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Evaluation of hybrid learning in college using CIPP model

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ABSTRACT

Learning in the millennial era provides significant changes in technology and communication. The COVID pandemic period requires every educational institution, especially universities, to carry out online learning. This influences the performance of lecturers in the online learning process, especially the implementation of hybrid learning at Universitas Negeri Yogyakarta (UNY). The purpose of this study is to (1) describe the implementation of hybrid learning at UNY; (2) know the hybrid learning lecture model carried out at UNY; (3) describe the results of hybrid learning evaluation. This research is an evaluation study with a mixed-method approach that is a mixture of qualitative and quantitative. The evaluation model selected is the CIPP model from Stufflebeam. This model was chosen because the evaluation is comprehensive, including (1) context, (2) input, (3) process, and (4) product. The results show that the hybrid learning evaluation model developed through the instrument already met an excellent construct of loading factor values and had a composite reliability score above 0.7 and Cronbach alpha above 0.6. Implementation of difficulties or obstacles to hybrid learning includes heterogeneity of origin of student residence to make the emergence of internet network signal problems. In comparison, the problem of lecturers is that not all lecturers have skills for technology and media in the implementation of hybrid learning. The results of hybrid learning evaluation showed that the value of context, input, process, and product aspects fall into the category of "excellent," i.e., with a total average score of 3.05.

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INTRODUCTION

Education continues to develop over time, and there need to be innovations made to achieve the educational goals. When it comes to education, it cannot be separated from the learning process in the classroom. This process then shapes everyone into a civilized person and better than before experiencing the learning process. The learning process has an essential role in the world of education. Referring to the exposure, the learning process knew a learning model. The learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve learning goals and functions as a foundation for learning designers and teachers in planning teaching and learning activities (Shoimin, 2014). Learning is the result of memory cognition and metacognition that influences understanding, which occurs when an individual or group experiences a learning process (Huda, 2018).

If we look at the current condition of Indonesia, it is still faced with the problem of the Covid-19 pandemic. This pandemic is a new trend for the world, not least in Indonesia. The impact resulting from a pandemic arises from various aspects, of which education is one of them. The learning process previously done face-to-face now must be conducted online. The policy on online learning at Yogyakarta State University or UNY has been extended several times until the issuance of Circular Letter No. 03/S.E./2021 concerning Revision of Circular

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Letter No. 26/S.E./2020 on the Implementation of Even Semester 2020/2021 Lectures during the Emergency Response Period of Corona Virus Disease 2019 (COVID-19) at Yogyakarta State University on January 12, 2021.

Based on the Rector's instructions, practical instructions, and Circular Letter regarding online learning activities at UNY, it is known that currently, UNY is carrying out online learning activities. This online learning was done because of the Covid-19 pandemic. Students are required to follow online learning through e-learning or use other adequate digital platforms. The online learning process is different from the face-to-face learning process. The online learning process also has unavoidable consequences, namely how lecturers can transfer knowledge and character values to the maximum without a face-to-face process. However, the learning process with face-to-face and the online learning process will undoubtedly be different. Ideally, learning is done face-to-face by underlying things that cannot be obtained when online learning is implemented.

Learning has several principles, including learning can be successful if there is a will and a goal; learning will be successful if followed by actions, training, and repeats; learn more successfully when you have fun success; learning will be more successful if there is a correlation between the aim of learning and the learning activity; learn more successfully if you can understand learning materials; need the guidance of others in the learning process; changes in him evidence the results of the learning process; after understanding, repeats and exercises are done (Mustaqim, 2008). In the learning process, there is also a need for some skills in each individual, as explained by Prawira (2016), which includes motor sensory type skills, observing skills, forming verbal associations and memories, rational learning, attitudes towards values, and the habit of not doing good deeds. Based on this exposure, knowledge must apply some principles that will shape individuals into intelligent ones and undergo changes in a better direction. Some skills through the learning process will be obtained in the form of some skills, one of which is an attitude toward values. It can be intended by planting character values from the learning process. Regarding understanding the material studied, cognitive and affective changes and character values in each learning material can cause problems if learning is done online, because online learning cannot entirely run like when face-to-face learning is done.

