

Evaluation of Implementation of Adaptive Physical Education Learning During the Covid-19 Pandemic in SLB Yogyakarta City



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ABSTRACT: This study aims to determine the results of the evaluation of context, input, process, product implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City. The results showed that the evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City resulted in the poor category. Furthermore, each evaluation aspect is explained, namely. (1) The context of the evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City was categorized as good. Indicators of learning materials and the formulation of objectives are 3.14 in the good category, organizing materials, media, and other learning resources are 2.78 in the good category, designing teaching and learning activities are 3.34 in the very good category, class management is 3.33 in the very good category, and an assessment of 3.35 in the very good category. (2) The input for the evaluation of the implementation of the evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City was good. The indicator of the suitability of learning materials with KI KD is 3.29 in the good category and the characteristics of students are 2.41 in the less. (3) The process of evaluating the implementation of the evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City resulted in the poor category. The learning activity indicator is 2.30 in the less category and the student activities are 1.86 in the less category. (4) Product evaluation of the evaluation program for the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City the results were in the less category. The indicator of achievement learning outcomes in Special Schools in Yogyakarta City is 1.83 in the less category.

KEYWORDS: Evaluation, Adaptive Physical Education, Covid-19 Pandemic

INTRODUCTION

The online learning tsunami has occurred almost all over the world during the Covid-19 pandemic (Goldschmidt, 2020: 3). Thousands of schools in other countries, including Indonesia, have closed schools in an effort to stop the spread of Covid-19. Teachers and educators as an important element in teaching are required to make an unprecedented massive migration from traditional face-to-face education to online education or distance education. One of the affected subjects is Physical Education, Sports and Health (PJOK). PJOK which leads to harmony between body growth and mental development and is an effort to make the Indonesian nation healthy and strong physically and mentally, is given to all types of schools (Mroczek et al., 2017: 3). With various limitations on internet access, and operational capabilities on online features, physical education naturally encounters various obstacles and obstacles during the Covid-19 pandemic. Physical activity is the main and dominant thing in PJOK learning. Based on observations in three special schools in Yogyakarta, namely SLB Negeri 2 Yogyakarta, SLB Helen Keller Indonesia, and SLB Bina Anak Sholeh in January 2021, it was found that there were students with special needs including mentally retarded children, children with physical disabilities, children with autism and slow learners, deaf children, mentally retarded children, and superiors. With the disturbances possessed by students with special needs, it shows that students have difficulty adjusting to regular students in receiving the learning provided by the teacher, especially physical education learning. The number is so minimal and the necessity to teach all grade levels certainly makes it difficult to provide physical education learning. Based on interviews with PJOK teachers, PJOK learning is still being carried out, but the teacher only gives assignments to perform movements or sports techniques, then students make videos and send them via cellphone to the teacher concerned. So far,

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PJOK teachers are also confused about choosing and utilizing technology or online learning platforms that can fulfill PJOK teaching.

As for other problems that often occur through self-concept or self-ability when students study online (E-learning) at home, namely (1) students cannot have their own learning initiative, so students wait for instructions or assignments from the teacher in learning. , (2) students are not accustomed to carrying out online learning needs at home, students learn the material according to what is given by the teacher, not what they need, (3) some students are still unable to monitor, regulate, and control online learning at home. home, still impressed to learn as necessary. Another problem that occurs is not only in the learning media system, but the availability of quotas that require a high enough cost for students and teachers to facilitate online learning needs. The quota purchased for internet needs has soared and many parents of students are not ready to increase the budget in providing internet networks. This is also a very important issue for students, what time should they study and what data (quota) they have, while parents who have low income or from the lower middle class (underprivileged). Until finally things like this are charged to parents of students who want their children to continue to follow online learning.

