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LEARNING PROCESS DURING PANDEMIC WITH CIPP MODEL ON PHYSICAL EDUCATION

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Abstract

Evaluation is a tool or procedure used to know and measure something in an atmosphere in a predetermined way and rules. One of the evaluation models that is very popular at the moment that is useful to know whether the teaching and learning process has achieved the goals that have been set or not is the CIPP evaluation model. This study aims to evaluate the implementation of Sports and Health Physical Education learning for SDN 120 Pekanbaru City during the Covid-19 pandemic based on the CIPP model (context, input, process, and product). The subjects of the study were principals and teachers of SDN 120 Pekanbaru City with total sampling techniques. Data collection techniques use observation methods, interviews, questionnaires, and documentation. The data analysis technique in this study is quantitative and quantitative descriptive analysis. The results showed that the evaluation of the implementation of learning using the CIPP model in Sports and Health Physical Education at SDN 120 Pekanbaru City during the Covid-19 pandemic was in the good category judging from the average semester report card score, reaching 78.9% in the good category and 21.1% in the very less category. In conclusion, it shows that the CIPP evaluation model provides effective results in the learning process. Therefore, for researchers who are interested in researching evaluation, it is highly recommended to choose the CIPP evaluation model because it has proven the effectiveness of the evaluation model.

Keywords: Evaluation; Covid-19; CIPP

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INTRODUCTION

Education plays an important role in national development, with education expected to produce candidates for the successor of the nation who are competent, critical, creative, rational, independent and adhere to religious values. Law Number 20 of 2003 concerning the National Education System, Article 1 point 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential



to have religious spiritual power, self-control, personality , intelligence, noble character, as well as the skills needed for themselves, society, nation, and state.

(Sugihartono, 2013) states that education is a process of changing that is carried out consciously and intentionally to change human behavior both individually and in groups to try to mature humans through teaching and guidance efforts. According to (Samsudin, 2008) physical education is a learning process through physical activity designed to improve physical fitness, develop motor skills, knowledge and healthy and active living behaviors, sportsmanship and emotional intelligence. The learning environment is carefully arranged to enhance the growth and development of the entire realm, physical, psychomotor, cognitive and affective of each learner.

However, student learning is currently disrupted due to the COVID-19 Pandemic, the Minister of Education and Culture through Government circular Number 36962 / MPK. A/HK/2020 regarding Online Learning and Working from Home in order to Prevent the Spread of Corona Virus Disease (COVID-19). Online/ distance learning looks effective in subjects that do not have a psychomotor aspect (physical activity) in it. There is a gap in PJOK subjects because these subjects are basically dominated by psychomotor aspects (physical skills).

Based on the results of observations made by researchers during the implementation of learning in learning conditions from home which was carried out by all State Elementary Schools throughout the Rumbai sub-district of Pekanbaru City. For example, during online learning PJOK material that is practical or uses motor movements, what appears is that the teacher still has difficulty when carrying out the learning process from only one direction so that it can be concluded that the teacher is still hampered and has difficulties when carrying out online learning. In online learning, students tend to be passive in PJOK learning, which is more active, namely the teacher.

In addition, teachers also argue that students do not participate in learning enough, where students' curiosity, interest in reading and movement skills are low,

so that the PJOK learning process during online learning cannot run according to what is expected.

Based on these conditions, it is still necessary to study how to implement PJOK online learning during the spread of Covid-19 through an evaluation study. Evaluation research is a study to reveal the symptoms at the time of the evaluation (Khamidah & Aprilia, 2014). There are several evaluation models, including the evaluation of the CIPP (Context, Input, Process, Product) model developed by Stufflebeam.

Based on the above, researchers are interested in evaluating the Implementation of Physical Education Learning for Sports and Health of Elementary Schools in Rumbai District, Pekanbaru City During the Covid-19 Pandemic using the CIPP evaluation model because it can provide a comprehensive picture of the success of the program starting from Context, Input, Process, and Product.

METHOD

This research uses evaluation research, with descriptive methods, as well as data collection carried out qualitatively. According to (Moleong, 2011) Qualitative research is a study that aims to understand the phenomenon of what is experienced by the research subject.

