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Sports Education Learning Program Evaluation in Senior High School

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Abstract

This study aims to evaluate the high school level sports education learning program. In conducting the study, the evaluation involved the CIPP model. Then, the research informants consisted of the principal, the vice-principal, 2 Sports Education teachers, and ten students from each class X, Class XI, and Class XII. Data collection was carried out by interview, observation, and documentation. The data analysis technique used descriptive qualitative analysis. Based on the research results and discussion of the evaluation of the Physical Education learning plan for SMA Negeri 1 Babakan in the study, it can be concluded that the learning program of SMA Negeri 1 Babakan was carried out well, with an average score of 83.5%. Learning Assessment and Learning Management has reached 59.25 or 78.00% and is included in the "Good" category. Evaluation of input related to teachers' educational background, training programs, and sports education learning facilities. Based on the results of interviews, observations, and documentation that have been carried out, it was found that the evaluation of the input of the Sports Education learning program at SMA Negeri 1 Babakan was included in the "Very Good" category; with a score of 14.25 or 89.06%.

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INTRODUCTION

Sports education as an educational process that is beneficial for physical activities should be planned systematically to foster and foster individuals both in terms of organic, neuromuscular, perceptual, social, and emotional aspects within the framework of the national education system. More specifically, the formulation of the objectives

of Sports Education is that "Sports Education in schools has three missions and one of these missions is that Sports Education targets the cognitive, affective and psychomotor domains in a broader and basic definition (Giriwijoyo et al., 2007).). This statement is supported by the proposition (Rosdiani, 2016), which states that "the mission of Sports Education is included in the learning

objectives, including the cognitive, affective and psychomotor domains.

However, in the implementation process, the quality of physical education learning has been considered starting from the elementary school, middle school, and even college levels. This situation has been raised and reviewed by several observers of physical education. (Kasriman, 2016). This condition is caused by several factors, such as the limited capacity of Sports Education teachers and limited resources that may support the learning process of Sports Education (Widodo, 2016). The Sports Education teacher responsible for implementing sports education learning more directs his students to master basic techniques in sports (Kasriman, 2016). According to (Widoyoko 2013), one of the essential factors to achieve educational goals is the learning process. One of the critical factors for learning effectiveness is the evaluation factor of the learning process and learning outcomes.

Evaluation is seen as an action to determine the success of the education program that has been followed (Yudha, 2016). Evaluation refers to activities or processes in assessing a subject or object. Thus, through evaluation, the teacher can determine the extent of student learning achievement (Ananda & Rafida, 2017). On the other hand, evaluation can be seen as an assessment of the results that have been achieved from the implementation of specific

activities. Thus, evaluation can be a tool to measure the extent to which a goal has been completed within a certain period according to the duration of the activity. Therefore, the evaluation must be accurate, valid, and reliable and provide general information (Gall, M. D., Gall, J. P., & Borg, 2006).

Budiwanto, (2012) Evaluation is a systematic process that can determine value based on data collected through measurement (Budiwanto, 2012). According to Dimiyati & Mudjiono (2013), in general, evaluation can be defined as a systematic process that can determine values or something (goals, activities, decisions, performance, processes, people, objects) based on specific evaluation criteria (Dimiyati, 2013). Subali explained (2014) that evaluation is a process of understanding, giving meaning, obtaining and communicating information for decision making (Subali, 2014).

The CIPP Model stands for Context, Input, Process, and Product Approach Model, which was developed by Stufflebeam and Shinkfield (1985). The CIPP model provides a systematic way of looking at various aspects of the curriculum development process (Nuruhidin et al., 2018; Patil & Kalekar, 2015). As a result, users who adopt the CIPP model will be enabled to evaluate schools comprehensively (Aldapit & Suharjana, 2019). The CIPP model is applied systematically to assess whether a program has been implemented according to the appropriate stages (Mulyatiningsih, 2018). In

terms of context, aspects that must be evaluated include the relevance of the Sports Education learning program in SMA (specifically SMA Negeri 1 Babakan where the study is conducted) with the curriculum that regulates. Then in terms of input, aspects that must be evaluated include the educational background of the Sports Education teacher and the relevance of learning facilities Sports Education concerning the Regulation of the Minister of National Education Number 40 of 2008 concerning SMK Standards. Secondary school facilities issued by the National Education Standards Agency. Furthermore, in terms of the process aspect, the aspects that must be evaluated include implementing sports education learning. Finally, in terms of product, the element that must be considered is student achievement in the form of the final grade of Sports Education in odd semesters.