Online Learning Systems benefit significantly from the development of media and information technology (IT) and communication to bridge the need for education massively. The rapid growth of technology gave rise to a flexible and intelligent model of distance education, open access to education for anyone across the boundaries of space and time, and overcoming various socio-economic constraints. Following the history of online learning system (*Sistem Pembelajaran Daring* or SPADA), the directorate of learning and student affairs of the Directorate General of Education, which began in 2014 with universities in Indonesia and 2017 only reached 51 organizing universities, this is certainly considered with the number of higher education in Indonesia as many as 3,225 (Badan Pusat Statistik, 2018). The government's efforts to boost the SPADA received high enthusiasm from academics. Many benefits are gained from online learning, in more than 63,704 students from public universities and 108,067 from private universities (Badan Pusat Statistik, 2018). Every year, the increasing number of students will be more helped if the fortitude can be accessed indefinitely and placed (online), not completely abandoning face-to-face tradition, but combining the two (blended learning).

According to Widyastuti (2021), online learning is learning without applying face-to-face meetings between teachers and students, but is done online using the internet network. Jayul and Irwanto (2020) believe that online learning is a learning process that utilizes an internet network connection. Individuals who are carrying out learning do not need to meet each other for real. The online learning model described by Kuntarto (2017) is called Online Learning Model (OLM) which was initially used to provide an overview of learning systems that use CBL or computer-based learning. Furthermore, this learning model makes individuals able to do learning activities more flexibly, even if not face to face.

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Online learning provides an opportunity for educators to offer evaluation during the learning process more effectively (Zhafira et al., 2020). Then, Yanti et al. (2020) define online learning as a learning pattern that is an alternative for educators in designing relevant and effective learning processes to achieve learning goals through the internet connection, where this online learning model must be well prepared. Based on several theories about the online learning model submitted, it can be concluded that the online learning model is a learning model that is applied using an internet connection. The process of implementing this online learning model does not require a face-to-face process directly but can be done virtual face-to-face. This certainly requires a good internet connection and can create flexible learning conditions, and is easily accessible anywhere and anytime.

Hybrid learning is a learning model integrating innovation and technological advancement through online learning systems with the interaction and participation of traditional learning models (Thorne, 2004). The hybrid learning method combines face-to-face instructional strategies with the learning online process ("What is a Hybrid Course?") A hybrid learning system combines two choices of who will hold the leading role (lead) in the lecture process: teacher (instructor-led) or student (learner-led). In general, the initial stage of applying the instruction-led is later when the lecture process has been running to change it to student-led.

The CIPP evaluation model includes context, input, process, and product evaluation. Context assessment concerning the purpose of an applied program, evaluation of information related to inputs to be involved in enabling the following process to achieve the objectives, evaluation process related to the implementation of the program plan using existing inputs, and product evaluation related to the evaluation of results obtained based on certain programs (Sugiyono, 2018). It is also in line with Ambiyar and Dewi (2019) that context evaluation provides decision data in program planning, input evaluation provides alternative design decisions as well as program sources, process evaluation provides alternative program control decisions, and product evaluation provides alternative results decisions and program recycling.

Indicators of components of the CIPP evaluation model by Stufflebeam include several things, including hands of factors of context, input, process, and product. Aspects/parts of context consist of the reason for the program, clarity of program objectives, conformity of goals with the institution's vision, and relevance of the program to needs. Aspects/components of input include guidelines for program implementation, adequacy of funds to achieve goals, quality of human resources implementing the program, readiness of facilities and infrastructure to achieve goals, supervision system, and evaluation of program implementation. Aspects of the process include the timeliness of program implementation, program implementation measures, program implementation performance, schedule conformity with implementation, obstacles in the implementation program's are carried out properly and not well. Aspects of the product include the quality of objectives, the quantity of program ability, the satisfaction of the parties charged by the program, the use of time for the implementation of the program, and the cost of implementing the program (Sugiyono, 2018).

Along with the rapid advancement of information and communication technology, distance education is experiencing development. Utilizing technology makes its reach wider, and its effectiveness in delivering learning materials is also increasing. At this time, the distance education system has also integrated various types of media whose interactive capabilities are increasing. The distance education system is based on the separation between students and teachers in space and time, the systematic utilization (package) of learning materials, the existence of non-continuous communication between students and students, tutors, and organizations through various media, and the intensive provider and monitoring of an educational organization. Setiawan et al. (2019) have researched that the blended learning still has some weaknesses in terms of its effectiveness, namely the implementation of blended learning is still not ideal because there is still a process of adaptation of lecturers and students because previously there has never been a lecture using the blended learning method.

