

Program Evaluation Work Group Teacher Physical Education Sports and Health Primary Schools in Alian District Kebumen Regency

Rusli Abdillah^{1✉}, Sulaiman² & Rumini²

¹ Public Elementary School 1 Krakal, Alian, Kebumen, Jawa Tengah, Indonesia

² Physical Education, Health and Recreation, Universitas Negeri Semarang, Indonesia

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Abstract

Teacher Working Groups (KKG) are very strategic to improve teacher competency and performance. Various efforts to improve teacher performance, including through various instructor training, attending seminars and training, and improving the quality of KKG management. Improvement and development of teacher professional abilities include various aspects including the ability of teachers to master the curriculum and teaching materia, the ability to use methods and facilities in the teaching and learning process, carry out assessment of the process and learning outcomes and the ability to use the environment as a source of learning, discipline and have a commitment to the task. The role of the KKG is very important in developing the teaching profession, through the routine activities of the Penjasorkes teacher KKG in Alian District, it can strengthen brotherhood between teachers, increase insight, improve teacher competence, be able to administer learning together, increase motivation to learn to a higher level of education. . In addition, various problems faced by teachers in the learning process can be resolved through discussions between teachers.. Evaluation of the Countence model of Stake includes 3 things namely antecedents, transactions and outcomes. The results of the antecedent evaluation research (input) show that the PJOK KKG program in Alian Subdistrict, Kebumen Regency has been well organized and planned according to the AD / ART that has been made, a clear vision and mission and goals. Transaction evaluation (process) shows that the implementation of PJOK KKG activities in Alian Subdistrict, Kebumen Regency has not run according to the program that has been made. For the evaluation of outcomes, the results achieved by PJOK teachers from the PJOK KKG activities in Alian District, Kebumen Regency have not been maximized.

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✉ Correspondence address:

Indrakila 98 RT 02 RW 03 Krakal, Alian, Kebumen,
Jawa Tengah, 54352
E-mail: ruzkiyani@gmail.com

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INTRODUCTION

National Education functions to develop capabilities and shape the dignified character and civilization of the nation in the context of developing the intellectual life of the nation, aiming at developing the potential of students to become human beings who believe in and fear God Almighty, have noble, healthy, knowledgeable, skilled, creative, independent, and be a democratic and responsible citizen (UU RI no. 20 tentang Sistem Pendidikan Nasional, 2003:7)

Peraturan pemerintah No. 74 Tahun 2008 about the teacher mentioned that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in Early Childhood Education formal education pathways, Basic Education and Secondary Education, in order to get a better job the teacher needs professional organizations that shelter so that communication is established between teachers. The Indonesian Teachers Association (PGRI) has been formed for decades, and is a forum for teachers as a whole without regard to the subjects being taught or the strata of the school in which the teacher teaches. A more specific form of teacher forum is KKG.

Teacher Working Groups (KKG) are very strategic to improve teacher competency and performance. Various efforts to improve teacher performance, including through various instructor training, attending seminars and training, improving facilities and infrastructure, and improving the quality of KKG management. Improvement and development of teacher professional abilities include various aspects including the ability of teachers to master curriculum and teaching materials, the ability to use methods and facilities in the teaching and learning process, carry out assessment of learning processes and outcomes and the ability to use the environment as a source of learning, discipline and have a commitment to task.

KKG activities will greatly help improve the ability of teachers. The teachers involved in this KKG forum will always increase their

knowledge, insight and skills, so that in carrying out the task will not feel heavy. In carrying out their duties, teachers are required to have basic skills and abilities known as the four basic competencies of teachers. The four basic competencies that must be possessed by a teacher are (1) Pedagogic Competencies, (2) Personality Competencies, (3) Professional Competencies, (4) Social Competencies. In addition, in order to carry out their daily tasks properly the teacher is required to constantly improve their knowledge and skills and add insight and experience that will be very useful for conducting teaching and learning activities in class. This relates to the teacher as a facilitator of teaching and learning activities in class that deal directly with students, must be able to facilitate activities in the classroom with full creativity and innovation so that learning can run fun, meaningful and achieve the expected goals.

