

Evaluation of the Implementation of the Teaching and Learning Process of Physical Education Sport and Health (PJOK) Subjects Using the 2013 Curriculum in State Islamic Senior High School (MAN) at Medan City

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Abstract— This study aims to determine the implementation process and effectiveness of the implementation of teaching and learning evaluation on Physical Education Sport and Health (PJOK) subjects in the 2013 Curriculum at State Islamic Senior High School (MAN) in Medan City in 2018/2019 Academic Year. This study uses qualitative data analysis techniques. The subject of this study was determined purposively. The informants in this study consisted of PJOK teachers totaling 11 (eleven) people, 50 (fifty) grade XI students from 4 (four) schools, and 4 (four) school principals from MAN At Medan. Data collection is carried out by examining all incoming data collected from various sources, including; giving questionnaires, observations, and documentation. Data analysis was performed by collecting data through research instruments which were first validated by expert validators. Research triangulation techniques are used to ensure the validity of the data obtained from interviews and questionnaires given to informants. The results showed that the implementation process and the effectiveness of the implementation of teaching and learning evaluation of PJOK subjects in 2013 Curriculum in MAN throughout Medan in 2018/2019 Academic Year went smoothly with several obstacles. Evaluation of the CIPP model to the context, input, process and products found in MAN throughout Medan City shows results that support the effectiveness and improvement of the implementation process of teaching and learning evaluation on Physical Education, Sports, and Health in the 2013 Curriculum.

Keywords— *Evaluation of Learning, CIPP Evaluation Model, Physical Education Sport and Health*

I. INTRODUCTION

The implementation of the 2013 Curriculum at every level, including the High School Level (SLTA) provides space for evaluation. Evaluation of competency achievement is integrated steps in the form of data collection, analysis, and then interpretation of the information received in order to see how far the achievement of learning objectives.

Minister of Education and Culture Regulation No. 23 of 2016 concerning Educational Assessment Standards in article 2 states that:

“Evaluation of competency achievement at primary and secondary education levels is carried out by educators, education units, and the government. Evaluation of competency achievement by educators is carried out to monitor the process, progress, and development of student competency achievement in accordance with their potential and expected abilities on an ongoing basis. This assessment includes aspects: attitudes; knowledge; and skills. Assessment can also provide feedback to educators in order to improve planning and learning processes”.

In Indonesia madrasah is an Islamic educational institution that emerged and developed along with the entry and development of Islam in Indonesia. Madrasah have experienced levels of development, models, education systems, and types in line with the development of the Indonesian nation from the time of the empire, the colonial period, to post-independence. Education in the form of recitation in homes, langgar, mushalla, and mosques has changed to school buildings with the madrasa education system that we know today [1].

Madrasah are not only a place to present religious learning. Madrasah as an Islamic educational institution is a place to realize Islamic values in the totality of madrasa life. This is what makes madrasahs have characteristics including: (1) realizing the Islamic values of madrasah life; (2) actualizing Islamic moral life; (3) playing an active role in community life with professional management, and being [2].

Madrasah Aliyah (MA) is a high school level religious education, which is under the auspices of the Ministry of Religion of the Republic of Indonesia. Madrasah progress in Indonesia's educational journey has played an active role in preparing students for the changing times due to globalization. The challenges of the 21st century and the industrial revolution 4.0 require madrasahs to prepare students to face

more complex future challenges by producing graduates who are superior, competitive, and ready to become leaders of the people, nation and help determine the direction of the nation's progress.

Subjects Physical Education Sport and Health (PJOK) allocate 3 hours (3 x 45 minutes) of lesson time each week. This subject is integrated with the development of local culture, so that local culture related to movement can be included in existing core competencies and basic competencies. Regions / schools can formulate their own basic competencies if this local culture cannot be integrated into existing basic competencies.

The development of movement competencies and healthy lifestyles that are demanded by the 2013 curriculum in PJOK subjects have given color to the nation's character education. PJOK with local wisdom provides space for multiculturalism, such as the introduction of traditional sports and games that are rooted in the culture of Indonesian ethnic groups to contribute to the formation of national character.

Physical Education Sport and Health in the explanation of Law No. 20 of 2003 article 37 states that:

“physical education studies materials, and sports are intended to shape the character of students to be physically and mentally healthy, and foster a sense of sportsmanship. Physical education, sports, and health are emphasized to encourage physical growth, psychological development, motor skills, knowledge and reasoning, appreciation of values (mental attitude, emotional, sportsmanship, spiritual, and social), as well as the habituation of healthy lifestyles that lead to stimulating balanced physical and psychological quality growth and development. In addition to the main objective, it is possible to have an accompaniment destination, but the portion is not dominant”.