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UNY always strives for graduates to have adequate life skills to face future challenges, including the digital era. One of the efforts made by UNY is the improvement of learning quality through the implementation of innovative learning strategies. It allows students to increase their learning motivation. One creative form of learning is blended learning (BL). BL is also referred to hybrid learning, as the name implies a learning method that combines face-to-face learning methods with online learning. This learning method can be a solution to improve technology literacy and student learning achievements.

The implementation of hybrid learning requires a good learning management system to support effective learning in higher education (Auster, 2016). Likewise, with the use of technology, innovation from lecturers in teaching is the key in optimizing online learning (Antonia & Limone, 2020). Therefore, the main purpose of this paper is to evaluate the implementation of hybrid learning during the pandemic at UNY.

RESEARCH METHOD

This research is evaluation research used to look at the application of hybrid learning in universities, especially at UNY. The evaluation model used in this study is the CIPP evaluation model (Context, Input, Process, and Product). These four types of evaluation include context evaluations that provide informational results on the various needs that have been prioritized so the objectives can be formulated. Input evaluation includes information on the selected inputs, advantages, strategies, and designs so evaluators carry out selected monitoring until later strong ones can be useful and weak ones are not used. Product evaluation provides informational accommodation for the basis of confidence, achievable objectives and determining to continue, stop or need modification (Sukardi, 2011). Based on the presentation, the evaluation model used in evaluating online learning programs in the Master of History Education Study Program of the Faculty of Social Sciences, UNY, is an input, process, and product aspect.

The samples for each faculty were five study programs and three lecturers from each study program. The respondents were 284 students and 120 lecturers at UNY. The sample criteria were lecturers who have carried out hybrid learning listed in LMS Be-Smart UNY. Data collection was done using questionnaires with Likert scales and interviews about difficulties from lecturers or students in hybrid learning conducted at UNY. The construct validity was analyzed with a second order assisted by Smart PLS 3.0. Reliability was done by the composite scoring method. The grid and indicators of the evaluation instrument are shown in Table 1.

Table 1. Evaluation Indicator

No.	Component	Indicators	Sub-Indicators
1.	Context	Curriculum	UNY's Vision & Mission Semester Learning Plan
		Learning Achievements	
2.	Input	Infrastructure and facilities	Learning Management System Hardware
		Learning media	Asynchronous Synchronous
3.	Process	Learning assessment	Suitability of the assessment model Justice Transparency Feedback
		Material	Quality of content
4.	Product	Learning outcomes	Performance Index
		Effectiveness	Satisfaction Lecturer's difficulties Student difficulties

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FINDINGS AND DISCUSSION

Research Instrument Construct

The first stage in conducting a hybrid learning evaluation is to perform the proper construction of instruments so that the data collected represents results that correspond to empirical data. First, at the stage of drafting instruments is carried out: (a) identifying aspects and indicators of hybrid learning evaluation through theoretical studies conducted, (b) compiling and constructing the specifications and forms of instruments with the help of judgment as many as three experts in measurement and evaluation, (c) validate the instruments that have been made with FGD (Focus Group Discussion).

Conducting a Unidimensional Test

The unidimensional test is conducted by factor analysis using the SPSS 25 program. Before conducting factor analysis, the feasibility test is performed using the KMO-MSA test and Barlett's test on each instrument. According to Hair Jr et al. (1998), the condition of factor analysis is Kaiser-Meyer Olkin (KMO) – MSAU > 0.5 and, a significant unidimensional test means each test item measures only one ability to test uni dimensional with factor analysis. KMO and Barlett's analysis results were less than 0.05. The KMO-MSA test is used to look at the adequacy of the sample, while Barlett's test for the normality of the data is used. The results of the trial can be described in Table 2.

Table 2. KMO Values and Barlett's Hybrid Learning Instruments

KMO and Bartlett's Test[a]		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.868
Bartlett's Test of Sphericity	Approx. Chi-Square	1322.889
	Df	120
	Sig.	.000

a. Based on correlations

In Table 2, the results of the empirical analysis with KMO-MSA values are 0.868 or more than 0.5, and Barlett.s test sig is 0.000. Thus, it can be concluded that all the analysis results have been significant, meaning that the instrument is worthy of factor analysis. The extraction process is carried out to get items that measure the exact dimensions so that several factors are generated. Each aspect formed has an eigenvalue, and factors that have eigenvalues above 1.00 are maintained (Santoso, 2016).

According to Hambleton et al. (1991), the unidimensional assumption is considered fulfilled if the test contains one dominant component that measures the ability of a person. The same statement was put forward by Naga (1992), who stated that if measurement finds one dominant dimension, then the dominant dimension becomes a single dimension or unidimensional in the response or characteristics of the grain. Furthermore, suppose the eigenvalue of the first factor has a value up to several times the eigenvalue of the second factor and so on the same result. In that case, it is said that the unidimensional requirements are met.

