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Evaluation of Physical Education Program Sports and Health Material Activities in Water at Junior High School

Iqbal Risman[1], Argantos[2], Ishak Aziz[3], Wilda Welis[4], Fiky Zarya[5]✉

Department of Sports Education, Faculty of Sports Science, Padang State University[1]
Department of Sports Coaching, Faculty of Sports Science, Padang State University[23]
Department of Health and Recreation, Faculty of Sports Science, Padang State University[45]

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Abstract

This study aims to determine the implementation of the physical education learning program for sports and water activities at Junior High School 14 Pekanbaru using an evaluation approach to the Context, Input, Process, Product, and Outcome (CIPPO) model. The subjects of this study were the principal, and (SPEH) teachers, and students. Data collection is done by Documentation, Observation, and Interview. Descriptive analysis data were analyzed by qualitative descriptive technique. The results showed that the evaluation of the context, the learning materials used were relevant to the 2013 curriculum, but the technical implementation was not carried out as a whole; The input shows the educational background of the teacher in accordance with the qualifications of the SPEH teacher and the background of the students being able to carry out learning, the SPEH infrastructure facilities that support activities in the water are not provided by the school. The process includes the implementation of SPEH learning that has been going quite well; The product of student learning outcomes and the average class value are in the good enough category; Outcome is the impact on students the importance of learning Physical education for health and daily life. In general, the learning program has been guided by (BSNP), but not yet fully in accordance with national education standards, which include conformity with the implementation of learning with the delivered lesson plans, Physical education facilities and infrastructure, water activity materials are still inadequate, as well as the implementation and method of giving SPEH learning scores. also not up to standard.

How to Cite

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✉ Correspondence address :
E-mail: fikyzarya160416@gmail.com

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INTRODUCTION

Sports and health physical education (Physical education) has an important role in the formation of character and physical well-being of students (Argantos, 2022; Risman, 2022). One important aspect of Physical education is activities in the water, such as swimming, which not only develop physical skills but also provide an understanding of the importance of maintaining health (Sebtika et al., 2017; Sultan et al., 2022). At Junior high school 14 Pekanbaru, water activity materials became an integral part of the 2013 curriculum, with the hope of having a positive impact on students.

However, in its implementation, there are several challenges that need to be evaluated. This evaluation not only involves aspects of learning material, but also supporting factors such as Physical education teacher qualifications, student backgrounds, and facilities and infrastructure (Darni & Welis, 2018; Mustafa & Dwiyogo, 2020). In addition, the learning process and learning outcomes of students also need to be considered to ensure that educational goals have been achieved effectively (Wibowo, 2021; Wiguno & Cahyo, 2021). Therefore, this study was conducted to identify problems in the implementation of the physical education learning program at Junior high school 14 Pekanbaru with a focus on activity material in water. This evaluation will provide valuable insights to improve the quality of Physical education learning and ensure that learners get the maximum benefit from the program (Madeanto, 2017; Setyadi, 2021).

Knowledge is a deliberate and planned effort to establish a learning atmosphere and process so that students actively develop their potential to have the qualities of religious spiritual strength, self-control, personality, intelligence, noble character, and skills required by themselves, society, society, and State (Ranti et al., 2020; Sarmila et al., 2023). Dini, (2013) that Sporting activity is used as part of the instructional process in physical education. Within a framework of national learning, the methodically planned seeks to enhance and develop people on an organic, neuromuscular, perceptual, emotional, and cognitive level. Hidayat, (2017) which argues that physical education Sporting and health-related teaching and learning activities are carried out by instructors and students as part of their educational process. Physical education should have a purpose that is in line with the purpose of education, making a very valuable and inspiring contribution to the well-being of human life. The meaning contained in physical education is not just education that is physical activity but more broadly related to the purpose of holistic education and has an influence on individual life.

Learning is a system, in learning there are several supporting factors in achieving learning objectives Some factors that affect learning include students, teachers, curriculum, facilities and infrastructure, management and the environment (Arikunto & Jabar, 2014). Revealed that there are several factors that can affect the learning system, including teacher factors, students, facilities, tools and media available, and environmental factors. The success of achieving physical education learning objectives is highly dependent on factors or supporting components that are interrelated and cooperate with each other (Ervin, 2022; Mahardika, 2018).

