

Evaluation of Physical Education Program through Intracurricular, Co-curricular, Extracurricular Activities at Junior High Schools in Tuban District

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Abstract

The purpose of this study was to analyze and describe the context evaluation, input evaluation, process evaluation, and product evaluation of the physical education program through intracurricular, co-curricular, extracurricular activities at junior high schools in Tuban District, Tuban Regency. This research is a program evaluation using the CIPP evaluation model, namely context, input, process, and product. This research data collection techniques carried out by observation, interview and documentation methods. Qualitative data analysis techniques with four components, namely: data collection, data reduction, data presentation, drawing conclusions. The results of the study were Context on intracurricular activities, extracurricular activities were carried out well. Inputs in intracurricular, extracurricular activities are appropriate and there are obstacles in the infrastructure. The process of intracurricular and extracurricular activities went well. Product, good achievement in intracurricular, extracurricular activities. In the context, input, process, product, co-curricular activities have not been going well. The conclusion is that the context on intracurricular, extracurricular activities with complete tools, objectives, program policies is implemented well. Inputs in intracurricular, extracurricular activities are making and collecting devices used and lacking infrastructure. The process of intracurricular activities, extracurricular implementation and coordination are carried out according to the schedule, material and implementation process, for lack of infrastructure. The intracurricular products are in accordance with the KKM, extracurricular achievements, namely the district, provincial and even national levels. The co-curricular activities of several schools did not implement and were not optimal.

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INTRODUCTION

Education is an important requirement for every human being in order to undergo the process of social life. (Raharjo.T.J, 2018) stated that education is the main pillar of human development and society of a certain nation. Education also aims to develop various potentials in individuals who naturally exist from birth (Wiyono, Rumi and Fakhruddin, 2018). The process of developing the self-potential of every human being through education has accessible spaces, one of which is a school which can be interpreted as an institution where the learning process is carried out in an education system that is recognized by the state. School as the center of education is one of the means to carry out formal education.

Schools must carry out three activities for students, namely intracurricular activities, co-curricular activities and extracurricular activities. This statement is in accordance with Permendikbud Number 23 of 2017 concerning School Days, namely school days used by students to carry out intracurricular, co-curricular, and extracurricular activities. Permendikbud Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units also states that basic education units or secondary education units are organized through Intracurricular, Kokurricular and Extracurricular activities, which are carried out creatively and integratedly. The implementation of these three activities supports each other for the development of a good learning climate in the context of achieving the goals of national education.

Physical education, sports, and health are compulsory subjects that must be followed by students at all levels of education from elementary to high school (Adi S, Soenyoto and Sulaiman, 2018). Physical education is also an inseparable part of education that prioritizes physical activity and helps the development and growth of students which includes cognitive, affective, psychomotor and freshness aspects. Physical (Hera Yuniartik, 2017). Physical education, sports, and health are also a learning

process through sports activities to achieve physical, spiritual and social health goals (Kusuma Wardani Soekardi & Fakhruddin, 2017).

Intracurricular, co-curricular and extracurricular activities are also carried out in Physical Education subjects. These three activities have their respective functions and objectives which are interrelated. According to (Chomaidi, 2018) that "intracurricular activities are all teaching and learning processes carried out in schools in accordance with the applicable curriculum program structure to achieve the goals of each subject". (Hamami, 2020) also stated that intracurricular activities are activities in the learning process related to subjects in the curriculum structure. Learning is a process that becomes an indicator of success with a marked change in attitudes and behavior toward positive things (Resanto, 2012).

Co-curricular activities are activities carried out by schools that are part of the educational process (Judge et al., 2011). Co-curricular activities are activities that are carried out outside of class hours. This statement is in accordance with (Vos et al., 2018) that co-curricular activities are defined as learning experiences, business, and / or programs outside of learning hours that complement learning hours at school. Co-curricular activities also have a positive effect on academic success. (Kariyana, Maphosa and Mapuranga, 2012).

Extracurricular activities are an inseparable component of school life (Shulruf, 2010). According to (Pratomo, 2018) extracurricular activities are activities outside of normal school hours, which are carried out at school or outside of school with the aim of broadening the knowledge of students, channeling talents and interests, and complementing human development as a whole. Extracurricular activities are also activities outside of class hours as an effort to form, develop and channel the talents and skills of students in schools (Saputro, Sukidin and Ani, 2017).

