



JUARA: Jurnal Olahraga

E-ISSN 2655-1896 ISSN 2443-1117

<https://doi.org/10.33222/juara.v7i3.2269>



Evaluation of Sports and Health Physical Education Learning Programs in Junior High Schools in Sampolawa District

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Info Artikel

Article History:

Received 15 June 2022

Approved 25 September 2022

Published 02 October 2022

Keywords:

Evaluation, Learning Programs, physical education

Abstract

This study aims to see how the PJOK learning process in schools from the planning stage of learning and implementation of learning to evaluation through antecedents evaluation, transaction evaluation, and outcomes evaluation. This research is a program evaluation using the Stake evaluation model with the stages of context evaluation, process evaluation, and outcomes evaluation. Data were collected by using observation, interview, and documentation methods. Qualitative data analysis techniques have four components: data collection, data reduction, data presentation, and conclusion. The results showed that, in general, the PJOK learning activity program at the State Junior High Schools throughout the Sampolawa District had been running well by the applicable curriculum. The conclusion of learning activities for physical education, sports and health at State Junior High Schools in Sampolawa District, in the context of teachers always making and collecting learning tools, program objectives, and policies, have been implemented well, and infrastructure facilities still need to be improved. In implementing activities by applicable laws and regulations, the implementation and coordination carried out are by the learning plans, materials and performance processes, but facilities and infrastructure still need to be improved. The overall evaluation outcomes are good in the academic field; student learning outcomes are by the minimum completeness criteria.

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INTRODUCTION

Education is a humane interaction process between students and teachers in a

learning activity. In general, education can also foster innate physical and spiritual potential (Harahap, 2022). Along with the times, education plays a vital role in the

competition between developing countries. One of them is competition in developing all fields, especially in education.

These demands can form a complete human being by improving quality in terms of teaching and learning. This was clarified by (Pambudi et al., 2019), saying that in the educational process, there is interaction involving teachers and students so that students are expected to form special characters, be skilled in the world of education and be able to change lives for the better through education. (Omid & Seyfi, 2018) also explains that education is generally the process of raising people for specific purposes, and one's personality evolves in this process, that education is a transformation to raise a person so that they can develop their potential knowledge, attitude, physique and values, social-emotional and religious values.

Education can be interpreted as an effort carried out in a planned, systematic and sustainable manner to foster and guide the various potentials that exist in students so that they function optimally for their future roles (Elihami, 2018). By Law no. 20 of 2003, Article 3 explains that education functions to develop capabilities and form noble national character and civilization in the context of educating the nation's life (SISDIKNAS, 2003).

Physical education is one of the subjects that students must follow as a means for students to be able to develop their potential through various physical activities (Junaedi, 2015; Hadiana et al., 2020). Physical

education is one of the lessons given in junior high schools to complement the existing learning process. This educational program is a complex learning program because it can develop the whole child's personality, which includes knowledge, life behaviour and good character. Learning is a process designed by the teacher to develop a student's creativity and ability to produce new information (Purnomo et al., 2022) physically and spiritually to shape each student's potential. Physical education is an integral part of comprehensive education that aims to develop physical, mental, social and emotional fitness for society using physical activity (Sukintaka, 2004; Ramadan et al., 2020).

Physical education and sports are inseparable because, in essence, physical education and sports are educational processes through selected physical and sports activities to achieve educational goals, namely to help children grow and develop naturally by national education goals, namely to become fully human. (Paturusi, 2012). In addition, the goal of sports and physical health education is harmony between growth and harmony between body growth and mental development and is an effort to create a healthy, physically and mentally, Indonesian nation. The learning environment is structured to enhance the growth and development of each student's physical, psychomotor, cognitive, and affective domains.

This goal can be achieved through comprehensive steps between planning (preparation), implementation (process), and

evaluation of learning. These are integrated parts and cannot be separated from one another (Widodo & Aziz, 2019). Learning preparation relates to everything that can support the learning process, which there are learning media, lesson plans, facilities and infrastructure to support learning activities. The learning process is related to teaching and learning activities, while the evaluation process is carried out to measure the success of learning.

