

Context, Input, Process, Product (CIPP) Model Evaluation of the Sports, Health and Physical Education Learning Program at Senior High School 1 Tanjungpandan, Indonesia



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ABSTRACT: The aims of this study was evaluate the sports, health and physical education learning program at Senior High School 1 Tanjungpandan, Belitung Regency based on the aspects of context, input, process, and product model. The subjects of this evaluation were school principals, sports, health and physical education teachers, and students at Senior High School 1 Tanjungpandan, Belitung Regency. The sampling technique used was purposive sampling, with the criteria: respondents who are willing to be the sample and fill out a questionnaire from the researcher. The sample consisted of 1 school principal, 3 sports, health and physical education teachers, and 30 students with details of 10 students in class X, 10 students in class XI, and 10 students in class XII. Data collection techniques using observation, interviews, questionnaires, and documentation. The data were analyzed with descriptive quantitative and qualitative analysis. The results showed that the evaluation of the sports, health and physical education learning program at Senior High School 1 Tanjungpandan, Belitung Regency was 2.47 (poor). Based on each evaluation component, the following conclusions were obtained. (1) Context evaluation of the sports, health and physical education learning program at Senior High School 1 Tanjungpandan, Belitung Regency, at 2.70 was good. (2) The input for the evaluation of the sports, health and physical education learning program at Senior High School 1 Tanjungpandan, Belitung Regency, was 2.41 (poor). (3) The evaluation process for the sports, health and physical education learning program at Senior High School 1 Tanjungpandan, Belitung Regency, was 2.35 (poor). (4) Product evaluation of the sports, health and physical education learning program at Senior High School 1 Tanjungpandan, Belitung Regency was 2.29 (poor).

KEYWORDS: Evaluation, CIPP, Sports, Health and Physical Education

I. INTRODUCTION

Education is one of the ways to form a whole, noble and good personality human being based on positive experiences that include changes in the way of thinking (cognitive), behavioral (affective), and motion (psychomotor). These changes are consistent with Sports, Health and Physical Education (Nurjanah & Mulyana, 2019: 9).

Physical activity becomes the primary and dominant thing in Sports, Health and Physical Education learning. Sports, Health and Physical Education learning also can improve the physical fitness and health of the students, improve and strengthening their physical skills. This learning program can also improve the student's understanding in the principles of movement and how to apply them in practice (Wright & Richards, 2021: 21).

Senior High School 1 Tanjungpandan is the oldest senior high school in the district of Belitung, Indonesia. This school is also conducting the Sports, Health and Physical Education is a primary learning program in Tanjungpandan Senior High School in the district of Belitung. Based on the interview with the teachers, various obstacles and learning problems were experienced in the Senior High School 1 Tanjungpandan district of Belitung. Based on the results of the interviews it is known that the condition of the students during the study is still not optimal. Students only interested in the sport games, such as playing soccer, volleyball, etc. Specifics materials on the sports, health and physical education learning program were less interesting for the students.

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Observation with the teachers shows that the learning process is still values oriented. Game activity is less developed in the learning process, so the movement of students cannot be explored. Facilities and infrastructures for the sports, health and physical education learning program were also limited. This condition affects the effectivity of learning process. Teachers cannot deliver the materials based on learning plan since the inadequate facilities and infrastructures. Only cognitive aspects can be explored.

The implementation of sports, health and physical education learning must be adapted to the ability of each student and the implementation given must be systematic, in accordance with the characteristics of the student and managed through physical development effectively and efficiently towards the formation of the whole human being. Therefore, to measure the extent to which learning is available, a process called evaluation is needed.

Evaluation is very closely related to the learning process. Evaluations are useful as one way to monitor the learning progress of students, as well as to know how far the learning that has been formulated is fulfilled. There are many evaluation models with their respective formats and systematics, although sometimes they are found in the same number of models as other assessment models, one of which is the Context, Input, Process, Product (CIPP) evaluation model. This evaluation was developed by Stufflebeam which is decision-oriented (Finey, 2020: 27; Erdogan & Made, 2021: 2).

The CIPP model is a model for providing information to decision makers, so the purpose of this evaluation is to make decisions. Kitivo, et al., (2021:2) stated that the evaluation of the CIPP model meant comparing the performance of various program dimensions with a certain number of criteria, to eventually come to the description and judgment of the strengths and weaknesses of the program being evaluated. The learning activity as a system consists of the components of the teacher, the student, the purpose, the material, facilities, strategies and assessments. Each components are interrelated. Teachers cannot be separated from students who are targeted in the learning process. The learning process carried out by the teacher must have a clear purpose, with a variety of materials that must be fulfilled in order to achieve the goal that has been planned.