Educational Assessment Standards in the form of criteria regarding the scope, benefits, principles, mechanisms, objectives, procedures, and instruments for evaluating student learning outcomes are used as a basis for evaluating student learning outcomes at primary to secondary level. Assessment is a series of collection and processing of information in measuring student learning [3].

Curriculum, teaching methods, school discipline, tools / means of learning, teacher-student relations, student-student relations, and school time are factors that influence learning [4]. Based on this relationship, continuous evaluation of the factors that influence learning outcomes is absolutely necessary in order to produce quality learning.

The implementation of PJOK learning found in MANs in Medan City found that there were still many teachers who had not maximized their potential in implementing learning, mastering teaching materials, as well as the ability to use, facilities, facilities and infrastructure in schools. The implementation of PJOK learning is done inside the classroom or outside the classroom in the form of practice in the field. In classroom learning there are still many teachers who do not have learning tools and learning media. Whereas the use of assistive devices (learning media) will facilitate students in understanding learning material. This can occur due to the unavailability of media or sports facilities and / or the lack of creativity of the teacher. The lack of PJOK facilities and infrastructure in schools also causes the lack of enthusiasm

and creativity of teachers in managing learning. In practice outside the classroom learning PJOK is still less effective, seen from the discipline of students who look back and forth to the canteen.

Assessment of learning outcomes by educators aims to monitor and evaluate the process, progress of learning, and improvement of student learning outcomes on an ongoing basis. Data obtained by educators during learning takes place through procedures and assessment tools in accordance with the indicators to be assessed. Through this process, an overview of the implementation of the teaching and learning process is obtained, the quality of learning in the form of learning outcomes and the ability of students to achieve a number of core competencies and basic competencies applied to the education unit.

Based on this background, researchers are encouraged to carry out research entitled: "Evaluation of the Implementation of the Teaching and Learning Process of Physical Education Sport and Health (PJOK) Subjects Using the 2013 Curriculum in State Islamic Senior High School (MAN) at Medan City".

The objectives of this research are:

1. To find out how the teaching and learning implementation of PJOK subjects in the 2013 Curriculum in MAN at Medan City Academic Year 2019/2020.
2. To find out the implementation of the evaluation of teaching and learning of PJOK subjects in the 2013 Curriculum in MAN at Medan City in Academic Year 2019/2020.

II. RESEARCH METHODS

A. Research Design

This research was conducted by conducting a survey, aimed at describing the implementation of the teaching and learning process and the implementation of the teaching and learning process evaluation of PJOK subjects in the 2013 Curriculum in MAN at Medan City Academic Year 2019/2020. This research emphasizes objective data collection and provides conclusions based on research criteria. Based on the purpose of the study, the chosen research design that is, the study was conducted at a certain time, did not look for relationships between variables, and did not know the changes in individuals who became participants. The study was conducted to measure the level of achievement of planning, implementation, and assessment of PJOK subjects using the 2013 Curriculum. The design chart of this study is shown in Figure 3.1 below:

