Evaluation of the Implementation of Physical Education Learning Sports and Health Madrasah Tsanawiyah Negeri 1 Baubau

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ABSTRACT: Shaping the character and motor development of students is the main goal of physical education learning. This study aims to evaluate: (1) Evaluation of the context of the Penjas learning program at MTS Negeri 1 Baubau, Southeast Sulawesi, Indonesia; (2) arrangement of Penjas learning program inputs at MTS Negeri 1 Baubau, Southeast Sulawesi, Indonesia; (3) implementation of the Penjas learning program at MTS Negeri 1 Baubau, Southeast Sulawesi, Indonesia; and (4) the results of the Penjas learning program at MTS Negeri 1 Baubau, Southeast Sulawesi, Indonesia. The evaluation model of this research is CIPP (Context, Input, Process, Product). The place where this evaluation research was carried out was at MTS Negeri 1 Baubau, Southeast Sulawesi and was carried out on September 18-25, 2023. The research sample used a non-probability sampling technique through a purposive sampling approach, namely 1 school principal, 1 PJOK teacher, and 33 MTs Negeri 1 BauBau students in Southeast Sulawesi. Data collection techniques use observation, questionnaires, and documentation. Descriptive quantitative data analysis by processing acquisition data is then categorized into four categories, namely very good, good, good enough, and not good. The results showed that: (1) the program planning component with indicators of the relevance of the 2013 curriculum to learning in schools at very good category standards; (2) program structuring components with indicators of Penjas teacher background and student involvement, Penjas facilities and infrastructure, and Teacher Competency Standards in the good category standards; (3) program implementation components with indicators of preparation and implementation of Penjas learning in the good category standards; and (4) program outcome component student achievement achievement indicators on good category standards.

KEYWORDS: Evaluation, Learning, CIPP, Students.

I. INTRODUCTION

Physical Education, Sports and Health (PJOK) is a compulsory subject in an education system. Achieving all areas of competence that have been formulated, students are expected to develop their potential, especially to be able to master basic techniques from various sports taught [1]. Therefore learners are the central point in education, so it is considered necessary to formulate learning programs that consider the circumstances of the learners themselves. PJOK is not only an important part of human life. PJOK is also an important part of the educational process. That is, through well-directed physical education, children will develop skills that are useful for leisure time, engage in activities conducive to developing a healthy life, develop socially, and contribute to their physical and mental health [2]. Physical activity is the main and dominant thing in PJOK learning [3]. The purpose of PJOK in general is not only to develop in the psychomotor realm but also in the affective and cognitive domains.

Physical activity is the main and dominant thing in PJOK learning. In addition, another uniqueness of PJOK is that it can improve the physical fitness and health of students, improve the mastery of physical skills, and increase students' understanding of the principles of motion and how to apply them in practice [4]. Active learners, in a positive sense, will be able to follow the learning process well, so that the achievement of PJOK learning whose indicator is fitness is achieved. Vice versa, if students are lazy in following learning, then indicators in the form of fitness will be difficult to achieve [5].

Various obstacles and learning problems are experienced at MTS Negeri 1 Baubau. Based on observations through interviews with observations with 1 PJOK teacher at MTS Negeri 1 Baubau in May 2023, the problem that occurs is that learning is still value-oriented. Game activities are less developed in the learning process, so they are less able to explore the movements of

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students. The facilities and infrastructure owned by each school are not the same, there are several schools that have limitations in terms of PJOK facilities and infrastructure. When learning, not all material on the syllabus can be carried out properly. This material that cannot be carried out is due to several reasons such as lack of facilities and infrastructure, so that teachers can only deliver material in theory.

Based on field notes conducted by researchers that PJOK teachers have not fully understood and have difficulties in implementing PJOK learning implementation. Teachers in general still equate the perception between PJOK and sports. The importance of the quality of educators and supporting infrastructure to realize educational goals, especially PJOK which has an important role in the growth and development of students must be really considered. The quality of teachers can be seen from the success rate of a teacher in teaching. A teacher is required to have a goal to bring children or students in a better direction in achieving joint efforts. A teacher not only provides material and provides assessment to his students, but teachers must be as smart as possible in choosing the method to be used to deliver the material that students are expected to be able to understand and be able to receive material clearly.

The implementation of PJOK learning must be adjusted to the abilities of each child and the implementation given must be systematic, in accordance with the characteristics of the child and managed through physical development effectively and efficiently towards the formation of a whole person. Therefore, to measure the extent of achievement of learning objectives, a process called evaluation is needed. Evaluation is 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. There are many evaluation models with their respective formats and systems, although sometimes found in the same number of models as other evaluation models, one of which is the Context, Input, Process, Product (CIPP) evaluation model. This evaluation model developed by Stufflebeam is decision-oriented.