Based on the problems described above, the researchers are interested in conducting further study under the title "Context, Input, Process, Product Evaluation of the Sports, Health and Physical Education Learning Program at Senior High School 1 Tanjungpandan, Indonesia".

II. METHODS

The design of this study was evaluative study with combined quantitative and qualitative methods. Sukmadinata (2017: 68) stated that evaluative research is a research activity whose nature is to evaluate an activity/program that aims to measure the success of an activity /program and determine the successful of a program and whether it has been in accordance with what is expected. This research is also directed to assess the successful benefits, usefulness, contribution and validity of a program of activity of a particular unit / agency.

The subjects in this research were school principals, Sport, health and physical education teacher and students of Senior High School 1 Tanjungpandan, Belitung, Indonesia. Purposive sampling method was used for sample selection with the sample criteria are respondents who are willing to be a sample and fill in a questionnaire from the researcher. All the subjects (1 head School Officer, 3 Sport, health and physical education teacher, 30 students (10 grade X, 10 grade XI, 10 grade XII) were then asked to fill in a questionnaire with google formulir. The evaluation instrument with context, input, process, product model was shown in Table 1.

Table 1. Context, Input, Process and Product Evaluation Instrument

Factor	Indicator	Point
Context	The philosophy of Sport, health and physical education learning program	5
	Purpose of Sport, health and physical education learning program	5
Input	Teacher's profile (professionalism)	6
	Students profile (affective, cognitive and psychomotor skill)	5
	Facilities and infrastructure for Sport, health and physical education learning program	5
Process	Sport, health and physical education learning plan	10
	Sport, health and physical education learning process	14
Product	Evaluation of Sport, health and physical education learning process	4
	Evaluation of Sport, health and physical education learning outcome	4

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Results of the questionnaire were then analyzed with Stake model which compare result data obtained by criteria that have been predetermined (Table 2).

Table 2: The Successful Criteria

No	Percentage	Criteria
1	3,26-4,00	Very good
2	2,51-3,25	Good
3	1,76-2,5	Poor
4	1,00-1,75	Very poor

III. RESULTS

This study was done with context, input, process and product (CIPP) model to evaluate the Sport, health and physical education learning program at Senior High School 1 Tanjungpandan, Indonesia.

The evaluation of sports, health and physical education learning program in Senior High School 1 Tanjungpandan based on context indicator was included in the good category (Figure 1). Both philosophy (2,67) and objective (2,73) of the learning program were in the good category.

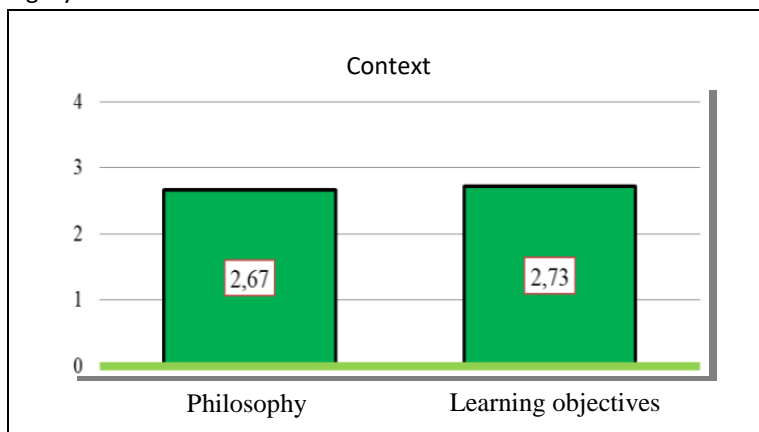


Figure 1. Diagram of Context Evaluation

The input evaluation of sports, health and physical education learning program in Senior High School 1 Tanjungpandan shows that teachers profile was good (2,78), meanwhile students profile (2,19) and facilities and infrastructure (2,27) were in the poor category (Figure 2).