The place of this research was carried out in the Sports and Health Physical Education Teacher Working Group (KKG) of SD N 120 Pekanbaru City located in Rumbai District. The research was conducted from December 2021 to January 2022. The population and samples in this study were school principals and all Physical Education Teachers for Sports and Health at State Elementary Schools in Rumbai District, Pekanbaru City, the technique used in this study was the total sampling technique.

Data collection techniques use observation methods, interviews, questionnaires, and documentation. The data analysis technique uses a descriptive technique with a percentage, namely, data from a questionnaire filled out by KKG PJOK SD throughout the Rumbai District, Pekanbaru City, which was

successfully collected and analyzed using percentages. The purpose is to determine the evaluation of physical education learning programs for sports and elementary school health in the Rumbai sub-district of Pekanbaru City during the COVID-19 pandemic. It further checks the validity of the data by testing for credibility and transferability.

Table 1. PJOK Learning Program Evaluation Data Source

Component	Aspect	Indicator	Data source	Data Collection Instruments
Context	School profile	School Name, School Vision & Mission, Number of Teachers, Sports Facilities and Infrastructure, PJOK Learning Objectives	PJOK Principals and Teachers	Observation, Interview, Documentation and Questionnaire
Inputs	Curriculum	2013 KTSP curriculum	PJOK Principals and Teachers	Interview, Questionnaire
	Program	School Curriculum Team	Principal	Interview, Questionnaire
	Syllabus	Elementary School Curriculum Standards	PJOK Principals and Teachers	Interview, Questionnaire
	RPP	In accordance with the conditions of the school environment, students, facilities and infrastructure and teachers	Principal	Interview, Questionnaire
	Media	School Policy	PJOK Principals and Teachers	Interview, Questionnaire
	Application	School Policy	PJOK Principals and	Interview, Questionnaire

		Teachers		
	Teacher	Number of PJOK Teachers	Principal	Questionnaire
process	Implementation and Learning Activities	Independent learning, students with teachers in distance/online learning	A place to learn Teacher	Observation Interview, Documentation
	PJOK Learning in Application Use	The use of application media in the learning process	Teacher	Interview, Documentation
	The benefits of learning media facilities	Internet/quotas, online learning seminars/training	PJOK Principals and Teachers	Interview, Documentation
	Provision of PJOK Materials and Assignments	Materials, independent assignments, group assignments, quizzes	PJOK teacher	Interview, Documentation
Product	Student Learning Outcomes	Online PJOK Learning Outcomes, Online PJOK Graduation Percentage Results	PJOK teacher	Document Analysis

Table 2. Aspects and Evaluation Criteria of PJOK Learning Program

Variables/Objects of Research	Evaluated Aspects	Evaluation Criteria
Curriculum	Curriculum Document PJOK syllabus PJOK RPP	There are curriculum, syllabus and RPP PJOK learning documents
Teaching and learning activities	The suitability of the material with the competencies being taught	There is a result of the suitability of the material with the competencies being taught

	Interaction in online learning	There is interaction during online learning
	Application use in online learning	The effectiveness of using applications during online learning (whatsapp)
Learning outcomes	Assessment to find out PJOK learning outcomes online	Shows the average value of semester report cards
	Online PJOK pass percentage results	

To clarify the analysis process, categorization is carried out. The categorization uses Mean and Standard Deviation. According to (Azwar, 2000) to determine the score criteria using the Norm Reference Assessment (PAN) in the scale can be seen in the table as follows:

Table 3. Norm Reference Assessment (PAN)

No	intervals	category
1	$M + 1.5 SD < X$	Excellent
2	$M + 0.5 SD < X \leq M + 1.5 SD$	good
3	$M - 0.5 SD < X \leq M + 0.5 SD$	keep
4	$M - 1.5 SD < X \leq M - 0.5 SD$	Less
5	$X \leq M - 1.5 SD$	Very Less

Information :

M : Means

X : Scores

SD : Standard deviation

S After the data is grouped in each category, then look for the percentage of each data with the percentage formula according to the formula from Sudijono, A. (2011: 43) as follows:

$$P = \frac{f}{N} \times 100$$

formation:

P = percentage

F = frequency

N = Number of Case (number of frequencies/number of individuals)

RESULTS

The results of interviews and direct research on 19 schools, one of which is SD Negeri 120 Pekanbaru, obtained information and data based on research using the CIPP (Context-Input-Process-Product) evaluation model.

