Online Learning Evaluation of Physical Education in State Elementary Schools in Bantul District

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ABSTRACT: This study aims to evaluate the implementation of physical education online learning in public elementary schools in Bantul Regency based on the aspects of Context, Input, Process, and Product. The evaluation model that will be used in this study is the CIPP model. The subject of this evaluation is Public Elementary Schools in Bantul Regency, totaling 273 schools. The sampling technique used the Slovin formula with a sampling error of 10% in 73 schools. Furthermore, the sample in this study was determined using a purposive sampling technique, with the following criteria: the researcher took 1 physical education teacher, 1 school principal, and parents of students who were willing to become samples and filled out questionnaires from researchers. Data collection techniques used observation, interviews, questionnaires, and documentation. The data analysis technique in this study is descriptive quantitative and qualitative analysis. The results showed that the evaluation of the implementation of physical education online learning in public elementary schools in Bantul Regency was 2.41 in the poor category. Based on each evaluation component, the following conclusions are obtained. (1) Context evaluation of the implementation of physical education online learning in public elementary schools in Bantul Regency, at 2.59, is in the good category. The physical education learning philosophy indicator is 2.57 in the good category and the physical education learning objectives are 2.61 in the good category. (2) The input for evaluating the implementation of physical education online learning in public elementary schools in Bantul Regency, amounting to 2.39, is in the poor category. The teacher profile indicator is 2.44 in the less category, the student profile is 2.25 in the less category, and learning facilities and infrastructure is 2.49 in the less. (3) The process of evaluating the implementation of physical education online learning in public elementary schools in Bantul Regency, amounting to 2.38, is in the poor category. The RPP indicator is 2.56 in the good category and the implementation of online learning is 2.20 in the less category. (4) Product evaluation of the implementation of physical education online learning in public elementary schools in Bantul Regency, amounting to 2.29, is in the poor category. The learning process evaluation indicator is 2.26 in the less category and the evaluation of learning outcomes is 2.31 in the less category.

KEYWORDS: Evaluation, physical education online learning, the Covid-19 pandemic.

INTRODUCTION

Online learning is a new way of teaching and learning that utilizes electronic devices, especially the internet, in the delivery of learning. Online learning completely depends on internet network access. As revealed by Hazaymeh (2021: 501); Muraveva (2020: 6) that online learning is a form of delivery of conventional learning that is poured into a digital format via the internet. Online learning is considered to be the only medium for delivering material between teachers and students, during a pandemic emergency (Almazova, et al., 2020: 368; Chansanam, et al., 2021: 349).Various media can also be used to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, and Schoology services, and instant messaging applications such as WhatsApp (Nadeak, 2020: 1764; Reyes-Chua, et al., 2020: 253; Huang et al., 2020: 3). Online learning can even be done through social media such as Facebook and Instagram (Kumar & Nanda, 2018: 3; Saho & Gupta, 2020: 163). One of the subjects affected by the Covid-19 pandemic is learning of Physical Sports and Health Education.

Physical Education is an educational process that utilises systematically planned physical activity aimed at developing and improving individuals organically, neuromuscularly, perceptually, cognitively, and emotionally within the framework of national education (Walton-Fisette & Wuest, 2018: 12). Physical Education is not only an important part of human life. Physical Education is also an important part of the educational process. That is, through well-directed physical education, children will develop skills that are useful for filling their free time, engaging in activities that are conducive to developing healthy lives,

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developing socially, and contributing to their physical and mental health (Razouki, et al., 2021: 201). Physical activity is the main and dominant thing in Physical Education learning (Petrie et al., 2021: 103; Terekhina et al., 2021: 2272; Rud et al., 2019: 1630). Online learning has been widely carried out in an educational context, as evidenced by several studies that explain this (Mukhtar et al., 2020: 4; Bączek et al., 2021: 2; Zilfyu et al., 2020: 2; Hussein et al. al., 2020: 12; Dung, 2020: 45), online learning provides benefits in helping to provide access to learning for everyone, thereby removing physical barriers as a factor for learning within the scope of the classroom (Ahmed, 2018: 2; Pei & Wu, 2019: 4), even this is seen as something that is effective to implement, but according to Pilkington (2018: 214), it is undeniable that not all learning can be transferred into an online learning environment.