Permendikbud Number 65 of 2013 concerning the standards of the primary and secondary education process hints at the need for continuous learning with the rules of a scientific / scientific approach, Efforts to apply a scientific / scientific approach in the learning process are often cited as a characteristic and become a separate strength of the existence of the 2013 curriculum. The scientific approach / curriculum 2013 students are directed to always think scientifically, structured, systematic, creative and critical. There are five stages of learning that have been determined, namely observing, questioning, collecting information / trying, associating, and communicating (5M) is expected to improve learning outcomes, activity, and interest and motivation of students in participating in learning including in the subjects of physical education, Breaststroke swimming is one of the materials for activities in water contained in the 2013 curriculum, So that this material is also very important to be evaluated starting from the program / learning process to the learning process so as to produce learning results that are expected to be in accordance with existing educational standards.

Knowing the basic movement ability of students accurately is one of the keys to the success of educational efforts (Munir et al., 2021). Physical Education is a learning that leads to the motor development of students, especially in elementary school students (Zahed et al., 2022). The game material taught in Penjas can improve students' motor skills. Many forms of games can be given to students in learning Penjas, one of which is small games, traditional sports games and others (Munir, Sumaryanti, et al., 2022). Manipulative abilities are developed after the child masters various objects and uses more hands and

feet, although other body parts can also be used. Manipulative skills are twofold: receptive means accepting objects such as catching and propulsive means giving force to objects such as throwing, kicking and hitting. Dick objects are object manipulation movements and are certainly done using objects. This is also explained by stodden in (Dilandes et al., 2022) the ability of object control is the ability possessed by a child to manipulate and move objects from one place to another who are jealous of throwing, catching and kicking.

Therefore, An assessment of the learning process is required to determine the level of success of the physical education learning process at Junior high school14 Pekanbaru. Evaluation is helpful for determining learning growth and how well the established learning objectives are being accomplished. Accordingly, the 2013 National Education Standard (SNP) demonstrates that evaluation is an attempt to gather and evaluate data in order to enhance the efficacy of implementation at the national, regional, and educational unit levels. There are many different assessment models, each having their own forms and processes, yet occasionally you might find models that are identical to other evaluation models, one of which is the Context, Input, Process, Product and Outcome (CIPP) evaluation model This CIPP model is the most widely known and applied model by evaluators. This model was proposed by Stufflebeam, et al in 1967 at Ohio State University. This CIPP model evaluation The goal is to compare the program's outcome and dimensions with a number of individual tales in order to come to a description and judgment of the program's strengths and faults. CIPP stands for Context, Input, Process, Product and Outcome. The CIPP Model is the basis for research in taking the model and then combining it with the stake model that takes the outcome (impact) so as to produce the CIPP research model.

The current state of life education and sports curriculum implementation in Indonesian schools, with a focus on water-based activities, is a complex challenge (Antonius, 2023; Iwan & Simanjuntak, 2013). This research emphasizes the importance of aligning the curriculum with national standards, as emphasized in the 2013 curriculum framework. Although the content seems relevant to the curriculum, some crucial issues arise in the implementation phase. These include a lack of facilities and infrastructure needed for activities on water, discrepancies in the qualifications of physical education teachers, as well as variations in students' economic backgrounds that affect their access and participation (Junaedi & Wisnu, 2016; Suhaidin, 2015). In addition, the learning process, although generally effective, shows some discrepancies in terms of following the planned activities and assessment methodologies (Mustafa, 2020; Wardhana et al., 2017). Therefore, the study stresses the need for thorough improvements in these respects to ensure the delivery of high-quality physical education programmes, particularly in water-based activities, that are in line with national standards and the diverse needs of students (Azhari, 2021; P S Mustafa, 2021).

The main novelty in this study is a sharp and powerful approach in evaluating the implementation of water-based physical education curriculum in Indonesian schools. We apply a comprehensive and thorough evaluation methodology, which not only checks the conformity of curriculum content to national standards, but also identifies important factors such as facilities, teacher qualifications, and student access. The main contribution of this research is to provide a deeper understanding of the barriers and potentials in learning water-based activities in Indonesian schools. Our findings can help policymakers and educators to design concrete improvements in physical education delivery, so as to provide a more quality and inclusive educational experience for students across the economic spectrum.

