



Evaluation of Online Learning for Physical Education in Sport and Health (PJOK) in State Elementary School Throughout Bantul Regency

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Abstract

This study aims to evaluate the implementation of PJOK online learning in State Elementary Schools throughout Bantul Regency based on aspects of Context, Input, Process, and Product. The evaluation model that will be used in this study is the CIPP model. The subjects of this evaluation were State Elementary Schools throughout Bantul Regency, which amounted to 273 schools. Sampling technique using the Slovin formula with a sampling error of 10% obtained 73 schools. Furthermore, the sample in this study was determined using a purposive sampling technique, with the following criteria: researchers took 1 PJOK teacher, 1 principal, and parents of students who were willing to be samples and filled out questionnaires from researchers. Data collection techniques used the methods of observation, interviews, questionnaires, and documentation. The data analysis technique in this research is quantitative and qualitative descriptive analysis. The results showed that the evaluation of the implementation of PJOK online learning in State Elementary Schools throughout Bantul Regency was 2.41 in the poor category. Based on each evaluation component, the following conclusions are obtained. (1) The context of evaluating the implementation of PJOK online learning in State Elementary Schools throughout Bantul Regency, amounting to 2.59 is in the good category. The indicator of the PJOK learning philosophy is 2.57 in the good category and the PJOK learning objectives are 2.61 in the good category. (2) The input for evaluating the implementation of PJOK online learning in State Elementary Schools throughout Bantul Regency, amounting to 2.39 is in the poor category. The teacher profile indicator is 2.44 in the poor category, the student profile is 2.25 in the less category, and learning facilities and infrastructure is 2.49 in the poor category. (3) The process of evaluating the implementation of PJOK online learning in State Elementary Schools throughout Bantul Regency, amounting to 2.38 is in the less category. The RPP indicator is 2.56 in the good category and the implementation of online learning is 2.20 in the less category. (4) Product evaluation of the implementation of PJOK online learning in State Elementary Schools throughout Bantul Regency, amounting to 2.29 is in the less category. The learning process evaluation indicator is 2.26 in the less category and the evaluation of learning outcomes is 2.31 in the less category.

Keywords: *Evaluation; PJOK online learning; Covid-19 pandemic*

Introduction

The quality of education is currently experiencing challenges as a result of the Covid-19 outbreak. Covid-19 is a global pandemic which spread very worrying. As a result, the government needs to work hard to suppress the spread of Covid-19. One of the policies done by the government is to urge all members of the public to imply social distancing or maintain a distance (Minister of Education and Culture Circular Letter No. 4 of 2020). In addition, the government urges the public to stop activities outside the house. This policy also applies to the sector of education; all schools stop learning activities in schools.

As time goes by, people are required to be able to adapt to the situation or pandemic. Learning in schools, which was previously held in person or face-to-face, has finally adapted to online learning at home, or better known as online learning.

Online learning is learning that utilizes multimedia technology, video, virtual classes, animated online text, voice messages, email, telephone conferences, and online video streaming. Jayul & Irwanto (2020: 191) that online learning can be done massively with an unlimited number of participants, it can be done for free or paid. Online learning makes students communicate through intermediary devices. One of the negative effects of online learning is that there is less interaction between one individual and another. The lack of student interaction is caused by the absence of physical meetings between individuals/students (Bano, et al., 2019: 200; Nassoura, 2020: 1965; Sadykova & Althoughll, 2019: 6; Marshall & Kostka, 2020: 2).

Online learning is a new way in the teaching and learning process that utilizes electronic devices, especially the internet. Online learning, completely dependent on internet network access. As stated by Hazaymeh (2021: 501) that online learning is a form of delivering conventional learning that is poured into digital format via the internet. Online learning is considered to be the only medium for delivering material between teachers and students, during a pandemic emergency (Almazova, et al., 2020: 368; Chansanam, et al., 2021: 349).

Various media can also be used to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, and Schoology services, and instant messaging applications such as WhatsApp (Nadeak, 2020). Online learning can even be done through social media such as Facebook and Instagram (Kumar & Nanda, 2018: 3). One of the subjects affected by the Covid-19 pandemic is Physical Sport and Health Education (PJOK).