According to (Arifin, 2017), evaluation is all systematic efforts to understand abilities and progress before, during, and after the activation process by conducting assessments, through data collection, and to compare with certain norms or criteria to achieve predetermined goals. Fournier (Poth et al., 2014) define evaluation as an investigative process applied to collect and synthesize evidence that culminates in conclusions about the state, value, achievement, value, significance or quality of a program, product, person, or plan.

Evaluation is carried out to determine the success or failure of an activity program. By conducting evaluation research, researchers will find out the end of a policy to determine recommendations for past policies, which in the end is to determine different policies, According to Arikunto & Jabar (Arthur, 2018). The importance of an evaluation is stated in the opinion of Agrawal (2004) "Evaluation is widely acknowledged as a powerful means of improving the quality of education. The evaluation also plays a central role in deciding

what teachers teach and how they teach. Evaluation is widely recognized as a powerful tool for improving the quality of coaching. The evaluation also plays a central role in determining what teachers/trainers teach and how they train.

According to the opinion above, it can be concluded that evaluation is a form of systematic, complex, and ongoing activity by collecting data and information that is carried out intentionally and planned. The data is used as a benchmark in providing an assessment so that it can contribute decision alternatives or a recommendation.

In 2020, the world was shocked by the outbreak of a new virus, namely a new type of coronavirus (SARS-CoV-2) and the disease called Coronavirus disease 2019 Covid-19 (Susilo et al., 2020). It is known that this virus originated in Wuhan, China. Covid-19 infection can cause mild, moderate or severe symptoms. The main clinical symptoms are fever (temperature > 38°C), cough and difficulty breathing. It can be accompanied by heavy tightness, fatigue, myalgia, gastrointestinal symptoms such as diarrhoea and other respiratory symptoms (Yuliana, 2020). The emergence of Covid-19 in Indonesia since the beginning of March 2020 has had a systemic impact on all aspects of people's lives, including the economic and educational aspects. Educational institutions, learning centres and tourist attractions are places where interactions between people take place and are a massive opportunity for the transmission of Covid-19. Indirectly, Covid-19

has impacted all areas of community movement, up to large-scale activities.

The Indonesian government issued a policy to carry out social distancing and enforce PSBB (Large-Scale Social Restrictions) in various major cities in Indonesia in March 2020 to break the chain of Covid-19 (Azanella, 2020). The impact of the Covid-19 pandemic is how we can function as a community and society. One area that is substantially affected is the world of education at all levels (Aji, 2020). Due to this pandemic, many educational institutions or schools cannot carry out the learning and teaching process in face-to-face meetings. This situation is expected to last a long time and not be easy to deal with. Online or digital learning is an alternative to continuing the current teaching and learning process (Khasanah et al., 2020)

The above condition is similar to that experienced by Public Middle Schools in the Sampolawa sub-district, South Buton Regency. Observations made by researchers at three state junior high schools (Public Junior High Schools) in the Sampolawa District, namely at Sampolawa 3 Public Middle School, Sampolawa 4 Middle School, and Sampolawa 6 Public Middle School in 2021 during the pandemic, obtained the following data. At Sampolawa 3 Public Middle School, data was obtained that physical education learning activities were carried out in the morning according to the lesson schedule that is routinely carried out by schools in general, namely theoretical and practical learning, for

theoretical learning carried out in class by following health protocols and keeping a distance as well as limiting the number of students to avoid the crowd. In contrast, practical learning is carried out outside the classroom by keeping a distance.

The above conditions are similar to that experienced by Sampolawa One Roof 4 Public Middle School. Based on the results of observations made by researchers on physical education learning programs. Physical education learning activities at SMP Negeri 4 Sampolawa are carried out in the morning according to the lesson schedule at school. Penjasorkes' learning activities at SMP Negeri 4 Sampolawa have six essential components: big ball games, small ball games, athletics, swimming sports, gymnastics, and physical fitness. In swimming, learning is only carried out using theory. Learning uses demonstration and jigsaw learning methods.