Table 3. Total Commutative Variants

Component	**Initial Eigenvalues**			**Extraction Sums of Squared Loadings**		
	Total	**% of Variance**	**Cumulative %**	**Total**	**% of Variance**	**Cumulative %**
1	5.879	36.741	36.741	5.879	36.741	36.741
2	1.598	9.990	46.731	1.598	9.990	46.731
3	1.470	9.186	55.917	1.470	9.186	55.917
4	1.083	6.770	62.687	1.083	6.770	62.687

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Once known, the total variance in Table 3 is 62.687% in the first component, which can be interpreted as this instrument measures one aspect with the dominant eigenvalue of 36.741, meaning that the instrument developed only one dimension of ability only. The results can be seen in scree plot analysis of exploratory factors described in Figure 1.

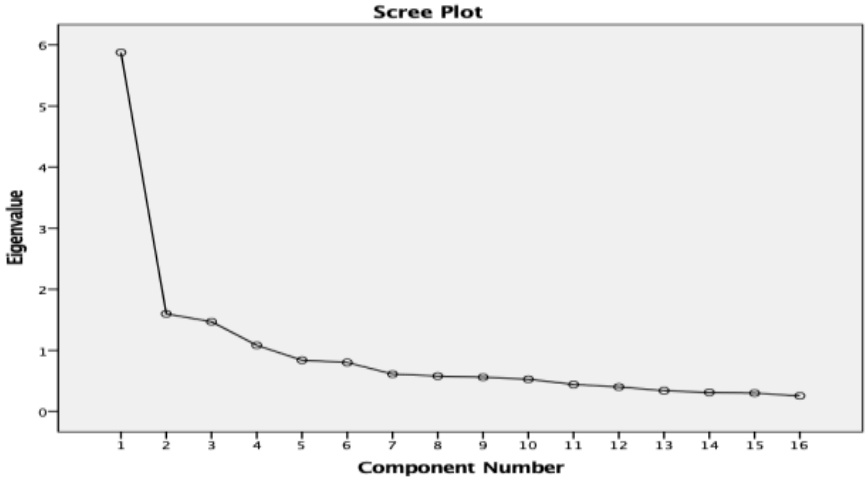

Figure 1. Scree Plots of Unidimensional Test Instruments

Figure 1 indicates that the distance from component 1 to component 2 is very far or several times the distance between other components. A steep scree plot indicates the presence of a dominant component, meaning that religious instruments measure only one factor or one dimension in hybrid learning evaluation instruments.

Reliability

Cronbach Alpha

Next is to analyze the items using SPSS to see the reliability of the instrument being developed. The parameter used to determine reliability is to look at the Alpha Cronbach value in each output table obtained, provided that if the Alpha index is greater than 0.7 ($\alpha > 0.7$), then the instrument is reliable (Nunnally & Bernstein, 1978). Alpha coefficient results in limited-scale trials show a value of 0.865 (> 0.7), meaning that the instrument built already meets high-reliability requirements, as can be seen in Table 4.

Table 4. Evaluation Instrument Reliability Output

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.865	.875	16

In addition, from the reliability coefficient of each component is obtained a value of more than 0.6 so that it can be concluded that the reliability value of each component has a good category. The reliability value of each component is described in Table 5.

Table 5. Cronbach Alpha Coefficient

	Cronbach's Alpha
Context	0.802
Input	0.633
Process	0.802
Product	0.652

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Composite Score Reliability

Composite reliability values or Average Variance Extracted (AVE) can be used to determine the reliability of each latent variable, where the component loading to the indicator and var (the nature of composite reliability) is $\lambda_i \varepsilon_i = 1 - \lambda_i^2$. Closer approximation assuming the parameter estimation is accurate.

