Evaluation Of Implementation Of Specific Teaching Methods During The Covid-19 Pandemic

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Abstract: Improving the quality of education in Indonesia is faced with more complex problems, it is because of pandemic covid-19 around the world. The impact of this pandemic is the regulation of social distance. The other impact of the covid-19 pandemic has disrupted the implementation of education, students and educators cannot carry out learning as usual. Implementation of online learning is the best way so that education does not stop. The Specified Teaching Method Courses (STMC) which in fact are excellent programs for educational students to practice as teachers are forced to learn to teach from home, even though this learning requires demonstration by students in class and in workshops. This research is an evaluation research using Goal Oriented Evaluation model based on student assignment data and interviewing lecturers involved in this program. After researching, it was found that the implementation of STMC learning during the covid-19 pandemic could be carried out with a percentage of 74.07% or enough categories. The problems faced by students during the covid-19 pandemic are that they are not yet accustomed to learning online practices and the limitations of infrastructure and unstable internet networks in their place.

Index Terms: Evaluation, Online Learning, Pandemic, Covid-19.

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1. INTRODUCTION
The impact of the industrial revolution 4.0 on education is indeed extraordinary, this is evident from the breadth of aspects that it affects [1][2]. Some of them are related to learning media, teaching materials, and reference sources such as books, newspapers, journals or articles and so on related to the internet [3] [4]. This opens up opportunities for humans to be able to learn wherever and whenever using the internet [5]. Even though the role of the teacher cannot be replaced 100% by technology, this can help the teacher in teaching if the use of technology is maximized [6][7][8]. The unfinished problems and challenges of the industrial revolution 4.0 have now arrived with the covid-19 disaster. Both of these are different, but have an impact on the realm of education. Covid-19 is a deadly virus that is easily transmitted to fellow humans. This virus causes death, and makes the emergence of Social Distance policies including restrictions on the implementation of education [9]. Online learning that is expected to be a combined stream in line with technology as a result of the industrial revolution 4.0 seems to be strongly agreed with large-scale social restrictions as a covid-19 pandemic effect starting from the regulation of the Indonesian Minister of Health on April 17, 2020[10]. Students are required to study online from their respective homes. The problem is not so obvious for those who study theoretical lessons, but the problem is very clear in practical learning. They do not have practical equipment in their homes, besides that the implementation of practical learning has never been done online. Based on this problem, it is necessary to conduct an evaluation to find out the suitability of learning objectives with the implementation during this covid-19 pandemic, especially learning in practice special teaching methods subjects. The

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evaluation model used is the GOE model because this model is very practical and simple to use to see the suitability of the objectives of a program with its implementation [11]

2 EVALUATION, STMC, & PANDEMIC
Evaluation is a process in revealing the achievement of a goal, by comparing it with reality. The purpose of the evaluation is to get recommendations, about the sustainability of a goal whether it is improved, continued, or dismissed [8]. STMC is a special course for educational study programs which contains a teaching component in training students to become professional vocational teacher candidates [12]. A pandemic is a global disaster related to a deadly virus outbreak. Covid-19 pandemic is an epidemic of deadly viruses that are easily transmitted through humans [13].

3 RESEACH METHOD
This evaluation research used the Goal Oriented Evaluation (GOE) model, which is a model that evaluates a program based on objectives [14] [15]. The research starts from gathering the objectives of learning programs that refer to the learning objectives of specific teaching methods. Research instrument validation is done through expert validation. Data was collected following documentation guidelines and interview guidelines. Guidelines are used so that data is collected in a structured and well-structured manner. Samples taken from 27 college students who study STMC course in Mechanical Engineering Education. Guidelines are made through indicators and variables that have been arranged into grids which are summarized in tabular form.

TABLE 1. PRODUCT EVALUATION GRILLES

Variable	Indicator	Data source	Method
The suitability of the results with the objectives to be achieved	* Match results with STMC objectives	Lecturers & students	Interviews & documentation
	* Level of satisfaction	Lecturers & students	Interviews
	* Positive and negative impacts	Lecturers & students	Interviews,

Table was modified [16] [17] [18]

In the product grids shown in table 1, there are three indicators of assessment conducted by interview and documentation in the collection of data. This grid emphasizes the compatibility of the results with the program's objectives such as the level of satisfaction to the impact on participants, teachers, and lecturers.

4   RESULT AND DISCUSSION

This study evaluates the implementation of learning methods specifically online teaching using the goal oriented model. After evaluating, the evaluation results are found as in table 2.

