



Evaluation Of Sports And Health Physical Education Lessons For Smp During The Covid 19 Period In Medan City

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Article Info

Article history:

Received : 03 March 2022

Revised : 17 April 2022

Accepted : 28 June 2022

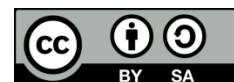
Keywords:

Evaluation, PJOK learning, Covid-19

ABSTRACT

The purpose of this study is to assess the implementation of learning during Covid19 at SMP Negeri Medan City in terms of Context, Input, Process, and Product. The CIPP model will be used in this study as an assessment model. The subjects of this study are Medan City State Junior High School principals, PJOK teachers, and student participants. Purposive sampling was used, with information on 44 principals, 44 PJOK teachers, and 88 students. Methods for gathering information that include observation, interviews, questionnaires, and documentation. The quantitative descriptive analysis method was used in this study to analyze information. (1) Overall, the results of the evaluation of the implementation of PJOK learning at the Medan City State Middle School during the Covid-19 period were in the good category. (2) The context of the evaluation of the implementation of PJOK learning during the Covid-19 period at the Medan City State Junior High School, which received a questionnaire score of 3.37, as evidenced by the preparation of the PJOK learning curriculum in forty-four SMPNs in the city of Medan. (3) Input on the evaluation of the current PJOK learning implementation of the Covid-19 pandemic at the Medan City Public Middle School yielded positive results. Based on the study's findings, the researchers concluded that the evaluation of PJOK learning inputs at Medan City State Junior High School during the Covid 19 pandemic was very good, with a total score of 3.53. (4) The process of evaluating the implementation of PJOK learning at Medan City State Middle School during the Covid-19 pandemic was rated as good. Based on research data, the indicators of learning activities that the evaluation of the process in the implementation of PJOK learning at the Medan City State Middle School during the Covid 19 period had a good predictor with 3.12 points. (5) The results of the product evaluation of the implementation of PJOK learning during the Covid 19 period in Medan City were good, with 3.26 points.

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1. INTRODUCTION

Covid-19 is a virus that first appeared in the Chinese city of Wuhan. The virus entered Indonesia on March 2, 2020, when President Joko Widodo announced that two Indonesian citizens had been confirmed to be infected with Covid-19; by July 2022, more than six million Indonesian citizens had been confirmed to have Covid-19 (COVID-19 Indonesia, n.d.). As a result, the government is attempting to limit the spread of Covid-19 in Indonesia. President Joko Widodo's administration attempted to designate Covid-19 as a national disaster through a presidential decree (Presidential Decree of the Republic of Indonesia Number 12 of 2020 Concerning the Designation of Non-Natural Disasters for the Spread of Corona Virus Disease 2019 (Covid-19) as a National Disaster, 2020). In addition to declaring Covid-19 a national disaster, President Joko Widodo has implemented a number of policies as part of government efforts to limit the spread of Covid-19 in Indonesia. Some of these policies include Large-Scale Social Restrictions (PSBB) (Covid Handling Task Force, 2020), a ban on returning home on Eid al-Fitr (COVID-19 Task Force, 2021), cancellation of hajj pilgrim departures in the previous two years (MINISTER OF RELIGION, 2020), and currently, the government has issued a policy on the Implementation of Restrictions on Emergency PPKM Community Activities in the Java and Bali Regions, including (Minister of Home Affairs, 2021).

The emergence of various government policies will inevitably affect the pattern of social life, particularly in the field of education. 2020, Septian Raibowo and Yahya Eko Nopiyanto The Covid-19 pandemic complicates school-based education and learning because, previously, all learning was done face-to-face between teachers and students; now, all learning must be done online. Complex problems can be seen in the PJOK subject, where the lesson focuses on aspects of field-based attitudes, knowledge, and skills. Aside from the difficulty of implementing PJOK learning during the Covid-19 pandemic, PJOK lessons are critical in achieving national education goals. PJOK lessons influence students' physical development as well as their moral, intellectual, and healthy lifestyles. CAD is essential because it promotes physical development and activity from childhood to adulthood (Pambudi et al., 2019). One of the goals of PJOK learning is to improve physical skills through physical activities and sports that can promote good physical and spiritual growth and development, as well as lay the groundwork for a strong moral personality, such as being honest, disciplined, responsible, confident, and able to maintain security skills themselves and others in their surroundings (Purwanto & Susanto, 2018).