In addition to the technical constraints felt by students, the less than optimal service from the teaching staff is also an obstacle during online learning. Teachers who are accustomed to using conventional teaching styles such as lectures, group discussions and direct assignments in face-to-face learning, feel that the full online mechanism does not provide satisfaction in teaching (Fauzi & Khusuma, 2020; Hutauruk & Sidabutar, 2020; Rigianti, 2020). The results of Nurmaya's research (2021) found that the evaluation of the implementation of online learning included, the participation of students in participating in online learning, the applications used in online learning, the condition of the quality of the network during online learning, the quality of the material provided by the teacher during online learning, availability of discussion time between teachers and students during online learning. Another thing that the researchers found based on the opinion of the respondents for the implementation of learning in the next semester showed that they were less ready to face.

Furthermore, research conducted by Budiman (2021) found that the online learning mechanism has a positive impact in the form of student independence in learning, increased activity in finding learning resources and learning style innovation. The negative impact of online learning is in the form of boredom and decreased interest in learning due to the failure of students and teachers to overcome obstacles such as inadequate supporting facilities, lack of internet quota and poor internet signal. The challenges faced by students and teachers during online learning are the availability of supporting facilities, innovative learning strategies and synergies between educational components. Online learning has the opportunity to continue to be implemented with a blended learning system in order to create an effective and efficient digital learning ecosystem. Based on the description above, it is necessary to conduct an evaluation of online learning, the first is about the implementation of online learning, the second is to examine the impact of online learning policies, the evaluation of online learning has not been carried out comprehensively. Evaluation is a part that must exist in the implementation of learning activities in ensuring the objectives are in accordance with the standards. With the evaluation, it is hoped that the implementation of online learning will be known, the evaluation activities used include context, input, process, product (CIPP).

METHODS

This type of research is an evaluation research that uses mixed quantitative and qualitative methods. Sukmadinata (2017: 68) states that evaluative research is a research activity that evaluates an activity/program that aims to measure the success of an activity/program and determine the success of a program and whether it has been as expected. The population is a collection of units to be studied for its characteristics (characteristics). The entire subject or data source that is the center of attention of researchers is called the population (Budiwanto, 2017: 157). The subjects of this evaluation were the principal, PJOK teachers, and parents of students at SLB Yogyakarta City. The sampling technique in this study used purposive sampling. The sample criteria were: the researcher took 1 PJOK teacher with a minimum background of S1 Physical Education, 1 principal in each SLB in Yogyakarta, parents of students who were willing to be the sample and filled out the questionnaire from the researcher. Data collection techniques refer to a method, the form of which is shown in its use in collecting data using instruments. The research instrument according to Hardani, et al., (2020: 284) is "a measuring instrument used to obtain quantitative information about variations in the characteristics of variables objectively, so that a scale development technique or measuring instrument is needed to measure variables in more systematic data collection". The instruments used are observation sheets, questionnaires, interviews, and documentation.

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Table 1. CIPP Evaluation Instrument Grid

Variabel	Aspek	Responden	Teknik Pengumpulan Data
<i>Context</i>	Bahan pembelajaran dan rumusan tujuan	Guru	Angket
	Mengorganisasi materi, media dan sumber belajar lain	Kepala Sekolah	
	Merancang kegiatan belajar mengajar		
	Pengelolaan kelas		
	Penilaian		
<i>Input</i>	Kesesuaian Materi Pembelajaran dengan KI KD	Guru Kepala Sekolah	Angket Observasi
	Karakteristik peserta didik		Angket
<i>Process</i>	Kegiatan pembelajaran daring	Guru	Angket Observasi Dokumentasi
	Kegiatan peserta didik	Guru Orang tua	Angket Observasi
<i>Product</i>	Hasil Pembelajaran	Guru Orang tua	Dokumen Angket

The data analysis technique used is qualitative and quantitative. The success criteria that will be used in this research are:

Table 2. Success Criteria

No	Interval	Kriteria
1	3,26-4,00	Sangat Baik
2	2,51-3,25	Baik
4	1,76-2,50	Kurang
5	1,75-1,00	Sangat Kurang

RESEARCH RESULTS

1. Context Evaluation

The results of each indicator on the context component are described in Figure 1 as follows.