Based on the background that has been described to find out in depth related to the Physical Education program in terms of three

main activities at schools, namely intracurricular activities, co-curricular activities and extracurricular activities, it is necessary to conduct research on "Evaluation of the Physical Education Program through Intracurricular, Co-curricular Activities, and Extracurricular Activities at Junior High Schools in Tuban District, Tuban Regency".

METHOD

This research is an evaluation research with the CIPP model, namely context evaluation, input evaluation, process evaluation, product evaluation, which can identify and analyze more comprehensively because the object used is an evaluation of the product. evaluated not only on the results but also covering all aspects (Widoyoko, 2012).

This research was conducted at Junior High Schools in Tuban District, Tuban Regency. The data sources were principals, Physical Education teachers and students. Data collection techniques are carried out by the method of observation (observation), interview (interview) and documentation (Sugiyono, 2013). The primary data uses data collection tools in the form of observations (observations) and interviews (interviews) while the supporting or secondary data uses documentation data collection tools. Qualitative data analysis techniques with 4 components, namely: data collection, data reduction, data presentation, drawing conclusions.

RESULTS AND DISCUSSION

context evaluation (evaluation of the context) of intracurricular activities, the completeness of the tools, program objectives, program policies, have been carried out well with complete equipment, co-curricular activities for the completeness of learning tools, program objectives and program policies integrated with learning tools in the intracurricular and aiming at adding value for students, extracurricular activities, completeness of equipment, extracurricular activities for program objectives, program policies, complete there is also a

journal for extras containing extracurricular plans to be implemented.

Input evaluation (evaluation of input) on intracurricular activities of completeness of learning tools all teachers make and collect. The facilities and infrastructure that are owned are sufficient and can be used, but the amount is still not fulfilled and some facilities and infrastructure are not available. The co-curricular activity of providing learning devices is integrated with existing learning devices in the intercurricular. Facilities and infrastructure are adequate with moderate to good condition, but for procurement and number ratios are lacking. extracurricular activities complete the equipment all the coaches or coaches make and collect. The facilities and infrastructure that are owned are sufficient and can be used, but the amount is still not fulfilled and some facilities and infrastructure are not available.

Process evaluation (evaluation of the process) of intracurricular activities, implementation of activities and use of facilities and infrastructure as well as coordination carried out in accordance with the schedule, material and good learning implementation process. The use of facilities and infrastructure is appropriate to the needs required and coordination is carried out with good stakeholders. Co-curricular activities are implementation of co-curricular activities and the use of facilities and infrastructure as well as coordination which is carried out quite well by assigning assignments to students who have less grades, but some schools do not implement this. The use of facilities and infrastructure has been suitable for use with existing needs and good coordination. extracurricular activities implementation of activities and use of facilities and infrastructure as well as coordination carried out according to schedule and if you want to add hours carried out independently by the supervisor and the infrastructure has been used according to the necessary needs and coordination is carried out with related stakeholders.

Product evaluation (product evaluation) of intracurricular activities, the majority of learning achievement is above the KKM, if there are some who have not been helped to reach

even above the KKM. Co-curricular activities as support are considered intracurricular to be quite good in accordance with the expected value because the assignments given are appropriate, but there are also those who misinterpret co-curricular activities that support extracurricular activities and several schools that do not carry out these activities. Many extracurricular activities have been obtained at the district level and several achievements at the provincial and even national levels have been obtained by each school.

Context evaluation of the intracurricular activities of learning tools for Junior High School Physical Education teachers in Tuban sub-district, Tuban Regency complete with details of the syllabus, lesson plans, annual programs, semester programs, educational calendars and assessments. On learning devices regulated by Permendikbud No. 65 of 2013 concerning Basic and Secondary Education Process Standards which explains that the preparation of learning devices is part of learning planning. Learning planning is designed in the form of a syllabus and RPP (Lesson Implementation Plan) which refers to the content standard. Junior high school physical education teachers in Tuban District, Tuban Regency must have complete learning tools before carrying out intracurricular activities in each class. This is also supported by the policy of each school principal which requires all teachers to create and collect learning tools.

According to the Ministry of Education and Culture (2017: 18), co-curricular activities are learning activities that are related to and support intracurricular activities, which are carried out outside the intracurricular schedule with the intention that students better understand and deepen the intracurricular material. Co-curricular activities can be in the form of strengthening, deepening, and / or enrichment, assignments, projects, or other learning activities related to intracurricular material that must be completed by students. The co-curricular learning device for junior high school teachers in Tuban District, Tuban Regency, becomes one in the intracurricular

learning device, namely the learning implementation plan. This statement is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81A of 2013 concerning the Implementation of the Curriculum that the RPP contains a program design for providing positive feedback, strengthening, enriching, and remedies.