The evaluation of the physical education curriculum at the RSBI Malang State Junior High School has a good standard (Saputra, 2014). The management of physical education, physical education, and health education programs at the Muhammadiyah Yogyakarta Islamic Boarding School includes the availability of learning media, learning media, teaching staff, infrastructure, and environmental conditions, if the process is classified as good (Suhaidin, 2015). In addition, related to the implementation of physical education, the previous finding used as a reference was the plan for implementing

health PJOK learning at State Elementary Schools, Jatilawang District, Banyumas Regency (Purwidariyatmoko, 2011). Based on the facts about the importance of the study plan, some experts conducted sufficient research to evaluate the study plan.

Especially for this research, from a different point of view as the administrator of the Special Sports Class, SMA Negeri 1 Babakan Cirebon Regency serves the needs of gifted students through training programs and sports education. Health and exercise must go hand in hand following the curriculum that has been established. This principle applies to all students, both from regular classes and from special sports classes. This is very important because all students are expected to achieve competency standards and essential competencies in Sports Education. As a result, the learning process at SMA Negeri 1 Babakan Cirebon Regency experienced several obstacles. The tight schedule of championship matches and monitoring programs has caused some Sports Education teachers to become coaches in the exceptional service of sports talent.

In contrast, other Sports Education teachers become coaches of particular sports and focus on training programs and championship matches. One example that perhaps best illustrates this obstacle is that a teacher must accompany his students in a championship match. As a result, the teacher has to leave the teaching and learning process in the regular class, not in the particular

sports class. Of course, the achievement of sports education goals is less than optimal.

With this evaluation, the teacher will assess the extent to which the learning program in an academic unit has been implemented. Furthermore, through the assessment results, the teacher will be able to reflect and pursue future improvements. Therefore, teachers may perceive that monitoring activities will be beneficial if supervisors provide teachers with a sense of security by supporting teachers' assessments even though their assessments may be wrong. Teachers should view that supervisors serve and help them become more effective teachers (Panigrahi, 2013).

Seeing these conditions, it is clear that the implementation of teacher learning needs to be carried out with strategies and program evaluations planned following school goals. The results of this analysis are then used as directions and recommendations to maintain strengths and increase profits from opportunities while reducing weaknesses and avoiding threats.

Then departing from the overall description, it is deemed necessary to look at the Sports Education learning program that has been implemented at SMA Negeri 1 Babakan, Cirebon Regency as the organizer of the Sports Special Class. To assess the implementation of the Sports Education learning program, the CIPP Evaluation Model will be adopted in the performance of learning.

METHODS

This study uses a descriptive approach considering that the CIPP (Context, Input, Process, and Product) for the Sports Education learning program at SMA Negeri 1 Babakan can be pursued in more depth following the existing conditions natural setting paradigm. Then, the researcher himself can be an instrument of data collection. Then the subjects involved in this study were 1 Principal, 1 Deputy Principal (Curriculum), 2 Sports Education Teachers, and ten students in Class X, Class XI, and Class XII. Instruments that have been implemented for measurement activities consist of Observation, Interview, and Documentation

Data analysis refers to the process of organizing and sorting data into specific patterns, categories, or fundamental units to identify themes and formulate working hypotheses that the data have proposed. In carrying out the research, the data analysis technique used is a descriptive qualitative analysis by describing and interpreting the data from every aspect that is evaluated, namely qualitative data, which is concluded in quantitative data.

Then, the data from the evaluation of the input and process components were analyzed and presented with a quantitative approach. In contrast, the constraints in implementing the 2013 Curriculum were analyzed and presented with a qualitative approach. The data that has been collected is then calculated, and the

percentage obtained is converted into the (Sugiyono, 2018).
conversion table that has been stated

