

Evaluation Study of Physical Education Learning in Sports and Health in Special Schools in Yogyakarta



Yulia Citra¹, Soni Nopembri², Stefanus Prasetyo Yudi Susanto³

^{1,2,3}Universitas Negeri Yogyakarta, Yogyakarta, DIY, 55281, Indonesia

ABSTRACT: This research aims to find out: (1) Evaluate the context of elementary learning tools at Yogyakarta State Special Schools, (2) Evaluate the input of elementary school infrastructure facilities at Yogyakarta State Special Schools, (3) Evaluate the process of implementing elementary school learning based on the independent curriculum at Yogyakarta State Special Schools, (4) Evaluate the assessment product for corner learning outcomes at Yogyakarta State Special Schools.

This research is an evaluation research with a qualitative approach based on CIPP. The research was carried out at SLB N 1 Bantul. Data analysis uses the best data analysis carried out from the start of the research (ongoing).

The results of the research show: (1) The results of the context evaluation including corner learning tools show that the learning tools in the four Yogyakarta state special schools fall into the category of quite good and good implementers of and realizing learning achievement tools, the flow of learning objectives and teaching modules that are determined based on independent rounds. (2) The results of evaluation input including teacher and student facilities and infrastructure show that SLB N 1 Yogyakarta and SLB N 2 Bantul are in the sufficient category to complete corner learning facilities and infrastructure based on the independent curriculum. and for SLB N 1 Bantul and SLB N Pembina Yogyakarta it has been included in the good category through the results of observations, interviews and documentation of existing resource persons in completing the corner learning process based on the independent curriculum. (3) The results of the evaluation process include the teacher's implementation of elementary learning based on the independent curriculum with teaching tools that have been created in accordance with the independent program curriculum and delivered well, effectively and efficiently to students. This category means that the implementation or flow of the representation of the corner learning process starting from the introductory, core and closing activities has been carried out well between the teacher and students. (4) The product evaluation results include student learning outcomes which show the performance of assessments carried out in a formative and summative manner on students with special needs during elementary school learning based on the independent curriculum and are said to be good even though the documentary evidence from the four special schools is only one school that provides summative assessment documents to researcher. Apart from that, everything was quite good and students listened to the material and direct assessments in the field from teacher to student.

KEYWORDS: Independent Curriculum, PJOK Learning, State SLB.

I. INTRODUCTION

Education is a process of beginning the formation of a learning atmosphere for students in a plan that is consciously prepared for the skills and self-development of students.1 article 1 which states that education is a conscious and planned effort to create a learning atmosphere so that students actively develop their potential such as spiritual strength, self-control, character and intelligence, noble traits and skills needed for themselves and society (Pristiwanti, 2022, p. 7912). The Education System Law No. 20 of 2003 chapter 5 article 36, which regulates the national education system, also says that the curriculum is a set of objectives, content, learning materials, methods and arrangements used as guidelines for achieving the learning process and learning activities. In addition, at all levels the curriculum stipulated in article 36 paragraph 2 where the curriculum is developed in accordance with the principle of development according to the education unit, regional potential, and students (Rahayu, 2022, pp. 4-5). Learning physical education sports and health must adapt to the abilities of each child who is given systematically, according to the characteristics and limitations of children who are managed through the development of physical education effectively and efficiently for the formation of whole students in the limitations and disabilities they have and to measure the extent of the learning objectives of PE, requires practical management, which consists of an appropriate learning

