an application for making learning videos with the web address <https://drive.google.com/drive/folders/1hbfTbOGf4dbX674dV4oooxCTeOgOk5hU?usp=sharing> and the display can be seen in Figure 6.

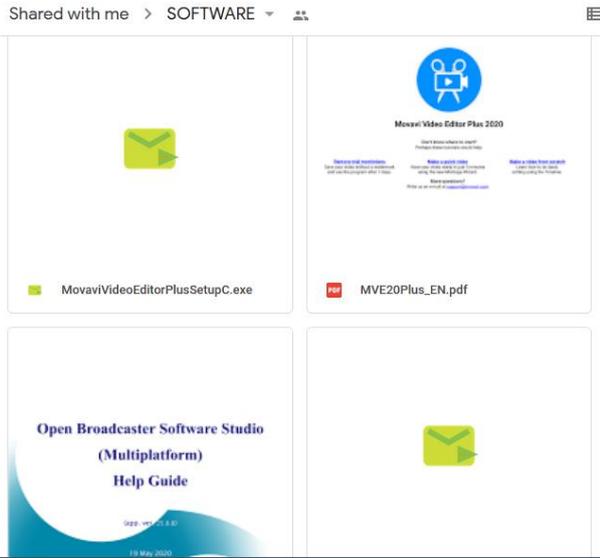


Figure 6 Display of Video Making Application Links

The pretest training questionnaire was given to determine the participants' prior knowledge about money. From the results of the pretest questionnaire, a graph of the method used to develop the online monitoring and evaluation module can be seen in Figure 7.

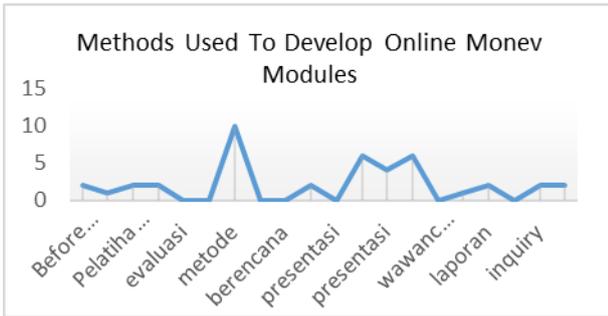


Figure 7 Pretest Results Graph

From Figure 7 it can be explained that the value of each aspect is: before after 2, follow-up 1, training 2, implementation 2, evaluation 0, constraint 0, method 10, independent 0, planning 0, documentation 2, presentation 0, discussion 6, presentation 4, observation 6, interview 0, questionnaire 1, report 2, expert 0, inquiry 2, and discovery learning 2.

The posttest training questionnaire was given to determine the participant's knowledge, in this case the teacher, about monitoring and evaluation after the materials have been given to them. From the results of the posttest questionnaire, a graph of the method used to develop the online monitoring and evaluation module can be seen in Figure 8.

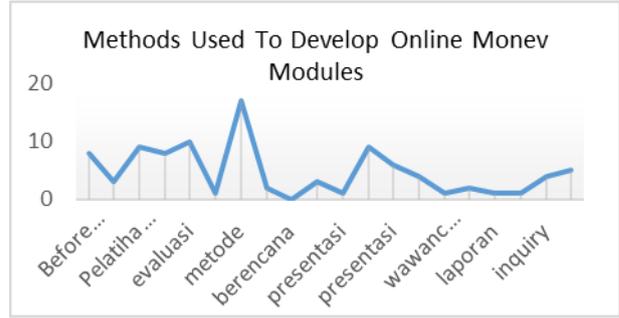


Figure 8 Posttest Result Graph

From Figure 8 it can be explained that the value of each aspect is: before after 8, follow-up 3, training 9, implementation 8, evaluation 10, constraint 1, method 17, independent 2, planning 0, documentation 3, presentation 1, discussion 9, presentation 6, observation 4, interview 1, questionnaire 2, report 1, expert 1, inquiry 4, and discovery learning 5.

Comparing the graph between the results of the pretest and posttest on the online monitoring and evaluation module development method, it is found that all aspects have mostly increased in value, there is only 1 aspect whose value is constant, namely planning with a value of 0, 2 aspects whose value decreases, i.e. observation (it declines from 6 to 4) and the report (it declines from 2 to 1). From Figure 9 it can be seen that the teacher's knowledge about money has increased.

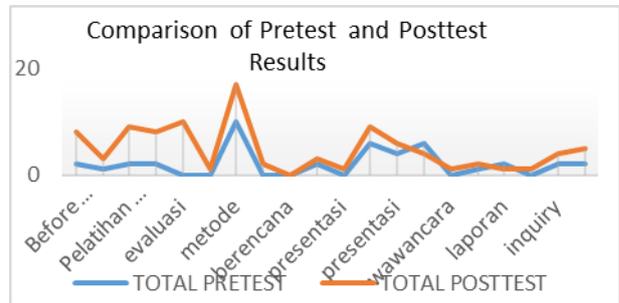


Figure 9 Comparison of Pretest and Posttest Results

In the training questionnaire, there is also a graph which shows virtual classrooms in online learning at SMA Santo Carolus. It can be seen in Figure 10. From the figure, it can be highlighted that the scores for each online class are Edmodo 2, class room 19, Schoolzi 1, Moodle 3, Zoom 20, Google meet 16, Jit.si 1, Line 7, WhatsApp Group 7, e-learning 9, Online 1, Online 1, Offline 1, Teachers Room 2, Quiper 1, Zenius 2, M365 1, M.Team 6, Quizzes 3, Schoologi 2, Bright 1, Gform 2, Kahoot 1, System Based Class 1, Content Based 1, Social Based Network 1, and YouTube 1. From Figure 10, it is found that the most widely used virtual classroom is Zoom with the value of 20.

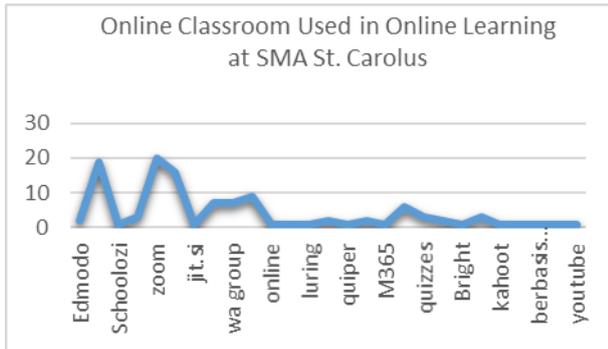


Figure 10 Online Classrooms Used in SMA Santo Carolus Online Learning

4. CONCLUSION

The training on the preparation of online learning monitoring and evaluation (monev) module at SMA Santo Carolus Surabaya has been carried out virtually and has run well. From the results of the training, the principal and the teachers has recognized the importance of monitoring and evaluation of online learning. Monev is profoundly important to observe if there are significant issues encountered by the teachers and the students related to the implementation of online learning system.

AUTHORS' CONTRIBUTIONS

1. Dr. Meini Sondang Sumbawati, M.Pd. responsible for all activities, compiling proposal and proposal reports.
2. Prof. Dr. Hariyati, Ak., M.Si. responsible for developing the online module and monitoring and evaluation instrument.
3. Unit Trhee Kartini, S.T., M.T., Ph. D. is responsible for managing proposal licensing, composing correspondence, scheduling training.
4. Prof. Dr. Wahyu Sukartiningsih, M.Pd. is responsible for training, developing modules and instruments.
5. Alfiantin Noor Azhiimah, S.Pd. assist in online training and implementation.
6. Khusnul Khotimah, S.Pd. assist in online training and implementation.

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