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Evaluation of PJOK Learning In Sman I Karangen Trenggalek

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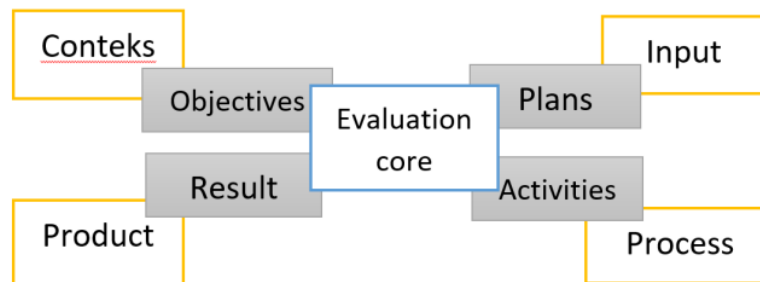
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Abstract: The purpose of this study was to determine the implementation of physical education, sport, and health (PJOK) learning in SMAN I Karangen Trenggalek using the CIPP model (context, input, process, product) developed by Stufflebeam. Evaluation research uses a mix analysis method. Sources of research data are Physical Education Teachers, representatives of the curriculum, as well as Principals who are in SMA Negeri 1 Karangen Trenggalek. Primary data collection uses observation instruments while secondary data is obtained through documentation and interviews. Data obtained from observations were then analyzed quantitatively while data from documentation and interviews were analyzed descriptively qualitatively. From the results of research conducted showed that the implementation of PJOK learning programs in SMAN I Karangen Trenggalek included in the very good category.

Keywords: Evaluation model; physical education, sport, and health (PJOK).

I. Introduction

One of the efforts to improve the quality of education is improving the quality of human resources. Education is a conscious effort for someone to change themselves better, by following the learning process that is expected to shape one's character, knowledge and physical fitness. Physical education, sports, and health (PJOK) is one of the subjects that is part of overall education. PJOK carried out in schools is loaded with a load of life skills (soft skills) that will take students to form their character. One way to shape a good national character is to improve the quality of education, not only in terms of the education system but also in terms of energy. The CIPP (Context, Input, Process, Product) evaluation model has a holistic approach to evaluation that can provide a very detailed and broad picture of a program, starting from the context until the implementation process to the results



(Source: Stufflebeams & Coryn, 2014:318)

Figure 1. Component Evaluation CIPP Models

According to Warju (2015) CIPP evaluation model has a basic framework that is complete, the evaluation context to help formulate objectives, evaluation input help in preparing the program, the evaluation process is to direct enforceability of a program, and product evaluation to determine the achievement of a program. This research is used to

improve the program that has been planned as a reference for further learning so that it is better and efficient, evaluation needs to be introduced to all educators because evaluation is very important in developing the quality of education. The problem in this study is how the implementation of PJOK learning in SMA Negeri I Karangn Trenggalek

II. Research Methods

This research was conducted at SMA Negeri I Karangn Trenggalek, which consisted of teachers, students, and school principals. This experiment by using a mixed method. The approach in this program evaluation research uses an evaluation model of the Context, Input, Process, Product (CIPP) model developed by Daniel Stufflebeam. This model also does not put too much emphasis on the objectives of a program, the CIP model is oriented towards a decision that helps evaluators make decisions. In this case the evaluation is carried out to obtain accurate and objective information and to compare the existing conditions with predetermined standards.

Efforts to achieve primary data are then used instruments in the form of questionnaires, observations, and interviews, and for documentation will be used as an archive for secondary data later. The instrument was used to collect data on the achievement of sports and health PJOK programs in SMA Negeri I Karangn Trenggalek while for data analysis in this study using qualitative data analysis and quantitative data analysis. Specifically it was explained that the findings data would then be analyzed using descriptive analysis.