Several challenges exist in implementing PJOK learning during the Covid-19 pandemic, including the following: most students lose focus on learning, not all parents can afford to purchase digital devices to support online learning, it is difficult to practice sports theories online, and so on (Rochman, et al. 2020). When it comes to the learning process, every subject taught in schools has a learning goal, and educators must still be able to achieve every learning goal that has been established, even if the current method of learning implementation is e-learning or online. The goal of PJOK learning, according to Paturusi (2012), is to produce holistic individual quality changes, both physically, mentally, and emotionally, which are carried out by utilizing physical activity or educating students through sports outside of the classroom.

PJOK learning is very important for students, because through physical education students' abilities will be honed, both from the physical, psychomotor, and cognitive aspects. The formation of the character of students can be honed through the values in sports, these values are as follows; sportsmanship, honesty, discipline, responsibility, confidence, and democracy (Herdiyana & Prakoso, 2016). In learning PJOK there is also good social behavior, because by exercising the

students are accustomed to maintaining cohesiveness with one another. In addition, students are also accustomed to dealing closely with teachers, this is because they often practice sports theories in the teaching and learning process. The intensity between students and teachers often occurs. Frequent practice in the field, students can also get a new atmosphere after studying in class for a long time (Cendra & Gazali, 2019). In the current atmosphere of the Covid-19 pandemic, all subjects including PJOK lessons are required to conduct e-learning or online learning. Therefore, the learning objectives of PJOK are difficult to achieve.

The impact of the pandemic was also experienced by PJOK teachers and students at public junior high schools throughout the city of Medan. Medan city is part of North Sumatra. The city of Medan is surrounded by Deli Serdang Regency.

Based on the results of the researcher's observations, the implementation of online PJOK learning at SMP Negeri Medan is done by sharing videos or links related to learning materials and then giving practice questions. Of course, PJOK learning is not as effective as offline learning in achieving PJOK learning objectives. The results of the researcher's interviews with students revealed that most of the students thought that learning PJOK online was just a mere formality learning, thus reducing the enthusiasm of students to take PJOK learning than other learning such as Mathematics, English, Indonesian, and so on. According to participants Learning PJOK online is really very boring if you only watch videos and continue with doing assignments. This is in line with research by Keith Brazendale et al. 2017 which shows that students are not in school, for example, on vacation or studying at home, students are physically less active and have a longer time to use cellphones, so their use will also feel bored, even with heavy and light stress. Students consider learning that only needs to be passed so that in online PJOK learning, students do not feel enthusiastic in carrying it out, even when students are given assignments in LKS and make videos of simple basic movements, students copy answers from WhatsApp groups. This of course resulted in not achieving the learning objectives of PJOK optimally. The level of understanding of students is very influential on the results of the implementation of PJOK learning. Brazendale, et al 2017 A low level of understanding about PJOK learning will have an impact on not achieving the goals of physical education itself.

The evaluation of the CIPP model (Context, Input, Process and Product) is included in the category of improvement/accountability, and one of the most widely used evaluation models. Several models that are widely used to evaluate educational programs include the CIPP Evaluation Model This evaluation model is widely known and applied by the evaluators. The concept of evaluation of the CIPP (Context, Input, Process and Product) model was first introduced by Stufflebeam in 1965 as a result of his efforts to evaluate ESEA (The Elementary And Secondary Education Act). The advantage of the CIPP model is that it provides a comprehensive evaluation format at each evaluation stage, namely the context, input, process, and product stages (Putra, 2017: 8).

According to Madaus, Scriven, Stufflebeam is a decision-making-oriented evaluation approach to provide assistance to administrators or decision-making leaders. Stuffle beam suggests that the evaluation results will provide alternative problem solving for decision makers. Evaluation of the Stufflebeam model consists of four dimensions, namely: context, input, process, and product, so the evaluation model is named CIPP. The four words mentioned in the abbreviation CIPP are evaluation targets, namely the components and processes of an activity program (Stufflebeam & Zhang, 2017).

a. Context Evaluation

This evaluation clearly describes the program objectives to be achieved. The purpose of context evaluation is to determine the relevant context, identify the target population and assess needs, identify opportunities to meet the needs, diagnose the problems that underlie the needs, and assess whether the project objectives can meet the existing needs (Zhang, et al., 2012).

