

Evaluation of Online Physical Education Learning in Elementary School

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ABSTRACT

The purpose of this study was to find out how well the implementation of online physical education learning at the North Sleman Elementary School was. The research method uses the CIPP evaluation model, data collection techniques with questionnaires, and RPP documents. The subjects in this study were 56 elementary school physical education teachers. Data analysis used quantitative descriptive with percentage results. Based on the results of the research and discussion, it can be concluded that the evaluation of the implementation of physical education online learning during the Covid-19 outbreak at the State Elementary School of North Sleman Regency on the Context factor of the "enough" category of 54%, the Input factor of the "enough" category of 82%, the process category "enough" by 70%, and product factor "good" category by 60%.

Keywords: evaluation, CIPP, physical education, online

1. INTRODUCTION

Physical education learning in schools is ideally carried out offline, where teachers and students can directly interact. The interaction of teachers, students, and the material directly can be more meaningful. Meaningful in this case both cognitively, psychomotor, and also effective. Of the three domains, especially in the psychomotor domain, it can be seen directly the level of mastery of the material and movement skills, in addition to providing direct feedback can strengthen learning material that is carried out offline. However, in reality, physical education learning has been conducted online for some time. This is due to the COVID-19 pandemic that has occurred in Indonesia and even in all parts of the world.

The impact of the COVID-19 pandemic is that learning activities in mobile schools are carried out at home online or distance learning and physical education learning materials are no exception. This of course has an impact on the learning process, whether the material can be accepted and applied by students. Materials in learning in elementary schools include basic movements, fitness, athletics, aquatics, and gymnastics. From fundamental movement skill learning material to material that allows students to practice independently in the home environment.

This online learning process is certainly experienced by all schools in the Sleman district, including the Tempel, Turi, Pakem, and Cangkringan

sub-districts (Northern Sleman). For Elementary Schools, before the COVID-19 pandemic, several schools had good achievements in academics, arts, and sports. During the pandemic, this area was once a red zone (prone to being infected with the COVID-19 virus). This of course can be an obstacle during the learning process. Therefore, this study will look at how the online physical education learning process uses the CIPP (Context – input – process – product) model that has been developed by Stufflebeam on basic motion material.

Program evaluation is a series of activities carried out intentionally to see the level of program success. Evaluation is a systematic process to determine, make decisions to what extent the goals that have been set have been achieved well [2].

The evaluation of the CIPP model consists of four dimensions, namely: context, input, process, and product. The CIPP evaluation model is an evaluation model developed by Stufflebeam. The important purpose of evaluating this model is to "the CIPP approach is based on the view that the most important purpose of the evaluation is not to prove but to improve". mentioned in the abbreviation CIPP is the evaluation target, namely the components and processes of an activity program [4].

CIPP evaluation can be applied to various dimensions of knowledge. Define each component, namely; (1) context evaluation seeks to evaluate the status of the object as a whole, identify weaknesses, strengths, diagnose problems, and provide solutions,

test whether goals and priorities are adjusted to the needs to be implemented. (2) Input evaluation: input evaluation is to determine how the program objectives are achieved. (3) Process evaluation is: checking the implementation of a plan/program. (4) Product evaluation is: to measure, interpret, and determine the achievement of the results of a program, ensuring how much the program has met the needs of a group of programs being served [5].

Physical education, sports, and health are educational processes carried out at the education level which are carried out systematically to develop physical, spiritual, and social potential. Physical education, sports, and health are subjects that teach students about various types of physical activity, these activities can be in the form of movement activities that must be carried out in learning activities. Good learning activities will make students more active and focused.

Physical education in elementary schools is dominant in the development of basic movements or fundamental movement skills. The development of basic movements in schools can be divided into several categories, namely: locomotor, non-locomotor, and manipulation. That one of the objectives of implementing physical education, sports, and health in elementary schools is to improve basic movement abilities and skills [1]. Therefore, fundamental motion is the basis of human movement that continues to develop by the growth, experience, adaptation, and maturity of an individual.

A. Online Learning

Online learning is a learning system that is carried out not face to face but using a platform that can help the learning process that is carried out even though it is far away. The purpose of online learning is to provide quality learning services in a massive and open network to reach more and wider study space enthusiasts [3]. Several applications can also help teaching and learning activities, such as Whatsapp, zoom, web blog, Edmodo, and others.

