

Evaluation of Sports and Health Physical Education Learning in Vocational High Schools in Kendal Regency During the Covid-19 Pandemic

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Abstract

The objective of this study was to investigate the Context, Input, Process, and Products of PJOK learning at Vocational Schools in Kendal Regency during the Covid-19 pandemic. The CIPP model was used in this study as an evaluation model. The participants in this study were school principals, PJOK teachers, and students from Vocational Schools in Kendal Regency. Purposive sampling was used, with information on 7 school principals, 7 PJOK teachers, and 105 students. Techniques for gathering data included observation, interviews, questionnaires, and documentation. The descriptive quantitative and qualitative data analysis technique was used in this study. The evaluation of the implementation of PJOK learning at Vocational Schools in Kendal Regency during the Covid-19 pandemic was 3,044 in the good category, according to the results. The following outcomes were obtained based on each evaluation component. (1) During the Covid-19 pandemic, the context of evaluating the implementation of PJOK learning at Vocational Schools in Kendal Regency was 3.1 in the good category. The Physical Education learning philosophy indicator was 3.11, and the Physical Education learning objective was 3.09, both of which were good. (2) The program input for evaluating the implementation of PJOK learning at Vocational Schools in Kendal Regency during the Covid-19 pandemic, totaling 3,016, was in the good category. The indicator for teacher profile was 2.79 in the good category, the indicator for student profile was 3.17 in the good category, and the indicator for learning facilities and infrastructure was 3.17 in the good category. During the Covid-19 pandemic, the input for evaluating the implementation of learning at Vocational Schools throughout Kendal Regency was 3.016 in the good category. (3) The process evaluation of the program for evaluating the implementation of PJOK learning at Vocational Schools in Kendal Regency during the Covid-19 pandemic, with a score of 3.04, was good. (4) The program for evaluating the implementation of PJOK learning at Vocational Schools in Kendal Regency during the Covid-19 pandemic received a good rating of 3.18. The evaluation of learning outcomes was 3.18 in the good category, and the evaluation of learning processes was 3.18 in the good category.

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INTRODUCTION

The international health organization, or World Health Organization (WHO), declared the Covid-19 virus to be a pandemic, requiring the entire world to make immediate efforts to stop and overcome the effects it has caused. The government has chosen physical restrictions or physical distancing as a means of combating the virus spread in Indonesia. Restrictions alter many aspects of social, economic, cultural, and even educational life. The Minister of Education and Culture Circular No. 4 of 2020 concerning the Implementation of Policy and Education in the Emergency Period of the Spread of Corona (Covid-19) with the Disease Virus cancels and replaces the Teaching and Learning Activities (KBM) process in schools by using an online system at home, according to the Indonesian Ministry of Education.

Learning over the network (online) requires students to communicate through intermediary devices, resulting in less interaction between individuals. Students are bored because of the lack of interaction and the limitations on physical meetings (Bano et al., 2019).

According to the National Education Standards Agency (Aji & Winarno, 2016), appreciation (mental-emotional-sport-spiritual-social attitudes), motor skills, information, and reasoning; psychological growth; and physical development are all important. and adopt a healthy lifestyle. Raj claims in his book (Aji & Winarno, 2016) *These objectives are furthered by including physical education as a stage in the whole educational process. Students who participate in an excellent physical education program learn to value doing good deeds as a way to maximize personal productivity, effectiveness, and well-being.* Sports education is a stage in the educational process that encourages students to achieve their academic goals. Students who participate in excellent physical education programs learn the value of academic success as well as how to maximize productivity, effectiveness, and satisfaction. According to the journal of the United States Department of Health and Human Services, explains that *youth physical activity can be increased*

through the use of physical education (PE). HHS recommended that students attend the MVPA for at least 50% of the time they spend in physical education classes as one of her most important outcome measures for determining the quality of an exercise program (Aji & Winarno, 2016). Physical education emphasizes fitness, skill development, knowledge acquisition, and social growth.

Active students will be able to follow the learning process well, resulting in PJOK learning achievement, the indicator of which is fitness. If students are sluggish in their participation in learning, fitness indicators will be difficult to achieve. This, however, cannot be done directly when learning online. Teachers and students need time to adjust to new changes that will have an indirect impact on learning absorption in theory and practice.