Evaluation Study of Physical Education Learning in Sports and Health in Special Schools in Yogyakarta

implementation model, learning methods tailored to the needs of students, so as to encourage or draw conclusions to encourage the learning process of PE with problems, topics, and concepts as a guide for student performance and provide feedback, evaluation and performance in ideal learning strategies. With the selection of materials and programs of physical education sports and health for children with disabilities into learning strategies and learning models that aim to ensure the achievement of physical education sports and health optimally (Raharjo, 2023, p. 268). So it can be concluded that optimal learning of physical education sports and health is by looking at the selection of material to be given to children with special needs according to the limitations and disabilities they have, so that it can achieve effective and efficient learning strategies and models with current adjustments. Evaluation itself is useful as a means to achieve learning development as well as to determine the extent to which learning objectives have been formulated, in this study later using an evaluation system for the planning, implementation, and assessment process as well as supporting infrastructure in learning procedures that have been regulated by the government system for the latest curriculum policy, namely the independent curriculum. so that further discussion of this research will focus on a model designed to determine the evaluation of learning physical education sports and health of the independent curriculum in schools. The purpose of this study is to determine the learning process of PE based on the independent curriculum from 4 schools as research samples and the population taken, namely sports teachers, curriculum deputies, and class teachers, and specifically for children with special needs who have limitations and disabilities in each child with disabilities. Where the characteristics of these children become an evaluation process that will be carried out in the PE learning process. Model evaluation is very important to do in determining how well the model is designed to predict a phenomenon or event that can help identify the weaknesses and advantages of the model that has been made, so that improvements can be made in developing a better model. So that the evaluation of learning physical education sports and health of the independent curriculum in SLB Negeri se-DIY is very important to ensure the quality of education in accordance with the implementation of the independent curriculum. one of the evaluation models used is the CIPP model (context, input, process, product). The CIPP model is one of the evaluation models used in this study based on the problems that have been described on learning physical education, sports and health based on an independent curriculum with the form of learning that exists in SLBN in Yogyakarta on the results of observations and observations of interviews, researchers see conditions in the learning process with the components of teachers, goals, teaching materials, facilities, and assessment of PE learning taking place using an independent curriculum, namely Students can be more independent to be able to support the talents of children with disabilities, for example during observations, researchers observed that the process and implementation of PE learning took place very well where physical education, sports and health teachers provided lessons that were interesting, challenging, and made students not bored. This is the process of learning PE during pre-observation and researcher observations. Based on the description of the problems that have been studied above, the author wants to conduct a research entitled: "Evaluation Study of Learning Physical Education Olahraga and Health Independent Curriculum in State Special Schools throughout Yogyakarta".

II. METHOD

Type of Research

This research is a program evaluation research with a qualitative approach based on CIPP (context, input, process, product). Evaluation research is used for information by comparing the suitability of existing conditions with predetermined criteria or standards for the learning process (Arikunto, 2010, p. 37).

According to (Bahri, 2022, p. 3), physical education sports and health of the independent curriculum, the program being evaluated is the learning of physical education sports and health of the independent curriculum in public special schools throughout Yogyakarta, program evaluation is an activity designed to determine the level of success of planned activities, in which information is systematically collected about the functions, characteristics, and results of the program in order to evaluate the program to improve program effectiveness, and make decisions regarding program effectiveness towards future development programs. effectiveness of the program towards future development programs.

Place and Time of Research

To be able to obtain the necessary information, this research was conducted in four State SLBs in Yogyakarta, namely SLBN 1 Bantul, SLB Negeri 2 Bantul, SLB Negeri 1 Yogyakarta, and SLB Negeri Pembina Yogyakarta This research was conducted from October 16 to November 20, 2023.

Population and Sample

The population in this study were 4 schools in Yogyakarta. The sample in this study were 7 PJOK teachers,

Evaluation Study of Physical Education Learning in Sports and Health in Special Schools in Yogyakarta

4 waka curriculum because, of the four schools, they have implemented PE learning based on the independent curriculum, and the implementation of the teaching where the educators have been so optimal in implementing the independent curriculum, especially for children with special needs with the category of independent sharing options that have been determined by the central government, therefore the researchers took SLBN 1 Bantul, SLBN 2 Bantul, SLBN 1 Yogyakarta city, and SLBN Pembina which have implemented an independent curriculum with independent sharing options, as well as the implementation which gradually follows in accordance with the learning of physical education sports and health of the independent curriculum for one or two years more or less.