PJOK is one of the physical activity subjects that aims to develop and improve individuals organically, neuromuscular, perceptually, cognitively, and emotionally, within the framework of national education (Walton-Fisette & Wuest, 2018: 12). PJOK is one of the important aspects in achieving national education goals. Thus, through physical education that is done well, it can have a positive impact on improving psychomotor, cognitive and affective skills and can give birth to a healthy lifestyle for children (Razouki, et al., 2021: 201).

Physical activity is the main and dominant thing in learning PJOK (Petrie, et al., 2021: 103). (Wright & Richards, 2021: 21) the advantage of physical activity is that it can improve physical fitness, health, and improve students' movement skills. Healthy, fit students can have a good impact on participating in the learning process at school.

The Covid-19 pandemic has had an impact on the process of implementing education in Indonesia, including State Elementary Schools in Bantul Regency. Based on the observations made by the researchers, there were various problems that resulted in the learning process during the pandemic being disrupted or hampered. Some of the problems experienced when learning is done online are the stability of the internet network, internet network connections are one of the obstacles faced by students and

teachers whose homes are difficult to access the internet. In addition, the obstacle when learning physical education for sports and health is done online is that not all the material in the syllabus can be implemented properly. This material that cannot be implemented is due to several reasons, such as the lack of facilities and infrastructure, so that teachers can only deliver material in theory. PJOK is the dominant subject in practical learning. Learning PJOK online is less effective, movement activities cannot be carried out properly, teachers cannot evaluate movement specifically, effectively, and efficiently. Therefore, sports and health physical education teachers are required to be innovative and creative in carrying out online learning. This is a form of teacher responsibility as a facilitator in the educational process.

The implementation of PJOK learning must be adapted to the abilities of each student and the implementation provided must be systematic, in accordance with the characteristics of the child and managed through physical development effectively and efficiently towards the formation of a complete human being. Therefore, to measure the extent to which the learning objectives have been achieved, a process called evaluation is needed.

Evaluation is closely related to the learning process. Evaluation is useful as a way to get learning progress and to find out how far the learning objectives that have been formulated are being met. In line with this, the 2013 National Education Standard (SNP) reveals that evaluation is an effort to collect and process information in order to increase the effectiveness of implementation at the national, regional and education unit levels. There are many evaluation models with their respective formats and systematics, although sometimes they are found in several models that are the same as other evaluation models, one of which is the Context, Input, Process, Product (CIPP) evaluation model. The CIPP model is a model to provide information for decision makers, so the purpose of this evaluation is to make decisions. The evaluation of the CIPP model intends to compare the performance of various program dimensions with a number of certain criteria, to finally arrive at a description and judgment about the strengths and weaknesses of the program being evaluated (Kitivo, et al., 2021: 2). Learning activities as a system consist of components of teachers, students, objectives, materials, facilities, strategies and assessments. All of these components cannot stand alone, one component with other components is interconnected. Teachers cannot be separated from students who are targeted in the learning process. The learning process carried out by the teacher must have clear goals, with various materials that must be met to achieve the planned goals.

Hambali, et al., (2020) found that physical education learning during the Covid-19 pandemic was at a score of 50%. This means that physical education learning done online is still not optimal. Students and teachers must be able to better adapt to the online implementation of the Physical Education learning process. Furthermore, a study conducted by Putranto, et al., (2021) examined the assessment of PJOK learning during the Covid-19 pandemic found that the level of physical education learning during the COVID-19 pandemic could be broken down as follows, the average affective category was 33.56, the average Cognitive average is 89.59 and psychomotor is 69.41. From the three data, it is known that the average level of learning effectiveness is 67.27 with a poor category.

