

## **EVALUATION OF TEACHER READINESS USING THE CIPP MODEL IN LIMITED FACE-TO-FACE LEARNING**

**Helda Oktarina<sup>1</sup>, Jasiah<sup>2</sup>, Setria Utama Rizal<sup>3</sup>**

<sup>1, 2, 3</sup> IAIN Palangka Raya

**Abstract:** *This study is to describe the readiness of teachers in Limited Face-to-face Learning (PTMT) during the COVID-19 pandemic in the 2021 academic year. This is motivated by the importance of teacher readiness in dealing with the Covid-19 pandemic, namely by implementing Limited Face-to-face Learning (PTMT). in the teaching and learning process. This study uses a method with a qualitative approach to the type of evaluation research using the CIPP model. The subjects of this study were two PAI subject teachers and Budi Pekerti. The results of this study indicate that teacher readiness is viewed from the four components in the CIPP model as follows; 1) the context component of teacher readiness in learning planning that the teacher downloads the lesson plans and syllabus from the internet. The learning objectives are not formulated based on the ABCD formula. Learning activities follow the lesson plans from the internet and there is no assessment in the lesson plans. LKPD uses multiple choice daily test sheets. Instructional media using the blackboard 2) The input component of teacher readiness in learning in terms of methods using lectures, questions and answers and assignments. The material aspect is taken in the student book. 3) The components of the learning process process, there are several activities that have not been carried out, such as the preliminary activities the teacher does not convey the learning objectives, in the core activities many learning steps are not carried out and in the closing activities the teacher does not conduct an assessment. 4) The product component of student learning outcomes is seen from the affective, cognitive and psychomotor aspects.*

**Keywords:** *Evaluation, teacher readiness, CIPP model, limited PTM*

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<sup>1</sup>IAIN Palangka Raya, Email: [heldaoktarina2510@gmail.com](mailto:heldaoktarina2510@gmail.com)

<sup>2</sup>IAIN Palangka Raya, Email: [jasiah@iain-palangkaraya.ac.id](mailto:jasiah@iain-palangkaraya.ac.id)

<sup>3</sup>IAIN Palangka Raya, Email: [setria.utama.rizal@iain-palangkaraya.ac.id](mailto:setria.utama.rizal@iain-palangkaraya.ac.id)

## INTRODUCTION

Education in Indonesia during the COVID-19 pandemic experienced changes in learning activities, it has been more than a year that learning activities have been carried out under different conditions. This pandemic requires educators and students to keep learning. Now almost all over the world distance learning is implemented. This includes solutions that are widely offered in the world of education during the COVID-19 pandemic. Because the learning process must continue. according to (Aswat et al., 2021)The government uses distance learning as an alternative so that students can learn from home with the guidance of their parents or family and the teacher coordinates it, because it is the teacher's responsibility to supervise students. Teachers can supervise students both affectively, cognitively and psychomotor.

according to (Putria et al., 2020)Several problems have arisen, resulting in ineffective learning during the COVID-19 pandemic. according to (Wiranota & Wijaya, 2021), (Wijaya et al., 2020)the discovery of various obstacles faced by students such as not having a cellphone as a tool for learning, unstable internet network, power cuts, wifi network that sometimes breaks, learning using video learning is not effective, learning environment is not fulfilled and the side effects of gadgets are not good on the health of students. The various obstacles faced by teachers such as teachers have not adjusted to online-based learning, there is no readiness of facilities and infrastructure to support online learning, and teachers are tired of preparing materials for online learning (Wijaya et al., 2021). This is the role of parents is very important in guiding and supervising their children. according to (Wijaya, 2021) after learning is over, children don't use laptops/mobile phones to play games, parents must supervise children so they don't abuse their gadgets. So that they can still control the children even though learning is done at home. (Ulya, 2021) In his research on the

problems of learning Islamic Religious Education through Microsoft Teams during the pandemic, the results of this study indicate that the problems that occur, such as the work of the parents of students, the majority as laborers and farmers, have an impact on minimal supervision of children. So that from this it raises several problems that are quite influential for children, namely laziness in learning and the decline in the character possessed by children.