Extracurricular activities are one of the curricular activities that must be carried out in schools. Extracurricular activities also have activity guides in the form of planning and activity objectives. Complete equipment owned by Junior High School in Tuban District, Tuban Regency in the form of a journal for extras containing extracurricular plans to be implemented. This is also supported by the principal's policy for all teachers to complete extracurricular journals. This explanation is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81A of 2013 concerning Curriculum Implementation that educational units prepare extracurricular activity guidelines that apply in educational units which contain at least a description of extracurricular programs including: the various extracurricular activities provided, the purpose and uses of extracurricular activities, membership/participation and schedule of activities.

Input evaluation on the completeness of intracurricular learning tools in the intracurricular activities of Physical Education teachers in Tuban District, Tuban Regency, must make and collect them. The principal also stated the same thing that for learning devices, they had to make and collect them during the academic time or when there was an inspection carried out by the principal, the teacher had to be ready to give. Facilities and infrastructure are important components of intracurricular activities. The smooth running of intracurricular activities can be supported by adequate facilities and infrastructure. Permendiknas No 24 of 2007 concerning Standard of Facilities and Infrastructure for Schools. The facilities and infrastructure owned by the school are sufficient

and usable, but the number is still not fulfilled and some facilities and infrastructure are lacking, such as a narrow field or yard, like a springboard that does not exist.

The availability of learning tools for the co-curricular is integrated with the existing instructional tools, namely the lesson plans made by junior high school Physical Education teachers in Tuban District, Tuban Regency. Some schools also do not carry out co-curricular activities in accordance with the applicable regulations and state that co-curricular activities are not carried out at these schools. Facilities and infrastructure are still insufficient and minimal. This statement was also supported by the principal that the funds used were shared with other subjects that required facilities and infrastructure.

Extracurricular activities related to the completeness of the equipment all trainers or coaches make and collect. This explanation is also in accordance with the policy carried out by the principal in each school that extracurricular devices in the form of journals must be made and reported to the school either from the Physical Education teacher who is the supervisor or extracurricular coach from outside the school. The extracurricular device in the form of a journal is also an administrative provision for reporting on accountability. The facilities and infrastructure that are owned are sufficient and can be used but the amount is still not fulfilled as well as some facilities and infrastructure that do not exist such as a football field and swimming pool, but many students are interested in them so that the school must cooperate with outsiders.

Process evaluation on intracurricular implementation of intracurricular activities at Junior High Schools in Tuban District, Tuban Regency, especially in Physical Education, was carried out in the morning in class and in the field with a structured schedule for each school and must be followed by all students and refers to the 2013 curriculum. In accordance with the statement (Kemendikbud, 2017) "Intracurricular activities are learning activities carried out by schools on a regular and scheduled basis, which

must be followed by every student. The school principal also stated the same thing that the implementation of intracurricular activities was in accordance with the existing regulations because the school principal also assessed the activity of the implementation process of learning through supervision activities which were carried out at least once in 1 semester. This statement is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2018 concerning the Assignment of Teachers as School Principals that the workload of the principal is fully to carry out managerial main tasks, entrepreneurial development, and supervision of teachers and education personnel. The use of facilities and infrastructure is in accordance with the needs needed if there are obstacles by the Physical Education teacher can be overcome by modifying the tools. Coordination is carried out with relevant stakeholders who can support and maximize intracurricular activities in schools.

The implementation of co-curricular activities at Junior High Schools in Tuban District, Tuban Regency is carried out by giving additional assignments, assignments at home to support the values that are intracurricular. Co-curricular activities are carried out after learning or outside learning hours or at home and are not scheduled such as intracurricular activities and extracurricular activities. Additional assignments were given using student workbooks. These activities will help students understand and deepen the material of each basic competency taught by physical education teachers. This explanation is in accordance with the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education (2017: 3) co-curricular activities, namely activities carried out to strengthen, deepen, and / or enrich Intracurricular activities. Not all co-curricular activities are carried out by Junior High Schools in Tuban District, Tuban Regency. There is also an error in the meaning translated by the school so that its implementation is not in accordance with the applicable regulations with the result

orientation of extracurricular activities according to the research results that have been obtained. The facilities and infrastructure used in co-curricular activities are in accordance with existing needs, one of which is the use of student assignments. The book is used as a recording tool for assignments given by the Physical Education teacher. Coordination is carried out by communicating what will be carried out with related parties who support co-curricular activities in schools.