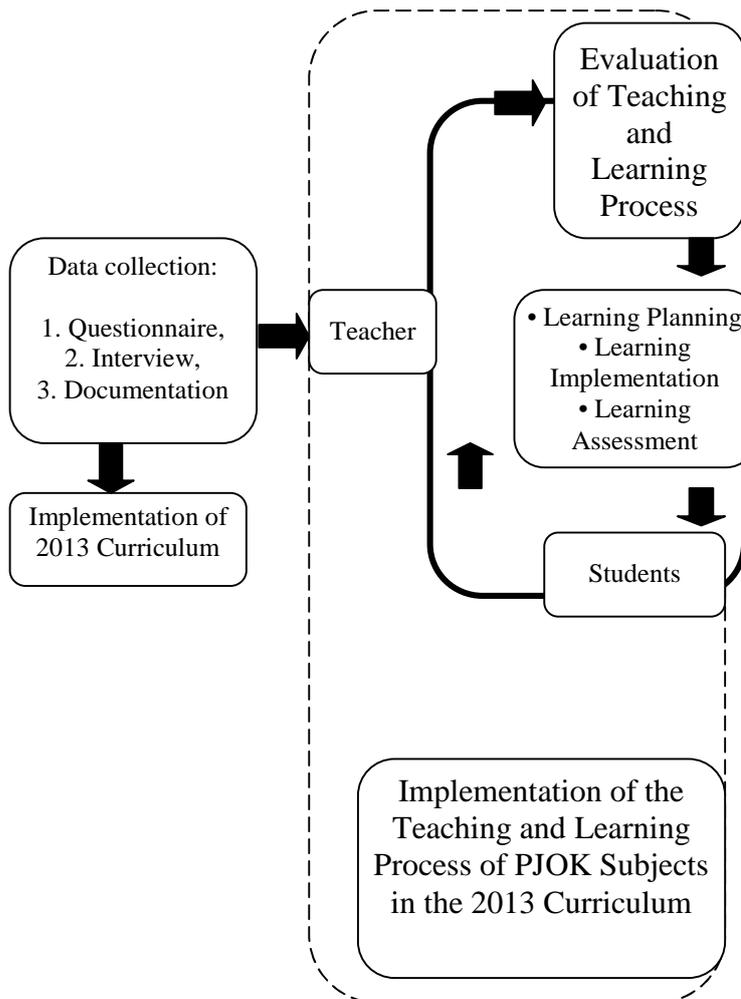


Figure 3.1. Research Design Chart Evaluation of the Implementation of Teaching and Learning Process Physical Education Sport and Health (PJOK) Subjects in the 2013 Curriculum

1. Place and Time

This research will be conducted at State Islamic Senior High School (MAN) in Medan City in Academic Year 2019/2020. The research will be conducted in the odd semester of the 2019/2020 Academic Year in the month of September to October 2019.

2. Population and Sample

The subject of this study was taken purposively. According to [6], researchers establish informants who know information, problems in depth and are considered reliable to be a valid data source. According to [7], "this purposive measure is often determined on the basis of the theory of saturation (a situation where new data no longer brings additional insight). The next informant will be determined together with the development of a review and analysis of research results while data collection takes place".

The research subjects used are subjects that represent a certain group, and between researchers and research subjects

are considered meaningful for research subjects [8]. Research subjects or participants in this study were students, teachers, and school principals. These three groups are considered to know information related to the evaluation of the implementation of the learning process of PJOK using the 2013 Curriculum in schools.

3. Data Collection Techniques

Data collection is the most important step in research, because the main purpose of research is to get data. In natural conditions (natural setting), the primary data collection of qualitative research is done through observation, in-depth interviews (depth interviews) and documentation [9]. The data collection techniques used in this study include:

a. *Questionnaire.* Questionnaire distribution is done by giving a list of statements or questions to the respondent. In this study the questionnaire was divided into two, namely a questionnaire for teachers and for students. The questionnaire distributed in this study was a closed questionnaire, where answers were provided and respondents answered the statement by putting a checklist () on the available answer choices. The components of this questionnaire include learning planning, learning implementation, and learning assessment. The recapitulation of this questionnaire will be processed into data that supports the achievement of this research.

b. *Interview.* Data collection by interview is done by asking questions directly to the respondent to find out something from the respondents in depth with a small number of respondents. In this study, researchers used unstructured interview techniques, that is, they did not use interview guidelines that were arranged systematically and completely. Researchers use interview guidelines in the form of outlines to be asked. Interviews are used to obtain further data regarding planning, implementation, and assessment of learning. Interviews were given to respondents directly, namely subject teachers PJOK in MAN at Medan City. The results of this interview are expected to strengthen the data obtained from the questionnaire.

Wawancara digunakan untuk mendapatkan data lebih lanjut mengenai perencanaan, pelaksanaan, dan penilaian pembelajaran. Wawancara diberikan kepada responden secara langsung, yaitu guru mata pelajaran PJOK MAN di At Kota Medan. Hasil wawancara ini diharapkan akan memperkuat data yang diperoleh dari angket.

c. *Documentation.* Documentation is a supplementary part of the questionnaire and interview method in quantitative research. The results of the interview will be even more credible if supported by related photos, or papers that examine school management. Documentation conducted by researchers in the form of collecting data through written sources, for example; school data, teacher identity data, data related to school management results, and photos of research activities. Documentation is carried out from the beginning to the end of the research process.