Evaluation is very closely related to the learning process. Evaluation is useful as a way to obtain learning development and to find out how far the learning objectives that have been formulated are met. In line with that, the 2013 National Education Standards (SNP) reveal that evaluation is an effort to collect and process information to increase the effectiveness of implementation at the national, regional and educational unit levels. There are many evaluation models with their respective formats and systematics, although sometimes they are found in several models that are the same as other evaluation models, one of which is the Context, Input, Process, Product (CIPP) evaluation model. This evaluation model was developed by Stufflebeam, and is oriented towards a decision (Birgili, 2021: 204; Finey, 2020: 27; Erdogan & Made, 2021: 2).

METHOD

This type of research is evaluation research using a mixture of quantitative and qualitative methods. Sukmadinata (2017: 68) states that evaluative research is a research activity that evaluates an activity/program that aims to measure the success of an activity/program and determine the success of a program and whether it is as expected. This research is also directed to assess the success of the benefits, uses, contributions and feasibility of a program of activities from a particular unit/institution. This research refers to a systematic scientific procedure carried out to measure the results of a program or project (effectiveness of a program) in accordance with the planned goals or not, by collecting, analyzing and reviewing the implementation of programs that are carried out objectively. Then formulate and determine policies by first considering the positive values and benefits of a program. This research is to evaluate Physical Education online learning in public elementary schools in Bantul Regency.

Table 1. CIPP Evaluation Instrument Grid

Factor	Indicator	∑ Item	Respondents
Contecxt	Physical education learning philosophy	5	Teacher
	Physical education learning objectives	5	Teacher
Input	Teacher profile (Teacher professionalism)	6	Teacher
	Profile of students (characteristics of students' affective, cognitive, and psychomotor abilities)	5	Parents
	Learning facilities and infrastructure	5	Teacher, principal
Process	Lesson plan	10	Teacher, principal
	Implementation of Learning	14	Guru
Product	Evaluation of the Learning process	4	Teacher, principal
	Evaluation of learning outcomes	4	Teacher, principal

Determining success criteria is very important in evaluation activities because without criteria, an evaluator will have difficulty considering a decision. Without criteria, the consideration that will be given has no basis. Therefore, determining the criteria to be used will make it easier for the evaluator to consider the value or price of the program components being assessed, whether they are in accordance with what was previously determined or not. Criteria for success need to be made by the evaluator because the evaluator consists of several people who need an agreement in assessing.

Table 2. Success Criteria

No	Interval	Criteria
1	3,26-4,00	Very Good
2	2,51-3,25	Good
3	1,76-2,50	Bad
4	1,75-1,00	Very Bad

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RESULTS

1. Context Evaluation

Context evaluation in this study consisted of Physical Education learning philosophy indicators and Physical Education learning objectives. The research results for each indicator on the context component are explained in Figure 1 as follows.
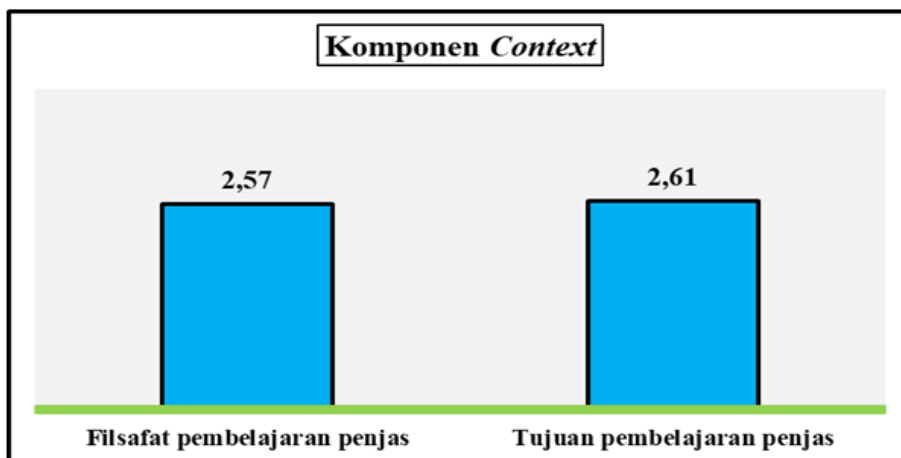

Figure 1. Evaluation Context Bar Chart

Based on Figure 1 above, it shows that the Physical Education learning philosophy indicator is 2.57 in the good category and the Physical Education learning objectives are 2.61 in the good category. Based on these results, it shows that the Contexs evaluation of the implementation of Physical Education online learning in public elementary schools in Bantul Regency is 2.59 in the good category.

