

Evaluation Study of Distance Learning Program for Indonesian Migrant Children Using Context, Input, Process, Product (CIPP) Method in Indonesian School of Kota Kinabalu

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Abstract: The Distance Open Learning (TJJ) program is an education program that offers ease of learning by utilizing information and communication technology (ICT). This TJJ program aims to expand and facilitate access to education for children of Indonesian migrant workers (PMI) in Sabah who are constrained and unable to get education through regular program Indonesian School of Kota Kinabalu. This research aims to evaluate the implementation of the TJJ Program at Indonesian School of Kota Kinabalu (SIKK) using the CIPP (Context, Input, Process, Product) research model. This research uses qualitative and quantitative approaches with an evaluation study method. Respondents in this research amounted to 113 students. The results of the evaluation of the SMA TJJ SIKK program based on the evaluation of a) Context, has the ability to implement programs with goals in line with the vision and mission of the school, but still needs improvement so that the program targets can be achieved as a whole b) Input, needs attention to learning models, costs and other supporters to be better and more appropriate, c) Process, needs improvement in terms of learning technology, interactive materials and communication media used, d) Product, the results of the program are in accordance with the objectives to be achieved, namely increasing the ability and opportunity to access education for PMI children.

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Introduction

According interviewed with principal Indonesian School of Kota Kinabalu (SIKK) Dadang Hermawan in the 2006 Annual Consultation, between President Soesilo Bambang Yudhoyono and Prime Minister Abdullah Ahmad Badawi in Putrajaya regarding the establishment of Indonesian School of Kota Kinabalu (SIKK), which is contained in a joint statement between the two leaders. As an effort to provide access to education for children of Indonesian migrant workers. The problem that is the focus and urgency in the research is that Indonesian School of Kota Kinabalu, which has been established for almost 12 years, provides educational services inseparable from the obstacles in the implementation of these efforts. The main problem is that with the increasing number of workers every year, as well as the increasing number of children of Indonesian migrant workers, SIKK can no longer accommodate both building and physical facilities.

The establishment of SILN Kota Kinabalu began with the emergence of the issue of the right to education of children of migrant workers in the agricultural and palm oil industries in the Sabah region of Malaysia in 2004. In 2005, the Consulate General in Kota Kinabalu conducted a demographic data collection focusing on school-age children. Based on the data, there were 24,199 school-age children of migrant workers, which was then assessed by President Susilo Bambang Yudhoyono and YAB Prime Minister Dato' Seri Abdullah Ahmad Badawi at the Annual Consultation in Bukit Tinggi on January 12-13, 2006.

In order to expand and facilitate access to education for the children of Indonesian Migrant Workers (PMI) in Sabah, SIKK launched the Distance Open Education (TJJ) program. The Distance Open Education (TJJ) program is based on the Higher Education Law No. 12 of 2012, Article 31, which explains that TJJ is a teaching and learning process conducted at a distance through the use of various communication media. The TJJ program has been formally and legally regulated in Permendikbud No. 109/2013 (Article 2). TJJ is organized in various forms, modes and scopes, supported by learning facilities and services, as well as an assessment system that ensures the quality of graduates in accordance with national standards.

With the presence of TJJ, there are new alternatives and opportunities for PMI children to receive an education that is also officially recognized by the Indonesian government. According to research, the TJJ program can be interpreted as an educational process with an open system, independent and complete learning through the use of educational technology. Through this TJJ system, every PMI child can gain access to quality education as well as face-to-face/regular education in general without having to leave their family, home, hometown and work. The TJJ program conducted at SIKK has only entered the third year of implementation, which is certainly still in the stage of refining the strategy and evaluating the program. In general, the problems that result in the TJJ learning process are not running effectively. Such problems include the availability of internet access as the main media in organizing TJJ learning. 46,272 or 18% of primary and secondary education units do not have access to the internet (Data Dapodik Kemendikbud 2020). According to Anggun Yeliany & Erny Roesminingsih (2021) distance learning also has weaknesses during learning, there are differences in perceptions from students and teachers that arise due to the lack of two-way communication between teachers and students. The availability of an unstable internet network connection causes TJJ to not be implemented properly (Leontyeva, 2018).