A study conducted by Aliriad (2021) showed that the effectiveness of online PJOK learning during the Covid pandemic based on the views of students of SMA Plus Al Fatimah Bojonegoro was included in the effective category. Howley (2021) on the teaching and learning experience of physical education during Covid-19 found that there was a lack of implementing curriculum and assessment; lack of social and emotional support for students; and lack of internet access. The results of research by Rahmadi, et al., (2021) show that PJOK learning activities during the COVID-19 pandemic for high school age in Banjarmasin can still run well. The learning method used is a remote (online) simulation method. The assessment techniques used are self-assessment and project assessment, assessment of affective (social attitudes), cognitive, and psychomotor aspects. Communication is an important point for

carrying out learning using distance simulations, especially assessment techniques because assessing social attitudes requires teacher guidance.

Based on the problems described above, the researchers are interested in conducting further research with the title "The Evaluation of Online Learning for Physical Sport and Health Education (PJOK) In State Elementary School Throughout Bantul Regency ".

Research Methods

This type of research is evaluation research that uses mixed quantitative and qualitative methods. The evaluation model that will be used in this research is the CIPP model because the CIPP model is a complex evaluation that includes Context, Input, Process, and Product. (1) Context evaluation is a description and specification of the program environment, unmet needs, population and sample characteristics of the individuals served and the program's goals. Context evaluation is primarily concerned with the type of intervention carried out within a particular programme; (2) Evaluation of input aims to find out everything that must exist and be prepared for the continuity of the process. Input research focuses on the condition or availability of existing resources in schools such as students, teachers, and teaching and learning facilities/infrastructures; (3) Evaluation of inputs (Input) aims to find out everything that must exist and be prepared for the continuity of the process. Input research focuses on the condition or availability of existing resources in schools such as students, teachers, and teaching and learning facilities/infrastructures; (4) Evaluation of input aims to find out everything that must exist and be prepared for the continuity of the process. Input research focuses on the condition or availability of existing resources in schools such as students, teachers, and teaching and learning facilities/infrastructure.

The population in this study came from State Elementary Schools throughout Bantul Regency, Indonesia, with amount 273 schools. The sample in this study was determined using purposive sampling technique, the sample criteria were the researcher took 1 PJOK teacher, 1 principal, and parents of students who is willing to be a sample and fill out a questionnaire from the researcher.

The research data was obtained from the results of data collection using observation techniques, interviews, document observations, and questionnaires. The data that has been obtained is then analysed using quantitative data analysis techniques and qualitative data analysis.

Results and Discussion

A. Context Evaluation

The context evaluation in this study consisted of indicators of PJOK learning philosophy and PJOK learning objectives. The results of the evaluation of the context of the PJOK learning philosophy were 2.57 in the good category. The teacher's ability to formulate learning objectives is an ability/mastery of the teacher which includes the potential, knowledge, and skills possessed by the teacher in the formulation of the behaviour or abilities that students want to achieve when the learning process is conducted. The expected capabilities must be formulated specifically and operationally, so that later they can be measured (value). PJOK learning objectives are 2.61 in the good category. The teacher's ability to formulate learning objectives is an ability/mastery of the teacher which includes the potential, knowledge, and skills possessed by the teacher in the formulation of the behaviour or abilities that students want to achieve when the learning process is carried out. The contribution of PJOK will only be meaningful when experiences in PJOK are related to the process of one's life as a whole. When the PJOK experience does not contribute to other educational experiences, then there must be errors in the implementation of the PJOK program (Budi et al., 2020; Nur et al., 2020; Suhartoyo et al., 2019). The meaning of the PJOK learning process will be realized if the teacher understands the goals to be achieved from physical

education, and applies it to students in learning. Based on these results, it shows that the Context of evaluating the implementation of PJOK online learning in State Elementary Schools throughout Bantul Regency is 2.59 in the good category.

B. Input Evaluation

Based on the results of the study, it showed that the evaluation of the program inputs for the evaluation of the implementation of PJOK online learning in State Elementary Schools throughout Bantul Regency was good. Input evaluation is related to various inputs used to fulfil the process which can then be used to achieve goals. The second component is the input, which refers to all the plans, strategies and budgets of the chosen approach for implementation. Indicators in the input component consist of teacher profiles, student profiles, and learning facilities and infrastructure.

