

Evaluation of Physical, Sports, and Health Education Learning in State Senior High Schools at Mandailing Natal Regency After the Pandemic



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ABSTRACT: This study aims at finding the results of the evaluation of Physical, Sports, and Health Education Learning in state senior high schools at Mandailing Natal Regency after the Covid-19 pandemic. The evaluation model used in this study is the CIPP model. This research is an evaluation study that uses qualitative and quantitative methods. Research instrument used were observation and questionnaire. The research sites were in five state senior high schools at Mandailing Natal Regency, with five principals, five teachers, and 125 students as the research subjects. The data were analysed by using descriptive statistical techniques with percentage formulas. Evaluation results show that the evaluation of Physical, Sports, and Health Education Learning in state senior high schools at Mandailing Natal Regency after the Covid-19 Pandemic are in good category. Then, the results related to each aspect show that (1) Context Evaluation of Physical, Sports, and Health Education Learning is good. (2) Input Evaluation of Physical, Sports, and Health Education Learning in state senior high schools at Mandailing Natal Regency after the Covid-19 Pandemic is good. (3) Process Evaluation of Physical, Sports, and Health Education Learning in state senior high schools at Mandailing Natal Regency after the Covid-19 Pandemic is good. (4) Product Evaluation on Physical, Sports, and Health Education Learning in state senior high schools at Mandailing Natal Regency after the Covid-19 Pandemic is good.

KEYWORDS: evaluation, Physical, Sports, and Health Education learning, state senior high school

INTRODUCTION

The quality of education is currently experiencing challenges due to the outbreak of Corona Virus Disease 2019 (Covid-19). The Covid-19 pandemic has changed paradigms and created new directions in the education system in Indonesia, even in the world. Implementing education that was previously still conservative must now be willing to take place with a new model that certainly requires new implementation and management. Everyone is concerned that this condition will impact the effectiveness and efficiency of the education system during this pandemic. Covid-19 has become a global pandemic whose spread is really worrying. As a result, the government must work together to reduce the rate of the spread of the Covid-19 virus by issuing a policy for all citizens to conduct social distancing or maintain distance (Minister of Education and Culture Circular No. 4 of 2020).

Husamah (2015) generally states that face-to-face learning has various advantages for both lecturers/teachers and students, including 1. Formal discipline set on face-to-face learning can form mental discipline; 2. Facilitate the provision of reinforcement immediately; 3. Facilitate the assessment process by the instructor; 4. Become a tool for learning to interact with learners. Moreover, it is related to the ability to socialize between lecturers/teachers and students, as well as among friends. Furthermore, lecturers can directly observe the attitude and behavior of students in receiving materials. This opinion is an accurate picture that is a unique attraction for students to maintain learning with face-to-face mode.

Distance learning was done in a digital way for the integrity of human soul safety (Firman & Rahman, 2020; Sadikin & Hamidah, 2020; Risalah et al., 2020). Covid-19 is a virus that has annihilated and shocked the world (Muhyiddin, 2020). Learning was used to be done together in the same place, namely science transactions in actual conditions. In contrast, the Covid-19 pandemic problem shows that education has shifted to digital. The government explicitly stipulates Distance Learning (Mahidin, 2021). It is why the government simultaneously runs distance education actions (Abidin et al., 2020; Kencanawaty et al., 2020).

Online learning is a new way of teaching and learning that utilizes electronic devices, especially the internet, to deliver learning. Online learning entirely depends on internet network access. Hazaymeh (2021: 501); Muraveva (2020: 6) state that online learning is a form of conventional learning delivery poured into digital format via the internet. Online learning is considered the only medium of material delivery between teachers and students during the pandemic emergency period (Almazova et al., 2020, p. 368;