The TJJ program in SIKK is very important because it fulfills the principles of access and equitable distribution of education rights for PMI children. However, there are still many problems with the quality of TJJ that need to be improved and evaluated so that the TJJ obtained by PMI children is of high quality. Therefore, researchers are interested in conducting evaluation research on the implementation of the Distance Learning Program at Indonesian School of Kota Kinabalu. A program needs an evaluation process that can make decisions, develop policies whose processes are carried out systematically and continuously (Widoyoko 2016, 6). Therefore, the evaluation process of the TJJ program is very important considering that the effectiveness of the implementation of the TJJ program has never been scientifically researched and it is very necessary as input for schools and governments in determining policies related to the sustainability of the TJJ program in the future. Many factors influence the success of the program. Based on this, the problem formulations in this study based on Context, Input, Process, and Product how is the summative and formative evaluation on Context, Input, process, product aspects of the TJJ program at Indonesian School of Kota Kinabalu.

Research Method

This study is an evaluation research using the CIPP evaluation model. Figure CIPP Model Daniel L. Stufflebeam (2002) shows below:

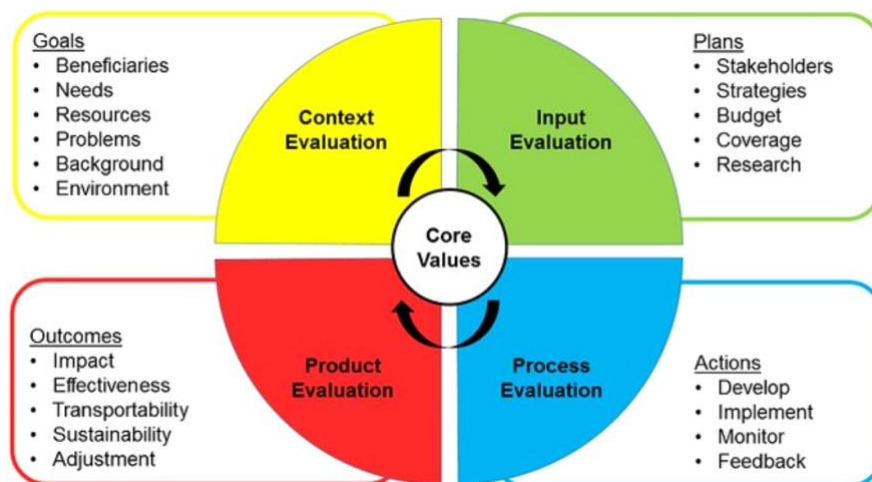


Figure 1. Model CIPP

Stufflebeam suggests that evaluators using the context, input, process, and product or CIPP evaluation model can be researched through both qualitative and quantitative approaches to explore and evaluate program development (Stufflebeam & Zhang, 2017, 21). The method used in this research is analytical descriptive method. Respondents in this research amounted to 113 students. Divides data sources into components according to the context, the input, the process, and the product. data collection techniques in this research are internet, interview, focus group discussion, questionnaire and observation. using the triangulation technique to check the validity of the data used.