4. Data Analysis

According to Sugiyono (2009: 244), research data analysis techniques are the process of systematically searching and compiling data obtained from interviews, documentation, questionnaires, field notes, or others so that they are easily understood, and disseminated to other parties. Organizing data, describing it in units, synthesising, making patterns, to making conclusions understood by others is part of data analysis activities.

According to Bogdan & Bikien (1982, in [10]) qualitative data analysis is done by working based on data, organizing data, sorting into management units, doing synthesis, finding patterns, to concluding which are important and worth learning, and taught to other people.

Qualitative data analysis according to is carried out in stages:

- a. Record the field findings, give a code so that the data source is easy to trace.
- b. Collecting, classifying, sorting, making summaries, synthesizing, and indexing them.
- c. Thinking, making data categories so that data becomes meaningful, making relationship patterns, and summarizing general findings.

The research data tested was divided into qualitative and quantitative data. Qualitative data consisted of interviews with teachers, and school principals regarding the evaluation of the teaching and learning process of PJOK subjects in the 2013 Curriculum at MAN in Medan in 2019/2020 Academic Year. Quantitative data were obtained from a questionnaire which was then converted from qualitative data using the Benchmark Reference Approach (PAP). According to [11] PAP with a scale of 5 (Likert scale) is given to find out the quality of products with the following categories:

- Very Poor (SK) = score 1
- Less (K) = score 2
- Good Enough (CB) = score 3
- Good (B) = score 4
- Very Good (SB) = score of 5

III. RESULTS AND DISCUSSION

A. Research Results

Evaluation of the implementation of teaching and learning process of PJOK subjects in 2013 Curriculum in MAN in Medan City is done through the presentation of evaluation data using the CIPP model, namely: (1) Context evaluation, in the form of conformity of learning materials with 2013 Curriculum, (2) Evaluation of inputs, in the form of background behind the PJOK teacher and the state of sports facilities and targets, (3) Process Evaluation in the form of implementing the PJOK learning process, and (4) Product Evaluation in the form of student learning. This research was carried out at 4 State Islamic Senior High Schools (MAN) in Medan City. The conditions for the number of teachers in each school include:

Table 4.1 State of the number of PJOK students and teachers in MAN at Medan City in 2019

No	School Name	Number of Students		Number of Study Groups	Number of PJOK Teachers	
		Boys	Girls		Men	Woman
1.	Madrasah Aliyah Negeri 1 Medan	414	450	27	2	1
2.	Madrasah Aliyah Negeri 2 Model Medan	455	505	30	3	1
3.	Madrasah Aliyah Negeri 3 Medan	431	433	27	2	-
4.	Madrasah Aliyah Negeri 4 Medan	402	430	26	2	-
Total		3520				

Description of data evaluation of the implementation of the teaching and learning process of PJOK subjects in the 2013 Curriculum in MAN throughout Medan City is described as follows:

1. Context Evaluation

Context evaluation is evaluating the suitability of the material taught in PJOK subjects in the 2013 Curriculum at MAN in Medan City. Based on the results of interviews and questionnaires distributed, it was found that the teacher in designing learning materials or lesson plans (RPP) refers to the contents of the 2013 Curriculum contents. In practice not all basic competencies (KD) can be conveyed, especially class XII. This occurs because of the limitation of effective time and the occurrence of effective day changes in the even semester from what was scheduled at the start of the odd semester.

2. Input Evaluation

a. *Supporting Teacher Background.* Based on the results of data collection, information about the background and experience of PJOK subject teachers in the 2013 Curriculum in MAN in Medan City is presented in Table 4.3.

Table 4.3. The Background of PJOK Teachers in MAN in Medan City in 2019

No	Documents	Teacher Code										
		01	02	03	04	05	06	07	08	09	10	11
1.	Bachelor	√	√	√	√	√	√	√	√	√	√	√
2.	Masters	-	-	-	-	√	-	√	-	-	-	-
3.	The teaching deed	√	√	-	√	√	-	√	√	√	√	√
4.	Teaching Permit	√	√	√	√	√	√	√	√	√	√	√
5.	Duration of teaching	18	8	5	17	20	4	15	18	6	4	15
6.	State Officer	√	√	-	√	√	-	√	√	√	√	√
7.	Educator Certificate	√	-	-	√	√	-	√	√	-	-	√

Based on the input in tables 4.1 and 4.3, there were 11 PJOK teachers in MAN at Medan City. All of them have minimum Bachelor of Education (S1) qualifications that are relevant to the field of study of PJOK. Some of them qualify for Masters education (S2), all of them have a teaching decree, most have teaching certificates and educator certificates, with teaching experience of between 4 and 20 years. The overall situation concludes that PJOK teachers in MAN in Medan are eligible to teach PJOK.

b. Facilities and infrastructure. Provisions regarding sports facilities and infrastructure in this study are seen based on the provisions of the Minister of National Education Regulation no. 40 of 2008 concerning the standard facilities and infrastructure contained in the BSNP. Based on the observations of researchers found that the state of sports facilities and infrastructure in MAN at Medan City has met the criteria set by the government, except for a few small parts that occur in new schools such as MAN 4 Medan that do not yet have the appropriate basketball and soccer playing facilities in standard size.