III. Discussion

Evaluation of the context component PJOK learning starts from the profile of the place of learning, namely at the State High School I Karangn Trenggalek located in Trenggalek Regency, East Java. The number of study groups in SMA Negeri I Karangn Trenggalek amounted to 27 parallel classes with each level totaling 10 classes both classes X, XII, XII. Where each class numbered 34 students with a total number of students totaling 927. And the total number of subject teachers was 67 people, whereas for PJOK teachers there were 4 people with 2 statuses as PNS and 2 others having status as non-permanent teachers. The physical form of the SMA Negeri I Karangn Trenggalek building is in accordance with the Regulation of the Minister of National Education (Permendiknas No. 22 of 2016 which is equipped with classrooms, library rooms, science labs, leadership rooms, teacher rooms, TU rooms, places of worship, counseling rooms, rooms UKS, student organization space, latrines, warehouses, circulation rooms, and playgrounds, then for the input component is to analyze (1) PJOK educators (teachers), (2) the state of sports facilities and infrastructure, (3) curriculum, (4) students, (5) as well as teaching materials.

For the first analysis is the aspect of teaching staff found that the total number of educators or teachers in SMA Negeri 1 Karangn Trenggalek amounted to 67 people for physical education teachers totaling 4 people with 2 statuses as civil servants and 2 with GTT status, in terms of their learning experiences each teacher got the result that each of the old teachers taught there were 5 years and there were 18 years of teaching, all the teachers who were subject had followed the upgrading conducted by MGMP. The second is to discuss the

state of the facilities and infrastructure available in SMA Negeri I Karang Trenggalek with the conditions that should be as stipulated in Permendiknas no. 24 of 2008 BNSP, then obtained 80.76% results so that it can be stated that the state of facilities and infrastructure in SMA Negeri I Karang Trenggalek in the very good category.

Next is discussing the curriculum, it was found that from the evaluation results, it was found that the curriculum used in SMA Negeri Karang Trenggalek, using the 2013 curriculum, generally covered subjects: (1) Religious Education, (2) Civics, (3) Cultural Arts, (4) Physical Education, (5) Indonesian, (6) English, (7) Mathematics, (8) Natural Sciences, (9) Social Sciences, (10) Local Content. Next is the number of students, from the results of the evaluation carried out, the results showed that the total number of students from 27 parallel classes at each level amounted to 927 students. the last stage in this component is evaluating teaching materials, from the results of interviews PJOK and sports teachers conducted the results show that in the use of teaching materials by teachers in addition to using textbooks also use online applications as other learning resources that can be accessed by participants students whenever and wherever

In the next component, the process is analyzing learning activities and completeness of PJOK teacher administration in SMA Negeri 1 Karang Trenggalek, for learning activities researchers compare the learning process with the criteria contained in Permendiknas no. 41 of 2007 concerning the standard processes contained in the National Education Standards Agency (BSNP), the results obtained that the score obtained is in the implementation of the learning process included in the excellent category, this is evidenced from the score obtained by the instrument is greater than $M_i + SD_i$ or by other words ($136 > 87.5 + 16.6 = 136 > 103.7$). While for the complete teacher administration analysis the results show that all PJOK teachers have prepared lesson plans, corrected student assignments and student tests and also made exam schedules, made teaching materials, and conducted assessments of students.

Next on the product component is to see the results of the program that has been run so far by analyzing the student test results documents that include daily learning outcomes, mid-semester tests, end-semester tests. The results obtained that the overall total obtained from the middle of the semester and the end of the semester which reached the minimum completeness criteria of 70 there were 76% or about 171 students. These results can show that the physical education learning process in SMA Negeri I Karang Trenggalek is quite effective when viewed from the learning outcomes of students.

The results obtained by the researchers above will then be discussed in accordance with the guidelines step in preparing the evaluation of the CIPP model. Context, Input, Process, Product Evaluation (CIPP) is a CIPP evaluation model that is more widely used by evaluators because this evaluation model is more comprehensive when compared to other evaluation models. This evaluation model was developed by Daniel Stufflebeam, et al (1967) at Ohio State University. Therefore the efforts made by evaluators in evaluating this context are to provide an overview and details of the environment, needs and goals (goals). Context evaluation includes analysis of problems related to the program environment or objective conditions to be carried out. Contains analysis of the strengths and weaknesses of certain objects. In this case, a general description of the profile of SMA Negeri I Karang Trenggalek, administration, infrastructure, curriculum is the intended evaluation context. Input evaluation is an evaluation that aims to provide information to determine how to use

available resources to achieve program goals. Input evaluation includes personal analysis related to how to use available resources, alternative strategies that must be considered to achieve a program.