The CIPP model is a model for providing information to decision makers, so the purpose of this evaluation is to make decisions. [6] states that the CIPP evaluation model intends to compare the performance of various program dimensions with a number of specific criteria, to finally arrive at a description and judgment about the strengths and weaknesses of the program being evaluated. Learning activities as a system consist of component components of teachers, learners, objectives, materials, facilities, strategies and assessments. All of these components cannot stand alone, one component with another component is interconnected. Teachers cannot be separated from students who are targeted in the learning process. The learning process carried out by teachers must have clear goals, with various material materials that must be met to achieve the planned goals. Learning activities as a system consist of component components of teachers, learners, objectives, materials, facilities, strategies and assessments. All of these components cannot stand alone, one component with another component is interconnected. Teachers cannot be separated from students who are targeted in the learning process. The learning process carried out by teachers must have clear goals, with various material materials that must be met to achieve the planned goals.

Several studies conducted by Kaloka & Kurniawan (2021) show the results of (1) Context Evaluation, the relevance of the syllabus used by teachers regarding content standards and graduate competency standards. (2) Input Evaluation: Students who belong to the good category in terms of school origin, parents' work, interests, teacher qualifications seen from the last education, teaching experience, training learning requirements and learning facilities are very good. (3) Process Evaluation, the learning plan has referred to the syllabus but has not been maximized, teacher activities include sufficient (average 36), student activities are sufficient category (average 28.5), and teaching and learning activities are sufficient (average 1.38); (4) Product Evaluation, in evaluating the results of good category report cards, this competency includes the value of health assessment and character in students in the good category.

A study conducted by Raibowo & Nopoyanto (2021) shows that the evaluation results of the PJOK learning program in public junior high schools throughout Mukomuko Regency, the average assessment shows (1) the context component is in the "poor" category, where the learning objectives are not well formulated (44.50%); (2) input component in the "good enough" category, there are still teachers who do not have learning tools and infrastructure and lack of the principal's role in supervision (59%); (3) process components in the "good enough" category, namely ineffective learning implementation time and the learning process is still teacher-centered as the main learning source and lack of student participation in physical activity (58.15%); (4) The product component is in the "not good" category, namely low student interest in physical education, sports and health (45.1%). Furthermore, a study conducted by Pratama & Fauzen (2021) showed that for the achievement of context evaluation results in the implementation of PJOK learning, a percentage of 74.16% was obtained. Then the achievement of input evaluation results obtained a percentage of 73.55%. The achievement of the process evaluation results obtained a percentage of 86.52%. Meanwhile, for the achievement of product evaluation results, a percentage of 71.87% was obtained. From the data above, it can be concluded that (1) context evaluation obtained the predicate of "good" evaluation results, (2) input evaluation obtained

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the predicate of "good" evaluation results, (3) process evaluation obtained the predicate of "very good" evaluation results, (4) product evaluation obtained the predicate of "good" evaluation results.

II. METHOD

This type of research is an evaluation research that uses a mixture of quantitative and qualitative methods that aim to measure the success of an activity / program and determine the success of a program and whether it is as expected. The evaluation model that will be used in this study is the CIPP model because the CIPP model is an evaluation carried out in a complex manner which includes Context, Input, Process, and Product.

The population and sample used in this study are using purposive sampling techniques, so that the informants who will be used as research sources are physical education teachers, principals, parents and students. Data collection techniques refer to a method, the form of which is shown in its use in collecting data using observation, interviews, and questionnaires. And the data analysis techniques used in this study are quantitative and qualitative data analysis.

III. RESULT

This study was used to determine the Learning Evaluation of Physical Education, Sports and Health MTs Negeri 1 Bau Bau. The data from this study is in the form of quantitative data from questionnaire sheet instruments filled in by the principal, observation sheets filled in by Penjas, and parents, as well as documentation obtained from the results of student achievement in Penjas subjects.

The evaluation of Physical Education Learning Sports and Health MTs Negeri 1 Bau Bau is carried out by presenting the results of evaluation data which are divided into four categories, including: (1) Evaluation in context: The relevance of the 2013 Curriculum to learning in schools, (2) Evaluation in inputs consisting of Penjas educator graduates and Student Engagement, infrastructure and facilities, and Teacher Competency Standards, (3) Evaluation in process: The process of preparation and implementation of physical education teaching, and (4) Evaluation in the product: Student Learning Achievement Results. The results of the study are described as follows.

1. Context Evaluation

Context evaluation is evaluating the context of the 2013 curriculum relevance indicators to learning in schools, especially Penjas subjects in MTs Negeri 1 Bau Bau. Based on the results of the observation sheet filled in by the Penjas teacher about the indicators of the Relevance of the 2013 Curriculum to learning in schools, descriptive statistical data were obtained as follows:.