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Chansanam et al., 2021, p. 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). Online learning makes learners communicate through a device intermediary, reducing interaction between one individual and others. The lack of such interaction coupled with restrictions on physical meetings makes students bored (Bano et al., 2019, p. 200; Nassoura, 2020: 1965; Sadykova & Meskill, 2019: 6; Marshall & Kostka, 2020: 2). One of the subjects affected by the Covid-19 pandemic was the learning of Physical, Sports and Health Education. Physical, Sports and Health Education is an educational process that utilizes physical activity to produce holistic changes in individual qualities in physical, mental, and emotional terms. Physical activity becomes the primary and dominant thing in physical education learning. In addition, another uniqueness of physical education is that it can improve students' physical fitness and health, improve the discovery of rich physical skills, and increase students' understanding of the principles of movement and how to apply them in practice (Quennerstedt, 2019: 2; Opstoel et al., 2020: 797; Bukhari et al., 2019: 215; Prontenko et al., 2020: 161).

Physical, Sports and Health Education is not only an essential part of human life. It is also an essential part of the educational process. It means that through well-directed physical education, students will develop skills that are useful for filling leisure time, engaging in activities that are conducive to developing healthy life, developing socially, and contributing to their physical and mental health (Razouki et al., 2021, p. 201). Physical activity is the primary and dominant thing in learning Physical, Sports and Health Education (Petrie et al., 2021, p. 103; Terekhina et al., 2021: 2272; Rud et al., 2019: 1630). Online learning has slowly begun to be abandoned and began to lead to the teaching and learning process that should be a face-to-face teaching and learning process between students and teachers. However, the learning process has not been thoroughly carried out; some also still use online media as material for teaching. Learning to pursue this face-to-face also takes time to adapt, especially Physical, Sports and Health Education learning in schools. So far, most Physical, Sports and Health Education teachers still struggle to provide teaching materials that meet Physical, Sports and Health Education learning well. Based on the survey results with three Physical, Sports and Health Education teachers at state senior high school at Mandailing Natal Regency, two teachers stated that students' ability which has not been optimal to meet and follow the learning process of Physical, Sports and Health Education becomes one of the obstacles in face-to-face or online learning. As a result, online learning must now lead to offline or face-to-face learning, and not all the material in the syllabus and lesson plan can be appropriately implemented. This material cannot be carried out for several reasons, such as the school that is lack of facilities and infrastructure. Physical, Sports and Health Education teachers only rely on the facilities and infrastructures in schools, some of which are unsuitable for use because they have suffered damage due to yesterday's pandemic. Physical, Sports and Health Education teachers are also not optimal in developing their creativity by modifying tools and facilities to support the teaching and learning process at school. So that teachers can only convey material in theory. Some parents and students have not been able to operate smartphones properly. There needs to be support from parents to meet the needs of students in participating in the online Physical, Sports and Health Education learning process. The implementation of Physical, Sports and Health Education learning must be adjusted to the abilities of each learner, and the implementation given must be systematic, following the characteristics of students, and managed through effective and efficient physical development towards the formation of a whole person. The obstacles experienced in learning Physical, Sports and Health Education after the Covid-19 pandemic can be minimized if teachers and schools implement good management. Bandi (2018: 3) states in the proceedings of the national seminar on education that learning management is an effort to organize or manage the teaching and learning process to be following the concepts and principles of teaching to achieve the teaching objectives effectively and efficiently. Rukajat's (2018: 5) opinion is that learning management is the ability of teachers (managers) to utilize existing resources through activities to create and develop cooperation so that learning is created between them to achieve the objectives of education in the classroom effectively and efficiently. Furthermore, Rukajat (2018:5) also mentions that the concept of management has two meanings, namely broad and narrow understanding. In a broad sense, learning management involves managing learning programs that start from planning, organizing, directing or controlling, and assessment. Learning management, in a narrow sense, is defined as activities that need to be managed by teachers during the interaction process with students in the implementation of learning. Online learning management is carried out to optimize the implementation of online learning systems in supporting the achievement of complete educational goals. The implementation of online learning management can be carried out using a learning management system. The learning management system is essential for developing curriculum design, student learning management, and student learning motivation (Nafiah & Hartatik, 2020). Evaluation is very closely related to the learning process. Evaluation is helpful as a way to obtain learning development and to find out how far the learning objectives that have been formulated are fulfilled. Correspondingly, the National Education Standards (SNP) 2013 reveals that evaluation is an effort to collect and process information

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in order to increase the effectiveness of implementation at the national, regional, and educational union levels. There are many evaluation models with their respective formats and systems. However, sometimes found in several of the same models as other evaluation models, one of which is the Context, Input, Process, Product (CIPP) evaluation model. This evaluation model was developed by a decision-oriented Stufflebeam (Birgili, 2021: 204; Finey, 2020: 27; Erdogan & Made, 2021: 2).