The role of the KKG is very important in developing the teaching profession, through the routine activities of the Penjasorkes teacher KKG in Alian District, it can strengthen brotherhood between teachers, increase insight, improve teacher competence, be able to administer learning together, increase motivation to learn to a higher level of education. In addition, various problems faced by teachers in the learning process can be resolved through discussions between teachers.

Based on data obtained from the Penjasorkes Primary School Teacher Working Group (KKG) in Alian District, Kebumen Regency in 2018/2019 there were 35 Public and Private Primary Schools. The number of Sports and health Physical Education KKG members in Alian Subdistrict was 30 teachers with details of 21 PNS teachers and 9 Wiyata Bakti teachers. Academic Qualifications of Physical and Sports Physical Education teachers in Alian District 27 teachers with undergraduate education qualifications and 3 teachers with D-2 education qualifications. From 35 Elementary Schools in Alian Subdistrict there are only 30 Primary Schools that have Physical and Sports Physical Education teachers, while for 5 Elementary Schools are managed by Physical and Physical

Education teachers who get multi-tasking from the District Education Office.

The results of field observations turned out to be the activity of the Penjasorkes KKG Elementary School in Alian District, Kebumen Regency in running the KKG program, which was already quite active because the meeting was held once a month, which was every Saturday the first week, but the presence of PJOK teachers was still less active, and had not been consistent in participating in this activity. During the KKG activity the interaction between the guides and the participants was not so intertwined. The guide in delivering the material is still lecturing. Because it is still fixated on the material guidelines provided by the Department of Education so the atmosphere feels boring. Not to mention the inadequate room facilities. Finally, many teachers lack concentration in participating in the KKG, and there are also teachers who are still constrained in their implementation in the field. The technical obstacles in the field are in terms of facilities and infrastructure during the implementation of KKG activities that have not been adequate and in terms of implementation time that has not been consistent.

It is hoped that this research can help teachers to express all problems experienced when learning activities at school and find solutions to these problems. Because in the KKG activities the teachers explore the knowledge about the subject matter. During the KKG activities teachers should talk about the learning process, make some connections between their ideas and share teaching experiences. From the description of the problem above, researchers feel interested in conducting research under the title "Evaluation of Work Program Activities for Primary School Physical Education and Sports Teachers in Alian District, Kebumen Regency".

METHODS

The approach used in this research is a qualitative approach with a model from Stake, Stake's *countenance* approach includes pre-existing conditions (*antecedents*), activities that occur and affect each other (*transactions*), as well as the

results obtained (*outcomes*) where the Stake model focuses on evaluating two main points, namely description and judgment.

Qualitative research is a research procedure that produces descriptive data in the form of spoken and written words and people's behavior. Qualitative research is always set in a natural setting and the data source has a natural context (*natural setting*).

RESULTS AND DISCUSSION

Evaluation of the *Countenance* model of Stake includes 3 things namely *antecedents*, *transactions* and *outcomes*. Where for the *antecedent* evaluation consists of background aspects, program objectives and vision and mission of the PJOK KKG activities in Alian District, Kebumen District, where the KKG Program must always refer to efforts to increase teacher competency and professionalism, have clear, structured, planned and ongoing program objectives properly in accordance with the Statutes / By-Laws that have been made, the existence of clear tools that implement and oversee the program of activities that can run well and indeed run according to what has been planned, the existence of a clear vision and mission associated with the KKG itself, this is stated in Book of Rambu-rambu Pengembangan Kegiatan KKG dan MGMP Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan Nasional and the PJOK KKG Program in Alian District, Kebumen Regency has fulfilled the aspectst.