Table 1. Interview, Observation, and Documentation Instrument Guidelines

No.	Evaluation	Indicator	Data source	Technique	Instrument
1	Context	Relevance of Learning Instruments with Core Competencies-Basic Competencies of Curriculum 2013	Silabus, RPP	Documentation, Interview	Observation Documentation Interview guidelines
2	Input	1. Teacher Background	Teacher (Certificate) (Decision Letter)	Documentation, Interview	Observation, Documentation, Interview guidelines
		2. Teacher Training	Teacher (Certificate)	Documentation, Interview	Observation, Documentation, Interview guidelines
		3. Sports Facilities	Deputy Principal (Equipment Inventory)	Observation	Observation sheet, Documentation
3	Process	1. Learning process	Principal Deputy Principal, Teachers, Students	Interview Observation	Observation sheet, Interview Guide
		2. Assessment Process	Principal Deputy Principal, Teachers, Students	Interview Observation	Observation sheet, Interview Guide
4	Product	Student learning outcomes	Student Report Results	Documentation, Interview	Observation sheet, Interview Guide

FINDINGS AND DISCUSSION

In this section, the results found will be further elaborated and followed by discussing the findings as a whole. Each aspect can be consulted in the following subsections.

Findings

The study results were obtained from interviews with the Principal, Deputy Principal, Teachers, and Students of Sports Education. Interviews were conducted to get

more in-depth results about how the context of the curriculum applied at SMA Negeri 1 Babakan, how the learning process of Sports Education took place at SMA Negeri 1 Babakan. Senior High School and how the learning outcomes of Sports Education have been achieved at the State Senior High School 1 Babakan. In addition, the information obtained from the interview was confirmed and verified through verification and

documentation of existing documents related to the Sports Education learning program at SMA Negeri 1 Babakan. The overall results that have been achieved based on context, input, process, and results can be described as follows (Table 2).

Departing from interviews and data reduction results to produce findings, it appears that the learning program at SMA Negeri 1 Babakan has been carried out well,

with an average score of 83.5%. This statement can be confirmed by the results of observations and interviews that have been conducted with the Principal, Deputy Principal, and 2 Sports Education Teachers. The findings above will then be translated into each component of the context evaluation for the Sports Education learning program at SMA Negeri 1 Babakan.

Table 2. Evaluation Value of Sports Education Learning Context at SMA Negeri 1 Babakan

No.	Informant	Σ Items	Max Score	Score	Persentase	Category
1	Headmaster	25	100	85	85%	Very good
2	Vice Principal	25	100	84	84%	Very good
3	Teacher 1	25	100	82	82%	Very good
4	Teacher 2	25	100	83	83%	Very good
		Average		83.5	83.5%	Very good

Context

The context referred to in the research relates to the facts found in the field about the Sports Education learning program implemented at SMA Negeri 1 Babakan. Then the context in the Sports Education learning program is as follows (Table 4).

The context evaluation consists of two indicators, namely the subject matter following the Regulation of the Minister of National Education Number 24 of 2016 concerning Core Competencies-Basic Competencies. Based on the Principal's statement, it can be seen that the design of the learning implementation that the teacher has made refers to the National Ministerial Regulation Number 24 of 2016 concerning Core Competencies and Basic Competencies for subject matter in the 2013 Curriculum. The

scope of Elementary and Middle School Degree Education has been implemented correctly. The proof, the total score is 100%.

To analyze the relevance of the learning program material for Sports Education implemented at SMA Negeri 1 Babakan, it is documented the syllabus and lesson plans that the Sports Education teacher has designed. The delivery of the material has been following its relevance in the cognitive domain and the Core Competencies and Basic Competencies, namely 10 Basic Competencies in the 2013 Curriculum, namely 10 Basic Competencies, and 17 learning materials. However, in practice, material delivery has not been maximized because 16 of the 17 materials have been sent. The material that has not been appropriately conveyed is Swimming. The obstacle behind this is the

unavailability of learning facilities, namely the swimming pool.

Before designing learning administration in the form of Book 1, Book 2, Book 3, Book 4, and Book 5, Sports Education teachers mapped Core Competencies and Basic Competencies following Core Competencies and Basic Competencies that have been formulated in the Regulation of the Minister of National Education Number 24 of 2006. Observation results: What has been done is to ensure that the learning process implemented follows the 2013 Curriculum. Following the process in the 2013 Curriculum, the teacher prepares a learning program based on the Core Competencies and Basic Competencies that have been determined by the Ministry and then develops the Core Competencies and Basic Competencies into

Achievement Indicators Competencies (GPA). Competency Achievement Indicator). Based on the description above, it is clear that the design of the Sports Education learning program at SMA Negeri 1 Babakan has been implemented at the beginning of the school year.