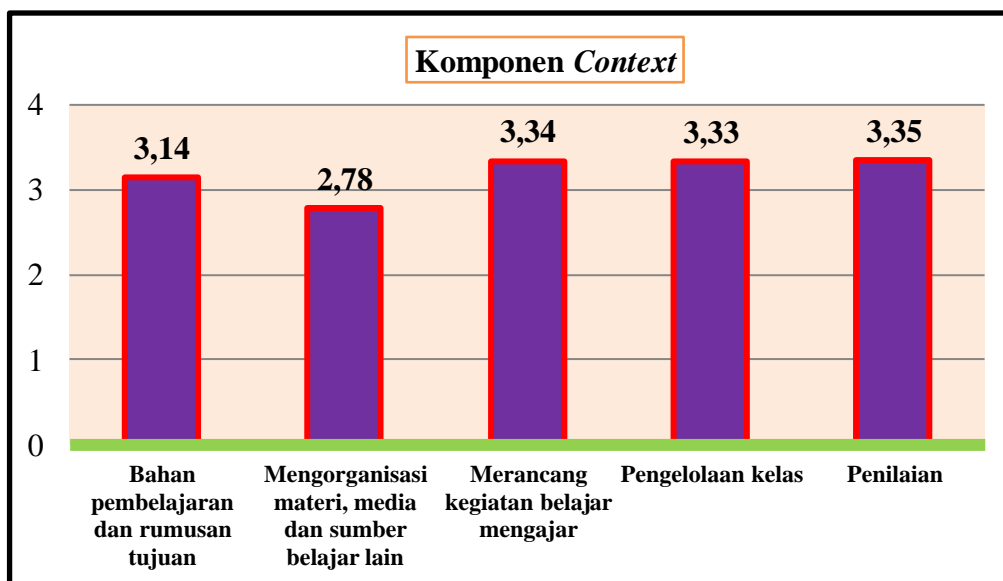


Figure 1. Evaluation Context Bar Diagram

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Based on Figure 1 above, it shows that the learning materials and the formulation of the objectives of the evaluation program for the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City on the indicators of learning materials and the formulation of objectives are 3.14 in the good category, organizing materials, media and resources. other learning is 2.78 in the good category, designing teaching and learning activities is 3.34 in the very good category, class management is 3.33 in the very good category, and the assessment is 3.35 in the very good category. Based on these results, it shows that the background of the evaluation program for the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City has been going well. Overall, it shows that the Contexts evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City was 3.19 in the good category.

2. Input Evaluation

Input The evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City is shown in Figure 2 as follows.

