

## Evaluation of Physical Activity Learning in State Kindergarten Kulon Progo Regency



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**ABSTRACT:** This study aims to evaluate the planning and learning process of physical activity at kindergarten in kulon progo regency, Indonesia. Physical activity learning in kindergarten is very influential on the development of children not only focused on psychomotor development, but also on cognitive and social development. Methods: The evaluation model used in this study is the Discrepancy model. The subjects of this research were the principal and the teachers of the State Kindergarten in Kulon Progo Regency. The sampling technique uses a total of sampling which aimed at 1 principal and 1 teacher in each State Kindergarten in Kulon Progo Regency. The sample in this study included 12 Principals and 12 Kindergarten teachers. Data collection techniques use interview methods, questionnaires, and documentation. The data analysis technique in this study is quantitative and qualitative descriptive analysis. Results: The results showed that the evaluation of physical activity learning programs in State Kindergartens of Kulon Progo Regency was 2.45 so that it was included in the less category. Based on each evaluation stages, which include (1) The design of physical activity learning programs in Kindergartens of Kulon Progo Regency amounted to 2.45, with details on the indicators of understanding about physical activity learning in Kindergartens of 2.42 included in the less category and indicators of learning objectives of 2.48 included in the less category, (2) Program planning or installation of physical activity learning programs in Kindergartens of Kulon Progo Regency amounted to 2.43, with details on the indicators of learning implementation plans of 2.36 included in the less category, learning material preparation indicators of 2.49 are included in the less category, and learning media preparation of 2.46 is included in the less category, (3) Implementation of physical activity programs or learning processes in Kindergartens of Kulon Progo Regency is 2.45, with details on material delivery indicators of 2.50 are included in the good category, learning activity indicators of 2.46 are included in the less category, and learning media use indicators of 2.38 are included in the less category, and (4) Products of physical activity learning programs in Kindergartens of Kulon Progo Regency of 2.49, with details on the learning evaluation indicator of 2.49 included in the less category

**KEYWORDS:** Evaluation, Discrepancy, learning, physical activity.

### INTRODUCTION

The early childhood is also called as the golden age and critical period. This period is very strategic to lay the foundation for the development of all aspects of development in children including cognitive, physical, language, social emotional, self-concept, art, moral, and religious values [1]. This golden age is the main basis for how important education is for childhood as well as at the stages of child development [2].

Nugraha [3] states that the process of effective physical education will encourage the speed of physical education goals that have been designed, such as physical and movement development, movement skills, as well as cognitive, affective, social, and emotional development. The development of movement is one of the most important parts of the goal of physical education, especially aimed at the growth and development of childhood.

As Solihin, Faisal, and Dadang explain [4] that physical education learning begins from an early age to fulfil and stimulate organic, motor, intellectual, and emotional growth. At an early age, physical education has very important role for the growth and development of students. In this period, the child is faster in developing fundamental movements in various motor movements such as jumping, hopping, and running. Learning in Kindergartens is grouped into several development programs, one of them is a physical-motor development program. The scope of the physical-motor program in childhood learning is to increase physical

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potential and instill sportsmanship and awareness of healthy and clean living. The content of physical or physical-motor activity learning materials in Kindergartens includes moving the limbs to train basic motor movement skills.

In his research, Siregar [5] stated that the application of physical activity learning in children aged 4-5 years in Kindergarten is an effort to improve interpersonal intelligence towards children. This must be supported by special approach to children and the physical activity provided must be varied and interesting. The enhancement of interpersonal intelligence that is enhanced through physical activity basically refers to the child's ability to interact, convey perception, have tolerance, and can have a good sense of empathy.

In children there are nine common indicators associated with physical activity that have been identified by the global value matrix. The indicators meant include the following five factors (1) overall physical activity, (2) organized sports participation, (3) active play, (4) active transport, (5) sedentary behavior; and the four main influences as follows (1) family and peers, (2) schools, (3) communities and the built environment, and (4) government strategies and investments [6].