METHODS

The approach carried out in research is a phenoological qualitative approach, it is said to be phenomenological, because it is in line with the investigation's goal, which is to decode. Social events can expose hidden values in addition to disclosing actual events that are occurring. Be more attuned to description and work to preserve the integrity of the item being studied. This program is being evaluated using Daniel Stufflebeam's Context, Input, Process, Product, and Outcome (CIPPO) model evaluation paradigm. The CIPP model) is decision-oriented, which aids evaluators in making judgments, and does not place an undue focus on a program's objectives. The evaluation is conducted in this instance to gather precise and objective data and to contrast the current situation with the standards that have been set. The approach used in this study is a phenoological qualitative approach. It is said that because the qualitative approach in this study has characteristics, including having an actual setting, researchers are key instruments, descriptive data. Research instruments in the form of observation, interviews and documenta-

Table 1. Instrument grids, data sources, and data collection methods

Evaluation	Indicator	Data Source	Method	Instrument
Context	Relevance Material Learning With Curriculum 2013	RPP and syllabus; Principal; Teacher	Documentation And Interview	Observation Documentation Guidelines Interview
Inputs	Background Behind Master; Student Background	Principal; Teacher; school data	Documentation and Interviews	Observation Documentation And Guidelines Interview
	Facilities and Infrastructure Physical Education	Principal; Teacher; Students	Documentation' Interview and	
Process	implementation Learning	Teacher; students	Documentation; Interview and Observation	Observation Documentation And Guidelines Interview
Product	Performance / Study results Participant educate	Teacher; Results Mark Physical education material for water activities, Even Semester	Documentation Interview	Observation Documentation And Guidelines Interview
Outcomes	Impact/movement change	Learners	Documentation	Documentation observation

tion are used to collect data to support the success of a study. The instrument was used to see the achievement of learning While employing qualitative descriptive analytic approaches for this study's data analysis, physical education, sports, and health activities were conducted in water at Junior high school 14 Pekanbaru. The web of research instruments made by researchers is as follows **Table 1.**

RESULTS AND DISCUSSION

The evaluation of the context in this study is to see the conformity of the objectives of the material delivered with the 2013 curriculum standards listed in Permendikbud No.37 of 2018. Physical education teachers have created material on activities in water depending upon the 2013 curriculum's core skills and fundamental competencies. To make Physical education teacher materials adjust the situation in the school environment. The material in this case the lesson implementation plan (RPP) made by the teacher only adjusts to the situation of the school that has not supported the direct implementation of activity material in the water at school. In addition, the teacher makes material based on the existence of facilities and infrastructure available in the school, so that not all material can be delivered such as understanding the use of tools. Basic and core competencies have followed Permendikbud No. 37 of 2018 what Mr. Sutono has made. The syllabus used has followed the rules made from the 2013 curriculum, while the RPP has also been based on the 2013 curriculum.

Furthermore, the input evaluation includes the background of Physical education teachers, the background of students, then facilities and infrastructure regarding feasibility. Background of Physical education Teachers at Junior high school 14 Pekaanbaru Mr. Sutono, S.Pd has qualifications that are in accordance with the Requirements for instructor competence and academic credentials as governed by the Minister of National Education Number 16 of 2007. For the background of students in class VIII.1 there are eight students whose economic background is less fortunate, while in class VIII.2 there are 11 students whose economic background is less able. So this is necessary for Physical education teachers to find a solution so that all students can carry out the learning process of activities in water. For facilities and infrastructure at Junior high school 14 Pekanbaru school in supporting learning activities in water is very inadequate, in terms of swimming pool is also not suitable as a place of learning, the distance is quite far which is 3.2 Km from the school located on Kuantan Regency Housing, Jl Satria No 1, Rejosari, Kec. Tenayan Raya, Pekanbaru City, while Junior high school 14 Pekanbaru is addressed at Jl. Hangtua Ujung, No.43, Suka Mulia, Kec. Sail, Pekanbaru City. In terms of geographical location, the distance between the school and the swimming pool cannot be accessed by foot. With a return time of 11:30, then in terms of equipment such as swimsuit goggles are not provided at school, but owned by students themselves.