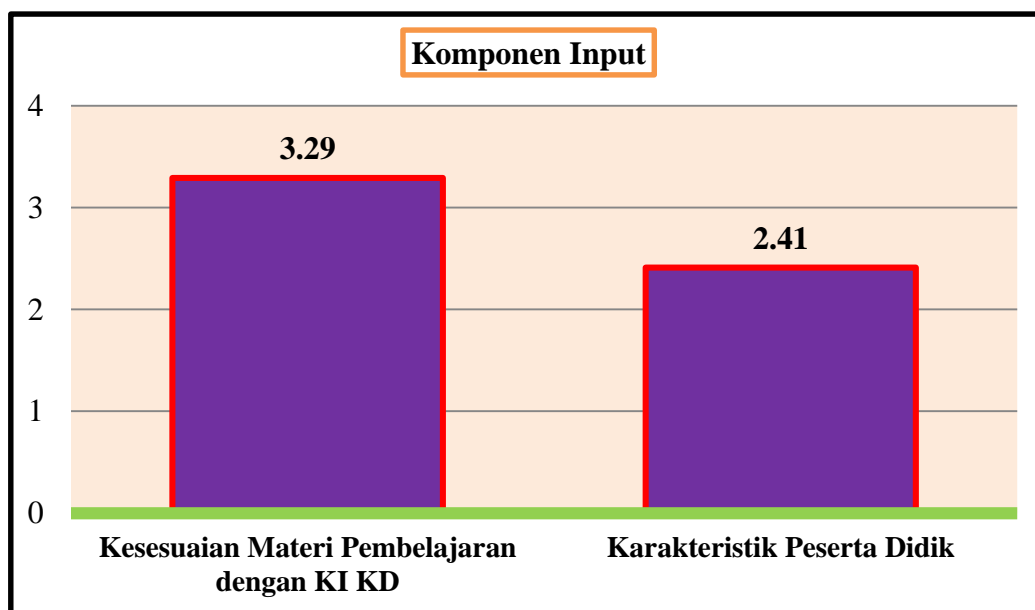


Figure 2. Evaluation Input Bar Chart

Based on Figure 2 above, it shows that the input for evaluating the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta is 2.85 in the good category.

3. Process Evaluation

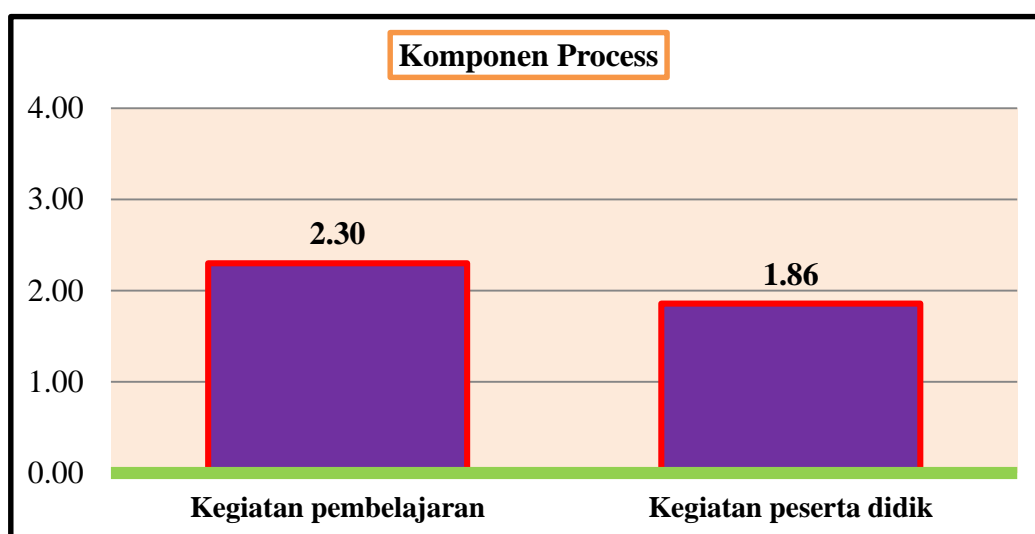


Figure 3. Evaluation Process

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Process The evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City can be seen in Figure 3 as follows. Based on Figure 3 above, it shows that the process of evaluating the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City was 2.22 in the less category. The role of parents is very important in the implementation of learning at home during the Covid-19 pandemic, because parents are the first educators for children in family education, therefore, parents must always try their best to guide children when studying at home. The constraints that have been mentioned related to the lack of understanding of the material by parents can be overcome or minimized by deliberation between parents and teachers, so that teachers can provide other alternatives to parents. Inputs from teachers are very useful to overcome the difficulties experienced by parents.

4. Product Evaluation

Product The evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City can be seen in Figure 4 as follows.