Table 1. Descriptive statistical data, evaluation of context on relevance indicators

Min.	Max.	Average	Median	Modus	Std. Deviation
63,85	100,00	79,20	82,00	83,86	9,75

Context evaluation data on indicators of the relevance of the 2013 curriculum to learning in schools, then categorized based on value intervals as follows.

Table 2. Context evaluation data categories on relevance indicators

No.	Value Interval	Frequency	Information
1.	76% to 100%	10	Good Very
2.	56% to 75%	8	Good Standard
3.	40% to 55%	0	Enough categories
4.	<40%	0	Less

The categorization of context evaluation data on indicators of the relevance of the 2013 curriculum to learning in schools is dominant Very Good with a frequency of 10 schools. The result of the category value interval is "Very Good".

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2. Input Evaluation

The evaluation of the input of the Penjas learning program at MTS Negeri 1 BauBau is divided into three indicators, namely: 1) Penjas teacher background and student involvement, 2) Penjas facilities and infrastructure, 3) Teacher competency standards.

Table 3. Descriptive statistical data evaluation of input input

Category	Min.	Max.	Average	Median	Modus	Std. Deviation
Penjas teacher background	66,72	100,00	82,87	82,43	81,00	8,28
Facilities and Infrastructure	37,45	78,47	59,66	63,15	37,96	14,83
Teacher Competence	60,75	90,00	77,31	75,73	75,00	7,66

Input evaluation data about the indicators of each category, then categorized based on the value interval as follows.

Table 4. Categories of input evaluation data on relevance indicators

No.	Value Interval	Frequency	Information
Background of the Physical Education Teacher			
1.	76% to 100%	16	Good Very
2.	56% to 75%	2	Good Standard
3.	40% to 55%	0	Enough categories
4.	<40%	0	Less
Facilities and Infrastructure			
1.	76% to 100%	4	Good Very
2.	56% to 75%	7	Good Standard
3.	40% to 55%	4	Enough categories
4.	<40%	3	Less
Teacher Competence			
1.	76% to 100%	9	Good Very
2.	56% to 75%	9	Good Standard
3.	40% to 55%	0	Enough categories
4.	<40%	0	Less

3. Process Evaluation

Process evaluation is evaluating the process of indicators of the preparation process and implementation of PE learning, especially PE subjects at MTS Negeri 1 BauBau. Based on the results of the observation sheet filled in by the Penjas teacher about the indicators of the preparation process and implementation of Penjas learning, descriptive statistical data were obtained as follows:.

Table 5. Descriptive statistical data, evaluation of context on relevance indicators

Min.	Max.	Average	Median	Modus	Std. Deviation
67,40	99,12	82,76	78,30	78,60	8,53

Context evaluation data on indicators of the PJOK learning preparation and implementation process are then categorized based on value intervals as follows.

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Table 6. Context evaluation data categories on relevance indicators

No.	Value Interval	Frequency	Information
1.	76% to 100%	15	Good Very
2.	56% to 75%	3	Good Standard
3.	40% to 55%	0	Enough categories
4.	<40%	0	Less

4. **Product Evaluation**

Product evaluation is evaluating the context of the indicators of average school student achievement outcomes, especially Penjas subjects at MTS Negeri 1 BauBau. Based on the results of documentation data by Penjas teachers, namely the average value of PJOK subjects of each school regarding product evaluation, indicators of student achievement outcomes, the average school obtained descriptive statistical data such as the following table:.

Table 7. Data statistik deskriptif evaluasi konteks tentang indikator

Min.	Max.	Average	Median	Modus	Std. Deviation
76,11	86,50	82,07	82,12	76,05	2,48

Context evaluation data on indicators of school average student achievement outcomes, then categorized based on grade intervals as follows.

Table 8. Context evaluation data categories on relevance indicators

No.	Interval Nilai	Frekuensi	Keterangan
1.	91 – 100	0	Good Very
2.	81 – 90	14	Good Standard
3.	71 – 80	4	Enough categories
4.	<70	0	Less

IV. DISCUSSIONS

Learning Penjas subjects at MTS Negeri 1 BauBau should have design, implement, and support from supporting components so that optimal learning outcomes can be achieved. Penjas learning needs to pay attention to supporting elements in learning activities [6]. This is as stated by [7] learning physical education subjects can be carried out smoothly and successfully, very determined by elements including: students, teachers, methods, supporting environment, sarpras, curriculum, goals, and assessment. The success criteria, the results of this research evaluation were grouped into four categories, namely: Very Good, Good, Sufficient Category, and Less. Results in the evaluation are ideal, able to achieve standard interval values in good categories for each component. The detailed discussion of the evaluation in these components is further described as follows.