1. Teacher Profile

Based on the results of the analysis showed that the teacher's profile was in the poor category. Teachers lack training experience at the national level and teachers also lack technology. Teachers are professional educators with the main task of educating, teaching, guiding, training, assessing, and evaluating students (Rusdinal & Afriansyah, 2018: 23). PJOK teachers with their professional roles become important elements among other important elements in creating and developing activities and learning processes inside and/or outside the classroom. This role is growing and increasingly important in this global era which is increasingly filled with mastery of information and advanced technology. The need for PJOK teachers with various professional roles like these, flows throughout the ages along with the growth and addition of a new generation that must be prepared through adequate education as the nation's next generation.

2. Students

Based on the results of the analysis showed that the characteristics of students in the less category. This is due to a lack of understanding of technology and students being less enthusiastic about learning PJOK in online way. At the time of learning, parents accompany their children. But parents also experience some obstacles. Characteristics can be interpreted as traits that are more highlighted in various aspects of behaviour. Characteristics of students are aspects of the background experience of students that affect the effectiveness of the learning process (Aprianto, et al., 2020: 4). The background and experience of the students include general ability, level of intelligence, learning style, motivation, expectation of learning, physical and emotional characteristics.

3. Facilities and Infrastructure

Based on the results of the interview with the PJOK teacher, he stated that he felt constrained by learning in the current Covid-19 condition which requires learning to be online. In addition, the teacher said that mastery of technology was still limited, so at the beginning it required quite a long adaptation for online learning. Most schools facilitate the media used for online learning, such as internet/quota provided from schools for teaching teachers, involving teachers to attend seminars/training related to online learning. Teachers also make improvements by learning through books and the internet regarding ways for online learning.

C. Process Evaluation

Based on the results of the study, it showed that the process of evaluating the implementation of PJOK online learning in State Elementary Schools throughout Bantul Regency was in the poor category.

The RPP indicator is 2.56 in the good category. In the implementation of online learning, obstacles or discrepancies are often found with proper learning. Many assume that the responsibility of the teacher in conducting online learning is much lesser than face-to-face learning (Semradova & Hubackova, 2016: 11). Moreover, Saefulmilah & Saway (2020: 393) explained that online learning carried out by teachers is currently only limited to knowledge transfer activities. Students lack in-depth understanding, decline in level of thinking and are not teachers in seeing the extent to which teaching materials can affect behaviour are new challenges for teachers.

D. Product Evaluation

Based on the results of the study, it was shown that the evaluation of the evaluation of the implementation of the evaluation of the implementation of PJOK online learning in State Elementary Schools throughout Bantul Regency was still lack. The learning process evaluation indicator is 2.26 in the less category. A good and careful assessment will provide an objective description of the process and output of learning outcomes. In this regard, Mardapi (in Jumaeda & Alam, 2020: 4) said that the assessment system used in educational institutions must be able to: (1) provide accurate information, (2) encourage students to learn, (3) motivate teaching staff, (4) improve the performance of institutions, and (5) improve the quality of education.

Conclusion

Based on the results of the study, it can be concluded that the evaluation of the implementation of PJOK online learning in State Elementary Schools throughout Bantul Regency is 2.41 in the poor category. Based on each evaluation component, the following conclusions are obtained:

1. Evaluation of the context of implementing PJOK online learning in State Elementary Schools throughout Bantul Regency, with the amount 2.59 is in the good category. The indicator of the PJOK learning philosophy is 2.57 in the good category and the PJOK learning objectives are 2.61 in the good category.
2. Evaluation of inputs for implementing PJOK online learning in State Elementary Schools in Bantul Regency, with the amount 2.39 is in the poor category. The teacher profile indicator is 2.44 in the poor category, the student profile is 2.25 in the less category, and learning facilities and infrastructure is 2.49 in the less category.
3. Evaluation of the process of implementing PJOK online learning in State Elementary Schools throughout Bantul Regency, with the amount 2.38 in the less category. The RPP indicator is 2.56 in the good category and the implementation of online learning is 2.20 in the less category.
4. Evaluation of the product of implementing PJOK online learning in State Elementary Schools throughout Bantul Regency, with the amount 2.29 is in the poor category. The learning process evaluation indicator is 2.26 in the less category and the evaluation of learning outcomes is 2.31 in the less category.

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