Several studies have shown that online learning is widely used in educational settings (Mukhtar et al., 2020: 4; Bczek et al., 2021: 2; Zilfyu et al., 2020: 2; Hussein et al., 2020: 12; Dung, 2020: 45). Online learning benefits in that it helps to provide access to learning for everyone, thus removing physical barriers as a factor for learning within the scope (Ahmed, 2018: 2; Pei & Wu, 2019: 4), and while this is seen as something that is effective to implement, it is undeniable that not all learning can be transferred into an online learning environment (Pilkington, 2018).

Obstacles to online learning include insufficient supporting facilities and infrastructure (El Khuluqo et al., 2021), teachers' lack of technological mastery (Khadka, 2021), and a limited internet network (Simamora, 2020). Sports and health physical education learning naturally encountered various obstacles and obstacles during the Covid-19 pandemic due to various limitations in online learning. According to (Fikri et al., 2021, p. 145) in (Rizki & Yuwono, 2021), the obstacles in online learning that have emerged since the Covid-19 pandemic were related to the limited learning services provided, a lack of understanding of the use of learning applications, network constraints in each region, and a lack of understanding of the material due to a lack of interaction experienced from elementary schools to tertiary institutions. PJOK learning faced

numerous challenges during the pandemic, as did many PJOK teachers and students at State Vocational Schools throughout Kendal Regency.

A new strategy has begun to be implemented in various schools, according to (Gansar et al., 2022). Face-to-face learning was abandoned in favor of online learning, also known as distance learning or online learning (PJJ) (Anugrahana, 2020). Vocational high School in Kendal Regency faced a variety of challenges and learning difficulties as a result of the Covid-19 pandemic. According to observations made with teachers and students at seven State Vocational Schools in Kendal Regency, the most common problems encountered when participating in online learning are unstable internet networks, a lack of internet quota, and the cost of purchasing internet quota. One of the challenges that students and teachers face is a lack of internet network connection in their homes. According to interviews with PJOK teachers, PJOK learning is still being carried out, but the teacher only gives assignments to carry out movements and sports techniques at home, after which students make videos and send them to the teacher concerned via the google form link and YouTube.

Online learning or technology platforms that can effectively support Sports and health physical education learning are difficult to select and use. According to the results of a poll of seven Sports and health physical education teachers at State vocational schools in Kendal Regency, seven teachers said that the internet was an impediment to online learning. As a result, not all of the information in the syllabus and lesson plans can be used to its full potential. Teachers can only provide information in theory due to a variety of factors, including a lack of infrastructure and equipment.

Students who enroll in vocational high schools remain in the lower middle class. This is demonstrated by the fact that many parents continue to work as farm laborers and in other industries. To carry out PJOK learning online, several issues will arise, including: some parents do not own smartphones and must borrow them from neighbors or close relatives. Not all students' smartphones are capable of supporting the PJOK

learning process online, and this process necessitates a network or internet quota. Some parents and students have reported difficulty using smartphones. There must be parental support to provide the facilities required by students in the PJOK learning process online, and there must be a systematic, planned, directed, and continuous evaluation because good or bad learning can occur if an evaluation is performed.

After reviewing the existing evaluation models, the researcher decided to use the Context, Input, Process, Product (CIPP) evaluation model because it is more comprehensive, with the object of evaluation including context, input, process, and results (Eko Putro Widoyoko, 2012:184).

The CIPP assessment methodology has the advantage of determining whether or not the learning program is progressing as intended or planned, and whether or not the results are as expected. CIPP stands for Context, Input, Process, and Product. The CIPP model was developed to help evaluators evaluate programs, projects, or organizations. Because the learning system is a program format, this is the fundamental paradigm for researcher selection. As a result, the CIPP model is appropriate for evaluating learning systems. The CIPP evaluation approach was used holistically to understand how programs work, from idea generation programs to results after implementation programs. The researcher would like to conduct additional research on the topic valuation of "Sports and Health Physical Education Learning in Vocational High Schools in Kendal Regency During the Covid-19 Pandemic" by addressing the issues raised above.