Janssen [7] argues that active play, sedentary behavior, and the time with family and peers have often been studied. Physical activity has been achieved in real terms through active play. Active play has been reported to increase physical activity and prevent childhood obesity. Through several studies above, physical activity of childhood, especially at the Kindergarten level has an important influence on child development. Physical activity for kindergarten-age children can be provided through fun models or play methods so that the child can be stimulated to move. The benefits obtained from learning physical activity in childhood are not only focused on psychomotor development, but also on cognitive, affective, and social development.

Learning of physical activity motor physical development program in its application of course it is experiencing the obstacles or problems. Alim [8] states that in implementing the PAUD curriculum, teachers often force children to do physical activities that are not in accordance with the abilities of early childhood. Such actions of teachers are violation of the principle towards developmentally appropriate practice, because the results obtained will endanger the physical health of children in the future. Paramitha & Anggara [9] also explained that the practice of learning physical activities in Kindergarten or Early Childhood Education Programs (PAUD) is still centered on teachers, since it is resulting (1) less variety of learning activities as a whole, (2) no material is conveyed about the importance of healthy life, (3) the development of affective aspects that are not able to develop social skills, cooperation, and children's interest in the physical education process, (4) teachers cannot feel the emotional state of children in physical learning, (5) children are easily saturated in doing the learning process, (6) the activity of children in learning is deficient. Kamelia, et al [10] in her research stated that early childhood education which experiences many obstacles is still limited mastery of educational knowledge by students, still limited funds for the purchase of educational playground equipment (APE), and still limited evaluation of the PAUD program. The implementation of education in PAUD is caused by educators who have not mastered education for early childhood. Many educators are already patterned with the learning found in elementary school or junior high school, it is learning that is carried out in the room. In fact, the learning process can be done anywhere, including outdoors or nature, so that it can explore the child's abilities to the fullest.

An *et al.*,<sup>[11]</sup> argued that effective sports activities must be supported by adequate facilities, but the problem of early childhood education facilities today indicates a lack of play facilities for children. This results in the interest of children to do movement activities to be reduced, so that the achievement of physical fitness of early childhood becomes very difficult.

The problems above show that the learning of physical activities in Kindergarten is still not able to run optimally. Learning physical activities in Kindergarten should be done with a fun and interesting method of play for learners. Play is the primary model through which children can learn to recognize their bodies and movement abilities. It also serves as a facilitator of cognitive and affective development, as well as a means of developing soft and gross motor skills [12].

In the research of Maria & Flora [13], all activities which carried out for early childhood should be modified so it produces a fun activity to make it easier for children to understand and comprehend all the activities given. All physical activities that are fun and varied can cause pleasure. Based on the problems, an evaluation research will be conducted which entitled "Evaluation of Physical Activity Learning in State Kindergartens of Kulon Progo Regency".

### MATERIALS AND METHODS

This research uses a descriptive mix method approach combining quantitative and qualitative research to obtain comprehensive, valid, reliable, and objective data. This research aims to evaluate the learning of physical activities in State Kindergartens of Kulon Progo Regency. This research was conducted at 12 kindergartens in kulon progo regency, 3-5 August 2022

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**Table 1. Kindergartens List**

Number	Kindergartens List
1	State Kindergarten of Pembina Panjatan
2	PKK Eka Prasetya Galur Kindergarten
3	Trukan Temon State Kindergarten
4	Pembina Wates State Kindergarten
5	Kalipetir Pengasih State Kindergarten
6	Pedesaan Blubuk Pengasih State Kindergarten
7	Pedesaan Banyuroto Nanggulan State Kindergarten
8	Pembina Nanggulan State Kindergarten
9	Pringtali Girimulyo State Kindergarten
10	Sokomoyo Girimulyo State Kindergarten
11	Pedesaan Banjarsari Samigaluh State Kindergarten
12	Pedesaan Ngargosari Samigaluh State Kindergarten

The research instrument is a tool that is used to measure observed natural and social phenomena [14]. The data collection instrument in the evaluation research of the physical activity learning program in Kulon Progo Kindergartens includes interview guidelines, questionnaires, and documentation guidelines.