The method that has been applied in designing the Sports Education learning program is by holding official meetings between subject leaders and teachers, socializing the workload and duties of teachers as well as the latest regulations issued by the Ministry, analyzing Core Competencies and Basic Competencies, designing programs, presenting programs, validating programs, , revise the program (if any) and obtain program authorization from the leadership.

Table 3. Evaluation Value of Learning Program Context at SMA Negeri 1 Babakan

No.	Informant	Σ Items	Max Score	Score	Persentase	Category
1	Headmaster	2	8	8	100%	Very good
2	Vice Principal	2	8	8	100%	Very good
3	Teacher 1	2	8	8	100%	Very good
4	Teacher 2	2	8	8	100%	Very good
Average				8	100%	Very good

Input

The Sports Education learning program inputs at SMA Negeri 1 Babakan are the educational background of the Sports Education teacher, the history of training education, and the supporting facilities for the Sports Education learning program at SMA Negeri 1 Babakan.

Evaluation of inputs related to the

educational background of Sports Education teachers and the history of education and training that Sports Education teachers have participated in improving their competencies. Based on the results of interviews, observations and documentation, it appears that the evaluation of the learning program input at SMA Negeri 1 Babakan is in the "Very Good" category with a score of 14.25 or

89.06%.

Table 4. Evaluation Value of Sports Education Learning Inputs at SMA Negeri 1 Babakan

No.	Informant	Σ Items	Max Score	Score	Persentase	Category
1	Headmaster	4	16	15	93.75%	Very good
2	Vice Principal	4	16	14	87.50%	Very good
3	Teacher 1	4	16	15	93.75%	Very good
4	Teacher 2	4	16	13	81.25%	Very good
		Average		14,25	89.06%	Very good

Teacher Background

Regarding the learning program, two teachers have taught Sports Education at SMA Negeri 1 Babakan. Based on the results of observations and documentation that have been carried out, it is known that the Sports Education learning program has met the qualification standards issued by the Ministry, namely graduates of Strata 1 (S1) Sports Education Study Program. One of the lecturers is a graduate of the Education Study Program for Sports, Sports and Health, Faculty of Teacher Training and Education, University of 17 August 1945, Cirebon. Other teachers are subject teachers who have been certified or professional. Thus, the evaluation of the input components is included in the "Very Good" category.

Teacher Training

To improve the quality of performance and professionalism, Sports Education teachers must undergo a training program. The training program for teachers has become one of the activities organized by the government and schools. At the same time, self-training programs should be followed by teachers to improve their skills. In determining the

Babakan 1 Senior High School as a pilot project for implementing the 2013 Curriculum in Senior High Schools in Sleman Regency and other State Senior High Schools, Babakan 1 State Senior High School has become the target of a training program as preparation for its intended implementation. Therefore, 2013 Curriculum workshops are held more frequently in public high schools than in other high schools. From the relationship between the instructor's competence and the training material, it can be seen that the relevance of the instructor's competence to the training program material that has been followed is in the "Very Good" category with a score of 14.25 or 89.06%.

Sports Facilities

Based on the results of observations that have been made, it can be seen that the supporting facilities for Sports Education at SMA Negeri 1 Babakan have met the standard with a score of 86.11 or, in other words, already owned by the school. "Very Good" category. However, some facilities such as swimming pools, swimming equipment, and gymnastic equipment are still minimal, so there are some obstacles in implementing the

learning process.

Process

The evaluation process of the Sports Education learning program at SMA Negeri 1 Babakan consists of a learning process, assessment, and learning management. The results of the interviews, in this case, can be seen in Table 5.

Based on the results in Table 5, it can be seen that the evaluation process consisting of the learning process, assessment, and learning management obtained an average score of 63

or 85.52% and thus included in the "Very Good" category. Each indicator in process evaluation can be described in the following section. In designing lesson plans, teachers must first analyze the core competencies and essential competencies of the subjects. Then map and develop Competency Achievement Indicators, ranging from spiritual attitudes to social attitudes, knowledge aspects, and skills aspects. Competency Achievement Indicators must be achieved by students and must be applied by teachers in the learning process.