Compared to the Alpha Cronbach, this measure does not assume equivalence between measurements assuming all indicators are given the same weight (Ghozali & Fuad, 2014). Thus, comparing reliability between the Alpha Cronbach method and the composite score is required to internally test the consistency of an instrument. Composite reliability values or Average Variance Extracted (AVE) can be used to determine the reliability of each latent variable by using Formula (1). Where λ_i is the component loading to the indicator and variance (the nature of composite reliability is $\varepsilon_i = 1 - \lambda_i^2$). Closer approximation assuming the parameter estimation is accurate. The results of the composite reliability calculation in each component are presented in Table 6.

$$pc = \frac{(\sum \lambda_i)^2}{(\sum \lambda_i)^2 + \sum_i \text{var}\,(\varepsilon_i)} \quad \text{..... (1) (Ghozali \& Fuad, 2014)}$$

Table 6. Composite Reliability Score of Each Component

	Composite Reliability
Context	0.883
Input	0.783
Process	0.864
Product	0.776

The composite reliability recapitulation in Table 6 shows that all components of the evaluation, namely, context, inputs, processes, and products, have a good internal consistency above 0.65. It can then be concluded that the composite reliability of hybrid learning evaluation instruments is good. In contrast, the composite reliability of all devices is 0.865 or falls into the category of good.

Validity of Hybrid Learning Evaluation Instrument Construct

The next stage is to perform a CFA analysis to see the amount of Loading Factor in each component and instrument item developed. The estimated results show that hybrid learning instruments have good reliability (above 0.7). Similarly, the overall hybrid learning evaluation model amounted to 16 items, has a loading factor value of > 0.3 as much as 16 items.

Preliminary analysis results showed that all 16 items met the loading factor requirements. Besides, after modifications are obtained, the fit model with the type of parsimony fit. Table 7 shows the results of the CFA analysis and recapitulation of loading factors on hybrid learning evaluation instruments with CIPP models.

Table 7. Loading Factor Results with CFA

No.	**Category**	**Grain**
1.	Valid	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
2.	Invalid	-

From Figure 2, it can be explained that the value of Chi-Square is 1203.84 with df of 425 and RMSEA 0.067 (<0.08). To see the model's match with empirical data or model fit is described in several model match criteria. The model is said to be suitable if it has a signi-

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ficance level (p), the CFI value $x^2 \geq 0.05$ is 0.77, and ≥ 0.09 RMSEA. Dimension and charge of indicator factor present in the model. A significance level of 5% with critical price t = 1.98. The path diagram of the structural equation above can explain the relationship of covariance between variables and factors and indicators. After confirmatory factor testing (CFA) chi-square 1203.84 with df = 425, with GFI = 0.70, AGFI = 0.66 and RMSEA = 0.067 < 0.080. Then, it can be concluded that the model made is fits with empirical data.

The path diagram of the CFA analysis based on structural models is presented in Figure 2. A study of structural models shows that all components or latent variables have a high loading factor (<0.3). Here is a path diagram of the model that has been done CFA analysis, while the diagram between components on five components shows a high lambda value that is > 0.3. The results of the recapitulation of the Structural Model Loading Factor can be seen in Table 8. The loading factor in the path diagram shows that the covariance between latent variables and observed variables has coefficients above 0.5, meaning that all structural models analyzed through CFA are classified as fit with empirical data.

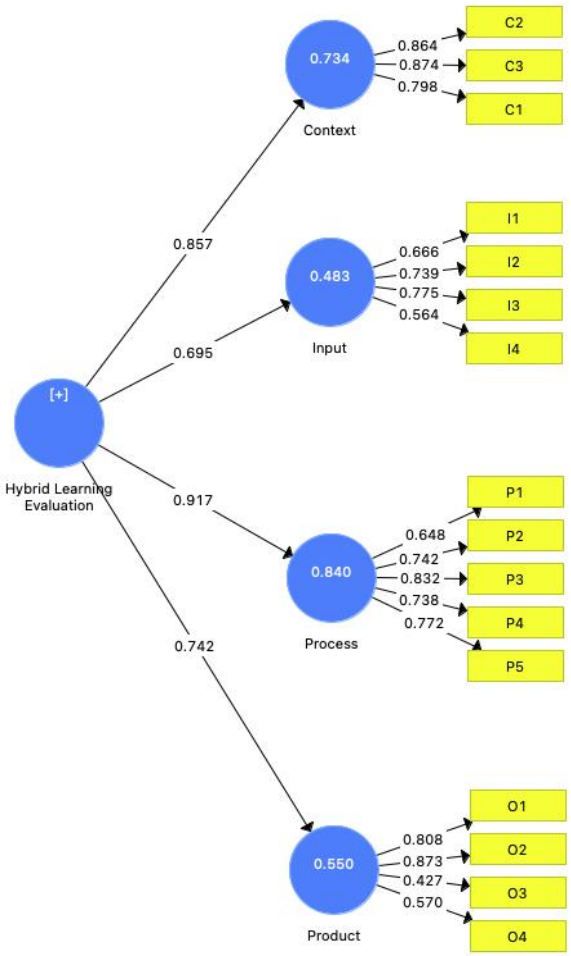

Figure 2. Path Diagram of Factor Loading

Table 8. Results of Structural Model Loading Factor Recapitulation

No.	Component	Loading Factor	Decision
1	Context	0.734	Excellent
2	Input	0.483	Good
3	Process	0.840	Excellent
4	Product	0.550	Good