The same thing is also found in Sampolawa 6 Public Middle School; data obtained that Physical Education learning activities are carried out in the morning according to the lesson schedule contained in Sampolawa 6 Middle School, namely theoretical and practical learning, for theoretical learning carried out in class by following the health protocol and keeping a distance also limiting the number of students to avoid crowds. In contrast, practical learning is carried out outside the classroom by keeping a distance.

From these three initial observations, it can be concluded that physical education

learning activities during the pandemic were still carried out offline because of the low internet access that students could access to carry out online learning, the limited gadgets students had, and the location which was far from the centre of South Buton. Moreover, the northern boundary of South Buton Regency and Buton Regency is a considerable distance from the city centre, so Public Middle Schools in the Sampolawa Sub-District carry out offline learning by following health protocols during a pandemic, especially in sports and health physical education lessons. This prompted researchers to evaluate the physical education learning program in that place.

Research conducted by Faisal Kusuma Hadi (2019) entitled "Evaluation of Physical Education, Sports and Health Learning in State Middle Schools in Ampelgading District, Malang Regency." recommends that decision-makers follow up on ongoing learning programs. From the analysis results, educational learning for all state junior high schools in Ampelgading District, Malang Regency, is in good criteria.

Subsequent research was conducted (Arfianto, 2013) entitled "Survey of the Evaluation Process of Physical and Health Education Learning in Vocational High Schools and High Schools in Rembang District, Rembang Regency". This study measures the success rate of students in participating in the learning process given through evaluation. From the results of this analysis, the implementation of evaluations in the implementation of Physical Education

learning at SMKs and SMAs throughout the Rembang District was carried out well.

Subsequent research conducted by Yuniartik et al. (2017) entitled "Evaluation of Sports and Health Physical Education Learning in SLB C throughout the City of Yogyakarta" this research was conducted to directly analyze the evaluation of sports and health physical education learning at SLB C throughout -Yogyakarta City, using the Countenance Stake Model evaluation research method. From the results of the evaluation research conducted, it was found that the physical education learning antecedents had good lesson plans. This was evidenced by the lesson plans being made according to the curriculum adapted to the abilities and needs of students, as well as the conditions of the school, by conducting an initial assessment first.

Of the three studies that have been carried out, the similarities with this study are that they both evaluate physical and health education learning programs. In contrast, in this study, the researchers wanted to examine Stake's Countenance Stake evaluation model to evaluate sports and health physical education learning programs in public junior high schools in all districts. Sampolawa.

Physical education, health and sports are more challenging than one might imagine. Various existing problems still have to find a way out both in the learning process in the classroom and in practice in the field. Physical education learning activities can be carried out by applicable regulations in the law, including

planning, implementing and evaluating learning outcomes. Therefore, this research aims to analyze and describe the learning evaluation of the context (context evaluation), process evaluation (process evaluation) and outcome evaluation in the learning program at SMP Se Sampolawa District.

METHODS

This study uses an evaluation method using a qualitative approach. The qualitative approach used in this research is the evaluation of sports and health physical education learning programs using the Countenance Evaluation Model Stake model (Ramadan & Juniarti, 2020). This Stake Model distinguishes three phases in the evaluation of physical education learning in junior high schools throughout Sampolawa District, namely: (1) preparation (antecedents), namely lesson planning; (2) transactions (transactions), namely the implementation of learning activities; and (3) the outcomes of this program, namely the learning outcomes of students obtained from the learning assessment process. Respondents in this study consisted of schools, teachers, parents and students. This research was conducted at SMP Se Sampolawa District, South Buton Regency, Southeast Sulawesi.