Table 5. Evaluation Value of Sports Education Learning Process at SMA Negeri 1 Babakan

No.	Informant	Σ Items	Max Score	Score	Persentase	Category
1	Headmaster	19	76	64	84.21%	Very good
2	Vice Principal	19	76	60	78.95%	Good
3	Teacher 1	19	76	63	82.89%	Very good
4	Teacher 2	19	76	65	81.25%	Very good
	Average			63	85.52%	Very good

The observations on 2 Sports Education teachers showed an average score of 64 and included in the "Very Good" category. At the beginning of the learning process, the teacher gives 10 minutes for students to change clothes and then proceed with implementing the learning process in class. The teacher greets the students and leads the prayer first; Then, they motivate students and prepare students to participate in the learning process of Sports Education. Next, the teacher explains the learning objectives and also the sequence of learning activities. In the core learning activity, the teacher stimulates students by playing a soccer game video and asks students to analyze the soccer game through group

discussions. Next, the teacher asks challenging questions related to soccer learning materials. Ball and allow students to answer the question.

Furthermore, the teachers invite students to ask each other, and they can give their answers based on various literature sources that have been read. After the activity was over, the teachers went to the field with the teachers as facilitators. The students warmed up and then performed the basic techniques in soccer and the patterns of the game that had been learned in groups. Next, students practice what they have learned, and the teacher provides corrections for the exercise. At the end of the activity, the teacher conducts a psychomotor assessment. After

that, students cool down and, at the same time, reflect on the learning process. Next, the teacher provides feedback and assignments. In the closing part of the learning activities, the teacher informs the learning activities for the next meeting.

Based on the results of interviews with students obtained an average value of 82.50. This average value is already linear with the results of the evaluation to students and the effects of observations that have been made. The implication is that the learning process has been carried out well. At this point, students can understand the learning material presented by the teacher. Teachers deliver learning materials in an easy and fun way: they always provide opportunities for students to observe, ask questions, collect data, reason, and communicate learning materials. At the same time, students also understand the tasks given by the teacher.

The assessment process in the learning process refers to the stages of seeing the level of success of the planned learning program. In the assessment process, several factors become reference materials, namely, understanding the teacher's concept and the application of assessment. The assessment factor, namely the understanding of the teacher's concept and the application of authentic assessment in the Sports Education learning program, shows that the teacher may already understand the concept and application of the assessment. Still, its implementation in the field is not optimal. The concept and application of the

final semester exam at SMA Negeri 1 Babakan are good. This statement was reinforced by the official meeting process where the official educational calendar was reviewed related to the mid-semester exam schedule, the time machine for the design of questions, and the like.

Learning management is very important in regulating the teaching process. At SMA Negeri 1 Babakan, the management of physical education includes several indicators. One indicator is related to the relationship between schedule and course structure (courses and learning load). This indicator is included in the "Very Good" category. The schedule itself has been adjusted to the teaching workload and course structure. Specifically, physical education has time study 1-6 hours every day. Classification of student interests is also perfect. Starting from the 2019/2020 school year, student interests have been following official regulations. When registering new students, student interests are classified according to the standard of interest classification.

Furthermore, the division of tasks and the burden of teaching teachers are following ministerial regulations, a minimum of 24 hours, and other duties such as homeroom teachers and school health officers. Then the relevance of the number of students in each class at SMA Negeri 1 Babakan is good with 32 students in each class. The number and time of receipt of 2013 Curriculum textbooks is 50.00% or is in the "Good" category;

However, many obstacles are still to be faced. Books arrive at the beginning of the school year, but these textbooks must be stamped first and closed. The whole process takes a long time until all the texts reach the students' hands.

Support for learning facilities in implementing the learning process for Sports Education at SMA Negeri 1 Babakan is good. The facilities have met the standards and are also adequate. However, some learning materials for Sports Education may not be put into practice because of the distance between the school and the training grounds and because of permission from the school itself, such as Swimming.

Product

Evaluation of the Sports Education learning program at SMA Negeri 1 Babakan is directed at student learning outcomes; These results are collected from various exams, assignments, and even assessments carried out by teachers in their teaching and learning process. Student success is determined by the minimum achievement score (KKM, Minimum Completeness Criteria). The minimum achievement that has been set at SMA Negeri 1 Babakan is B for Core Competency 1, B for Core Competency 2, and 75 for Core Competence 3 and Core Competency 4.