The collecting data technique is a way that researchers use to obtain the data needed [15]. The data collection in this research consists of quantitative and qualitative data collection. Quantitative data were obtained from the scores of documentation and questionnaires from Kindergarten teachers. Qualitative data were obtained from the results of interviews with the principals.

The calculation of data analysis by finding the magnitude of the relative frequency of percentages. With the following formula [16]:

$$P = \frac{F}{N} \times 100\%$$

Description:

P= Percentage sought (Relative Frequency)

F= Frequency

n = number of respondents

The qualitative data analysis technique used in this research, Miles & Huberman [17] explained that the data analysis technique used to analyze the data in this research is the qualitative analysis of interactive models: (1) Data collection; (2) Data reduction; (3) Data display and (4) Conclusions

The determination of success criteria using the Sturges Formula, where the highest score in questionnaire 4 and the lowest score of 1, so that it can be calculated:

Length of interval class = (highest score (4)-lowest score (1))/(interval class (4)) The results of quantitative data on each aspect are then converted in the success criteria table as follows.

**Table 2: Table of Success Criteria**

No	Interval	Kriteria
1.	3,26-4,00	Very good
2.	2,51-3,25	good
3.	1,76-2.50	less
4.	1,75-1,0	Very less

(Source: Sugiyono, 2015: 148)

The design stage in the process of evaluating the learning of physical activities in Kindergartens of Kulon Progo Regency is focused on providing program input which includes program objectives, personnel, staff, and other resources that must be provided before the program can be realized, as well as performance assessments to support the achievement of the program [18].

**Table 3: Average Results of Evaluation Design of Physical Activity Learning in Kindergartens of Kulon Progo Regency**

No	Indicators	Mean	Category
1.	The understanding of physical activity learning in kindergarten	2,42	Deficient
2.	Learning Objectives	2,48	Deficient
	<b>Average</b>	<b>2,45</b>	<b>Deficient</b>

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Based on the table above, the average learning evaluation design of physical activities at kindergarten in kulonprogo regency is 2,45 so that it is included in the less category.

**Table 4: Learning Objectives Indicator Results**

No	Statement	Mean	Category
1.	Arranging the learning objectives in accordance with learning competencies/outcomes.	2,75	Good
2.	Arranging the learning objectives using observable and measurable operational verbs	2,58	Good
3.	Arranging the learning objectives by paying attention to the ABCD component.	2,33	Deficient
4.	Arranging the learning objectives by including elements from KI 1 and KI 2.	2,42	Deficient
5.	Arranging the learning objectives by including elements from KI 3 and KI 4	2,33	Deficient
<b>Average</b>		<b>2,48</b>	<b>Deficient</b>

Based on the results of the analysis above, it reveals that learning objectives are included in the less category.

**Table 5: Average Results of Physical Activity Learning Installations at State Kindergartens of Kulon Progo Regency**

No	Indicators	Mean	Category
1.	Lesson Plan	2,36	Deficient
2.	The Preparation of Learning Materials	2,49	Deficient
3.	The Learning Media Preparation	2,46	Deficient
<b>Average</b>		<b>2,43</b>	<b>Deficient</b>

Based on the table above, the average results of the stages of learning installation of physical activities a kindergartens of kulon progo regency are 2,43 so that they are included in the less category.

**Table 6: Results of Learning Media Preparation Indicators**

No	Statement	Mean	Category
1.	Before conducting physical activity learning activities, teachers are already adept at operating media/ <i>platforms</i> that support the learning process.	2,50	Good
2.	To own, create or design learning media and tools which appropriate with the material, objectives, and learning models of physical activity of motor physical development programs.	2,42	Deficient
<b>Average</b>		<b>2,49</b>	<b>Deficient</b>

Based on the results of the analysis, it shows the results of learning media indicators in the category were less than 2,49.