Instruments and Data Collection Techniques

In the research to be carried out, the instrument used is to use the technique of data reduction technique by describing raw data into visible material so that it is packaged in the form of narration or writing in this study.

Data sources in this study were obtained through the collection of basic information. Basic information is information obtained directly through the first source of researchers (Arikunto, 2010, p. 264). From the results of the description of data from detailed data sources, in qualitative research the main data collection techniques are observation, interviews, and documentation.

Data Analysis Technique

The data analysis technique used is descriptive qualitative. Qualitative research conducted by researchers to see the evaluation study of learning physical education sports and health of the independent curriculum in public special schools in Yogyakarta uses researchers who will go directly to the field from the analysis of secondary data obtained by researchers before entering the field, and the program used is cost and benefit, which is the financing and benefits that will be carried out for activities in schools where available income and resources are used to develop and maintain school programs obtained from conditions that vary such as national conditions, geography, educational achievement, politics and law, education economics, government funding programs and school management.

III. RESEARCH RESULT

This research was conducted in four state SLBs in Yogyakarta namely SLBN 1

Bantul, SLB Negeri 2 Bantul, SLB Negeri 1 Yogyakarta, and SLB Negeri Pembina Yogyakarta on October 16 to November 20, 2020 The subject of this evaluation is SLB Negeri throughout Yogyakarta, totaling 4 schools. The instrument used uses data reduction techniques by describing raw data into visible material so that it is packaged in the form of narration or writing in this study. The approach used in the evaluation study of learning physical education sports and health of the independent curriculum using the CIPP model (context, input, process, product) means obtaining accurate and objective information and comparing what has been achieved through the implementation of the independent curriculum on learning physical education sports and health in special schools throughout Yogyakarta.

Table 1. Completeness of Learning Tools

Nama Sekolah	Variabel	Indikator	Kesesuaian	
			Ada	Tidak
SLB Negeri 1 Yogyakarta	Perangkat Pembelajaran PJOK	CP	✓	
		TP		✓
		ATP	✓	
		Modul ajar	✓	
SLB Negeri 1 Bantul Yogyakarta	Perangkat Pembelajaran PJOK	CP	✓	
		TP	✓	
		ATP	✓	
		Modul ajar	✓	
SLB Negeri 2 Bantul Yogyakarta	Perangkat Pembelajaran PJOK	CP	✓	
		TP		✓
		ATP	✓	
		Modul ajar	✓	

Evaluation Study of Physical Education Learning in Sports and Health in Special Schools in Yogyakarta

SLB Negeri Pembina Yogyakarta	Perangkat Pembelajaran PJOK	CP	✓	
		TP		✓
		ATP	✓	
		Modul ajar	✓	

A gradual school education process in the learning process so that it focuses effectively and efficiently on context, input, process, and product, where the context explains the school background, vision-mission, goals, learning materials, learning tools and organizing learning tools, as well as managing the process of learning activities, input describes the characteristics of students and educators, school infrastructure and financing, the process discusses the implementation of physical education learning sports and health, and the last product explains the assessment carried out formatively and summatively as well as the end-of-semester assessment.

IV. DISCUSSION

This study was conducted with the aim of being able to know (1) Evaluate the context of pjok learning tools in SLB Negeri Yogyakarta, (2) Evaluate the input of pjok infrastructure facilities in SLB Negeri Yogyakarta, (3) Evaluate the process of implementing pjok learning based on the independent curriculum in SLB Negeri Yogyakarta, (4) Evaluate the product of pjok learning outcomes assessment in SLB Negeri Yogyakarta.