Overall, the physical education program results at SMA Negeri 1 Babakan have reached or are included in the "good" category. Class X, XI, and XII students show that the

core competence of mental attitude 1 is in the "good" category, and core competence 2 of social attitudes is in the "good" category. In the excellent category, the core competencies of the three knowledge areas are included in the superb category with an average score of 82.45, and the core competencies of 4 skills are included in the good category with an average score of 80.30. This value is the average score of students for the 2019/2020 school year in the physical education lesson plan.

Discussion

The results of the CIPP Evaluation Model for the learning program at SMA Negeri 1 Babakan, which have been described in the previous section, will be discussed further in the next section.

Based on the study results, the evaluation of the context of the Sports Education learning program at SMA Negeri 1 Babakan was included in the "Very Good" category with a score of 100.00%. These results were obtained from interviews with related parties related to the evaluated program. Then the context evaluation consisted of two components, namely the relevance of Sports Education and the socialization mechanism that supported the relevance of Core Competencies and Basic Competencies of Sports Education. In connection with these results, (Mulyatiningsih 2018) states that context evaluation activities include tracing the effects of needs analysis through background

studies and reviewing the relevance between program objectives and student needs.

The Sports Education learning program taught at SMA Negeri 1 Babakan consists of 10 Basic Competencies and 17 compulsory learning materials. At the same time, these programs have also been equipped with Spiritual Attitudes and Social Attitudes Competencies. Then depart from the results of context evaluation studies shows that the relevance of teaching materials follows the Regulation of the Minister of National Education Number 24 of 2016 and is thus included in the "Very Good" category. The socialization mechanism to support the relevance of Core Competencies and Basic Competencies in Sports Education is included in the "Very Good" category. The context component of the socialization process of the Sports Education learning program is following the program that has been designed or school regulations concerning government regulations.

Then, the Sports Education learning program at SMA Negeri 1 Babakan will always be designed at the beginning of the new school year. The method adopted in developing the Sports Education learning program consists of meeting sessions between school leaders and teachers, socialization of teacher workloads and assignments as well as the latest regulations issued by the Ministry, analysis of Core Competencies and Basic Competencies, program design, presentation of learning programs, validation program, program revision (if any) and recognition of learning programs by the leadership. This result is supported by a statement

from (Patil & Kalekar, 2015), which states that the philosophy in designing program objectives must follow the teacher's ideology.

Evaluation of inputs related to teachers' educational background, training programs, and learning facilities for Sports Education. Based on the results of interviews, observations and documentation, it was found that the evaluation of the input for the Sports Education learning program at SMA Negeri 1 Babakan was included in the "Very Good" category with a score of 14.25 or 89.06%.

Input evaluation is carried out to identify and assess material resources, tool resources, human resources, and cost sources to implement the selected program (Mulyatiningsih, 2018). This fact follows the academic qualification standards of SMA / Madrasah Ibtidaiyah teachers as stated in the attachment to the Regulation of the Minister of National Education Number 16 of 2007 concerning Teacher Qualification and Competency Standards (2007, p.3). In this formulation, it is stated that teachers at the SMA / Madrasah Ibtidaiyah level or other equivalent levels of education must have a minimum academic educational qualification of Diploma IV (D-IV) or Strata-I (SI). For subjects that have been taught and a minimum qualification of educational academics must be obtained from an accredited study program. Then, to improve teacher performance and professionalism related to learning programs, Sports Education teachers must also undergo training programs. The training program for teachers is one of the activities that have been carried out by both the

government and the school. At the same time, self-training programs should be followed by teachers as well to improve their skills.

With the stipulation of SMA Negeri 1 Babakan as a pilot project for implementing the 2013 Curriculum at the high school level and seven other high schools, automatically, the teachers at SMA Negeri 1 Babakan become targets. Of the training program as part of the preparation for the implementation of a given curriculum. Therefore, the workshop activities that must be held by SMA Negeri 1 Babakan are more than other high schools. The results of interviews with the Principal, Deputy Principal, Head of Curriculum and Sports Education Teachers showed that the training that teachers must attend was relevant and had also been carried out well with a score of 14.25 or 89.06%. This result is reinforced by the relevance between training materials and teacher needs.