TABLE 2. RESULTS OF EVALUATION OF TASK SUITABILITY

Variable	Average	Chategory
Product	77,80%	Good Enough

Source: Primary Research Data

After researching, found an average of 74.07 learning outcomes or included in the sufficient category. These results are obtained from the percentage of students who collect lecture assignments that fit the assessment criteria in learning these specific online teaching methods, including the task of making instructional media, learning tools in the form of learning implementation plans, and making teaching demonstration videos. In addition to data through documentation, the following are the results of a collection of interviews with lecturers who are involved with learning programs specifically teaching methods.

TABLE 3. DOCUMENTATION SUMMARY

Variable	Documentation
Product	The products expected from the special online teaching method program agreed by the lecturer during the covid-19 pandemic are: a. Students are able to make learning tools in the form of Learning Implementation Plans (one-page lesson plans, worksheets for practical learning, and practical teaching materials) b. Students are able to make teaching media in the form of posters c. Students are able to make teaching videos with practical learning topics referring to eight teaching and teaching skills and four professional teacher competency standards

Next the evaluation results are related to the level of satisfaction and positive impact.

TABLE 4. PRODUCT EVALUATION RESULTS

Indicator	Skor	Chategory
• Compatibility of results with learning program objectives	74,04%	Good Enough
• Level of satisfaction	76.00%	Good Enough
• Positive impact	83.33%	Good

Source: Primary Interview Data

In table 4 found two values with enough categories and one included in both categories. The first point indicates that the results are in accordance with the objectives of the program or are included in the sufficient category. Likewise with the level of satisfaction included in the category enough. While the positive impact of the implementation of online practice learning is included in both categoriesThe results of the evaluation of this learning program as a whole have a value of 77.80% or included in the category of good enough in general

that is a combination of the average of all existing variables. But the overall assessment is not enough to draw the right conclusions, because there are a number of assessment indicators that score low. In accordance with the evaluation model used is goal oriented, then attention to the product is more important. The first indicator is "The suitability of the results with the objectives of the online teaching methods teaching program" with a value of 74.04% or included in the good enough category. This shows that the product of this particular online teaching method learning program in terms of reaching prospective vocational educators has been going well. The summary of interviews with the lecturers involved also agreed that the program results were in accordance with the program objectives. The second indicator is "Level of satisfaction" with a value of 76.00% or included in the category quite well. This shows that the participants were quite satisfied with this program. Based on interviews with lecturers involved in the program, they also expressed less satisfaction, among them stating that this program must be more comprehensive in the future and need careful planning, because the condition of this covid-19 pandemic that came suddenly made a lack of careful preparation. The third indicator is "positive and negative impacts" with a value of 83.33% or included in both categories. This shows that the program has a positive impact on participants, as participants are increasingly keen to learn to develop themselves, learn independently, and learn other skills such as making teaching videos and posters. Based on interviews with lecturers it was also found that this program had a positive impact including lecturers feeling helped by online learning in the midst of pandemic covid-19 and adding insight into the use of the latest technology.

TABLE 5. PRODUCT EVALUATION RECAPITULATION

No	Finding	Conclusion
1	The average value of the evaluation of the product learning program specifically online teaching methods is 74.04% or included in the category is quite good	This program is in accordance with the guidelines, namely creating vocational teacher candidates who have four core competencies, namely professional, pedagogical, personality, and social competencies, and refers to eight basic teaching skills
2	Students and lecturers expressed satisfaction with the special online teaching method learning program even though this was the first program in the midst of the covid-19 pandemic	This program has been carried out according to plan even though it was suddenly caused by a covid-19 pandemic but it gave satisfaction to students and lecturers
3	The positive impact of this program was found, but it is still recommended to carry out practical learning in the workshop or combined with blended learning.	The implementation of this special online teaching method learning should be continued even though the pandemic situation will disappear, with the condition that it continues to provide learning in the workshop as a form of direct experience.

5   RESULT

The results of the evaluation on the learning program specifically online teaching methods can be concluded that students have competence in accordance with the objectives of the program namely as prospective vocational teachers as evidenced by the fulfillment of the required task criteria. The average student feels satisfaction and states that online learning is the right step in the middle of a covid-19 pandemic.

Online learning also has a good impact on students in terms of self-development, independent learning, and learning other skills such as making poster media and teaching videos. Besides other impacts, namely the implementation of learning at Padang State University, which can already apply online learning or combined with blended learning for practical lectures.

6 RECOMENDATION

Implementers must design learning programs specifically for online teaching for the future so that students and lecturers and all related aspects can join this program in line with the pathway to quality products (professional vocational teacher candidates). Among the concrete forms of the solution is to provide verbal and written motivation and encouragement to students about targets, tips and tricks so that the program output has more value than previous program graduates.

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