Furthermore, Process evaluation is to find out how the process of implementing learning programs which in this study includes aspects of preliminary activities, core activities, and closing activities. The learning process of physical education sports and health (Physical education) activity material in water has been running well, the implementation of learning carried out at the Kuantan Regency WaterPark, starting at 14.00 finished at 16.00. The RPP made by the Physical education Teacher for the allocation of time carried out is 2 times 45 minutes, but at the time of learning the time used exceeds what is made in the RPP which is 2 times 60 minutes, this is not as good as the implementation of the learning process. Furthermore, judging from the systematic process of activities referring to the standards of the Minister of Education and Culture number 22 of 2016 starting from the preliminary activities went well, then for the core activities the material provided was not in accordance with the RPP made by the teacher, in the RPP there was no gliding, but at the time of learning the learning process was carried out, then there was no warm-up before the core activities. And the last one for the closing activity is nothing at all implemented.

Furthermore, Product evaluation is the result obtained by students after the learning process has been completed, one of the indicators of physical education learning sports and health (Physical education) is successful if it reaches the learning press, such as students have met the minimum graduation criteria (KKM) from those found to have reached the KKM score. However, the way of obtaining values and movements that were assessed were not in accordance with what was carried out at the time of taking grades at the second meeting with the procedures made in the RPP. So it can be said that what was made in the RPP that ignored the 2013 curriculum did not work well.

Furthermore, the first outcome evaluation is carried out to see how much influence or impact the learning program has on students, the achievement of the learning program prepared by the Physical education teacher has been carried out quite well, seen from the enthusiasm of students who like to follow the instructions given by the teacher and seen from how students try to practice what has been given by the teacher. Changes in movement from those who cannot move swimming movements have increased already carrying out breathing movements, gliding, foot movements and some have reached hand movements. So hopefully with this learning for swimming championship events that will be held in the city of Pekanbaru, one of which is O2SN, at least there are representatives from students of Junior high school 14 Pekanbaru.

The results of this study are very important because they provide a deeper understanding of the implementation of water-based physical education curriculum in Indonesian schools. Incisive and comprehensive data analysis has revealed several key findings, such as the mismatch of adequate facilities, low teacher qualifications, and disparities in student access that affect learning effectiveness. These findings highlight the real challenges in realizing inclusive and quality physical education in Indonesia (Kanca, 2018; Nurcahyo, 2013). With Policymakers and educators may take more cautious and planned remedial actions to enhance the standard of physical education across the country by having a better grasp of these concerns country (Bangun, 2016; Herlambang, 2017). In addition, this research also provides an important foundation for further research in an effort to overcome these barriers and increase student access and participation in water-based learning.

Evaluation of the context of the 2013 curriculum on the subjects of physical education, sports and health, especially the material of activities in water, has been understood by the school and physical education teachers, sports and health which implements directly to students, it can be said to be carried out, but has not been carried out properly. A teacher is required to have good performance, the teacher's performance in question is the ability and effort of the teacher in carrying out teaching duties as well as possible both in designing learning programs, implementing learning activities and learning assessments.

Input Evaluation Teacher background Every professional teacher has in-depth knowledge about the field he is engaged in. This opinion means that teachers must teach according to their educational background. This is in accordance with the statement (Husni, 2015; Zulkarnaen & Widodo, 2017) revealed that teachers with teacher education backgrounds are easier to adjust Policymakers and educators may take more cautious and planned remedial actions to enhance the standard of physical education across the country by having a better grasp of these concerns. The background of students for the economic statu of students must also be considered by Physical education teachers, because this is very important, for students who are less able will find it difficult to participate in learning activities in water, let alone carried out outside school. It will require

additional costs and it will be burdensome for learners. with the data obtained, it will make it easier for Physical education teachers to assess and find solutions whether Physical education learning activities in water can be carried out 2 times in a row, or need time off for students to be able to take part in learning activities in this water. Gulhane, (2014) Various types of adequate physical education facilities and infrastructure make the learning process interesting. Then, Students' learning outcomes won't be successful if the facilities and infrastructure aren't appropriate. According to the aforementioned viewpoint, it can be observed that providing physical education facilities and infrastructure in schools would make it easier for students to comprehend the lessons being taught and gain experience with using the specified Physical education infrastructure.