In short, it can be said that context evaluation is an evaluation of the circumstances surrounding the learning process. Conditions included in the context are those that come from the environment, namely actual conditions with expected conditions. Farida Yusuf Tayibnapis believes that context evaluation is intended to assess the current state of an educational institution (Yusuf, 2008). So, this evaluation does not require educational institutions to have a new curriculum first to carry out evaluation activities. The main purpose of context evaluation is to find out the strengths and weaknesses of the evaluator (Yusuf, 2008).

By knowing these weaknesses and strengths, the evaluator can provide direction for the necessary improvements. In conducting an evaluation, the evaluator must be able to find the needs needed for the evaluation. From the context evaluation, it can be seen that there are differences between the CIPP model and other evaluation models.

b. Input Evaluation

Input evaluation requires evaluators who have extensive knowledge and various skills about the various possible sources and strategies that will be used to achieve program objectives. This knowledge is not only about evaluation but also in program effectiveness and knowledge in program expenditures to be achieved. It can be said that input evaluation is an evaluation of facilities / capital / materials and strategic plans that are set to achieve educational goals. The input assessment may consider certain sources if these sources are not available and there are alternatives that can be used to achieve the objectives. Includes consideration of resources and strategies that will be used in an effort to achieve a program. The information collected during the evaluation phase should be used by the evaluator to determine sources and strategies for problem analysis related to the program environment within the limitations and constraints that exist.

This evaluation is important for giving consideration to the successful implementation of the curriculum. Evaluation of inputs does not only look at what is in the institution's environment (both material and personal) but also must be able to predict the possibilities that will be faced in the future when curriculum innovations are implemented. The evaluator is expected to be able to determine the level of utilization of the factors identified in the implementation of curriculum innovation. In the science of evaluating educational programs, there are many models used to evaluate a program. There are evaluation models that are categorized based on experts who find and who find, and some are in accordance with their work (Sudjana, 2013).

c. Process Evaluation

Used to detect or predict the procedure design or implementation design during the implementation phase, provide information for program decisions and as a record or archive of procedures that have occurred. Process evaluation includes the collection of assessment data that has been determined and applied in program implementation practices. Basically process evaluation to find out to what extent the plan has been implemented and what components need to be improved

d. Product Evaluation

Product evaluation is an assessment carried out in order to see the achievement/success of a program in achieving predetermined goals. It is at this evaluation stage that an evaluator can determine or provide recommendations to the evaluator whether a program can be continued, developed/modified, or even discontinued.

According to Eko Putro Widoyoko, the CIPP evaluation model is more comprehensive than other evaluation models, because the object of evaluation is not only on the results alone but also includes context, input, process, and results. In addition to these advantages, on the one hand, this evaluation model also has limitations, including the application of this model in the field of classroom learning programs that have a low level of implementation if there is no modification (Widoyoko, 2009).

2. RESEARCH METHODE

In this study, researchers used quantitative research methods using an evaluative design. Evaluative research is a research design that has the nature of evaluating a study that aims to evaluate an object and assess the success of the benefits, usefulness, contribution and feasibility of a study.

Then in detail the objectives of evaluative research are to assist in planning the implementation of research, assist in making decisions to improve or change the program, assist in determining the decision to continue or discontinue the program, find facts supporting or rejecting the research program, contribute to understanding psychological, social processes, and politics in program implementation as well as factors that influence and assess the relationship between variables through testing and analysis.

By using evaluative quantitative research methods, researchers will find it easier to collect and analyze data systematically and can measure success in a study.

3. RESULT AND ANALYSIS

In this section, the author describes four findings, namely; evaluation of the context of implementing SMP PJOK learning during the Covid-19 period in Medan City, evaluating inputs for implementing SMP PJOK learning during the Covid-19 period at Medan City State Middle School, evaluating the process of implementing SMP PJOK learning during Covid-19 at Medan City State Junior High School, and evaluating the implementation product. Middle School PJOK learning during the Covid-19 period at the Medan City State Middle School. Then the four findings were correlated with various previous studies. The presentation of the four findings is as follows:

1. Evaluation of the Context of the Implementation of PJOK Learning at Medan City Middle Schools During the Covid-19 Pandemic

Based on the results of the author's research, it was found that PJOK learning at SMPN Medan City during the Covid-19 pandemic was good with a gain of 3.37, as evidenced by the preparation of PJOK learning curriculum in forty-four SMPNs in Medan city. Meanwhile, in the research of Herlina and Maman Suherman, the PJOK learning system during the Covid-19 pandemic needs to apply a collaborative approach in order to achieve optimal PJOK learning goals (Herlina, 2020). In addition, Baitur Rachman's research showed that the PJOK learning process at the junior high school level in Siduarjo Regency during the Covid-19 pandemic was considered less effective (Baitur Rachman, 2020).