The *transaction* evaluation consists of Program Implementation, Financing, Facilities and Targeting of KKG activities in Alian District, Kebumen Regency, where in a good KKG activities, the KKG activities can be carried out in accordance with the plan and in accordance with the KKG Work Guidelines. PJOK KKG activities in Alian District, Kebumen Regency have not run according to the program that has been made, because the implementation is not in accordance with the schedule that has been made, namely once every 1 month on the

first Sunday, and there are still obstacles encountered in the implementation of these activities, including the presence of PJOK teachers who have not been maximized and there are still many PJOK teachers who attend not on time with various the reason, the lack of participation of PJOK KKG members in the implementation of activities, there are still many PJOK teachers who are less active in KKG activities just as long as they follow, making the KKG atmosphere less lively. Not all existing resource persons are in charge of the material so that the activities of the KKG are monotonous, there is no reciprocal communication between the resource persons and KKG members. Some members complained that they were tired of participating in the KKG because their activities were always in the room, the facilities and infrastructure that were available were also not enough to support the KKG activities as a whole, did not yet have a room or a special building for KKG PJOK meetings. For school supervisors, they have done a good job of evaluating PJOK teachers in Alian District routinely, in terms of funding, it is also good, namely contributions from PJOK KKG KKG members have run smoothly.

Evaluation of *outcomes* is the result of the implementation of the PJOK KKG program in Alian District, Kebumen Regency, in accordance with what was stated in the Book Rambu-rambu Pengembangan Kegiatan KKG dan MGMP Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan Nasional, where in the implementation of the KKG program it is said to be successful if it meets the indicators of success in its Dintoku: The realization of an increase in the quality of learning services that are educational, fun, and meaningful for students, Exchange of experience and feedback between KKG or MGMP teacher members, Increased knowledge, skills, attitudes, and performance of KKG or MGMP members in implementing a more professional learning process as indicated by changes in better teaching behavior in the classroom, Improving the quality of learning in schools through the results of KKG

or MGMP activities by its members. In this case the School Superintendent plays an active role in carrying out their duties, namely evaluating the performance of PJOK teachers. For the results obtained from the implementation of the KKG KKG in Alian District Kebumen District, there has been no significant improvement in the performance of PJOK teachers in the Alian Kabupaen district of Kebumen.

CONCLUSION

Program Evaluation of Teacher Working Group (KKG) Physical Education and Physical Education in Primary Schools in Alian District Kebumen District for the aspect of evaluation of antecedents (input) completeness of the device consisting of the management structure, AD / ART, code of ethics, and KKG PJOK activity program in Alian District Kebumen Regency is already well-owned and well-implemented, the background of the formation of KKG PJOK Alian Subdistrict, Kebumen Regency is based on an agreement with the PJOK Subdistrict Alian teacher to form an organization that can become a forum for improving the quality of education, increasing teacher professionalism, so that teachers have broad insight, knowledge and skills.

Vision To become a center for the activities of the Penjasorkes Alian District teacher to improve teacher professionalism in the pedagogical, social, personal and mastery aspects of learning technology in a mandate and its mission: 1. Develop teaching materials, 2. Develop learning systems and methods, 3. Increase professional competence, pedagogics, individual and social, 4. Increasing the use of learning technology, 5. Increasing cooperation and togetherness between teachers, 6. Improving the health status, achievement of teachers and students, from the aspect of transaction evaluation (process) The implementation of PJOK KKG activities in Alian Subdistrict, Kebumen Regency has not run according to the program that has been made, the presence of KKG members has not been maximized, members are still not serious in participating in

KKG activities, there are resource persons who lack knowledge of the material provided and less communicative in KKG activities so that members are less enthusiastic in participating in activities.

Funding in the PJOK KKG Alian Subdistrict, Kebumen Regency has been proven well from the source of funds extracted from current members, the management has compiled operational costs from income, expenditure and the use of the amount of funds that are managed transparently, the management has made books of financial accountability reports and reported to members.

Facilities and infrastructure to support the activities of the PJOK KKG in Alian District, Kebumen Regency are still lacking, because the facilities and infrastructure used for activities all still borrow from schools.

For the evaluation of outcomes (results) results of the Implementation of KKG PJOK Alian District, Kebumen Regency has not run well as mandated in the book Rambu-rambu Pengembangan Kegiatan KKG dan MGMP Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan Nasional. There are still many PJOK teachers whose administration is incomplete, even if they have not been completed, the learning activities in the field are still monotonous and there has not been any improvement in the teaching and learning process.

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