In the learning process, the relationship between the competence of teachers and learning materials and the relationship between the available time allocation and the training materials. Sports Education teachers have attended several training programs following the needs and available time allocation, which is a minimum of 32 meeting hours for both face-to-face and online meetings. This achievement should be in line with expectations in the evaluation of the Sports Education learning program. Component

Evaluation of inputs for the Sports Education teacher training program must be

part of the teacher's actual intentions in participating in the training program (Dousti, 2018). Then based on the observations that have been made, it is known that the supporting facilities for the implementation of the Sports Education learning program at SMA Negeri 1 Babakan have met the standards of the Regulation of the Minister of National Education of the Republic of Indonesia. 2007 on Process Standards with a score of 85.52 and thus automatically falls into the "Very Good" category.

However, some facilities are not adequate; As a result, the learning process experienced certain obstacles. For example, in the "Swimming" learning process, the location of the swimming pool is quite far from the school and not to mention the lack of swimming equipment. Meanwhile, gym equipment is also very minimal. Although it has shortcomings, the results of this study are supported by a statement from (Patil & Kalekar, 2015) which states that for schools, infrastructure facilities such as classrooms, audio equipment, video aids, unique rooms, laboratories, libraries, garages, auditoriums, playgrounds and the like is an essential physical facility.

The results in Table 5 show that the average value of the evaluation process consisting of the Learning Process, Learning Assessment, and Learning Management has reached 59.25 or 78.00% and thus is included in the "Good" category. The description of the results of the achievement of the score above

is supported by the results of observations of the Sports Education teacher at SMA Negeri 1 Babakan. During the world, the learning material that has been delivered is a big ball game or, more precisely, a soccer game. The results of observations indicate that the learning process in the Sports Education learning program is not different from the results of interviews with Sports Education teachers described previously. The words of the two Sports Education teachers showed the average score was 64 and included in the "Good" category.

Furthermore, the results of interviews with students showed that the average score was 85.52. Thus, it can be concluded that the results of student evaluations are linear with interviews and observations. The implication is, the learning process has been carried out well. At this point, students have understood the learning material presented by the teacher. The teacher conveys the learning material in an easy and fun way. Teachers also provide opportunities for students to observe, ask questions, collect data, reason, and communicate learning materials. At the same time, students have also understood well the tasks given by the teacher to them.

The results of interviews that have been continued to data reduction have found that the learning program at SMA Negeri 1 Babakan is included in the "Very Good" category with a score of 82.45%. This finding is reinforced by observations and interviews with the Principal, Deputy Principal, and 2 Teachers. Sports

Education. In line with these results, (Aziz et al., 2018), in their research found that the quality of a school's education can be assessed in terms of facilities, methods, teaching methods by teachers, and the level of success among students. Students. Some of the obstacles faced in implementing the Sports Education learning program at SMA Negeri 1 Babakan lie in the components of learning management, namely the delay in the arrival of student textbooks and aspects of the psychomotor-based assessment process for students. Sports Education teachers and the lack of certain learning facilities for the Sports Education learning program. These constraints resulted in delays in the achievement of core competencies of some learning materials. However, departing from the research results as a whole, in general, it was found that the learning process of Sports Education at SMA Negeri 1 Babakan has not been disturbed by the existence of the Special Sports Program. Several things need to be evaluated and even improved to achieve the objectives of the Sports Education learning program.

CONCLUSION

Based on the results of the research and discussion of the evaluation of the physical education learning plan of SMA Negeri 1 Babakan in the study, it can be concluded that the learning program of SMA Negeri 1 Babakan was implemented well, with an average score of 83.5%. Learning Assessment

and Learning Management has reached 59.25 or 78.00% and is thus included in the "Good" category. Evaluation of inputs related to teachers' educational background, training programs, and learning facilities for Sports Education. Based on the results of interviews, observations and documentation, it was found that the evaluation of the input for the Sports Education learning program at SMA Negeri 1 Babakan was included in the "Very Good" category with a score of 14.25 or 89.06%.

The results of interviews that have been continued to data reduction have found that the learning program at SMA Negeri 1 Babakan is included in the "Very Good" category with a score of 82.45%. As a suggestion, the "process" variable should be revised after the physical education lesson plan. The results of interviews with the Principal, Deputy Principal, Head of Curriculum and Sports Education Teachers showed that the training that teachers must attend was relevant and had also been carried out well with a score of 14.25 or 89.06%.

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