The government also takes a role in addressing inequality in learning activities during the COVID-19 pandemic. Launching the official website of the Indonesian Ministry of Education and Culture, there are 12 platforms or applications that students can access to study at home, namely (1) learning houses; (2) Our table; (3) I can do; (4) Indonesia; (5) Google for education; (6) Smart class; (7) Microsoft office 365; (8) Quipper school; (9) Teacher's room; (10) Your school; (11) Zenius; (12) Cisco Webex. One of the challenges of online learning is expertise in the use of technology on the part of educators and students.

2. METHODS

This research is evaluation research, using the CIPP model. The number of subjects in this study was 56 elementary school teachers. The data collection techniques used in the study are the CIPP questionnaire and data analysis was obtained by percentage.

3. RESULTS

The data analysis of the evaluation of the implementation of physical education learning during the covid-19 outbreak in schools with the CIPP method as follows:

A. Context,

Descriptive analysis of the evaluation of the context of the implementation of physical education online learning during the Covid 19 outbreak in State Elementary Schools in North Sleman Regency based on the context factor, the lowest score (minimum) was 2; highest score (maximum) 4; average (mean) 3; and standard deviation (SD) 0.6.

B. Input,

Descriptive analysis of evaluation Input for the implementation of online learning for Physical Education during the Covid 19 outbreak in State Elementary Schools throughout the North Sleman Regency based on input factors, the lowest score (minimum) was 3; highest score (maximum) 7; average (mean) 5; and the standard deviation (SD) is 1.07.

C. Process,

Descriptive analysis of the evaluation of the process of implementing Physical Education online learning during the Covid 19 outbreak in State Elementary Schools throughout the North Sleman Regency based on the process factor, the lowest score (minimum) was 2; highest score (maximum) 7; average (mean) 4; and standard deviation (SD) 1.3.

D. Product,

Descriptive analysis of the evaluation of the product of the implementation of physical education online learning during the Covid 19 outbreak in State Elementary Schools throughout the North Sleman Regency based on the product factor, the lowest score (minimum) was 1; highest score (maximum) 3; average (mean) 2.5; and standard deviation (SD) 0.6.

The form of the frequency category, the level of evaluation of the CIPP of the implementation of the online learning process for Physical Education during the Covid 19 outbreak in State Elementary Schools throughout North Sleman are as follows:

Table 1. Percentage of CIPP

No	Component	Percentage
1	Context	54 %
2	Input	82%
3	Process	70%
4	Product	60%

The analysis of the CIPP evaluation is based on data from research that has been carried out on the implementation of the Physical Education online learning process during the Covid 19 outbreak at the North Sleman District State Elementary School.

The context component is in the sufficient category 54%. This shows that physical education teachers in elementary schools throughout the northern part of Sleman Regency know and understand the foundations and regulations related to learning during a pandemic or outbreak.

The input evaluation component is in the sufficient category of 82%. This indicates that physical education teachers in elementary schools throughout the northern part of Sleman Regency have implemented Physical Education learning, but the availability of RPP documents for online learning is not appropriate and facilities/infrastructure for physical education learning in students exist, which is still not supported.

The process evaluation component in the 70% sufficient category in the research that has been carried out includes online learning time or schedule, media used during online learning, applications used, learning methods, learning strategies or models, and online learning barriers.

The product evaluation component is in the 60% good category. This shows that Physical Education teachers at the North Sleman Elementary School have carried out physical education learning assessments in the form of formative and summative tests. This of course becomes the basis for class promotion or student graduation while participating in online

physical education learning. The type of instrument used for the assessment is in the form of an assessment rubric to assess the results of the products collected by students.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the evaluation of the implementation of physical education online learning during the Covid-19 outbreak in State Elementary Schools throughout North Sleman Regency on the context factor of the "enough" category of 54%, the Input factor of the "enough" category of 82%, the process factor in the "enough" category is 70%, and the product factor in the "good" category is 60%. The impact of covid on the implementation of online learning in elementary schools can be carried out quite well, if there is cooperation between teachers, students and parents in studying at home [6].

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