PJOK Learning Context Evaluation

Evaluation of the context in the PJOK learning program starts from the profile where the learning is carried out. Of the 19 public elementary schools in Rumbai sub-district of Pekanbaru City, one of them is SD Negeri 120 Pekanbaru which is located on Jl. Pesisir Ujung, Meranti Pandak village, Rumbai Pesisir district, Pekanbaru City, Riau Province. The number of study groups at SD Negeri 120 Pekanbaru is 6 parallel classes with each level 1 class, the total number of students is 150, where the number of sports and health physical education teachers is 1 person.

The physical form of the residence building or house of students of SD Negeri 120 Pekanbaru is feasible and very supportive of organizing online education. Where there is a study desk, good lighting, independent student handbooks, supervision from parents and of course a good and stable internet network for students to carry out online learning in sports and health physical education learning.

PJOK Learning Input Evaluation

The presentation of input aspects in this evaluation research includes: 1) Students who take part in PJOK learning at SD Negeri 120, 2) Curriculum, 3) Teaching Materials, 4) Teachers, and 5) PJOK learning facilities and infrastructure.

1. Learners

The results of the evaluation of students who took part in PJOK learning at SD Negeri 120 totaled 150 students.

2. curriculum

From the results of the evaluation conducted at SD Negeri 120, it was found that the curriculum used, namely the 2013 curriculum, includes general subjects: 1) Religious Education, 2) Citizenship and Personality, 3) Science and Technology, 4) Aesthetics , 5) Physical Education and Health Sports, 6) Indonesian, 7) Mathematics, 8) English, 9) Social Studies, and 10) Local Content.

3. Teaching Materials

From the evaluation results, it was found that the main teaching materials at SD Negeri 120 are printed teaching materials in the form of textbooks, which are designed by the government so that they can be studied by students independently.

4. Teacher

There is 1 female teacher at SD Negeri 120 who has the status of a civil servant teacher and has been certified by having a final educational background in Strata 1 Physical Education and Health Sports (PJOK).

5. PJOK Learning Facilities and Infrastructure

From the evaluation results, it shows that in SD Negeri 120 there is a school yard that is biased to be used for PJOK learning activities such as volleyball, badminton, jumping chests, gymnastics mats and so on.

PJOK Learning Process Evaluation

The learning implementation standards used in this study are the process standards listed in number 41 of 2007 concerning process standards for primary and secondary education units. The process of implementing learning is divided into two, namely the requirements for the implementation of learning and the implementation of learning itself. The data was obtained by observation to SD Negeri 120 and interviews with principals, physical education and health sports teachers and supported by documentation data.

The first requirement is the number of students, the number of students at SD Negeri 120 is 150 people. The number of students at SD Negeri 120 per class



is 25 people, while the standard students for SD/MI are 28 students. From this data, it can be seen that the gap that occurs between the standard standards of students and the reality in the field is not too big, but the need for reduction or addition of students aims to be in accordance with the standard standards of students .

The second requirement is the implementation of learning itself, teachers have a workload that includes the main activities, namely, planning the learning process, implementing learning, assessing learning outcomes, guiding the learning process, training students and carrying out additional tasks. The learning planning process by teachers includes making a syllabus, learning implementation plan (RPP), annual programs, semester programs and time allocation distribution. The textbooks owned by the school for PJOK learning have been fulfilled by calculating one book per one student.

From the discussion, it can be concluded that the learning requirements in schools can be categorized as sufficient and effective in the online learning process of physical education and health sports, with the completeness of the requirements for the learning implementation process, the number of students, the main activities of teachers and student handbooks during online learning.

