An Evaluation of the Physical Education Learning Program at Bina Tama Vhs for Health of Yogyakarta in 2016/2017 using the Cipp Model

Akhmad Nang Laksono[1], Dimyati[1]
[1]*Faculty of Sport Sciences, Yogyakarta State University, Colombo Street No.1, Yogyakarta, Indonesia*

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Abstract: This study aims to evaluate the physical education learning program at Bina Tama VHS for Health of Yogyakarta in 2016/2017 in terms of (1) context, i.e. the relevance of the physical education learning materials to the School-Based Curriculum (SBC); (2) input, i.e. the teachers' background and infrastructure facilities for physical education; (3) process, i.e. the implementation of physical education learning; and (4) product, i.e. the students' achievement. This was an evaluation study employing the CIPP (Context, Input, Process, Product) model developed by Stufflebeam (1985) using the qualitative descriptive approach. The research subjects were 2 physical education teachers and 78 students. The study was conducted Bina Tama VHS for Health of Yogyakarta from 20 February to 25 March 2017. The data were collected through documentation, observations, and interviews. The qualitative data were analyzed by means of the descriptive technique. The research instrument validity was assessed by expert judgment. The results of the study were as follows. (1) Based on the results of the context evaluation, the learning materials had been relevant to the SBC, but there were teachers' policies related to the school limitation. (2) The results of the input evaluation showed that the teachers' education background was the bachelor's degree (S1) from the department of Sports Education with a teaching experience of 1 year and 5 years, and the relevance of infrastructure facilities for physical education was 69.23%, which is good. (3) The result of the process evaluation comprising the implementation of physical education learning was good. (4) The product evaluation, namely the students' learning achievement, was very good.

1 INTRODUCTION

Education is one of the important factors in the development of human resources in the world. Education does not recognize age or place. Law number 20 of 2003 concerning the National Education System states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming at developing the potential of learners to become human beings who believe in and fear God Almighty , noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. Thus, it can be concluded that education must be reviewed at all times according to the demands of world development through educational institutions, namely schools, in order to create humans in accordance with the ideals of the Indonesian people, namely in order to educate the nation's life.

At school, students are equipped with various kinds of science and technology that can later be useful and become a provision to face the world of work in the life of society, nation and state. Among the various types of science are physical education subjects.

Physical education is one of the subdisciplines of science in the curriculum in schools. Physical education as an educational process that utilizes physical activity must be planned systematically to develop and improve individuals organically, neuromuscularly, perceptually, cognitive, socially, and emotionally within the framework of the national education system (Depdiknas, 2003).

Physical learning can run successfully and smoothly determined by several elements, including teachers, students, curriculum, infrastructure, objectives, methods, supporting environment, and

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assessment. If the performance of one of these components has not worked optimally, it will affect the physical education learning program in achieving its goals (Suryobroto, 2004).

Yogyakarta Bina Tama Health Vocational School is a newly established school and has only graduated three generations. One of the characteristics of the Yogyakarta Bina Tama Health Vocational School is that the majority of students are women consisting of 2 class XII, 3 class XI, and 4 class X. The curriculum at Health Vocational School uses the School-Based Curriculum (*SBC*).

Physical education learning materials in Yogyakarta Vocational School Bina Tama Health that were delivered were in accordance with the *SBC* syllabus, but not all material in the syllabus could be implemented. This material cannot be implemented due to several reasons, such as lack of facilities and infrastructure as well as school policies.

Based on a survey that has been done previously in the physical education learning at the Yogyakarta Vocational School of Health, 2 teachers applied the demonstration, lecture and observation methods. The method used is reinforced by the use of instructional media, such as the modification of the paralon as a relay stick and using power point media for theory.

Based on an interview with a physical education teacher at Yogyakarta Bina Tama Health Vocational School, because the majority of students are girls, they usually complain like laziness, fear of heat, fear of fatigue, menstruation, etc., but conversely there are students who are eager to follow physical education learning. The least participation of female students in physical activity is due to the frequent permission of female students to not participate in physical education activities at school when menstruation, minor injuries and or perceived physical education burdens women (Soekarno, W., 1977). It can also be caused by existing facilities and infrastructure in schools, especially in sports facilities such as damaged basketball hoops. The field which is usually used for sports is not comfortable, because it is still used for traffic and parking for school residents. By understanding the importance of physical education in an effort to achieve national education goals, there is an imbalance when there is no optimal effort in the physical education learning program at the Yogyakarta Vocational School of Health, as explained above.