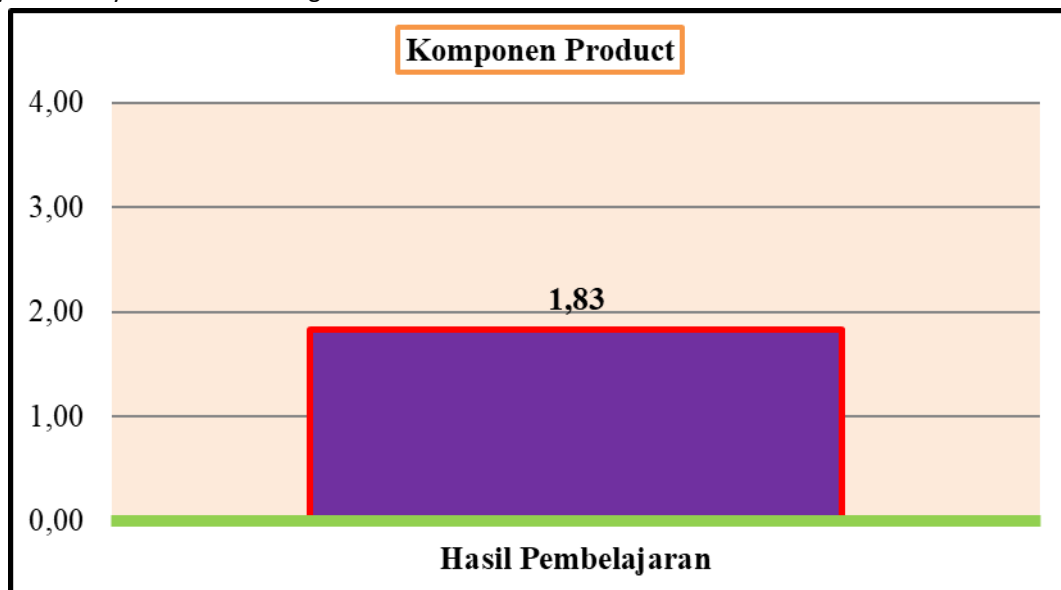


Figure 4. Product Evaluation Bar Chart

Based on Figure 7 above, it shows that the Product evaluation of the evaluation program for the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City was 1.83 in the less category.

DISCUSSION

Program evaluation is a systematic and subjective assessment of an object, program or policy that is currently running or has been completed, both in its implementation design and results, where the purpose of program evaluation is to determine the relevance and achievement of objectives, efficiency, effectiveness, impact and sustainability. where an evaluation must provide reliable and useful information to be able to take lessons for the decision-making process. Based on the results of the study, it showed that the evaluation of the implementation of the evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City was in the poor category.

The lack of implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City was due to several obstacles. The obstacles faced by parents in accompanying children to study at home during the Covid-19 pandemic as described, namely the lack of understanding of the material by parents, parents' difficulties in growing children's interest in learning, not having enough time to accompany children because they have to work, parents are impatient in accompanying children while studying at home, parents' difficulties in operating gadgets, and obstacles related to internet service coverage are highly expected in the future this will no longer be an obstacle in learning at home for children so that children are able to get optimal learning services ,

Activities that should be carried out at school by students such as interacting with their peers and also interacting with teachers are hampered due to school closures and are replaced with online learning. Interactions can only be carried out through the intermediary of online platforms. In addition to school, students' social skills can be built and carried out at home with their respective parents through interactions when parents and students work together to complete school assignments given by the teacher. However, this interaction will not occur if the parents of students are too busy with work.

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Strategies for parents to teach and build self-regulation, for children to develop behaviors that are released in order to have the ability to organize and plan their own learning process every day at home. Like discussing some rules in the house, giving directions to children about proper behavior. An example is for children to get guidance for achieving achievements, conveying uncomplicated ways to children to solve problems related to the ability to maintain interpersonal relationships with teachers and classmates while at home.