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CIPP Evaluation Results

The next stage is to present a description of the results of the hybrid learning evaluation conducted at Yogyakarta State University. The description of the data will reveal (a) the results of the recapitulation of each component evaluated; (b) challenges and obstacles that arise in the implementation of hybrid learning; and (c) recommendations of evaluation results as feedback for follow-up improvements to improve the quality of hybrid learning at UNY.

Description of Evaluation Results Data

The recapitulation of the results of each component's score evaluated is presented in Table 9.

Table 9. Descriptive Score of Hybrid Learning Evaluation Results

No.	Component	Result	Category
1	Context	3.12	Excellent
2	Input	3.29	Excellent
3	Process	2.98	Good
4	Product	2.82	Good

Student Residence

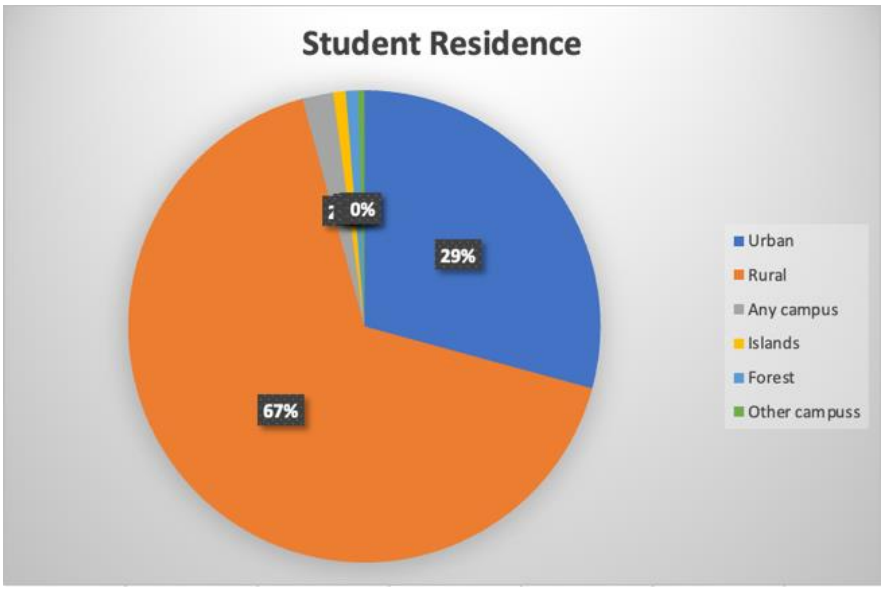

Figure 3. Student Distribution in Pie Diagram

One of the determining factors in the smoothness of online learning, especially with hybrid learning methods, is where students live. The distribution of student data (Figure 3) is as follows: 66% (157 students) live in rural areas that usually signal not very good. At the same time, 29% (69 students) live in urban areas, 2.5% on any campus, and 1.7% on the islands. Thus, it is concluded that to maximize learning should use a platform that is not too heavy, namely Google Meet, so that signals that are not too strong will still be able to follow online learning from their respective homes.

Learning Media

Learning media is one of the infrastructure facilities used by lecturers and students to optimize hybrid learning. The distribution of data to identify what media was used in the implementation of hybrid learning in UNY during the pandemic is presented in Figure 4.

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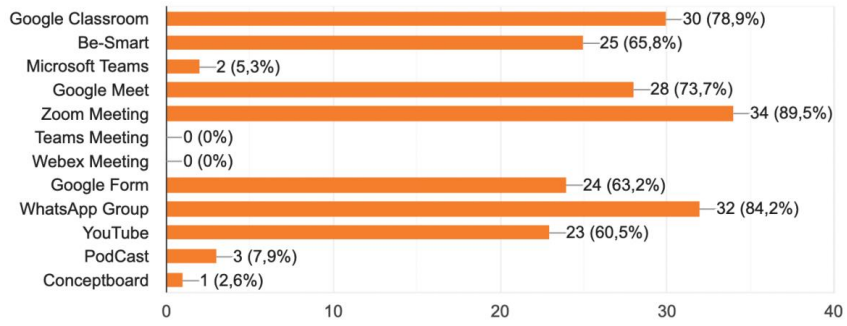