Result and Discussion

The Evaluation of Context of SIKK Open Long-Distance Senior High School Program

Indonesian School of Kota Kinabalu (SIKK) acts as an Indonesian educational institution located in Kota Kinabalu, Sabah, Malaysia. Sabah is one of the largest states in Malaysia, has an area of 72,500 km², which is surrounded by the North Natuna Sea in the west, the Sulu Sea in the northeast, and the Celebes Sea in the east. Sabah is located at the northernmost part of Borneo Island, which is the 3rd largest island in the world and directly borders Indonesia. Most Indonesian Migrant Workers (PMI) in Sabah enter the region through the Nunukan - Tawau Port entrance. SIKK has an important role in providing protection and access to education for children of migrant workers in Sabah. This is in accordance with the Indonesian Overseas Education Joint Regulation No. 7 of 2015 and No. 1 of 2015 Article 2(a). In addition to organizing regular education at the elementary, junior high, high school, vocational school, and distance open high school levels, SIKK is also the parent of 156 Community Learning Centers (CLC) spread across Sabah and Sarawak. Through these CLCs, SIKK is able to reach PMI children in hard-to-reach areas.

SIKK's role is not only limited to educational activities, but also includes collaborations with various agencies and industries in Sabah. The school has partnerships with educational institutions such as Institut Latihan Industri (ILP), Institut Kemahiran Mara (IKM), Kota Kinabalu Polytechnic, and Institut Pendidikan Guru (IPG). In addition, SIKK is

active in various cultural activities, such as organizing an International Culture Camp (ICC) involving several local and international schools in Sabah. SIKK also provides support to various activities of the Indonesian Representative in Kota Kinabalu, such as cultural performances, cultural festivals, and holiday celebrations. The establishment of SIKK began in 2004 when the issue of the right to education for children of migrant workers in the agricultural and oil palm plantation industries in the Sabah region arose.

In 2005, a demographic census was conducted which found 24,199 school-aged migrant worker children in Sabah. In response to this issue, at the Annual Consultation in Bukit Tinggi in 2006, the Indonesian government sent teachers from the Indonesian Ministry of Education and Culture to Sabah with the approval of the Malaysian Government. After obtaining the establishment permit from the Malaysian Ministry of Education in 2008, SIKK was officially operational on December 1, 2008. Since then, SIKK has continued to experience rapid growth by establishing various CLCs in the Sabah and Sarawak regions. The presence of SIKK and CLCs provides an opportunity for PMI children to get a proper education, while maintaining Indonesian identity and culture. Overall, SIKK's role as an Indonesian educational institution in Sabah is crucial in providing access and quality education for PMI children. Through various programs and partnerships, SIKK strives to make a positive contribution to the Indonesian community in the region.

In 2019, Indonesian School of Kota Kinabalu (SIKK) launched the Distance Education (TJJ) program as one of the solutions for children of Indonesian Migrant Workers (PMI) in the Sabah-Sarawak region who face limited access to face-to-face learning. The main objective of SIKK's TJJ High School program is to provide accountable and integrated distance open high school education. In an effort to achieve this goal, SIKK implements a Learning Management System (LMS) platform that is practical and effective in the KBM process. SIKK's TJJ program also focuses on expanding educational services by involving the collaboration of subject teachers at SIKK with accompanying tutors/pamong teachers at TKB SMA TJJ. In this way, SIKK seeks to improve the quality of education services that are fair and equitable as demanded by the independent curriculum. Moreover, SIKK's TJJ program aims to improve superior learning outcomes for students. With more flexible access to education, SIKK hopes that students can increase their motivation and participation to continue to higher education through the collaboration of Merdeka Curriculum, Merdeka Belajar, and Merdeka Campus.

Mr. Nayudin, as the coordinator of the SMA TJJ SIKK program, expressed his belief that the TJJ program has great potential to open up educational opportunities for students who are difficult to physically attend school, especially for those outside the Kota Kinabalu area and immigrants in Malaysia. Through the TJJ program, Indonesian School of Kota Kinabalu seeks to provide access to education to students who are physically difficult to reach or unable to attend school regularly. Thus, more students can obtain quality education and pursue a better career and life. The TJJ program also enables SIKK to improve the efficiency and effectiveness of learning delivery. With an interactive online learning platform, students can learn anywhere and anytime, providing flexibility for them to study materials according to personal needs and preferences. By utilizing technology in learning, SIKK also strives to improve the quality of learning and provide a more engaging and interactive learning experience for students. Hopefully, this will help students more easily understand the material and develop relevant skills in the digital era.