Other problems also arise during the implementation of distance learning, so that the quality of education in Indonesia is considered to have decreased compared to other countries during the COVID-19 pandemic. For this reason, the government has begun to set strategies so that learning can be carried out face-to-face. so that a new policy emerged regarding the implementation of limited face-to-face learning which was opened from July 2021 with the stipulation that all education personnel had vaccinated and learning was carried out by limiting meeting hours, as well as implementing strict health protocols. So in this case, learning is carried out once a week with a limited amount of time. according to (Pattanang et al., 2021) Planning face-to-face learning needs to pay attention to several things that schools can do, including: 1) Teachers and school residents are encouraged to vaccinate first; 2) Teachers, students, and other school members maintain immunity; 3) Prepare supporting facilities and infrastructure in accordance with health protocols. During face-to-face learning, everything is ready to run safely and smoothly.

Face-to-face learning is carried out once a week for 30 minutes for one class in turn. This condition has an impact on teachers and students. The impact for teachers is that learning time is reduced, so it is impossible for teachers to fulfill the burden of teaching hours. While the impact for students, namely; 1) lack of interaction between students with other students, 2) increased feeling of stress and boredom due to activity restrictions while at school, 3)

learning is dominated by teachers because the delivery of material is quite dense. Study (Nissa & Haryanto, 2020) found the fact that the teacher faced several problems including: limited learning time, and the technical implementation of learning was still ambiguous. However, learning activities have involved direct interaction between students and teachers face-to-face. Thus, this study intends to analyze the success of the implementation of face-to-face learning on the learning outcomes of PAI and student character education, so as to obtain an overview that can be used as a reference and material for further improvement for schools during the adaptation of face-to-face learning during the COVID-19 pandemic.

With PTMT, teachers are required to have readiness. according to (Jalal, 2020) teachers have readiness to carry out the learning process seen from the planning made by the teacher, implementation and evaluation, and follow-up from the teacher which is considered important. Teacher readiness can be seen from various aspects. Teacher readiness in terms of planning, learning, process and assessment. Based on this, the researcher wants to evaluate the readiness of teachers in limited face-to-face learning at SDN 1 Kota Besi Hulu. Through evaluation, various information and descriptions can be known that are useful for making a decision. In connection with this, in learning, teachers are needed who are not only able to teach well, but are also able to evaluate well.

Evaluation activities as part of the learning program need to be optimized. according to (Widoyoko, 2019: 184) evaluation can encourage students to be more active in learning continuously and also help teachers to further improve the quality of the learning process and encourage schools to further improve facilities and the quality of school management. Not only relying on the assessment of learning outcomes, but evaluation also needs an assessment of the

input, output, and quality of the learning process itself.

Many evaluation models can be applied to evaluate the learning process, but the researcher chose the CIPP evaluation model developed by (Stufflebeam & Shinkfield, 2007) which explains that "The CIPP Evaluation Model is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions, and systems". This means that the CIPP evaluation model is implemented in four processes, namely context, input, process, and product. according to (Irawan & Prasetyo, 2020) The concept of evaluation of the CIPP model is carried out through four stages, namely evaluation of context, input, process and product.

The CIPP model is more comprehensive or comprehensive in evaluating learning, especially in the learning process currently being implemented during the COVID-19 period. according to (Widoyoko, 2019) The advantage of evaluating the CIPP model from other models is that it is more comprehensive, because it does not only focus on learning outcomes but also the process.

## **METHOD**

This research is a qualitative research with the type of evaluation research that adopts the CIPP evaluation model. This research was conducted from June 3, 2021 to August 3, 2021. However, in practice the research was carried out on July 21 to August 3, 2021 due to various obstacles such as the implementation of PPKM level 4, class promotion holidays and Eid al-Adha. This research was carried out at SDN 1 Besi Hulu City by choosing PAI and Budi Pekerti subjects as material for research because they were considered necessary and important to be investigated further for future improvements. The subjects in this study were PAI subject teachers and Budi Pekerti, totaling 2 people, and the principal as an informant.