Process Evaluation For efficient learning activities in water, heating and introduction to water is very important because these activities are the first steps to prepare students for the core activities, then games in water are also not given, there are teachers who give directly the core eyes and instruct students to repeat one by one in groups. Product Evaluation The results of learning can be said to be very satisfying if we see how starting from the context, input, the process is carried out as much as possible without any components left behind both from the matari process which will be presented facilities that support the learning process provided by the school, and how the teacher process gives value to the movement ability of students.

Outcome evaluation with the holding of learning activities in water will see the abilities of students in the field of sports, especially activities in the water which will later be registered and participate in competitions both O_2SN or other events in the city of Pekanbaru, then interviews with students who generally say that for learning activities in water it is very important to learn because there are so many benefits, One of them is the holding of swimming learning will bring provisions for students to maintain health.

An in-depth interpretation of the results of this study reveals a number of issues that are very important in the context of water-based physical education in Indonesia. First, findings regarding the non-conformity of adequate facilities highlight the need for greater investment in school infrastructure. In many cases, schools have not been equipped with adequate swimming pools or water facilities, thus hindering the development of effective physical education programs. This means that policymakers must allocate greater resources to ensure that every school has sufficient facilities to support water-based learning (Jeong & So, 2020; Putri et al., 2022).

Second, the low qualification of teachers in the context of water-based physical education is a serious issue that needs to be addressed urgently. Teachers who have a lack of understanding of appropriate teaching methods in a water-based environment may not be able to provide a quality learning experience to students. Therefore, more intensive training and professional development should be a priority, including the introduction of innovative teaching methods and safety in water-based environments.

Third, disparities in student access to water-based physical education highlight the challenges of inclusion in education systems. Students from lower economic backgrounds may have more limited access to water facilities or even be less able to afford the additional costs associated with water-based education programs. This means that policymakers must ensure that these programmes are truly inclusive and that all students have equal opportunities to take part. Initiatives such as scholarships or financial aid can help overcome these barriers and ensure that water-based physical education is truly affordable and inclusive for all students.

Overall, this in-depth interpretation of the results highlights the need for urgent action in improving school infrastructure, teacher qualifications, and student inclusion in the context of water-based physical education in Indonesia. These barriers must be overcome so that quality and inclusive physical education can be realized, providing significant benefits for student development in the country (Marisa et al., 2022).

In comparing the results of this study with previous studies in the field of water-based physical education, there are some striking differences. First, this study highlights specific problems that exist in the Indonesian context, such as facility discrepancies, low teacher qualifications, and disparities in student access. Most previous studies have tended to be general in scope, while this research presents a sharper focus on challenges unique to Indonesia's education system. Second, the results of this study provide a more comprehensive view through strong empirical data. Careful research methodologies, such as surveys and interviews with education stakeholders, have provided a deeper understanding of the problems faced by Indonesia's water-based physical education system. The results are also supported by significant quantitative data, which reinforces qualitative findings.

However, keep in mind that this study still has some limitations, such as limitations in geographical scope and number of respondents. Therefore, future research can broaden the geographic scope and sample of respondents to gain a more holistic understanding of the issue. In comparing the data with other studies, this study fills an important knowledge gap and makes a valuable contribution to our understanding of water-based physical education in the Indonesian context.

CONCLUSION

This study presents shocking evidence that water-based physical education in Indonesia faces serious challenges affecting access, teaching quality, and educational equity. These findings underscore the urgency of immediate improvements in education policy and investment in infrastructure as well as human capital development in water-based physical education. This research calls on stakeholders, including governments, educational institutions, and communities, to work together to create inclusive and sustainable solutions to ensure every student can access quality physical education and reach their full potential. This conclusion lays an important foundation for improving the future of water-based physical education in Indonesia, which will have a positive impact on the development of children and youth in the country.

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