More than just providing access to education, the TJJ SIKK program aims to empower students with the same quality of education as students who study conventionally.

Thus, it is expected that students will have better competitiveness and superior quality in various fields. With the commitment and passion to improve access and quality of education, the SMA TJJ SIKK program at Indonesian School of Kota Kinabalu continues to make a significant contribution to students in achieving their dreams and a brighter future. Indonesian School of Kota Kinabalu uses the 2013 National Curriculum and Merdeka Curriculum in an online learning model through specialized applications. Interactive online learning involves real-time interaction between teachers and students through video calls, audio calls, and instant messaging. Asynchronous learning allows students to learn independently with online materials without direct interaction with the teacher. SIKK seeks to provide a learning model that suits students' needs to learn more effectively and efficiently.

The Evaluation of Input of SIKK Open Long-Distance Senior High School Program

Indonesian School of Kota Kinabalu (SIKK) has competent and qualified educators to support the vision and mission of the school. These educators consist of civil servants and contract educators who have good academic qualifications, experience, interpersonal skills, language skills, creativity, and personality. They are teachers sent by the Indonesian Ministry of Education and Culture who are seconded to Sabah, Malaysia, to ensure that Indonesian children receive quality education services. SIKK's SMA TJJ program involves educators who have technology and communication skills, so that online learning can be effective and quality. SIKK is committed to continuously improving the quality of educators in order to provide the best learning experience for students.

The SMA TJJ SIKK program has experienced an increase in the number of learners from year to year. At the beginning of the program, the number of students was only 32, increasing to 49 the following year, and peaking in the third year with 125 students. Currently, the total number of students at SMA TJJ SIKK is 206 students. The SMA TJJ program at Indonesian School of Kota Kinabalu uses existing facilities and infrastructure at the school, including the main building with digital studio space and regular SMA classes. In addition, the program is also facilitated with Zoom Meeting, screen, computers, loudspeakers, and other supporting equipment. All students need access to a computer or laptop, a stable and fast internet connection, and learning platforms such as Google Classroom and Zoom. Textbooks and stationery are also required as learning guides. With the availability of adequate facilities and infrastructure, it is expected that the TJJ Program can run well and support the achievement of learning objectives.

The SMA TJJ SIKK program is a free education program for PMI students in Sabah and Sarawak. All education costs have been facilitated by the state through Indonesian School of Kota Kinabalu. The only costs charged to students are internet quota and transportation costs if there are events that require physical presence. Although this program has prepared human resources and costs, students still face obstacles related to the large internet quota costs for using Zoom Meeting and limited learning facilities due to the distance of residence.

The Evaluation of process of SIKK Open Long-Distance Senior High School Program

The SMA TJJ SIKK program is implemented after regular SMA class hours, from Monday to Thursday. The questionnaire results show that most students agree that the program helps improve student discipline in class attendance. Some factors that influence the level of student discipline include the use of technology, attendance monitoring, time flexibility, and parental involvement. Nevertheless, there are some constraints related to communication network or internet in distance learning. Students also stated that the program has several advantages, including the ability to follow the learning well regardless of personal

likes or dislikes. However, a minority of students still feel that they need support and guidance from teachers to ensure they can access and understand the material well and achieve optimal learning outcomes.

Indonesian School of Kota Kinabalu applies the same curriculum for face-to-face students and the TJJ distance program. The subject matter taught in the TJJ program is the same as students in regular schools. However, teachers face challenges in delivering materials online, so they provide materials in the form of soft files. Factors that influence the effectiveness of distance learning include the quality of materials, learning technology, mentoring, student motivation, and a conducive learning environment. It is important for teachers and students to work together to create an effective learning environment.