METHOD

The Context-Input-Process-Product (CIPP) model was used in this quantitative and qualitative study with the goal of obtaining accurate and objective information and comparing what PJOK learning achieved at Vocation School of Kendal Regency during the Covid-19 pandemic with what should have been achieved based on the standards or objectives that were set.

The participants in this study were school principals, PJOK teachers, and students from

Vocational Schools of Kendal Regency. Purposive sampling was used, with information on 7 school principals, 7 PJOK teachers, and 105 students.

Techniques for gathering data included observation, interviews, questionnaires, and documentation. The descriptive quantitative and qualitative data analysis technique was used in this study. Data was gathered through observation, interviews, questionnaires, and documentation. Questionnaires and interviews were used to collect data, while documentation in the form of archives was used as supporting data or secondary data.

The research design was a quantitative and qualitative analysis approach when it came to the materials and methods used in the research, such as the subjects studied, the tools or facilities or infrastructure used, the experimental design or design used, sampling techniques, measured variables, data collection techniques, analysis, and the statistical model used.

Because it was a complex evaluation that considers context, input, process, and product, the CIPP model was chosen as the evaluation model for this study. The CIPP model was regarded as a highly rigorous scoring model, which means it collected more precise and unbiased data.

Contextual Evaluation

Contextual evaluation describes and determines the program environment, unmet requirements, characteristics of the population served and served, and program goals.

Input Evaluation

The goals of input evaluation are to discover everything that exists and to prepare for the process continuation. Input studies concentrate on the condition or accessibility of existing educational resources, such as students, teachers, and teaching and learning facilities.

Process Evaluation

To assess the outcome of the Covid-19 epidemic, process evaluation attempts to determine how well a program is implemented in practical field work or educational activities. This study focuses on teaching methods, student activities, teacher evaluation, and instructor activities.

Product Evaluation

Physical education learning items are evaluated in order to identify learning outcomes. In this study, academic achievement was determined using final scores (reports), participant mastery, and students' domains in terms of personal traits and practical abilities.

The triangulation technique was used to determine the validity of the data. Techniques for data analysis obtained through quantitative and qualitative analysis with four stages, namely data collection, data reduction, data presentation, and drawing conclusions.

RESULT AND DISCUSSION

Context evaluation is a description and specification of the program environment, unmet needs, population and sample of individuals served characteristics, and program objectives. Context evaluation is primarily concerned with the types of interventions that are implemented within a specific program. In other words, context evaluation is an assessment of needs, the goal of meeting those needs, and the characteristics of the person who handles it (evaluator). As a result, evaluators must be able to identify priority needs and select goals that will best support the program success. Context evaluation then seeks to produce information about various types of needs that have been prioritized in order to formulate goals.

Table 1. Average Results of the Evaluation Context of the Implementation of PJOK Learning at Kendal Regency Vocational Schools During the Covid-19 Pandemic

Indicator	PJOK Teacher	Category
Philosophy of physical education learning	3.11	Good
Learning objectives for physical education	3.09	Good
Component of Context	3.1	Good

According to (Haryanto, 2020), input evaluation provides information about the selected input, strengths and weaknesses, strategies, and designs to achieve goals. The aim is to assist in decision-making by determining which alternative sources to pursue, what plans and strategies to implement to meet needs, and what work procedures to implement. Human resources, supporting facilities and equipment, funds or budgets, and various procedures and rules are all part of the input evaluation component. Input evaluation provides information about the chosen input, its strengths and weaknesses, as well as a strategy and design to achieve goals. The aim is to

assist in decision-making by determining which alternative sources to pursue, what plans and strategies to implement to meet needs, and what work procedures to implement. Human resources, supporting facilities and equipment, funds or budgets, and various procedures and rules are all part of the input evaluation component. Teacher profiles, student profiles, and learning facilities and infrastructure are examples of input component indicators. During the Covid-19 pandemic, input evaluation was a good learning evaluation program for PJOK State Vocational Schools in Kendal Regency.