Figure 4. Learning Media in Hybrid Learning

Figure 4 demonstrates the more dominant media used by lecturers and students in online learning with hybrid learning methods include: (1) Zoom Meeting; (2) WhatsApp Group; (3) Google Classroom; (4) Google Meet; (5) Be-Smart; (6) Google Form; and (7) YouTube. In contrast, the rarely used media is podcasts, teams, and concept boards, although some use the press. Thus, it can be concluded that the familiar and easy-to-use media is more widely used when learning online with a hybrid learning model.

Description of Evaluation Results

Context

Context evaluation is conducted to see the relevance and reachability of the aim of the program created. Hybrid learning programs are created to adjust the objectives of the program derived from UNY's mission vision so the implementation can run well. Point one shows online learning programs, especially hybrid learning, applied following UNY's imagination with an average score of 3.18 or in an excellent category. Thus, it is concluded that the implementation of hybrid learning follows the vision of UNY. The second point is to draw up a Semester Lecture Plan in accordance with the Hybrid Learning model. Student responses are based on the results of the Semester Lecture Plan shared to students at the beginning of the course.

Based on the results of student questionnaire answers the score obtained was 3.12 which belongs to an excellent category. It can be concluded that the Semester Lecture Plan compiled by lecturers is indeed in line with online learning with hybrid methods so that it is in accordance with the planning made. The third point is the achievement of hybrid learning in the Semester Lecture Plan is follows the learning achievements of the study program. The third item shows the score obtained is 3.04 or is in the very good category. It can be concluded that the hybrid learning outcomes carried out at UNY have met the good criteria.

Besides, Luthfi and Hamdi (2020) evaluate the online learning using CIPP model. The context aspect, the results of this research are in the form of online school program objectives to meet the needs of flexibility, ideal operational technology tools, and the professionalism of Natural Science teachers in practicum activities considered in the fairly good category.

Input

Input evaluation looks at the aspects of facilities and infrastructure, and media used in hybrid learning. Online learning with hybrid methods will be optimal and effective with adequate media and infrastructure facilities. In point one, the utilization of LMS (Learning Management System) 52.6% of lecturers "always" use LMS such as Be-Smart or Google Classroom in learning with a total score of 3.14. Meanwhile, 39.5% of lecturers "often" use the LMS media platform in lectures. The second aspect is that the hardware owned by lecturers is adequate (52.6%). The total score is 3.21.

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The third aspect is learning media such as computers, laptops, smartphones, cellular networks and wifi, and books used in hybrid learning. The data collection results show 52.6% answered: "very adequately," so it indicates the learning media are used very adequately in the application of hybrid learning with a total score of 3.21 or in the "excellent" category. The fourth aspect is synchronous media used by lecturers in online learning with a hybrid learning model. Data show that 47.4% said "always," 47.4% said "often," and 5.3% said "sometimes." Meanwhile, the total score shows a good result of 3.60 or in the category of "very good."

Process

Evaluation of the learning process is used to see the implementation of hybrid learning implementation at UNY. There are five points to measure aspects of the learning process with indicators of "assessment" and "teaching material." The first aspect is about the "conformity of the assessment model," which shows a total score of 3.28 or falls into the "excellent" category. Data collection results showed 42.1% answered "very appropriately," while 57.9% of respondents answered "accordingly." It can be concluded that the assessment model used for the hybrid learning model at UNY is very suitable.

The second aspect is about "fair assessment," which shows a total score of 3.09 or falls into "excellent." Data collection results showed 19.7% answered "very fair", 72.7% of respondents answered "fair", 6.3% answered "unfair", while 1.3% answered "unfair". It can be concluded that the assessment model carried out by lecturers on hybrid learning has entered the category of very fair so that it can be one of the objective assessment indicators.

The third aspect is about "transparent assessment," which shows a total score of 2.87 or falls into the category of "good." Data collection results showed 11.8% answered "very transparent", 68.9% of respondents answered "transparent", 16.8% answered "less transparent", while 2.5% answered "not transparent". It can be concluded that the transparency of assessments carried out by lecturers on hybrid learning has entered the category of "good," but nevertheless, it must still be optimized so that the assessment will be effective and optimal.