Extracurricular activities at junior high schools in Tuban District, Tuban Regency are carried out 1-2 times in 1 week and if the meeting is lacking, the extracurricular coach is allowed to add more meetings in 1 week independently. Extracurricular activities are carried out in the afternoon according to the schedule issued by each school. This statement is in accordance with Andro's (2012: 11) explanation that extracurricular activities are activities that are carried out outside of class hours or are also called non-academic activities. Junior high school extracurricular activities in Tuban District, Tuban Regency consist of two extracurricular activities, namely compulsory and optional. The extracurricular must be in the form of scouts and options in the form of the ability to process the talents and interests of students. In particular, many extracurricular sports are held, including football, volleyball, basketball, karate, silat, athletics, diving and weightlifting. in accordance with the conditions and abilities of the school. The statement is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning Extracurricular Activities in Primary and Secondary Education, extracurricular activities are divided into two types, namely compulsory extracurricular and optional extracurricular activities. Compulsory extracurricular, which is in the form of scouting education and optional extracurricular activities in accordance with the development and organized from each school, can be in the form of talent training and interest training. The use of facilities and infrastructure at Junior High Schools in Tuban District, Tuban

Regency has been used according to the necessary needs, but is still lacking when used in extracurricular activities. According to the teacher as well as the extracurricular coach, the number of facilities and infrastructure needed is insufficient to practice for the sake of achievement with existing budget constraints. Coordination is carried out with related stakeholders both between school principals, health education teachers, extracurricular coaches and the government to communicate everything related to school performance in sports so that school achievement in non-academic fields will be maximized.

Intracurricular product evaluation in product evaluation (outcome evaluation) leads to the value of learning evaluation results. The assessment process carried out by junior high school Physical Education teachers in Tuban District, Tuban Regency consists of two systems, namely the assessment process and final results. The two scoring systems lead to the final assessment results which are limited by Minimum Compliance Criteria (KKM). The final outcome assessment uses three domains, namely knowledge (cognitive), skills (psychomotor) and attitude (affective). This explanation is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81A of 2013 concerning Curriculum Implementation which states that the assessment of each subject includes knowledge competencies, skills competencies, and attitude competencies. Majority of the achievements in intracurricular activities are above the KKM, if there are some who have not been helped to reach even above the KKM.

Product evaluation (evaluation of results) of co-curricular activities in junior high schools in Tuban District, Tuban Regency as a support for the value of intracurricular activities is quite good in accordance with the expected value with additional assignments given by Physical Education teachers. The tasks given are in the form of knowledge competencies that must be done to support the lack of value in intracurricular activities. This explanation is in

accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 66 of 2013 concerning Education Assessment Standards which states that the assignment instrument is in the form of homework and / or projects that are done individually or in groups according to the characteristics of the assignment. Some schools do not carry out co-curricular activities for various reasons stated. There are also junior high schools in Tuban District, Tuban Regency, which misinterpret co-curricular activities by stating that they support extracurricular activities that lead to independent training carried out by students at the clubs they participate in.

Product evaluation (evaluation of results) extracurricular activities at Junior High Schools in Tuban District, Tuban Regency led to the results of achievement in various competitions that were obtained. This comes from a school program based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2017 concerning School Days that extracurricular activities are activities under the guidance and supervision of schools that aim to develop potential, talents, interests, abilities, personality, cooperation, and independence of students optimally to support the achievement of educational goals. Many achievements in extracurricular activities at Junior High Schools in Tuban District, Tuban Regency have been obtained at the Regency level and several achievements at the Provincial and National levels have also been obtained by each school. The achievements obtained are inseparable from the role of various parties who support the implementation of extracurricular activities, not only internal school parties but cooperation with parties outside the school, in this case KONI, sports clubs, and the community.

CONCLUSION

Intracurricular and extracurricular activities own and provide devices that are used at the beginning of each semester. These activities

are carried out in accordance with applicable laws and regulations and according to a predetermined schedule. In extracurricular activities there are coaches from outside and carried out inside and outside the school. Coordination that is carried out is also good, at least in 1 year there are meetings both evaluation meetings and RKAS submission meetings. Some schools even call for coordination every Monday after the flag ceremony. The obstacles experienced are related to facilities and infrastructure as well as the lack of extracurricular activities. Some schools do not carry out co-curricular activities. Several other schools carry out these activities with learning tools that follow the intracurricular rank. The implementation time is outside the learning hours and the form of implementation, namely by giving assignments to students. Some teachers do not understand the statutory regulations on co-curricular activities at school.

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