According to information, there has never been an evaluation of a physical education learning program in Yogyakarta Health Vocational School Bina Tama. One step to achieve the goal of physical education learning is knowing how high the supporting components are in the physical education learning program by evaluating these components. After the physical education learning program is evaluated, the teacher can find out which components need to be increased in effectiveness. Program evaluation, is "an effort to find out the level of implementation of a policy carefully by knowing the effectiveness of each component" (Arikunto and Safruddin, 2014).

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 57 paragraph (1), the evaluation is carried out in the context of controlling the quality of education nationally as a form of accountability of education providers to interested parties, including among students, institutions, and educational programs. It becomes the basis for researchers to conduct evaluation research at Yogyakarta Vocational High School of Health.

Yogyakarta Bina Tama Health Vocational School is a newly developed school, therefore, to find out the performance of the components that are less than optimal, it is necessary to conduct an evaluation to accelerate the achievement of physical education goals in the school. There are several evaluation models, including the evaluation model CIPP (Context, Input, Process, Product) developed by Stufflebeam. The CIPP evaluation model is carried out systematically to evaluate whether the program has been implemented with the right steps (Mulyatiningsih, E, 2012). Evaluation activities include in terms of context, input, process, product.

From the above problems, the researcher wants to evaluate the physical education learning program in Yogyakarta Vocational High School of Health by using the CIPP model and therefore, this study is entitled "Evaluation of Physical Education Learning Programs in Yogyakarta 2016/2017 Bina Tama Health Vocational School Using the CIPP Model."

2 RESEARCH METHOD

This type of research is evaluative research. Evaluative research is used to obtain information by comparing the suitability of existing conditions with predetermined criteria or standards. Evaluative research requires certain criteria, namely a comparison of data and the real condition of the object under study (Arikunto S, 2014).

This evaluative study used the CIPP (Context, Input, Process, Product) model developed by Stufflebeam. This research used desciptive qualitative approach. A qualitative descriptive approach was used to describe the physical education

learning program at the Yogyakarta Vocational School of Health in accordance with the sources and types of data needed.

2.1 Time and Place of Research

This research was conducted at the Vocational School of Health, Bina Tama Yogyakarta, Jl. Yogja Monument Back No. 134 Yogyakarta. This research was conducted on February 20, 2017 until March 25, 2017.

2.2 Research Subject

The object of this research was a physical education learning program at the Vocational School of Health, Bina Tama, Yogyakarta. The population is the whole subject of research (Arikunto, S., 2014). The population of this study consisted of 2 physical education subject teachers and all students. The number of students in this study consisted of 216 students consisting of 4 classes X, 3 classes XI, and 2 classes XII.

2.3 Procedure

This study used the criteria chosen by researchers as a benchmark regarding the components to be evaluated. These criteria can be seen in the following table.

Table 1: Evaluation Criteria.

Indicator	Data source
The relevance of learning material to SBC	*SBC* Basic Competence
Teacher's background	Ministry of Education Regulation no. 16 of 2007 concerning teacher academic qualifications
Physical education facilities and infrastructure	Ministry of Education Regulation no. 40 of 2008 concerning SMK process standards
Implementation of learning	Ministry of Education Regulation no. 41 of 2007 concerning process standards
Student learning achievement	School Criteria

2.4 Data Collection Instruments and Techniques

Data collection instruments included interview guidelines, documentation, and observation sheets. The researcher determined the criteria for each component, then the instrument is tested by Dr. Sri Winarni, M. Pd as an expert for expert judgment to get instrument validation.

2.5 Data Analysis Technique

The data analysis technique used in this research was descriptive analysis, namely by describing and interpreting data from each of the aspects evaluated. The data collected were analyzed with qualitative descriptive analysis techniques in accordance with the evaluation model used in this study. The results of the study were described with data analysis techniques for each aspect.

The steps used in analyzing the collected observation data were: (1) scoring the results of observations. (2) adding up the total scores for each aspect. (3) grouping the scores obtained based on the level of tendency. and (4) looking at the percentage of each trend with the existing categories, so information was obtained about the results of the study. Scoring and evaluation using a scale of 4, namely 1, 2, 3, and 4. Data obtained through observation were assessed by looking at trends.

While the interview data and documentation were analyzed descriptively qualitatively through stages: (1) data reduction. (2) data presentation. and (3) drawing conclusions (Sugiyono, 2013).

3 RESEARCH RESULTS AND DISCUSSION

3.1 Research Result

Evaluation of physical education learning programs in Bina Tama Health Vocational School is carried out through the presentation of evaluation results data which can be described as follows.