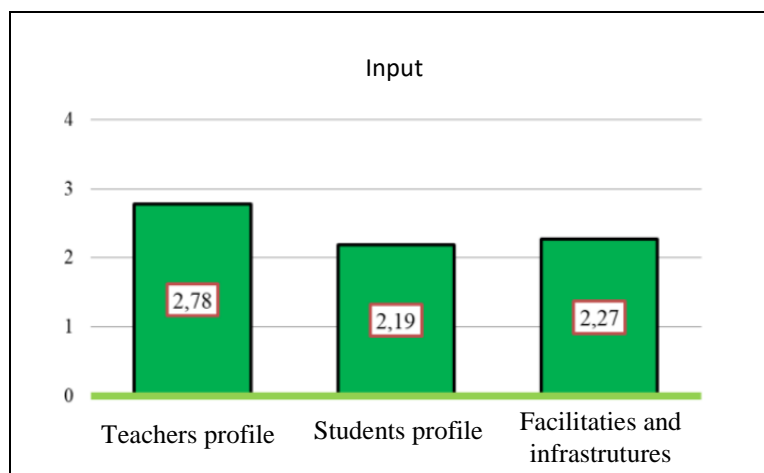


Figure 2. Diagram of Input Evaluation

The process evaluation of sports, health and physical education learning program in Senior High School 1 Tanjungpandan was shown in Figure 3. It shows that the learning plan was good (2,52), while learning process was poor (2,17).

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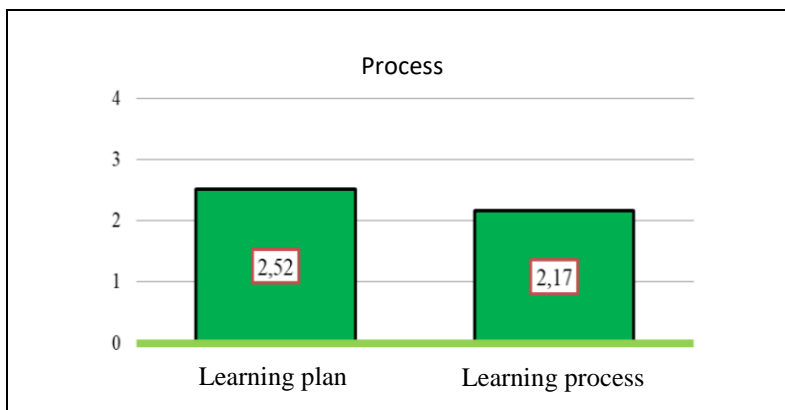


Figure 3. Diagram of Process Evaluation

Evaluation based on product context shows that evaluation of learning process (2,33) and evaluation of learning outcome (2,25) were poor (Figure 4).

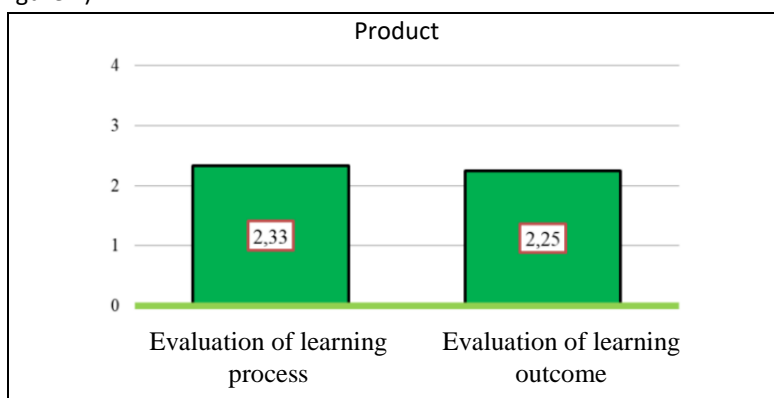


Figure 4. Diagram of Product Evaluation

Overall, the evaluation of sports, health and physical education learning program in Senior High School 1 Tanjungpandan based on context, input, process and product was poor (2,44) (Figure 5). These evaluation based on each component can be explained as context indicator was good (2,70), meanwhile input (2,41), process (2,35) and product (2,29) indicators were included in the poor category.

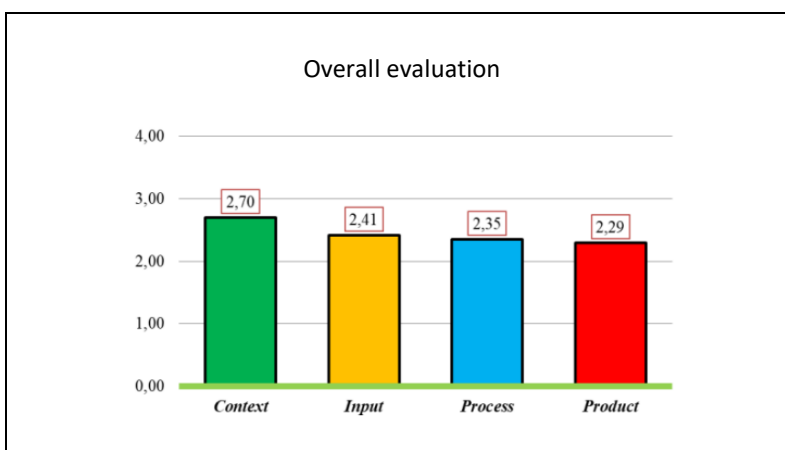


Figure 5. Diagram of Evaluation of Sports, Health and Physical Education Learning Program in Senior High School 1 Tanjungpandan

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IV. DISCUSSION

A. Context

The results of this study shows that the evaluation of the sports, health and physical education learning program in Senior High School 1 was good. Both philosophy (2,67) and purpose (2,73) of the learning program were in the good category. Ability of teacher in formulating learning objectives includes potential, knowledge, and skills to formulate the behavior or the abilities you want to achieve by students during the learning process. sports, health and physical education learning program should consider the growth rates and development of students' abilities, so that the learning process is effective and successful (Sayfei et al., 2020: 99).