Data collection techniques used in this study were interviews, observation and documentation. In this study, the researcher used a semi-structured interview method which was used as a tool to interview school principals and PAI and Budi Pekerti subject teachers related to the readiness of teachers in limited face-to-face learning. Observations in this study were participant observation which was used to observe directly related to teacher readiness in limited face-to-face learning and documentation in the form of documents used to collect data about teacher readiness in limited face-to-face learning. The data analysis technique used is descriptive analysis. The data obtained were analyzed and studied in depth.

## **RESULTS AND DISCUSSION**

Data obtained from informants directly during the research process. The data is useful for ascertaining and comparing the truth of the author's findings. Through the research that has been done, the authors get findings related to evaluating teacher readiness using the CIPP model in Limited Face-to-face Learning (PTMT) in PAI and Budi Pekerti subjects at SDN 1 Kota Besi Hulu through:

1. Context evaluation includes syllabus, lesson plans, LKPD and learning media
2. Input evaluation includes learning methods and materials
3. Process evaluation includes the learning process
4. Product evaluation includes the implementation of the assessment of learning outcomes

Due to the covid-19 pandemic, especially the imposition of Level 4 Community Activity Restrictions on July 21-25, 2021, there will be a change in the learning system at SDN 1 Kota Besi Hulu in terms of time, namely by reducing learning time in classes which before this pandemic period learning in class for 35 minutes / hour lesson by reducing it to 15 minutes / hour so that teachers in class teach

only 30 minutes per meeting. However, teachers still make adjustments to student learning conditions or are flexible. Based on the results of observations that the learning system at SDN 1 Besi Hulu City has changed in terms of time, initially the learning activities were for 6 days from Monday-Saturday but now only on Fridays or Saturdays because there are only one face-to-face attendance at school. once a week. In this chapter,

### **Context Evaluation**

In evaluating the context component, it can be concluded that teacher readiness in terms of teacher learning planning uses a syllabus and lesson plans downloaded from the internet. However, according to research results (Yulianto et al., 2014: 4) that teachers are required to prepare learning tools in the form of learning plans such as syllabus and lesson plans which will greatly assist teachers in allocating time and providing learning materials can be carried out in a planned, directed and sustainable manner. The RPP used by the teacher is a 1 sheet RPP from the Ministry of Education and Culture which contains learning objectives, learning activities and assessments. According to the Minister of Education and Culture, this lesson plan simplification initiative is dedicated to teachers in order to ease the burden of teacher administration (Wahid Pure, 2020). according to (Mawardi, 2019) lesson plans are prepared based on the syllabus. The lesson plan contains at least the learning objectives, methods, materials, learning resources and assessment of learning outcomes.

In the learning objectives the teacher does not use the ABCD formula (audience, behavior, condition, and degree) in formulating learning objectives. In compiling the Student Worksheet (LKPD), PAI and Budi Pekerti subject teachers at SDN 1 Kota Besi Hulu did not prepare LKPD specifically. Whereas LKPD is one of the learning tools that can be used to determine the readiness of teachers in

carrying out learning (Makhrus et al., 2018: 126). To determine the teacher's learning media, it depends on the condition of the class and the material to be taught where the teacher only uses the blackboard as a learning medium due to the limited teaching time factor.

### **Input Evaluation**

In the evaluation of the input component, it can be concluded through the readiness of the teacher in learning in terms of the methods used by the teacher in teaching, namely the teacher uses the lecture method to teach then the question and answer method if there are students who do not understand or the teacher wants to ask questions to students, this is in line with the opinion from (Efendi, 2018: 258) that the question and answer method requires more time. In a large amount of time is not enough to give questions to all students. then the assignment method for students to study at home then at the next meeting will be discussed. This is in line with (Maemunawati & Alif, 2020: 61) that by giving assignments to students can grow the habit of studying independently or in groups. Students can search for information at school, at home and in the community.