3.1.1 Context Evaluation

Context evaluation is evaluating the suitability of the material being taught in physical education subjects at the Vocational School of Health, Bina Tama, Yogyakarta and SBC. Based on the results of the interview, the researcher obtained information that in

making the materials or the lesson plan (RPP), the teacher had referred to the SBC. However, in its implementation, not all basic competencies can be conveyed, especially in class XII. The teacher was hampered by the limitation of effective time in conveying all of these basic competencies, because the allocation of Physical Education learning time was used for conducting the exam. From the results of the documentation sheet, the researcher obtained information that was based on SBC from the basic competencies (KD) of the VOCATIONAL SCHOOL, namely 17 KD for class X and XII, and 19 KD for class XII. The Physical Education learning materials in Vocational High School were in accordance with SBC. However, for its implementation was still not optimal.

The materials that were not carried out were swimming. For class XII of 19 KD, there were only 18 KD for theory and 15 for practice. As the teacher 1 said, the practice was not practical because the time spent on the practical examination was ineffective.

3.1.2 Input Evaluation

Based on the results of data collection, it can be seen that there are 2 physical education subject teachers, male and female. Their educational backgrounds were the Bachelor degree of Education (S1) majoring in Sport Education, namely the Physical Education, Health, and Recreation Study Program S1 that has been accredited A from Yogyakarta State University, and it was relevant to the Physical Education subjects in SMK.

Teacher 1 in class XI and XII has 5 years of teaching experiences and also teaches at SMK 1 Depok Sleman, while teacher 2 in class X has one year of teaching experience.

3.1.3 Facilities and Infrastructure

Yogyakarta Bina Yama Health Vocational School has an area of less than 1000 m2 and a sports area of less than 30 x 20 m with 216 students. Physical education facilities and infrastructure that meet national education standards are 36 types out of 52 according to national education standards. The percentage of conformity of physical education facilities and infrastructure is 36:52x100% = 69.23%, which is considered as good.

The results of observational data analysis showed that the implementation of Physical Education learning had an average of 116 included in both categories.

The product evaluation results showed the average odd semester report card grades for physical education subjects of students with an average value of 84 using the predetermined category division, included in the excellent category.

3.2 Discussion

Physical education learning in Bina Tama Health Vocational School should be designed, implemented, and supported with adequate component,s so that optimal learning outcomes can be achieved. Physical education learning that can run successfully and smoothly is highly determined by several elements, including teachers, students, curriculum, infrastructure, objectives, methods, supporting environment, and assessment (Suryobroto, 2004).

In relation to the success of criteria, the evaluation results are grouped into three categories, namely very good, good, and not good. Ideally, the evaluation results are expected to reach the excellent category. Discussion on the evaluation of these components will be described as follows.

3.2.1 Context Evaluation

The results of the study found that the RPP and the material used were in accordance with SBC Penjas. However, in practice, not all basic competencies could be conveyed. The learning materials that cannot be delivered at the class will affect students' basic abilities. Material is the subject matter that students must learn as a means of achieving basic abilities and it will be assessed using assessment instruments based on indicators of learning achievement (Susilo, 2007).

From the results of the interview, in presenting the material contained in basic competencies, not all of the material was conveyed properly. The reason was that there are some materials that are less attractive to students who are predominantly female, such as big ball and athletic games. Therefore teachers looked for material that has the potential to be of interest to students, such as rhythmic gymnastics. SBC implementation will lead to the implementation of learning, namely how to make curriculum content can be digested by students appropriately and optimally. Thus. based on the theory, the teacher can analyze the potential material that students are interested in and it is hoped that the teacher can arrange the material based on the students' abilities (Mulyasa, 2009).

3.2.2 Input Evaluation

At Bina Tama Health Vocational School in Yogyakarta, there were 2 physical education teachers, male and female. Their educational backgrounds were the Bachelor degree of Education (S1) majoring in Sport Education, the study program Physical Education, Health, and Recreation Accredited S1 A. It is in accordance with Permendiknas number 16 of 2007 which states that teachers in vocational schools must have a minimum educational qualification of D-IV or an appropriate undergraduate study program (S1) based on the ssubjects being taught, and from a study program that is covered.

Teacher 1 has taught experience for 5 years, and at the same time he has also taught at SMK Negeri 1 Depok Sleman. Meanwhile, teacher 2 in class X has one year of teaching experience. Although it has not been very long, the teachers can provide good service to students during Physical Education learning as seen from the evaluation results of the Physical Education learning process in this study. Teachers with relevant teacher training background are more easily adapted to the school environment, because it is equipped with a set of supporting theories (Widoyoko, 2005).