Based on the results of the research seen from the context evaluation, it is carried out by looking at the completeness of the study tools based on the Ministry of Education and Culture Regulation Number 22 of 2016 concerning process standards for primary and secondary education, with the standard criteria for the process being the teacher's investment in planning to achieve the Graduate Competency Standards (SKL), it can be concluded that the fulfillment of teaching tools has been fulfilled, but the delivery may be a little difficult. From the table above, it can be seen that there is data that does not exist and actually fulfills all of the data above, but the time constraints and busyness of the existing subjects as sources, so that researchers only include the data obtained. to fulfill the research process on the evaluation of learning physical education sports and health in Yogyakarta state special schools. Then, from the input evaluation. The criteria for teacher background in this study are seen in accordance with the Minister of Education Regulation No. 16 of 2007 concerning the qualifications and academic qualifications of teachers. The Ministry's regulations contain the qualifications of senior high school/madrasah Aliyah teachers who have minimal fourth grade teacher training (D-IV) or primary grade (S1) with a study program that is in accordance with the department or subject being taught besides that the teacher's certificate is important to see as a form of measurement in showing how long the teacher has worked in accordance with the profession he holds and professional experience (competence) in the world of education, it can be concluded that teacher qualifications are the ability and authority of teachers in carrying out their teaching profession. Then the term professional comes from an adjective which means livelihood and as a noun experts such as teachers, doctors, judges, and others. In other words, professional work is work that can only be done by people who are specially trained in certain fields, not work that many people do because they cannot find other jobs. Sports and health physical education activities implemented in schools, is a process of teachers in providing the teaching and learning process by including the value of knowledge, attitudes and skills. And the main function in learning is to achieve learning objectives with a good and effective program. In learning pjok, of course, the core activities that are well programmed and directed in order to achieve the expected learning objectives, will be able to achieve all components of adequate pjok learning infrastructure, teachers and students to achieve learning objectives. Together achieve learning objectives. In accordance with Law number 20 of 2003 concerning the national education system in article 45, it is stated that each formal and non-formal education unit must provide facilities and infrastructure that meet, it can be concluded that the two schools for facilities and infrastructure are quite good because the condition of one school is in the middle of the city and one is in the middle of a residential area, thus making the two schools a little constrained in their sports field facilities. And for both SLBs it is good because it meets the program well and the learning objectives of pjok efficiently. Furthermore, from the process evaluation factor. Education provides a way for all individuals who can realize their full potential as learning by acquiring knowledge and skills. PJOK subjects taught at school play an important role in providing direct opportunities for students to share learning experiences, some of which are related to physical activity, sports and health. With the aim of developing skills, critical thinking, cooperation, physical fitness, emotional stability, social skills and reasoning and moral action through participation in physical activities and sports, it can be concluded that the use of process evaluation in the four special schools in Yogyakarta uses a command model, lectures, and directions from the teaching teacher, in teaching also includes a form of assignment and brief

Evaluation Study of Physical Education Learning in Sports and Health in Special Schools in Yogyakarta

assessment to find information about the subjects taught in the field as a meeting for future activities. As for the reciprocity of the teacher's teaching to students during the observation, that students responded to the teacher's explanation by using sign language to them, for example, in the case of children with speech impairment the teacher gave them an example. For example, in speech deaf children the teacher gives directions for introductory, core and closing activities using the sign language of speech deaf children listed such as volleyball games with sack modifications and field tennis nets. As for the reciprocity of the students, namely following the directions given by the teacher to them, and at the end of the lesson the teacher tells them that today is good enough and next week change to other lessons that are still in athletic learning, and big ball games. From the product evaluation factor, the curriculum is a strategy that is deliberately designed to achieve several educational goals and includes goals, learning materials, and methods. The curriculum is a set of subjects or learning materials mastered by teachers and students. According to Law Number 20 of 2003 concerning the National school system of the Republic of Indonesia (Sisdiknas), educational programs are an important part of education. Therefore, the government is gradually updating the curriculum to get a comprehensive and quality education, until now a new curriculum has emerged, namely the independent curriculum, it can be concluded that summative assessment is an evaluation function that considers the results of curriculum development in the form of documents from learning that takes place in schools. The function of summative assessment is to provide relevant developments in student learning outcomes to the community with the process of curriculum development and implementation. from the above statement there is also documentation obtained by researchers from one of the special schools that is the research site for the form of student learning outcomes, namely summative assessment in the form of report cards included in the appendix of this study.