In terms of material, it is the same as the material in general in textbooks and student worksheets. This is in line with the explanation given by (Purwaningsih, 2018: 59) learning materials must be designed by the teacher based on the competencies that have been determined and to be achieved which are described through core competencies (KI) and basic competencies (KD).

### **Process Evaluation**

In the evaluation of the process components, it can be seen through the teaching and learning process carried out by PAI subject teachers and Budi Pekerti. Based on the results of observations when the teacher teaches in class.

#### a. Preliminary activities

according to (Gafur, 2012: 174)the teacher carries out the learning process starting from the preliminary activities. The teacher opens the lesson by asking the students to pray and the teacher checks the attendance of the students. There are several activities that have not been carried out, such as the teacher does not convey the learning objectives to be achieved. according to (Pane & Dasopang, 2017: 342) learning objectives are a very important factor in the learning process. The existence of learning objectives, the teacher has guidelines and targets to be achieved in teaching activities.

#### b. Core activities

The teacher's core activity presents initial information about the material. In the learning method the teacher uses the lecture method which is used by the teacher to explain the learning material, question and answer is used by the teacher if there are students who want to ask questions and the assignment is used by the teacher at the end of the lesson as a student assignment at home. Many steps in the lesson plan are not carried out by the teacher.

Based on the results of interviews, the teacher did download the syllabus and lesson plans on the internet to be used as guidelines in teaching. The depth of the material taught by the teacher is lacking due to limited time so the teacher conveys only the important points. This is in line with research (Wake Up, 2018: 1-20) and (Asmawati, 2017: 1-14) that teachers are not yet fully capable of compiling RPP properly, many teachers only copy and paste RPP from the internet without revising it again and teach on their own accord.

#### c. Closing Activities

The teacher does not conduct an assessment at the end of the lesson due

to limited time. The teacher gives assignments to students to do at home which will be discussed at the next meeting. The teacher conducts a formative assessment, which is an assessment carried out before the program ends, namely on the students' daily tests after one lesson is completed.



KBM during the covid-19 pandemic

### **Product Evaluation**

In the evaluation of product components, it can be concluded through the implementation of the assessment of learning outcomes, namely using the assessment of cognitive, affective, and psychomotor aspects. This is in line with research (Budiastuti et al., 2021) The ability of students can be known through cognitive aspects, psychomotor aspects, and affective aspects

In the cognitive aspect, the teacher conducts an assessment through the provision of assignments and daily written tests. according to (Afrilia, 2021) that the teacher gives daily assignments to students to find out how well they understand the material presented and increase the independence of students to study at home. In the affective assessment, the teacher conducts an assessment through the daily lives of students in class, namely praying before and after learning and students' curiosity about the material to be studied. This is in line with the results of research from (Mulyadi, 2014) that the affective domain is related to student behavior, not student knowledge. On

psychomotor assessment through the practice of reading and memorizing surahs in the Qur'an. This is in line with research by (Yuberti, 2015) that psychomotor relates to the practice or application of what has been obtained through the cognitive pathway.

### **CONCLUSION**

Based on the discussion above, it can be concluded that the context evaluation in terms of the learning planning carried out by the teacher already contains the syllabus, lesson plans, LKPD, and learning media. So that in its implementation it has carried out the learning planning process. However, teachers must have the ability to make lesson plans that are in accordance with the needs of students. Teachers learn more with experts in their fields in making lesson plans. Teachers must also equip themselves by utilizing digital technology, especially in learning during the COVID-19 pandemic.

Then the input evaluation in terms of methods and learning materials are ready. Teachers must also have a creative, innovative and progressive attitude in dealing with learning. The evaluation process has been carried out by looking at the preliminary activities, core activities and closing activities, in learning students should be more active in a student center and teacher as a facilitator. The product evaluation has carried out an assessment of learning outcomes. However, teachers must be more optimal in providing assessments to students through assessments in terms of cognitive, affective, and psychomotor.

Suggestions for further research are expected to be able to find more information, especially to be able to conduct a thorough evaluation research by involving all classes and all subjects in school so that the results of student achievement can be known.

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