2. Input Evaluation

Input evaluation is related to the various inputs used to fulfill the process which can then be used to achieve the goal. The second component is input, which refers to all plans, strategies and budget approaches selected for implementation.
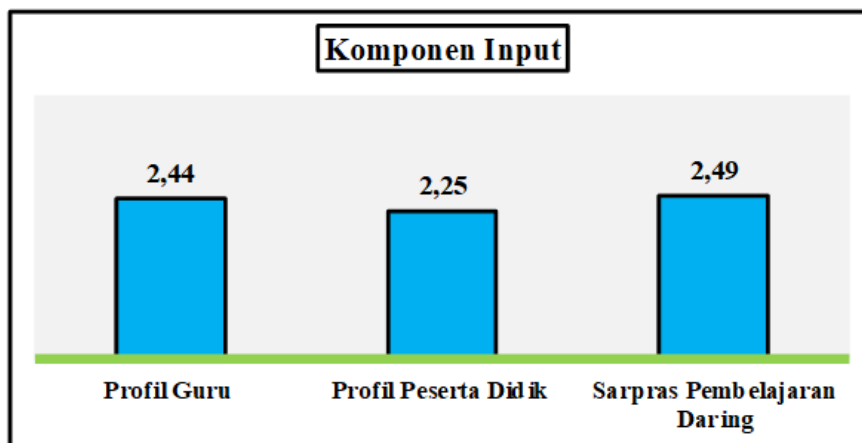

Figure 2. Evaluation Input Bar Chart

Based on Figure 2 above shows that the teacher profile indicator is 2.44 in the less category, the student profile is 2.25 in the less category, and learning facilities and infrastructure are 2.49 in the less. The input for evaluating the implementation of PHYSICAL EDUCATION online learning in public elementary schools in Bantul Regency is 2.39 in the less category.

3. Process Evaluation

Process evaluation is directed at the extent to which the planned activities have been implemented. When a program has been approved and started, it needs to evaluate the process of providing feedback to the person responsible for implementing the program.
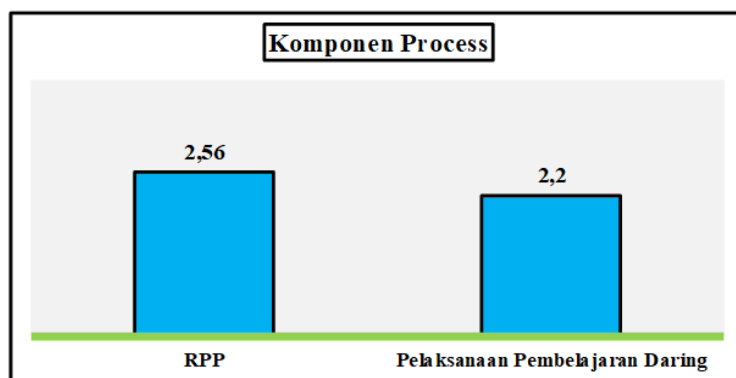
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Figure 3. Evaluation Process Bar Chart

Based on Figure 3 above, it shows that the RPP indicator is 2.56 in the good category and the implementation of online learning is 2.20 in the less category. The process of evaluating the implementation of PHYSICAL EDUCATION online learning in public elementary schools in Bantul Regency is 2.38 in the less category.

4. Product Evaluation

Product evaluation seeks to accommodate information to ensure the achievement of goals under any circumstances and also to determine what strategy to use regarding the procedures and methods applied, whether to stop doing it, modify it, or even continue it in its current form.
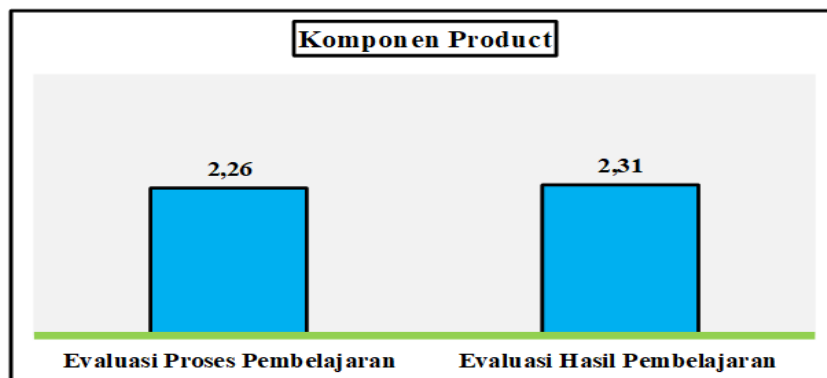