The research findings conclude the teaching implementation plan and materials according to use with the 2013 Curriculum. Penjas learning is made and developed based on curriculum references [8]. The observations show that there is conformity with core competencies, compatibility with basic competencies, and the availability of sports learning books and modules for improving physical learning learning. The results of observations show that in MTS Negeri 1 BauBau it is known that the relevance of the 2013 curriculum to learning in schools is included in the Very Good category. These results show that the learning material is in accordance with the 2013 curriculum, so that students can learn teaching materials for the achievement of basic Penjas' abilities. This statement is in accordance with what is explained by [9] that teaching material is important for students to achieve for the level of achievement of fundamental abilities that are evaluated using an instrument on assessment based on learning outcomes.

Based on the results, it can be seen that all Penjas teachers have Strata 1 (S1) education graduates of Sports Education Study Programs from various universities that have been accredited so that they are relevant to Penjas subjects at MTS Negeri 1

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BauBau. This is in accordance with the regulation of the Minister of National Education Regulation Number 16 in 2007 concerning teacher education background, it is said that teachers at the primary and secondary level are required to have a qualification with a minimum education of Diploma-4 (D-4) or Strata-1 (S1) according to the study program based on subjects during the study process, and come from a caredited study program. So that overall Penjas teachers at MTS Negeri 1 BauBau have the appropriate background. Judging from student involvement, the results of the study found that students are actively involved in Penjas learning activities and have a good interest in participating in Penjas learning.

There are still observations that do not meet the minimum standard percentage of >56% (good category) in terms of the level of suitability of Penjas facilities and infrastructure at MTS Negeri 1 BauBau. There are still infrastructure facilities that are not yet available including volleyball courts, basketball courts, the suitability of the number of tools with the number of students, futsal courts, handball courts, badminton courts, long jump tracks and tubs, and javelin throwing courts. Infrastructure is indispensable in learning Penjas. According to [10] that means are necessary to achieve educational goals effectively, efficiently, smoothly, and regularly. Furthermore [11] also explained that the function of Penjas infrastructure is for the continuity of Penjas learning. According to [12] explained that the fulfillment of Penjas infrastructure in schools will contribute to students to make it easier to understand learning materials. Overall, Penjas facilities and infrastructure at MTS Negeri 1 BauBau are included in the good category, but there are still quite a lot of schools that still need improvement in the indicators of Penjas infrastructure facilities.

Based on the results of the questionnaire sheet filled out by the principal to provide an assessment of the standard indicators of competency of PE teachers. The results show that the competency standards of Penjas teachers at MTS Negeri 1 BauBau are included in the Good category in terms of the average results of the acquisition scores. The results show that Penjas teachers have four very good competencies, namely pedagogic competence, professional competence, personality competence, and social competence. According to [13] explained that teachers are said to be professionals mastering in-depth knowledge competencies in accordance with the field occupied. Therefore, it is concluded that Penjas teachers at MTS Negeri 1 BauBau have competence that is more than the minimum indicator standard.

Process evaluation in Penjas learning at MTS Negeri 1 BauBau includes indicators of the preparation process and implementation of teaching. The results of collecting data on the preparation process and implementation are known to be included in the Very Good category value interval. According to [14] Penjas teachers pay attention to teaching preparation through the completeness of learning administration, pay attention when teaching starting from the introduction activities of core and closing activities, and student activities are also well considered during learning. So it is important to pay attention so that the learning process of Penjas is carried out properly. According to [15] provides an opinion that the learning process will be more directed with a clear strategy so that the objectives of learning can be achieved optimally.

The results of documentation data by Penjas teachers are the average value of PE subjects on product evaluation, indicators of student learning achievement. Product evaluation of student Penjas documentation data obtained an average score of 82.07 with a set value interval category, then the value was included in the good category. These results are in line with the results of observations at MTS Negeri 1 BauBau, it is known that students pay attention to explanations and those exemplified by teachers, are active in practicing movements, ask subject matter that has not been understood, and have good discipline along with other affective domains. The affective realm is important to have because Penjas has a relationship between aspects of the social component of students to their self-development [16] The results of learning achievement are generally divided into two factors, namely internal and external. Such as the opinion [15] that the factors that affect the results of learning achievement are divided into two groups, namely internal factors and external factors, internal factors refer to students and external factors refer to external influences such as infrastructure and so on including students' readiness to participate during learning.

V. CONCLUSION

The results of this study concluded that the evaluation of the planning, structuring, implementation, and results of the Penjas learning program at MTS Negeri 1 BauBau, Southeast Sulawesi was good. However, there are still components that need improvement, namely input components on infrastructure indicators that still need attention and improvement to achieve the minimum standards set. The implication is that teachers are more innovative, varied, and creative in using techniques, methods, learning approaches and in an effort to improve student management in teaching and learning activities. The implication is that students are able to gain knowledge and skills in physical education so that there are changes in the affective side and the emergence of healthy living behaviors in everyday life.

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