**Table 7: Average Results of Implementation of Kindergarten Physical Activity Learning Program in Kulon Progo Regency**

No	Indicators	Mean	Category
1.	The Delivery of Learning Materials	2,50	Good
2.	Learning Activities	2,46	Deficient
3.	The Use of Learning Media	2,38	Deficient
<b>Average</b>		<b>2,45</b>	<b>Deficient</b>

Based on the analysis of the data above, it reveals that the average results of the implementation of the physical activity learning program in state kindergartens of Kulon Progo regency are 2.45, so it is included in the less category.

**Table 8: Learning Evaluation Indicator Results**

No	Statement	Mean	Category
1.	To select and determine the type of learning evaluation ( <i>assessment</i> ) which is suitable with the indicators/basic competencies (KD).	2,50	Good
2.	To prepare various learning evaluation tools /instruments in accordance with the basic competency indicators (KD).	2,42	Deficient
<b>Average</b>		<b>2,49</b>	<b>Deficient</b>

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From the results of the analysis above, it shows that the learning evaluation is included in the category of less than 2,49

### DISCUSSION

The evaluation is a systematic and subjective assessment of an object, program or policy that is in progress or has been completed, both in the design of implementation and the results, where the purpose of program evaluation is to determine the relevance and achievement of goals, efficiency, effectiveness, impact and sustainability, where an evaluation must provide reliable and useful information to be able to take lessons for the decision-making process.

The design stage of the physical activity learning program in Kindergartens of Kulon Progo Regency on the indicators of understanding about learning physical activity in Kindergartens by 2,42 is included in the less category. Every teacher needs to understand and be skilled in formulating learning objectives, because a clear formulation of objectives can be used to evaluate the effectiveness of the success of the learning process. A learning process is said to be successful when students can achieve their goals optimally. In order for teachers are able to carry out the tasks and responsibilities above, the teachers are required to have certain abilities and skills. Abilities and skills are part of the teacher's professionalism competence [19]. The competence is an ability that is absolutely owned by the teachers, so that their work as an educator can be done well. The task of teachers is closely related to the improvement of human resources through the education sector [20].

Learning Objectives Indicators of 2,48 are in the less category, Learning Materials of 2,49 are in the less category. The aim of physical education includes four aspects, such as (1) physical development. This goal is related to the ability performing activities that involve the physical strength of several organs of one's body (physical fitness). (2) Development of movement. This goal is related to the ability performing movements effectively, efficiently, smooth, fine, perfect (skillful). (3) Mental development. This objective is related to the ability to think and interpret the entire knowledge of physical education into its environment. (4) Social development. This goal is related to the ability of students to adjust towards a group or community [21].

The planning stage of the physical activity learning program in Kindergartens of Kulon Progo Regency on the indicators of understanding about learning physical activity in Kindergartens by 2,42 is included in the less category. Every teacher needs to understand and be skilled in formulating learning objectives, since a clear formulation of objectives can be used to evaluate the effectiveness of the learning process success. A learning process is said to be successful when students can achieve their goals optimally. In order for teachers are able to carry out the tasks and responsibilities above, the teachers are required to have certain abilities and skills. Abilities and skills are part of the teacher's professionalism competence [19].

The learning process for kindergarten physical activity in Kulon Progo Regency is based on an indicator of learning material of 2,50 in the good category. Physical learning that is directed and adjusted to the level of development of students' abilities will provide positive results for students, both in the development of motor skills and student personality [22]. In addition, physical learning is supported by innovation and appropriate learning modifications, especially by modifying the game sport, it can contribute well to the learning process.

The Learning Activity Indicator was 2,46 in the less category. The contribution of physical education will only be meaningful when the experiences in physical education relate to the whole process of one's life. Whereas the experience of physical education does not contribute to other educational experiences, there must be errors in the implementation of the physical education program [23]. Learning Evaluation Indicators of 2,38 are included in the less category. The evaluation of learning outcomes is a process to determine the learning value of learners through assessment activities and/or measurement of learning outcomes. The main goal is to determine the level of success that is achieved by students after participating in a learning activity, where the level of success is then marked by a scale of grades in the form of letters, words or symbols [24].

### CONCLUSION

The conclusion of the average score of all aspects and categories shows the less category, so that the learning model for kindergarten students need to be corrected.

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