The fourth aspect is about"feedback assessment results," which shows a total score of 2.61 or entered the category of "good." The data collection results showed 15.5% answered "always", 40.3% of respondents answered "often", 36.1% answered "sometimes", while 8% answered "never". It can be concluded that the provision of feedback done by lecturers on hybrid learning has entered the category of "good," but it must still be optimized so that student motivation in doing tasks and problems will increase.

The fifth aspect is about "material quality," which shows a total score of 3.05 or falls into the category of "excellent." Data collection results showed 18.1% answered "very adequate", 71.8% of respondents answered "adequate", 10.1% answered "inadequate", while 10.1% answered "inadequate". It can be concluded that the quality of the material provided by lecturers in hybrid learning has entered the category of "adequate," so it needs to be maintained so that hybrid learning can be implemented effectively.

Riyanda et al. (2020) evaluates online learning with a CIPP evaluation model (Context, Input, Process, and Product). This evaluation research is different and complements the research. The difference lies in the method used, where the research uses quantitative methods, while this evaluation research uses combination methods or mixed methods. In addition, although using the CIPP evaluation model, the study uses all aspects of the CIPP evaluation model while this evaluation research uses input, process, and product aspects only.

The following research by Irawan and Prasetyo (2020) they evaluate online school examination using the CIPP model. That the process of organizing online school exams goes well, but there are technical problems experienced by school exam participants related to internet network. Thus, there are common problems in the process, namely network constraints due to the variation in the residences of the participants.

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Product

Product components are the most important aspect of an evaluation of a hybrid learning program. By having a good output, it is said that the learning carried out is successful and effective. In measuring product components, the aspects measured are spelled out in four. The first aspect is about the "increase in student GPA," which shows a total score of 2.88 or falls into the category of "good." Data collection results showed 11.3% answered "very significantly", 68.9% of respondents answered "significantly", 17.2% answered "less significant", while 2.5% answered "insignificant". It can be concluded that there is a tendency to increase in GPA in hybrid learning has entered the category of "good," but all students do not feel this, so it must be studied the effectiveness of hybrid learning for student learning outcomes again.

The second aspect is about "student satisfaction in hybrid learning,"which shows a total score of 2.94 or entered the category of "good." Data collection results showed 16% answered "very satisfied", 66.4% of respondents answered "satisfied", 17.2% answered "dissatisfied", while 2.5% answered "dissatisfied". It can be concluded that the level of student satisfaction in hybrid learning has entered the category of "satisfaction", but nevertheless this is not felt by all students, so it must be improved in all aspects so that students are satisfied with the implementation of hybrid learning.

The third aspect is about "lecturer difficulties," which shows a total score of 2.81 or entered the category of "good." The data collection showed 8% answered "none", 68.9% of respondents answered "a few", 18.9% answered "plenty", while 4.2% answered "a lot". It can be concluded that the difficulties experienced by lecturers in hybrid learning have entered the category of "easy", but nevertheless, this is not felt by all lecturers, so that training is needed for online learning to all lecturers so that hybrid learning becomes more effective.

The fourth aspect is about "student difficulties," which shows a total score of 2.63 or entered the category of "good." Data collection results showed 7.6% answered "none", 55% of respondents answered "a few", 30.3% answered "plenty", while 7.1% answered "a lot". It can be concluded that the difficulties experienced by students in hybrid learning have entered the category of "easy", but all students do not feel this because of the diversity of student residence origin that affects the internet network used.

Yudiawan (2020) evaluates online learning in product result an application imposes a data quota fee on students and students who are respondents. Thus, every time a meeting or studying online makes it difficult for students to meet large costs.

CONCLUSION

Hybrid learning evaluation concludes that the model developed through instruments already meets a good construct of loading factor values and has a composite reliability score above 0.7 and Cronbach alpha above 0.6. Implementation of difficulties or obstacles to hybrid learning includes heterogeneity of origin of student residence to make the emergence of internet network signal problems. At the same time, the issue of lecturers is that not all lecturers have skills for technology and media in the implementation of hybrid learning. The results of hybrid learning evaluation showed that the value of context, input, process, and product aspects fall into the category of "excellent," i.e., with a total average score of 3.05.

The recommendation of the results of hybrid learning evaluation at UNY is the evaluation results provide an overview that the application of learning needs to be made better planning, especially in the assessment aspect, so that students can be motivated. Students' network and internet problems can be overcome by choosing a platform that suits their needs so that lecturers and students will be easy and smooth in internet network access for the implementation of hybrid learning. It is necessary to create an evaluation system that can be developed and integrated into the UNY LMS system.

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