3. Process Evaluation

Based on the acquisition of data from the implementation of PJOK learning programs in MAN at Medan City, in the evaluation process the researchers limited only the implementation of PJOK learning compared to the results with the criteria in Minister of Education and Culture Regulation No. 022 of 2016 concerning the standards of the Dikdas and Dikmen processes. The results of observational data analysis showed that the learning process of PJOK obtained an average score of 225, which means that the implementation of the learning process of PJOK in MAN at Medan City was in the good category.

4. Product Evaluation

Minimum Graduation Criteria (KKM) is one indicator of the successful implementation of the learning process PJOK. If students achieve the KKM value, students are said to have succeeded in achieving mastery learning that has been set. The KKM scores for PJOK subjects in MAN at Medan City are uniformly determined based on the decision of the Meeting of Subject Teachers (MGMP) Physical Education, Sports and Health is 70 for class X and XI, and 75 for class XII.

Table 4.4 Distribution of Minimum Graduation Criteria Values (KKM)

No	Classes	Minimum Graduation Criteria	Criteria For Assessment Categories			
			A (Very Good)	B (Good)	C (Enough)	D (Not Good)
1.	Class X	70	≥ 90	80 – 89	70 – 79	≤ 69
2.	Class XI	70	≥ 90	80 – 89	70 – 79	≤ 69
3.	Class XII	75	≥ 92	84 – 91	75 – 83	≤ 74

The results of the product evaluation of students' learning completeness in the even semester of 2018/2019 showed that the average student report card grades in PJOK subjects in MAN at Medan City against 3520 students obtained an average value of 90.5 (ninety point five). Based on the findings, by using a predetermined category division, for class X and XI obtained the category of "very good", while for class XII in the category of "Good".

This product evaluation concluded that the PJOK learning process carried out in MAN throughout Medan City had been carried out correctly.

B. Discussion

PJOK learning in 2013 Curriculum in MAN at Medan City is ideally designed, implemented, and supported with adequate facilities and pre-facilities to achieve optimal results. [12] emphasized that PJOK learning can run successfully and smoothly if supported by several elements: teacher, students,

curriculum, infrastructure, goals, methods, supporting environment, and assessment.

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

1. Context Evaluation

The results of the study were obtained from the interview of teachers of PJOK subjects in the 2013 Curriculum in MAN at Medan city. The teacher in designing learning materials or lesson plans (RPP) refers to the contents of the 2013 Curriculum contents. Not all basic competencies (KD) can be conveyed, especially in class XII. This occurs because of the limitation of effective time and the occurrence of effective day changes in the even semester from what was scheduled at the start of the odd semester.

Implementation of the curriculum will lead to the implementation of learning, ie lessons can be digested by students optimally. The teacher should be able to analyze the potential of the material for students and can arrange it based on the ability of students [13]. In general, PJOK learning materials in MAN at Medan City are implemented in accordance with the 2013 Curriculum.

2. Input Evaluation

a. Guidance Teacher background. The results of observations on the input evaluations in tables 4.1 and 4.3, there are 11 PJOK teachers in MAN at Medan City, all of whom have a minimum education qualification of Bachelor (S1) in the field of PJOK studies, 2 people who qualify for master education (S2), all of whom have a teaching decree, some grand have teaching certificates and educator certificates, teaching experience between 4-20 years.

In conclusion, the educational background of teachers is in accordance with Minister of National Education Regulation no. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, that teachers at every level of Elementary to Secondary education must have a minimum educational qualification of D-IV or undergraduate (S1) with a study program in accordance with the subjects being taught. According to [14], "every professional teacher must master in-depth knowledge about the field he occupies". According , teachers with teacher training backgrounds are more able to adjust to the school environment, because they have been equipped with a set of supporting theories.