The SMA TJJ program uses SILN's Learning Management System (LMS) as a supporting application for teaching and learning activities. SILN LMS allows teachers to manage learning content and provides easy viewing and control in the implementation of digital classes. The questionnaire results show that around 40.7% of respondents agree that TJJ makes it easier for students to take part in learning. Some of the benefits of learning technology in the TJJ program include accessibility, flexibility, interactivity, progress monitoring, and time and cost savings. Nevertheless, it needs to be balanced with hands-on learning experiences that are important for students' social aspects and interactions. There are some obstacles in using the LMS, such as the lack of attractiveness of the platform, lack of learning video content and complete learning modules.

The Evaluation of product of SIKK Open Long-Distance Senior High School Program

To maintain the sustainability of the TJJ Program at Indonesian School of Kota Kinabalu, several steps can be taken, such as providing adequate facilities and infrastructure, conducting periodic evaluations, providing technical support to teachers, involving parents in supporting learning, and developing more effective learning models. Support from human and financial resources, technological developments, and government policies are also important factors in maintaining the sustainability of the program.

Barriers to the implementation of the TJJ Program at Indonesian School of Kota Kinabalu include limited access and quality of internet networks in the area where students live as well as limited supporting facilities such as learning spaces, libraries, laboratories, and sports facilities. To overcome these problems, schools make efforts to improve internet access and quality, provide technology devices for students, provide technology training, increase interaction and collaboration in distance learning, and find alternative supporting facilities that can be accessed by students.

The TJJ program at Indonesian School of Kota Kinabalu is designed to provide access to education to students who find it difficult to physically attend school, including immigrants in Malaysia. The success of this program depends on factors such as the quality of learning materials, learning models, teaching quality, and students' ability to access learning resources. Continuous evaluation and monitoring are needed to ensure that the TJJ program is effective and efficient in achieving learning objectives. Students experience benefits such as flexibility in learning time, learning independence, and improved Indonesian language skills.

The TJJ program at Indonesian School of Kota Kinabalu helps students acquire the knowledge and skills needed for higher education. Students can access learning materials flexibly and independently, and develop distance learning skills useful for higher education. Although TJJ high school graduates will take part in college entrance selection along with regular high school students, their success is also influenced by other factors, such as the quality of education, English language skills, and school alumni.

The TJJ high school program at Indonesian School of Kota Kinabalu is a distance education program that is expected to provide equitable and quality education services for children of Indonesian migrant workers. Data on student satisfaction with this program was measured through a questionnaire with several indicators, such as mastery of the TJJ program, productivity and quality of learning, communication, creativity, and student character. The results of the questionnaire show that most students are satisfied and feel the benefits of this program, but there are some students who find it difficult to follow the TJJ program, especially in terms of discipline and responsibility. Regular evaluation and improvement need to be done to increase the effectiveness of this program in achieving the expected educational goals.

Discussion

The SMA TJJ program at Indonesian School of Kota Kinabalu has a background to support the acceleration of achieving the vision of Indonesian School of Kota Kinabalu, which is to become an integrated education service center that is superior and has noble character. The program aims to expand access and quality of education for children of Indonesian migrant workers (PMI) in Malaysia who find it difficult to get an equal education due to their status as illegal and undocumented. The Malaysian government prohibits migrant workers from bringing their families and children, making it difficult for these migrant workers' children to gain access to proper education.

The TJJ High School program has obtained an operational permit from the Ministry of Education, Culture, Research and Technology with number 213/P/2021 and refers to Permendikbud No 119 of 2014 concerning the implementation of Distance Education. This program provides a platform for children of migrant workers in Sabah, Malaysia, to get an equivalent education through distance education services.

The program is considered effective in meeting the objectives of SIKK's vision and providing benefits for PMI children in obtaining further education. However, it is necessary to conduct regular context evaluations to improve the socialization of this program and provide motivation to migrant workers' children to continue their education rather than becoming migrant workers at school age.