Identify and assess system capabilities, alternative program strategies, design procedures for implementation, financing and scheduling strategies. Input evaluation is useful to guide the selection of program strategies in specifying procedural design. The information and data collected can be used to determine sources and strategies within existing limitations. The basic question is how to plan to use existing resources in an effort to obtain an effective and efficient program plan. In evaluating this input the researcher evaluates the PJOK teacher's qualifications in SMA Negeri I Karanganyar Trenggalek, the availability of facilities and infrastructure to support PJOK learning, the curriculum applied, the number of students participating in the learning process, and the teaching materials used by teachers as supporting materials for the implementation of learning .

Process evaluation is an evaluation that is designed and applied in the practice of implementing activities. The purpose of this evaluation component is to see whether the implementation of the program is in accordance with the strategies that have been implemented, it is necessary to hold an evaluation. The evaluation is called the process evaluation. Process evaluation includes identifying procedural problems in the implementation of events and activities. Any changes that occur in the activity are monitored honestly and carefully. The recording of daily activities is important because it is useful in making decisions to determine follow-up improvements and determining the strengths and weaknesses of the program. In the component evaluation process, the researcher evaluates the classroom management of PJOK teachers when giving learning to students and evaluates the administrative completeness of PJOK teachers starting from the lesson plan, correcting student exam results, making exam schedules, making teaching materials, and conducting assessments of students.

Analysis of this product requires a comparison between objectives, set in the design and the program results achieved. The assessed results can be in the form of test scores, percentages, observational data, data diagrams, sociometry and so on which can be traced to more detailed objectives. Then a qualitative analysis is carried out about why the results are like that. In this evaluation component the researcher evaluates the results of the program being implemented namely student learning outcomes which include the results of daily test learning, mid-semester tests, and last-semester tests.

IV. Conclusion

Based on the results of the study it can be concluded that in general based on aspects of the context, inputs, processes, and products of PJOK learning programs in SMA Negeri I Karanganyar Trenggalek. It is fully in accordance with the standards. This is evidenced by the data obtained by researchers. The results of this study can be specifically concluded as follows. (1) the context of the school profile, the state of the school, facilities and infrastructure, availability of labs, etc. are in accordance with the implementation standards set forth in the Ministry of Education Regulation No.22 2016, (2) input, the educational background of the PJOK teacher is relevant to the subject of PJOK. The last education of all

PJOK teachers ⁱⁿ SMA Negeri I Karanganyar is a bachelor (S1) ² majoring in Sport Education in the Physical Education and Recreation Education (PJKE) program with teaching experience of 5 years and 17 years.

These results are in accordance with the standards of teacher academic qualifications through formal channels as written in the Ministry of Education Regulation no. 16 of 2007. PJKE facilities and infrastructure that are available, are in accordance with the standards set by Permendiknas no. 40 of 2008 even included in the very good category only a few items had not been fulfilled, the curriculum applied was in accordance with Permendiknas No. 19 of 2007 (3) process, the quality of the process of implementing PJKE learning in SMA Negeri I Karanganyar included in the very good category and in accordance with Ministry of Education Regulation no. 41 of 2007 concerning the standard processes contained in the Ministry of Education and Culture, as well as the PJKE teacher administration completeness in accordance with the criteria formulated that the PJKE teacher has completed documents covering RPP and others, (4) product, product quality, in the form of student learning achievement seen from the results of report cards for PJKE subjects. Based on the results of the analysis for the product component in the excellent category which means PJKE learning in SMA Negeri I Karanganyar can be categorized very well. However, based on the results of interviews with PJKE teachers, students are still lacking discipline in participating in PJKE learning.

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