This means that professional teachers must teach linearly with their educational background. The overall situation concludes that PJOK teachers in MAN at Medan City are eligible to teach PJOK.

b. Facilities and Infrastructure. Based on the observations of researchers found that the state of sports facilities and infrastructure in MAN at Medan City has met the criteria set by the government based on the Minister of National Education Regulation no. 40 of 2008 concerning the standard of facilities and infrastructure, except for a few small parts that

occur in new schools such as MAN 4 Medan which do not yet have a basketball game facility, and a soccer field that matches the standard size.

According to [15] facilities are all the facilities needed in the learning process so that the achievement of educational goals runs regularly, effectively, and efficiently. According, the function of physical education facilities and infrastructure is to facilitate the courat of PJOK learning. The results of observations and opinions above prove that the fulfillment of educational facilities and infrastructure in schools has helped students understand the learning material to be delivered, as well as having experience in using the designated PJOK facilities[16].

3. Process Evaluation

The results of the observation data analysis are based on the Minister of Education and Culture Regulation No. 22 of 2016 concerning the standard of the Dikdas and Dikmen process shows that the process of implementing PJOK learning obtained an average score of 225, which means that the implementation of the PJOK learning process in MAN at Medan City was in the good category [17]. Enforcement of discipline goes well, for example students come to school to take part in learning, so the teacher must give punishment to students who are late. Keep in mind that learning is an activity of organizing all components of the environment with students so that teaching and learning activities take place correctly.

In general, classroom learning is dominated by teacher demonstration and lecture methods. At certain times the teacher uses the projector media as a facility to deliver material in the form of video and power points to dance the attention of students in participating in learning, and can be accepted easily. The teacher also gives an assignment to find information about the material that will be delivered at the next meeting. The teacher looks communicative both during class and when learning outside the classroom. This is in line with the opinion of [18], which states that without a clear strategy, the learning process will not be directed so that learning objectives are difficult to run optimally.

4. Product Evaluation

The results of the product evaluation showed that the average student report card grades in PJOK subjects in MAN at Medan City in the even semester 2018/2019 of 3520 students obtained an average value of 90.5 (Ninety point five). Based on these findings, by using a predetermined category division, for class X and XI obtained the category of "very good", while for class XII in the category of "Good" [19].

This product evaluation concluded that the PJOK learning process carried out in MAN throughout Medan City had been carried out correctly. According, "the factors that influence learning achievement can be classified into two, namely internal and external factors". Internal factors such as intrinsic motivation and students' readiness to take lessons. While internal factors are in the form of teacher motivation and readiness of supporting facilities and infrastructure in schools. The good evaluation of products on PJOK subjects in MAN at Medan City because teachers and schools succeeded

in combining these 2 factors specifically for the implementation of the PJOK learning process [20].

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the results of the study, and discussion of the evaluation of the implementation of the teaching and learning process of PJOK subjects in the 2013 Curriculum in MAN At Medan City, it can be concluded as follows:

The implementation of the teaching and learning process of PJOK subjects in MAN At Medan City has been running according to the 2013 Curriculum implementation guidelines.

In the Context Evaluation, the teacher designs learning materials according to the 2013 Curriculum content standards. Changes to the effective days scheduled at the beginning of the semester cause not all basic competencies (KD) can be conveyed.

1. Input Evaluation

a. Background PJOK teachers have decent qualifications to teach, are generally certified educators, and teach linearly with their educational background.

b. Sports facilities and infrastructure in MAN At Medan City generally meet the criteria set by the government, except for a few small parts that are not yet owned.

In the Process Evaluation, quantitatively the implementation of PJOK learning obtained an average score of 225, qualitatively meaning the implementation of the learning process was in the good category, even though the classrooms were still dominated by demonstration and lecture methods, but the use of interactive learning media also began to be developed.

In Product Evaluation, it shows that the average student report card grades on PJOK subjects in MAN At Medan City in the even semester 2018/2019 of 3520 students obtained an average value of 90.5. Based on the terms of the meaning, in class X and XI have been categorized as "very good", and for class XII are categorized as "Good".

B. Suggestions

Based on the previous conclusions, for the development of teaching and learning process PJOK subjects in MAN At Medan City are suggested:

School or government complements the means and infrastructure of teaching and learning support so that the learning process can be more effective and efficient.

Teachers independently, through teacher forums, school forums or the government carry out continuous professional

development in order to be able to carry out learning according to the demands of the 2013 Curriculum.

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