Research conducted by Septian Raibowo found that the PJOK learning process in Bengkulu city during the Covid-19 period was considered ineffective or low (Septian Raibowo, 2020). The limitations felt by researchers when conducting research were that the authors could not directly witness the teaching and learning activities carried out by the school, so that it became a material consideration for further researchers.

2. Evaluation of PJOK Learning Implementation Inputs at Medan City Middle Schools During the Covid-19 Pandemic

Based on the results of the author's research, it was found that the evaluation of PJOK learning inputs at SMPN Medan during the Covid-19 pandemic was stated to be very good with a total result of 3.53. While the results of Zaskia Oktaviana Sari's research show that the evaluation of PJOK learning inputs in Purbalingga district has good results with a total number of 2.63 (Zaskia, 2021). The limitations in this study are the limited samples from both teachers and students, therefore for further research it is recommended to increase the number of research samples.

3. Evaluation of the PJOK Learning Implementation Process at Medan City Middle Schools During the Covid-19 Pandemic

Based on the research data that has been outlined in the previous chapter, it was found that the evaluation of the process of implementing PJOK learning at the Medan City Middle School during the Covid-19 period could have a good predicate with 3.12 points. Meanwhile, Zaskia's research in Purbalingga on PJOK learning during the Covid-19 pandemic was in the poor category with a score of 2.42 (Zaskia, 2021). However, this study still has several limitations including the lack of communication between the school and the parents of students in formulating the PJOK curriculum during the Covid-19 pandemic.

4. Evaluation of PJOK Learning Implementation Products at Medan City Middle Schools During the Covid-19 Pandemic

In this study, it was found that the result of product evaluation in PJOK learning in Medan City Middle School was 3.26, so that it could be categorized as a good value product evaluation. Another study found that product evaluation in PJOK learning in Purbalingga had a poor category result with a value of 2.45 (Zaskia, 2021). Although the results of product evaluation on PJOK learning in Medan city junior high schools showed good results, researchers still found shortcomings in conducting research, including the lack of involvement of researchers in analyzing school programs.

The results showed that: (1) Overall, the results of the evaluation of the implementation of PJOK learning during the Covid-19 period at the Medan City State Middle School were in the good category. (2) The context of the evaluation of the implementation of PJOK learning during the Covid-19 period at the Medan City State Junior High School in the good category of obtaining a questionnaire of 3.37, as evidenced by the preparation of the PJOK learning curriculum in forty-four SMPNs in the city of Medan (3) Input on the evaluation of the current PJOK learning implementation the Covid-19 pandemic at the Medan City Public Middle School the results were in the good category. Based on the results of the study, the researchers found that the evaluation of PJOK learning inputs at the Medan City State Junior High School during the Covid 19 pandemic was stated to be very good with a total result of 3.53. (4) The process of evaluating the implementation of PJOK learning during the Covid-19 pandemic at the Medan City State Middle School was

categorized as good. Indicators of learning activities based on research data that the evaluation of the process in the implementation of PJOK learning at the Medan City State Middle School during the Covid 19 period had a good predicate with 3.12 points. (5) Product evaluation of the implementation of PJOK learning during the Covid 19 period in Medan City the results were good with 3.26 points.

4. CONCLUSION

Referring to the formulation of the problem in this study, the researcher can conclude that there are four findings, namely as follows:

1. Evaluation of the Context of the Implementation of PJOK Learning in Medan City Middle School During the Covid-19 Pandemic Period was of good value with a score of 3.37.
2. Evaluation of PJOK learning inputs at SMPN Medan during the Covid-19 pandemic was declared very good with a total result of 3.53.
3. Evaluation of the process in implementing PJOK learning at Medan City Middle Schools during the Covid-19 period can have a good predicate with 3.12 points.
4. Product evaluation in PJOK learning in Medan City Middle School is 3.26, so it can be categorized as good value product evaluation.

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