Figure 4. Evaluation Product Bar Chart

Based on Figure 4 above shows that the learning process evaluation indicator is 2.26 in the less category, and the evaluation of learning outcomes is 2.31 in the less category. The product evaluation program for evaluating the implementation of Physical Education online learning in public elementary schools in Bantul Regency is 2.29 in the less category.

DISCUSSION

Evaluation is a systematic and subjective assessment of an ongoing or completed object, program or policy, both in terms of implementation design and results, where the purpose of program evaluation is to determine the relevance and achievement of objectives, efficiency, effectiveness, impact and sustainability, in where an evaluation must provide reliable and valuable information to be able to draw lessons for the decision-making process. The study results showed that the evaluation of implementing Physical Education online learning in public elementary schools in Bantul Regency needed to be in a better category.

Online or online learning is a form that uses the internet, so it can connect students with their learning resources separately and even far apart but can communicate with each other directly (synchronously) or indirectly (asynchronously). With online learning, students can interact with teachers using several applications or websites such as video conference zoom, Google Classroom, telephone or live chat, email or via WhatsApp. That is, the implementation of online learning utilises digital devices as a means and the internet as a system (Zuliyanti et al., 2021: 1462). The evaluation of the implementation of PHYSICAL EDUCATION online learning in public elementary schools in Bantul Regency based on the components of context, input, process, and product results are explained as follows.

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1. Context Evaluation

Based on the results of the study, showed that the evaluation of the implementation of Physical Education online learning in public elementary schools in Bantul Regency was in a good category. The Physical Education learning philosophy indicator is 2.57 in the good category. The teacher's ability to formulate learning objectives is a teacher's ability/mastery which includes the potential, knowledge, and skills possessed by the teacher in formulating behaviour or abilities that students want to achieve when the learning process is carried out. The expected capabilities must be formulated specifically and operationally so that later they can be measured (value).

The Physical Education learning objective indicator is 2.61 in the good category. The teacher's ability to formulate learning objectives is a teacher's ability/mastery which includes the potential, knowledge, and skills possessed by the teacher in formulating behaviour or abilities that students want to achieve when the learning process is carried out. Physical Education contribution will only be meaningful when the experiences in Physical Education are related to a person's life process. If the Physical Education experience does not contribute to other educational experiences, then there must be a mistake in implementing the Physical Education program (Budi et al., 2020; Nur et al., 2020; Suhartoyo et al., 2019). Meaningfulness in the Physical Education learning process will be realised if the teacher understands the goals of physical education and applies them to students in learning.

The purpose of physical education includes four aspects (1) Physical development. This goal is related to the ability to perform activities that involve the physical strength of several organs of a person's body (physical fitness). (2) Movement development. This goal relates to the ability to move effectively, efficiently, smoothly, beautifully, and perfectly (skillfully). (3) Mental development. This goal relates to the ability to think and interpret the overall knowledge about physical education in the environment. (4) Social development. This goal relates to students' ability to adapt to a group or society (Mustafa & Dwiyogo, 2020).

In order to help carry out the Physical Education learning process, especially in learning sports games, even though the learning facilities are less supportive, the learning process must still be given and carried out according to the curriculum. Effective Physical Education learning is reflected when students can be actively involved during learning, and students can gain successful and satisfying experiences in every learning activity (Budi, Hidayat et al., 2019). Physical education learning programs given to students should pay attention to the level of growth and development of students' abilities so that students learn effectively and experience success (Sayfei et al., 2020).

2. Input Evaluation

Based on the results of the study showed that the evaluation of the program input for evaluating the implementation of Physical Education online learning in public elementary schools in Bantul Regency was good. Haryanto (2020: 97) explains that input evaluation provides information about the selected input, strengths and weaknesses, strategies, and designs to realise goals. The goal is to help manage decisions, determine what alternative sources to take, what plans and strategies to achieve needs, and what work procedures to achieve them. The input evaluation component itself consists of several, namely human resources, supporting facilities and equipment, funds or budgets, and various procedures and rules needed.