B. Input

The input evaluation of sports, health and physical education learning program in Senior High School 1 Tanjungpandan shows that teachers profile indicator was good (2,78). The teachers were actively improve their skill in learning process through books and internet. Teachers ability and infrastucture supports were important in the sports, health and physical education learning program to achieve the learning objective that is important in the growth and development of the students.

The result of this study on input evaluation also shows that students profile in Senior High School 1 Tanjungpandan was poor. There were many students who do other activities during the sports, health and physical education learning process. This was seen from learning participation, involvement, willingness and activeness of students during the class. These result can be caused by the learning model that was implemented by the teacher. The attractiveness of learning model can lead to the improvement on students attention during the learning process. Characteristics of the students were also some aspects that could influence the student experiences on the effectiveness of the learning process (Aprianto, et al., 2020: 4).

Facilities and infrastructure indicators in sports, health and physical education learning program were poor (2,27). Availability of adequate facilities and infrastructure is very important to improve and develop the quality of learning process. The facilities and infrastructures used in learning process has to be in accordance with learning needs and learning objectives. All the components of learning process (teachers, students, school office) has to understand how to use and maintain all the facilities and infrastructures given for the learning program.

Overall, the input evaluation of sports, health and physical education learning program in Senior High School 1 Tanjungpandan were poor (2,41).

C. Process

Based on the result of this study, the evaluation of process in the sports, health and physical education learning program was poor. The learning plan indicator was 2,52 (good). It showed that there were some difficulties for teachers in planning the learning program. The difficulty in the preparation of the learning plan and teaching materials causes teachers to have difficulties to deliver the program effectively. These condition also impact the students, because there is a lot of learning material planned by the teacher cannot be well delivered to students.

The learning process indicator for the sports, health and physical education learning program was 2,17 (poor). This condition can be caused by the ineffective of learning methods. The effective learning process can be obtained by (1) know precisely the factors that can supports or beneficial in the teaching and learning process; (2) identify the problems that was expected and/or usually arise that will confound the teaching and learning process; (3) the implementation of various approaches or learning methods in a suitable condition.

The overall evaluation of process were poor can be caused by the failure of implementation of learning plan.

D. Product

Evaluation on the the sports, health and physical education learning program in Senior High School 1 Tanjungpandan based on product context shows that the evaluation of learning process (2,33) and evaluation of learning outcome (2,25) were poor (Figure 4). The evaluation of learning process can be made through students assessment that's includes a series of collection and processing of internal information regarding student learning outcome (Permendikbud No. 23 of 2016 Article 1: 1 –2). Educational assessment standard consisted of criteria regarding the scope, benefits, principles, mechanism, objectives, procedures and instruments assesment of students learning outcome. These standard were used to evaluate the learning outcomes for students in primary and secondary education levels.

The evaluation of learning outcomes was also poor (2,25). The indicator of successful learning program was the completion of learning outcomes/competencies. These competencies consisted of the students cognitive, affective, and psychomotor aspects. The application of good values in students thinking or attitude could also be the indicator of a successful learning program. The learning outcomes were important for the evaluation process and future improvement of the learning

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program. It shows the students comprehension on the learning materials given by teacher during the learning process (Hapsari & Hanif, 2019: 12).

V. CONCLUSION

Based on the results of this study, we can conclude that the evaluation of sports, health and physical education learning program in Senior High School 1 Tanjungpandan, Belitung regency, Indonesia based on context, input, process and product was poor (2,44). Further explanation for that conditions are:

1. The context indicator was good (2,7): philosophy indicator was 2,67 (good) and learning objective indicator was 2,73 (good)
2. The input indicator was poor (2,41): teachers profile was 2,78 (good), students profile was 2,19 (poor), facilities and infrastructures were poor (2,27)
3. The process indicator was poor (2,35): learning plan was 2,52 (good), learning process was poor (2,17)
4. The product indicator was poor (2,29): evaluation of learning process was 2,33 (poor), evaluation of learning outcome was 2,25 (poor).

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