V. CONCLUSIONS

Conclusions

From the results of data analysis, description and discussion, the conclusions can be drawn are: 1). The results of the context evaluation covering pjok learning tools show that the preparation of learning tools, organizing tools and managing learning activities in the four State SLBs in Yogyakarta, are in the category of good enough for the implementation and delivery of learning outcome tools, the flow of learning objectives and teaching modules set based on an independent curriculum, 2). The results of the input evaluation include facilities and infrastructure for teachers, student characteristics and financing, which show that SLBN 1 Yogyakarta and SLBN 2 Bantul have entered the category quite well for the fulfillment of PE learning facilities and infrastructure based on the independent curriculum, and for SLBN 1 Bantul and SLBN Pembina Yogyakarta have entered the good category through the results of observations, interviews, and documentation of existing sources in fulfilling the PE learning process of the independent curriculum, 3). The results of the process evaluation include the implementation of teachers in learning the independent curriculum PE with adjustments to teaching tools and the implementation of physical education sports and health learning that has been made in accordance with the independent curriculum program and delivered properly, effectively and efficiently to students, in the good category for evaluating the learning of physical education sports and health of the independent curriculum at SLBN throughout Yogyakarta, 4). The results of product evaluation include student learning outcomes which show the delivery of assessments carried out formatively and summatively to students with special needs when learning PE based on an independent curriculum and categorized as good enough even though the documentary evidence from the four SLBNs in Yogyakarta is quite good. Although the documentary evidence from the four SLBs is only one school that provides summative assessment documents to researchers. Apart from that, everything is good enough and students listen to the material and direct assessment in the field from teacher to student.

Suggestion

Based on the research conclusions above, there are several suggestions that can be conveyed, namely as follows:

1. The results of this study can be used to expand the knowledge of readers and as a reference for other researchers conducting further research to evaluate the implementation of independent curriculum physical education sports and health learning.
2. After evaluating the context, input, process, product, it can be concluded that the implementation of learning physical education for sports and health of the independent curriculum in State biased schools throughout Yogyakarta, requires some improvements to the adjustment of learning tools and learning facilities for physical education for sports and health in order to achieve good implementation of the independent curriculum.
3. Improvements at the level of planning for the implementation of physical education learning need to be carried out even better cooperation between the components of the sports teacher and the mobilizing teacher, the head of the curriculum, students, and parents

REFERENCES

- 1) Adinda Hera Ade, dkk. 2021. Penilaian Sumatif dan Penilaian Formatif Pembelajaran Online: Article Review. Volume 2. No. 1. Hal 1-10.
- 2) Andi Saputro & Hermawan Pamot R / Proses Evaluasi Pembelajaran Pendidikan Jasmani, Olahraga, dan Kesehatan SD Negeri di Kecamatan Kertek Kabupaten Wonosobo/ Indonesian Journal for Physical Education and Sport 4 (2) (2023): 529-538
- 3) Arikunto, Dasar-Dasar Evaluasi Pendidikan Edisi 3 (Bumi Aksara, 2021) <<https://books.google.co.id/books?id=j5EmEAAAQBAJ>>.
- 4) Rahayu, R., dkk. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. Jurnal Basicedu. 6(4),6313-6319. Doi.<https://doi.org/10.31004/basicedu.v6i4.3237>
- 5) Undang – Undang sistem pendidikan No. 20 tahun 2003 bab 1 pasal 1
- 6) Undang-Undang Sistem Pendidikan No. 20 tahun 2003 bab 5 pasal 36



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.