This research focuses on evaluating sports and health physical education learning programs related to (1) RPP learning plans consisting of learning methods, learning media, learning resources, facilities and

infrastructure, and assessment. (2) Implementation of Learning, the lesson plan's implementation, includes preliminary, core, and closing activities. (3) Evaluation of learning programs includes evaluation of learning programs and description of the factors that influence the success of learning programs. In eight junior high schools in Sampolawa District, South Buton Regency

The data collection technique used to obtain data about sports and health physical education learning programs at State Junior High Schools in the Sampolawa District, namely primary data using data collection tools in the form of observations and interviews while supporting or secondary data using data collection tools documentation.

This study uses a non-statistical qualitative analysis method where data reduction and presentation components are carried out simultaneously with the data collection process.

FINDINGS AND DISCUSSION

Findings The research was conducted on school principals, teachers of Physical Education, Sports and Health and students of public junior high schools in Sampolawa District, South Buton Regency. Antecedents the evaluation of the results of activities in the PJOK learning activity program on the completeness of the program's tools and policies are pretty complete and by what is needed, and supports the learning of physical education, sports and health. However, the

facilities and infrastructure used by students are still constrained (Ramadan, 2022).

Transactions evaluation of PJOK learning activities on implementing learning tools is quite good and complete. However, there are many obstacles faced, namely the lack of enthusiasm of students, inadequate facilities and infrastructure, where there are several schools with narrow locations that only have one field, and even some do not have a field at all (Ramadan et al., 2020; Junior et al., 2019).

Regarding the Outcomes evaluation in PJOK learning activities, the achievements in learning and its effectiveness are seen from the student completeness score (KKM). Some students' scores were still below the KKM. This is caused by various factors, including materials, facilities and infrastructure used inadequately, and the environment does not support the implementation of learning.

Context Evaluation: Learning tools for teachers of physical, sports and health education in public junior high schools in Sampolawa sub-district, South Buton Regency, complete with syllabus details, lesson plans, annual program, a semester program, educational calendar, and assessments. In learning devices regulated by (Kemendikbud, No. 22 2016) regarding the standard process of primary and secondary education) which explains that the preparation of learning devices is part of lesson planning. Lesson planning is designed as a syllabus and RPP (learning implementation plan) that refers to content standards. Physical education and

sports teachers at Public Middle Schools in Sampolawa District, South Buton Regency, have complete learning tools before carrying out PJOK learning activities in each class (Pratama & Hadiana, 2016). This is also supported by the policy of each school principal, which requires all teachers to make and collect learning tools.

The program policies provided by schools for sports and health physical education learning programs vary for each school. However, they have the same aims and objectives in general, namely maximizing learning tools and infrastructure owned by schools. The policy given by the school principal is also that every teacher is required to make learning devices to design learning devices to the maximum extent possible to be used during learning without violating the applicable laws so that the desired learning objectives can be adequately achieved.

Facilities and infrastructure are essential components in PJOK learning activities. The smooth running of PJOK learning activities can be supported by adequate facilities and infrastructure. Referring to Permendikbud No. 24 (2007) concerning standard facilities and infrastructure for schools, the facilities and infrastructure owned are sufficient and can be used but the number is still not fulfilled and some facilities and infrastructure are lacking such as narrow fields or yards, jumping tubs that have not been there is

Process Evaluation: The implementation of sports and health physical education learning programs in public junior

high schools in Sampolawa District, South Buton Regency, is by applicable regulations. Sports and health physical education learning activities are carried out in class and in the field with a structured schedule owned by each school and must be attended by all students.

Learning is carried out in the morning, at the beginning of learning, the teacher manages the learning place by adjusting the position of students through rows so that the teacher can be seen, so that what the teacher says students can see and hear. The language used is also polite and easily understood by students. Overall, class management has been carried out well.

In the preliminary activities, the teacher gave greetings and prayers and checked the students' health, followed by a warm-up, and the teacher prepared to learn media. In the main activities, the PJOK teacher tries to ask questions and elicit students' knowledge of the material to be taught. In closing activities, the teacher evaluates the material that has been taught to know the level of success of students in learning material, knowing the level of success of teachers in carrying out learning activities, and creating a competency chain between current material and future material.