PJOK Learning Product Evaluation

The presentation of product aspects at 19 public elementary schools in Rumbai District, Pekanbaru City, is in the good category can be seen in the average semester report card scores in the physical education subjects of Sports and Health. From the evaluation results, there were student learning outcomes reaching 78.9% in the good category and 21.1% in the very less category. These results can show that the online Sports and Health Physical Education learning process is quite effective when viewed from student learning outcomes.

DISCUSSION

Education plays an important role in national development, with education expected to produce candidates for the successor of the nation who are competent, critical, creative, rational, independent and adhere to religious values. According



to(Siswoyo et al., 2020)the function of education is to prepare students who are not ready to become ready to be plunged into the real world through the ongoing educational process. The teaching and learning process is an activity to carry out the curriculum of an educational institution in order to influence students towards discussions of behavior, both intellectual, moral and social.

However, student learning is currently disrupted due to the COVID-19 Pandemic, students must carry out online or online learning. According to(Herlina & Suherman, 2020)Online learning during a pandemic is part of an effort to increase awareness of the spread of the covid-19 virus. One of them is learning Sports and Health Physical Education (PJOK). According to(Saryono & Ahmad, 2011) Physical Education is an educational process that utilizes systematically planned physical activity that aims to improve individuals organically, neuromuscularly, perceptually, cognitively, effectively, and psychomotorly. According to(Widoyoko, n.d.)to evaluate learning success is not enough to only assess student learning outcomes, but it is necessary to reach out to the program design and implementation of learning programs.

Based on these conditions, to see a picture of the success of Sports and Health Physical Education (PJOK) learning, namely through evaluation research. According to(Budi Yoga Bhakti, 2017)Evaluation is an activity to find out whether the teaching and learning process has achieved the goals set or not. One of the evaluation research models is to use the CIPP evaluation model, according to(Zhang, n.d.)The CIPP evaluation model belongs to the improvement/accountability category, and is one of the most applied evaluation models.

As stated by(Mulyatiningsih, 2011)that the CIPP evaluation model is carried out systematically to evaluate whether the program has been implemented with the right steps. According to(Ali, 2014)explained the evaluation of the CIPP model including the categorization of system evaluation which is dotted with the view that the success of a program is influenced by several factors.



Meanwhile, according to (Tiantong & Tongchin, 2013), states that in the CIPP evaluation model, one of the very useful approaches is known as CIPP, or Context, Input, Processes, Product. According (Susanti et al., 2017) The CIPP model divides evaluations into four types, namely: 1). Context evaluation serves planning decisions, namely helping to plan decision choices, determining the needs to be achieved and formulating program objectives. 2). Evaluation of inputs or inputs for structuralization decisions, namely helping to regulate decisions to determine available sources, take alternatives, plans and strategies to achieve needs, and work procedures to achieve the intended goals. 3). Evaluation of the process of serving implementation decisions, ie assisting decisions to what extent the program has been implemented. 4). Evaluation of products to serve recycling decisions. The advantage of the CIPP model is a dynamic work system.

Meanwhile, according to (Manggen et al., 2017) The advantages of the CIPP model provide a comprehensive evaluation format at each stage of evaluation, namely the context, input, process, and product stages. According to (Stavropoulou & Stroubouki, 2014) The CIPP model is used for accountability purposes because it is an excuse to help educators take responsibility for the decisions they have made for the course of a program. According to (Widoyoko, n.d.) Evaluation of the CIPP model can be applied in various fields such as, education, management, companies and so on as well as at various levels be it projects, programs or institutions.

Based on the results and discussion, using the CIPP evaluation model (Context, Input, Process, and Product) is very appropriate and effective because it can provide an overview of the success of the Sports and Health Physical Education (PJOK) learning outcomes program which was disrupted due to the Covid-19 pandemic.

CONCLUSION

Based on the findings that learning needs at SD Negeri 120 Pekanbaru can be categorized as sufficient and effective in the online learning process of physical education and health sports, with the completeness of the requirements for the



learning implementation process, the number of students, the main activities of teachers and student handbooks during online learning using the CIPP model are included in the good category.

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