The teacher profile indicator is 2.44 in the less category. Teachers are required to be innovative in using online learning models. Apart from that, plus many teachers still need to be proficient in teaching using internet technology or social media, especially in various regions. This can be one of the reasons for low online learning. This is in line with Soetban's opinion (2021: 9) that teachers only facilitate class libraries, modules, textbooks, supporting books, and, most importantly, internet access and provide several computers for students who do not carry laptops. The form of e-learning (electronic-based learning) will continue to grow. As computer ownership grows rapidly in the world, e-learning is becoming more and more developed and accessible. Internet connection speeds are increasing, and opportunities for more multimedia training methods are emerging. The hope for learning with the online model is to become a solution that can help to learn in the midst of the Covid-19 pandemic.

Indicators of student characteristics of 2.25 at less. During the Covid-19 pandemic, online learning has been carried out in almost all corners of the world, but so far, learning with an online system has never been carried out simultaneously (Sun et al., 2020: 688). In this online learning process, all elements of education are asked to provide learning facilities so that they remain active even though it is carried out without face-to-face meetings. Parents are required to be able to guide their children to learn from home and be able to replace teachers at school, so the role of parents in achieving online learning goals and guiding children while studying at home becomes very important. The reason is that not all students are used to learning online (Purwanto et al., 2020: 4). Students do not yet have a distance learning culture because so far, the learning system has been carried out face-to-face, in Indonesia the use of e-learning is still relatively slow, in contrast to developed countries outside which are already using e-learning at a more advanced stage. Firman & Rahayu (2020: 12) argues that in areas that do not have

good internet network connectivity, online learning shows a different trend, areas that are not covered by the internet network must go to certain areas.

The indicator for online learning facilities and infrastructure is 2.49 in the less category. Online learning is a distance learning system that uses computer network media or devices and internet access. Online learning can be carried out well if it is supported by its constituent components. Huzaimah & Amelia (2021: 535) explain that online learning requires adequate facilities and infrastructure, such as laptops, computers, smartphones, and internet networks. Obstacles faced in online learning are inadequate supporting facilities and infrastructure (Suherman, 2021: 123), lack of skills in mastering technology by teachers (Maphalala et al., 2021: 31; Pandey et al., 2021: 11), limited internet network (Simamora, 2020: 86). Various limitations in online learning and physical education naturally encountered various obstacles and obstacles during the Covid-19 pandemic.

3. Process Evaluation

Based on the results of the study, showed that the process of evaluating the implementation of Physical Education online learning in public elementary schools in Bantul Regency resulted in the poor category. The RPP indicator is 2.56 in the good category. In the implementation of online or online learning, obstacles or discrepancies are often found with proper learning. Many assume that the responsibility of teachers in carrying out online learning is much lighter than face-to-face learning (Semradova & Hubackova, 2016: 11). What's more, Saefulmilah & Saway (2020: 393) explain that online learning conducted by teachers is currently only limited to knowledge transfer activities. Students lack an in-depth understanding. The level of thinking declines, and the teacher's failure to see the extent to which teaching materials can influence behaviour is a new challenge for teachers.

The fact that happened in the field, there are still many teachers who still have difficulties in compiling and preparing lesson plans and teaching materials during a pandemic like today. The difficulties faced by teachers included the following: 1) distinguishing online lesson plans and lesson plans which were usually used in face-to-face learning in class before the pandemic; 2) in general, teachers have never participated in RPP preparation training for online (online) learning, so teachers find it difficult to design online learning activities; 3) teachers also encounter difficulties in how to assess online learning activities; 4) other difficulties for teachers are the difficulty of finding main references for designing online learning lesson plans; 5) Teachers also still find it difficult to determine online learning strategies. In addition, teachers also still find it difficult to prepare online teaching materials. Is the teaching material the same as the teaching material that is usually used in class, or is there really a difference. The constraints experienced by the teacher became one of the problems in the life of the teacher's learning process during the Covid-19 pandemic.

Referring to factors in general, the obstacles to online learning involve many basic aspects, which in essence, are related to equity and readiness, such as supporting devices such as information media and the ability of teachers to learning participants. Even though later the elements of its implementation were successfully fulfilled both in terms of supporting aspects such as technology and network, it will still only be easier for urban areas where the level of facilities is adequate. Even if it goes on later, there will always be gaps causing obstacles in the implementation process because the facts show that the problems of online learning systems are indeed quite complex where. The impact is not only on teachers and students but also parents.