Facilities and infrastructure are essential components of PJOK learning activities. These facilities and infrastructure can be used optimally to help achieve the learning objectives of physical sports and health education. Facilities and infrastructure are used by environmental conditions and the material being taught with the aim of students

being able to gain experience and understanding of motion in learning physical education sports and health. Public junior high schools in the Sampolawa Sub-District, South Buton Regency, the facilities and infrastructure have been provided in schools with moderate to reasonable conditions, but procurement and the ratio of the number needs to be improved. Constraints experienced regarding facilities and infrastructure by Physical Education Sports and Health teachers can be overcome by modifying tools so that learning is conveyed and objectives can be achieved optimally. Tool modifications are widely implemented in athletic learning of shot put, javelin, soccer, and long jump related to the jumping pool, which is not yet available.

Coordination is carried out properly by always holding meetings and discussions between teachers and school principals to evaluate and overcome obstacles encountered during the implementation of sports and health physical education lessons. This was done because the obstacles faced were fundamental for students, so it became a critical discussion (Hadiana, 2019). The school also coordinates with students' parents and related parties to maximize the learning of sports and physical health education in schools.

Outcomes evaluation: Assessment or evaluation is the final stage in learning. Assessment is used to measure the achievement of student learning outcomes during the learning process. Assessment or

evaluation by PJOK teachers at State Middle School Se, Sampolawa District, South Buton Regency, has been carried out, starting from affective, cognitive, and psychomotor assessments.

The assessment carried out by teachers of Physical Education, Sports and Health in Public Middle Schools in the Sampolawa District; South Buton Regency consists of two systems: process and outcome assessments. Specifically for process assessment, the teacher does not prioritize the results obtained by students. However, the steps students take when learning and carrying out the practice of the material being taught. This explanation is by Permendikbud Regulation No 81A (2013) Regarding Curriculum Implementation states that each subject's assessment includes knowledge competence, skills competence, and attitude competence. Most achievements in sports and health physical education learning activities in Public Middle Schools in Sampolawa District, South Buton Regency, are above the KKM.

CONCLUSION

Based on the discussion regarding the physical education sports and health learning program in Public Middle Schools in Sampolawa District, South Buton Regency, it can be concluded: (1) Sports and Health physical education learning activities in State Junior High Schools in Sampolawa District, South Buton Regency teachers own and provide learning tools for each the beginning

of the semester and monitored by the principal about the learning device. The learning objectives for sports and physical health education have been achieved with the scores obtained for each material provided by considering the conditions and situations of the school, PJOK teachers and students. The most basic obstacles faced in PJOK learning activities are infrastructure and budget, some schools have small land so they do not have a large enough field to carry out PJOK learning; (2) Sports and health physical education learning activities in public junior high schools in the Sampolawa Sub-District, South Buton Regency are carried out in accordance with the applicable laws and regulations. Its implementation is adjusted to the lesson plan. This implementation emphasizes the cognitive, affective, and psychomotor domains, through the learning process at school, material assignments, and the practice of movement activities given by PJOK teachers. The most fundamental obstacle is the infrastructure owned by the school. The facilities and infrastructure owned and used are by the existing regulations and usage, but with a ratio that still needs improvement. These obstacles can be overcome by utilizing existing public facilities around the school and working with related parties; (3) The sports physical education learning program at State Junior High Schools in Sampolawa District, South Buton Regency, through three aspects of assessing knowledge, skills and attitudes is as expected by being at and above the minimum completeness criteria (KKM). This

achievement was obtained through the assignments given by the Physical Education, Sports and Health teachers, both material assignments, practical assignments, and attitudes obtained from discipline and timeliness in responding and collecting these assignments where the more timely assignments are collected, the better. The value obtained by students.

ACKNOWLEDGEMENTS

The researcher's thanks go to the coconut of State Middle Schools in Sampolawa District, South Buton Regency, which has supported and given permission to researchers to conduct research so that this research can be carried out according to the allotted time.

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