Percentage of the level of conformity of physical education facilities and infrastructure in the Yogyakarta Vocational School of Health, based on Permendiknas no. 40 of 2008 was 69, 23% included in the good category, but there are still some facilities and infrastructure that are not yet available or not in accordance with the criteria, such as the width of the sports field. It is under 20x30 meters, and it is also used for vehicle traffic with many small stones.

The function of physical education facilities and infrastructure is to facilitate the course of physical education learning. From the above opinion, it can be seen that the fulfillment of physical education facilities and infrastructure in schools will help students more easily understand the learning material to be delivered, as well as have experience in using predetermined physical education facilities (Suryobroto, 2004).

Evaluation of the process of learning in Physical Education at the Yogyakarta Vocational School of Health included the implementation of Physical Education learning. It showed an average of 116, considered as the good category. However, researchers found that the teacher gave punishment for some students who are late in participating in learning. learning is an activity with organized the environment and it connects all environmental components with students so that students can carry out teaching and learning activities well (Nasution in Sugiharto, et al, 2012).

The use of methods tailored to the learning needs. The teacher also gave an assignment to find information about the material that would be delivered at the next meeting. The teacher was also communicative to students by opening questions, giving answers and discussing the materials that have been submitted as a reflection. Learning was carried out in the classroom, and the teacher utilized projector media as a facility to deliver material in the form of video and power points, so that students are more interested in participating in learning, and hopefully the material delivered can be received easily. Related to the learning processwithout a clear strategy, the learning process will not be directed and it will be difficult to achieve learning objectives optimally (Wina, 2009).

The product evaluation results showed the average score of odd semester report cards in physical education subjects of students with an average value of 84 using predetermined categories, included in the excellent category. However, based on the results of interviews with Physical Education teachers, students were lack of discipline, which means students were less ready to participate in Physical Education learning. Besides that, the affective domain assessment in the form of assessment of attitudes is also needed, because physical education is also related to the development of social aspects of students (Suherman, 2000).

4 CONCLUSIONS

Based on the results of the study, it can be concluded that in general, aspects of the context, input, process, and product of the physical education learning program at the Vocational School of Health, Yogyakarta Bina Tama were not fully in accordance with the standards. There were several components found in aspects that are still not appropriate or had not reached the standards, namely the suitability of the physical education facilities and infrastructure, and the implementation of physical education learning which was still in good category. The results of this study can be specifically concluded as follows.

4.1 Context

The material used in physical education learning was already relevant to the Vocational School Physical Education SBC, although not all basic competencies were delivered, and the teacher's policy in filling in

the material that was not conveyed is materials that are interested for students.

4.2 Input

The educational background of physical education teachers had been relevant to physical education subjects, namely undergraduate graduates (S1) majoring in Physical Education courses in Physical Education and Recreation with teaching experience of 5 years and 1 year. These results were in accordance with the standards of teacher academic qualifications through formal channels as written in the Ministry of Education Regulation no. 16 of 2007.

Physical education facilities and infrastructure available were not in accordance with the standards set by the Ministry of Education no. 40 of 2008 concerning Vocational School facilities and infrastructure standards.

4.3 Process

The quality of the process of implementing physical education learning in the Vocational School of Health, Bina Tama Yogyakarta was considered in the good category and was in accordance with Permendiknas no. 41 of 2007 concerning the standard processes contained in BSNP, although there were still students who arrived late in attending physical education learning.

4.4 Product

Product quality, in the form of student achievement as seen from the results of odd semester report cards in physical education subjects, were considered as very good. However, there were still students who were lack discipline in participating in Physical Education learning.

5 SUGGESTIONS

Based on the results of the research obtained, researchers may be able to provide suggestions to the school and related parties in this research, for the success of the Physical Education Learning Program at the Vocational School of Health, Yogyakarta, including context, input, process and products. In terms of context, preferably all material can be delivered by considering the students' interests. In terms of input, seeing the teaching experience of teachers who are still lacking, teachers should continue to develop teaching skills and improve their competencies, as well as physical education facilities and infrastructure for the better and smoother quality of learning, and for improving the school standards. In terms of process, there are weaknesses in classroom management and the methods used are monotonous, so teachers and students must work together to create the implementation of Physical Education learning in accordance with process standards. Finally, in terms of products, student learning achievements have reached KKM and it needs to be maintained and improved.

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