The indicator for implementing online learning is 2.20 in the less category. Educators' efforts to create the expected conditions will be effective if: first, the factors that can support the creation of favourable conditions in the teaching and learning process are known precisely. Second, it is known for the expected problems that usually arise and can damage the teaching and learning climate. Third, mastery of various approaches to classroom management and knowing when and for which problems an approach is used. Therefore the teacher's skill to read the classroom situation is very important so that what is done is effective. Examining the basic concepts of classroom management, studying various management approaches and trying them out in teaching and learning situations.

4. Product Evaluation

Based on the results of the study, it was shown that the evaluation of the program for evaluating the implementation of PHYSICAL EDUCATION online learning in public elementary schools in Bantul Regency still needed to be improved. The learning process evaluation indicator is 2.26 in the less category. A good and careful assessment will provide an objective description of the process and output of learning outcomes. In this regard, Mardapi (in Jumaeda & Alam, 2020: 4) says that the assessment system used in educational institutions must be able to: (1) provide accurate information, (2) encourage students to learn, (3) motivate educators to teach, (4) improve the performance of institutions, and (5) improve the quality of education. Assessment by the teacher can be known in terms of planning, implementation and reporting of student learning outcomes. Assessment planning can be detected through the teacher's syllabus, lesson plans, and assessment questions. The implementation of the assessment can be seen in the student documents and the teacher's assessment book. Reporting of student learning outcomes

can be seen from the report book (report) of student learning outcomes.

The learning outcomes evaluation indicator is 2.31 in the less category. The benchmark for the success of a lesson depends on the achievement of the learning competency goals of students, which include cognitive, affective, and psychomotor competencies and the embodiment of the application of values both in thinking and acting. Ensuring that all students have mastery of competence in teaching material and then continue to the next material is the purpose of learning completeness. This learning mastery refers to the competencies achieved and is supported by indicators to measure the level of achievement. All aspects of learning completeness can only be achieved by collaboration and cooperation between the two parties, namely teachers and students.

Ignorance of students about the assignments given by the teacher and not collecting assignments is a problem considering the learning material must continue. Teachers cannot always force students to do assignments and wait for students to submit assignments. Teachers cannot control students to really study at home and do the assignments given by the teacher. Learning material at school cannot always be learned through the material, but it also must be carried out directly so that students understand and understand the material being studied.

Students who have limited time to use gadgets during face-to-face learning, they change to using gadgets every day. Online learning changes exams that should be carried out in normal conditions by students in practice to only sending videos of practicals carried out by students. Even exams that should have been done could have been cancelled. This online learning also has an impact on lessons that require a lot of practice during the learning process under normal conditions. The skills that students should master during learning are less than optimally accepted by students. The collection of assignments that are only in the form of videos or photos makes it difficult for the teacher and causes fatigue when correcting the results of assignments from students. Especially if there are students who do not collect the assignments given, the teacher cannot give grades if this keeps happening.

CONCLUSION

Based on the study results, it can be concluded that the evaluation of the implementation of Physical Education online learning in public elementary schools in Bantul Regency is 2.41, in the poor category. Based on each evaluation component, the following conclusions are obtained. (1) The context of evaluating the implementation of Physical Education online learning in public elementary schools in Bantul Regency, at 2.59, is in a good category. The Physical Education learning philosophy indicator is 2.57 in the good category, and the Physical Education learning objectives are 2.61 in the good category. (2) The input for evaluating the implementation of Physical Education online learning in public elementary schools in Bantul Regency, amounting to 2.39, needs to be in the better category. The teacher profile indicator is 2.44 in the less category, the student profile is 2.25 in the less category, and the learning facilities and infrastructure is 2.49 in the less. (3) The process of evaluating the implementation of Physical Education online learning in public elementary schools in Bantul Regency, amounting to 2.38, is in the poor category. The RPP indicator is 2.56 in the good category, and the implementation of online learning is 2.20 in the less category. (4) Product evaluation of the implementation of Physical Education online learning in public elementary schools in Bantul Regency, which is 2.29, is in the poor category. The learning process evaluation indicator is 2.26 in the less category, and the evaluation of learning outcomes is 2.31 in the less category.

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