Table 2. Average Results of Input Evaluation for PJOK Learning Implementation at Kendal Regency Vocational Schools During the Covid-19 Pandemic

Indicator	Teacher	Student	Principal	Σ	Mean	Category
Teacher's Profile	2.79	-	-	2.79	2.79	Good
Students' Profile	-	2.87	-	2.87	3.09	Good
Online Learning Facilities	3.17	-	3.17	6.34	3.17	Good
Component of Input					3.016	Good

Process evaluation provides information for evaluators to carry out selected supervisory or monitoring procedures that have recently been implemented, allowing strong items to be capitalized on and weak items to be eliminated. The aim is to assist in the implementation of decisions, so the extent to which a plan has been implemented, whether the plan is in accordance with work procedures, and what needs to be

improved are all important considerations. The first aim of process evaluation is to detect or predict the procedural design or its implementation during the implementation phase. Second, it provides data for pre-programmed decisions. Third, various notes on the procedures that have taken place. This study focuses on learning implementation plans and the implementation of online learning.

Table 3. Average Results of Evaluation Process Indicators for the Implementation of PJOK Learning at Vocational Schools in Kendal Regency during the Covid-19 Pandemic

Indicator	Teacher	Principal	Σ	Mean	Category
Lesson Plan	3.07	3.07	7.07	3.54	Excellent
Implementation	2.72		2.72	2.72	Good
Online Learning					
Component of Process				3.18	Good

Product evaluation is a type of evaluation that seeks to measure, interpret, and assess program outcomes. Product evaluation can be accomplished by developing operational definitions and measuring the measurement criteria that have been met (objective), collecting values from stakeholders, and analyzing

quantitative and qualitative data. This product analysis necessitates a comparison of the design goals and the program outcomes. The assessed results can take the form of test scores, percentages, observation data, data diagrams, sociometry, and so on, and can be traced back to more specific objectives. In addition, a qualitative

analysis was conducted to determine why the results were as they were. The findings of a product evaluation produced analysis for the

implementation of PJOK learning during the Covid-19 pandemic at Kendal Regency Vocational Schools.

Table 4. Average Results of Product Evaluation for PJOK Learning Implementation at Kendal Regency Vocational Schools During the Covid-19 Pandemic

Indicator	Teacher	Σ	Mean	Category
Evaluation of Learning Process	3.18	3.18	3.18	Good
Evaluation of Learning Outcome	3.18	3.18	3.18	Good
Component of Product			2.48	Good

Based on the findings, the success criteria for the evaluation of the learning implementation of PJOK State Vocational Schools in Kendal Regency during the Covid-19 pandemic can be determined.

Table 5. Criteria for Evaluating the Success of PJOK Learning Implementation in Vocational Schools in Kendal Regency During the Covid-19 Pandemic

No	Evaluation Aspect	Score	Criteria
1	Context	3.1	Good
2	Input	3.016	Good
4	Process	2.88	Good
5	Product	3.18	Good
	Evaluation of CIPP	3.044	Good

CONCLUSSION

According to the study findings, the evaluation of PJOK learning implementation at Vocational Schools in Kendal Regency during the Covid-19 pandemic is 3,044 in the good category. Based on each of the following evaluation components: Context evaluation of PJOK learning implementation at Vocational Schools of Kendal Regency during the Covid-19 pandemic, 3.1 is in the good category. The Physical Education learning philosophy indicator is 3.11, and the Physical Education learning objective is 3.09, both of which are good. The program input for evaluating the implementation of PJOK learning at State Vocational Schools in Kendal Regency during the Covid-19 pandemic, totaling 3.16, is in the good category. The indicator for teacher profile is 2.79 in the good category, the indicator for student profile is 3.09 in the good category, and

the indicator for learning facilities and infrastructure is 3.17 in the good category. During the Covid-19 pandemic, the input for evaluating the implementation of PJOK learning at Vocational Schools in Kendal Regency was 3.016 in the good category. The process of evaluating the implementation of the PJOK learning implementation program for Vocational Schools in Kendal Regency during the Covid-19 pandemic resulted in a score of 2.88, which was considered good. The RPP indicator is 3.04 in the very good category, and online learning implementation is 2.72 in the good category. The product evaluation program for evaluating the implementation of PJOK learning at Vocational Schools in Kendal Regency during the Covid-19 pandemic receives a good score of 3.18. The evaluation of learning outcomes is 3.18 in the good category, and the evaluation of learning processes is 3.18 in the good category.

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