METHOD

This is an evaluation study that used quantitative and qualitative methods. Evaluation is a series of processes determining the extent to which goals can be achieved. Evaluation provides information for making decisions. Evaluation is also the process of finding formations about objects or subjects that are carried out to make decisions about those objects or subjects (Sukardi, 2015: 2-3). The sample is as part of the population taken using specific ways (Subakti et al., 2021: 71). The research sample is a small part taken from a member of the population, so it can be used to represent the population itself. Purposive sampling technique was used to determine sample. The sample criteria were: researchers took one physical, sports and health education teacher, one school principal, and students who were willing to become samples and fill out questionnaires from researchers.

No	School	School Principal	Teacher	Students
1	SMAN 1 Panyabungan	1	1	25
2	SMAN 2 Panyabungan	1	1	25
3	SMAN 3 Panyabungan	1	1	25
4	SMAN 1 Siabu	1	1	25
5	SMAN 1 Hutabargot	1	1	25
Total		5	5	125

DISCUSSION

Based on the results of the above research, some conclusions can be drawn, namely:

1. Context Evaluation

Based on the evaluation results of the context of Physical, Sports and Health Education learning at state senior high schools in Mandailing Natal Regency after the Covid-19 Pandemic, the statement of the principal is very good, the teachers' statement is very good, and the students' statement is good, it is concluded that the context evaluation on Physical, Sports and Health Education learning in state senior high schools at Mandailing Natal Regency after the Covid-19 Pandemic is good.

2. Input Evaluation

The results of the study on the evaluation of Physical, Sports and Health Education learning inputs at state senior high schools in Mandailing Natal Regency after the Covid-19 Pandemic show that the principals' statement is significant in very good category, the teachers' statement is good, and the students' statement also shows promising results, with the result that the evaluation of Physical, Sports and Health Education learning in state senior high school at Mandailing Natal Regency after the Covid-19 Pandemic is good.

3. Process Evaluation

The results show that in the evaluation of the Physical, Sports and Health Education learning process in state senior high school at Mandailing Natal Regency after the Covid-19 Pandemic based on statements from the principal mainly stated good, the teacher statement was good, the results of the students' statements were good, the results of the study concluded that the evaluation of the process on learning Physical, Sports and Health Education in state senior high school at Mandailing Natal Regency after the Covid-19 Pandemic is good.

4. Product Evaluation

The evaluation results of Physical, Sports and Health Education learning products in state senior high school at Mandailing Natal Regency after the Covid-19 Pandemic based on the principal's statement are good, the teacher's statement is good, and the statement from the students is good. It can be concluded that the product evaluation on Physical, Sports and Health Education learning in state senior high school at Mandailing Natal Regency after the Covid-19 Pandemic is good.

CONCLUSION

Success criteria evaluate each CIPP variable with three categories: good, fair, and weak. Evaluation results show that evaluation on Physical, Sports, and Health Education Learning in State Senior High School at Mandailing Natal Regency after the Covid-19 Pandemic is in a good category. Here are the results related to each aspect. (1) Context Evaluation of Physical, Sports, and Health

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Education Learning is good. (2) Input Evaluation of Physical, Sports, and Health Education Learning in State Senior High Schools at the Mandailing Natal Regency after the Covid-19 Pandemic is good. (3) Process Evaluation of Physical Education and Health Learning Process at State Senior High Schools throughout Mandailing Natal Regency after the Covid-19 Pandemic is good. (4) Product Evaluation on Physical and Health Education Learning at State Senior High Schools throughout Mandailing Natal Regency after the Covid-19 Pandemic is good.

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