The SMA TJJ program at Indonesian School of Kota Kinabalu has a distance learning model geared towards democratizing education for all levels of society, especially children of migrant workers living in rural areas, women, and working students. The implementation of the New Learner Admission (PPDB) for the TJJ High School program for three academic years showed an increase in the number of students from year to year, reaching 125 in the third year. The TJJ High School program is supported by teachers sent by the Indonesian Ministry of Education and Culture to Sabah, Malaysia, with S1 or D4 educational backgrounds. These teachers have a passion for teaching and have been trained in character education which includes nationalism, religiosity, independence, mutual cooperation, and integrity. The facilities and infrastructure at Indonesian School of Kota Kinabalu, including the SMA TJJ program, support the implementation of distance learning well. There are special rooms such as digital studios to support learning. However, the evaluation of SMA TJJ's inputs shows several obstacles, such as the use of zoom meetings that consume a lot of quota and relatively heavy financing for students. In addition, the management and monitoring of students also need to be improved due to the large number of students and long distances.

Overall, the evaluation of SMA TJJ's inputs shows a positive impact in democratizing education and providing access to education for PMI children. However, there needs to be

improvements in management, monitoring and evaluation to further improve the quality of this program.

The process evaluation of the SMA TJJ program is carried out to see the implementation of teaching and learning activities and evaluate whether the program runs according to the plan that has been made. The implementation of the TJJ High School program uses the zoom meeting premium application for distance learning, but there are several obstacles such as teachers having difficulty in observing classroom management due to distance learning. The LMS platform used also still needs to be improved to be more effective in storing learning content and uploading assignments.

During the implementation of the program, some obstacles arise, such as students often run out of time or forget to attend classes and do assignments because they also help their parents in the oil palm fields. In addition, communication network issues also make it difficult for students to access learning. Despite the obstacles, the spirit to provide education to PMI children keeps the SMA TJJ program running. Evaluations and improvements are continuously made to improve the program and reach more students. Process evaluation is important to provide feedback and make decisions on whether to revise the program plan. Evaluation of the results of the TJJ High School program showed an increase in the number of students participating in the program from 2020 to 2023, reaching a total of 206 students. This program provides useful access to education as a continuation school for PMI children. In addition, students also experience increased competence and character through a distance learning model that provides a learning experience equivalent to regular classes.

The satisfaction of the parties involved in the program is also evaluated. One indicator of success is student motivation and participation in continuing to college. It is proven that one of the TJJ high school students successfully graduated to college, namely the D3 Mechanical Engineering Department of Bali State Polytechnic. From the questionnaires given to students, on average they are satisfied with the SMA TJJ program and consider this program to increase their capacity as students. The product evaluation concluded that the SMA TJJ program was effective in providing benefits and satisfaction for students. This evaluation is important to compare the results of the program with the objectives that have been set, and interpret the results against the expenditure of resources that have been made and the extent to which the operational plan is running well and effectively.

Conclusion

The SMA TJJ program at Indonesian School of Kota Kinabalu aims to open access to education for children of Indonesian migrant workers. The formative evaluation shows that the program is in line with the school's vision and mission, but still needs to be improved in terms of internet access and LMS usage. Summative evaluation showed that student participation increased, students were satisfied with the learning methods, and graduates of TJJ High School were successfully accepted into public universities, demonstrating the quality of education equivalent to regular high schools. Overall, the SMA TJJ program provides benefits and greater access to education for children of Indonesian migrant workers.

Recommendation

Suggestions and recommendations to improve the TJJ High School Program in the future are as follows:

1. Schools need to more intensively socialize this program to parents by visiting the oil palm fields where they work.

2. Facilities and infrastructure need to be improved, such as subsidizing internet quota costs for students, as well as providing textbooks and involving more varied learning methods, including games and physical activities.
3. In the implementation process, direct observation of students' assignments should be conducted, and attendance rules should be implemented to improve discipline in attending class and doing assignments.
4. Updating or using a more effective LMS platform, such as moodle application, can be considered.

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2171-2178

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