If the child shows emotional behavior, show how to deal with it and also explain the consequences of the behavior, be friends or friends in sharing tasks related to self-regulation. For example, as a friend thinks in completing tasks and becomes a friend to ask questions, and this must be a consistent process, preparing and showing real strategies to children in an effort to maintain their learning abilities. For example, preparing and scheduling children's learning activities in detail so that they are easy to follow, preparing instructions on how to study effectively. For example, giving the child a question and then asking the child to give a complete answer by reading the books at home.

The evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City based on the components of context, input, process, and product results is explained as follows.

1. Context Component

Based on the results of the study, it was shown that the evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City was good. Context evaluation is a description and specification of the program environment, unmet needs, population and sample characteristics of the individuals served and the objectives of the program itself. Context evaluation is primarily concerned with the type of intervention carried out within a particular programme. In other words, context evaluation is an evaluation of needs, the purpose of meeting needs, and the characteristics of individuals who handle (evaluators) (Gandomkar, 2018: 95; Umam & Saripah, 2018: 20; Young Lee, et al., 2019: 4; Al-Shanawani, 2019: 5).

The indicator of learning materials and the formulation of objectives is 3.14 in the good category. The teachers prepare lesson plans in accordance with the competency standards and core competencies contained in the guidelines. From the SK-KD, the sports teacher compiles indicators that are appropriate to the conditions of students with special needs, including in the selection of materials and learning principles that are adapted to students' conditions. This is also confirmed by research from Paradipta & Dewantoro (2019) which states that each type of disturbance or problem faced by ABK requires different services. Likewise, in adaptive physical education, each type of disorder requires its own form of physical education service. Therefore, ideally the adaptive physical education program is an individual service program.

The teacher's ability to formulate learning objectives is an ability/mastery of the teacher which includes the potential, knowledge, and skills possessed by the teacher in the formulation of the behavior or abilities that students want to achieve when the learning process is carried out. The expected capabilities must be formulated specifically and operationally, so that later they can be measured (value). According to Sudjana (Yanti, 2018: 2) learning planning is an activity of projecting what actions will be carried out in a learning, namely by coordinating (arranging and responding) the components of learning, so that the direction of the activity (goal), the content of the activity (material), how to delivery of activities (methods and techniques), as well as how to measure them (evaluation) becomes clear and systematic.

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning Guidelines for Preparation of RPP, it is stated that one of the components in the preparation of the Learning Implementation Plan (RPP) is the existence of learning objectives that are formulated based on KD, using operational verbs that can be observed and measured, which include attitudes, knowledge, and skills. One of the important things in the design process or learning design is to formulate learning objectives. Every teacher needs to understand and be skilled in formulating learning objectives, because the formulation of clear objectives can be used to evaluate the effectiveness of the success of the learning process. A learning process is said to be successful when students can achieve their goals optimally. The success of achieving goals is an indicator of the success of teachers in designing and implementing the learning process. Learning objectives can also be used as a guide and guide for student learning activities in carrying out learning activities. In this regard, the teacher can also plan and prepare what actions must be taken to help students learn.

The indicator of organizing materials, media, and other learning resources is 2.78 in the good category, designing teaching and learning activities is 3.34 in the very good category. The interaction between educators and students who discuss the material or teaching materials delivered is the basis of learning (Djedjen & Nuchiyah, 2015: 57). Huzaimah & Amelia (2021: 535) explain that online learning requires adequate facilities and infrastructure, such as laptops, computers, smartphones, and internet networks.

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The class management indicator is 3.33 in the very good category. Warsono (2016: 471) explains that classroom management is an effort carried out by the person in charge of teaching and learning activities with the aim of achieving optimal conditions, so that teaching and learning activities can be carried out as expected. Classroom management is concerned with efforts to create and maintain optimal conditions for the learning process to occur. Classroom management is an effort made by the person in charge of learning activities or helping to achieve satisfactory conditions in accordance with the expected goals. Classroom management is the skill of a teacher to create and maintain optimal learning conditions and restore the best possible conditions if problems occur.

The arrangement relates to the delivery of teaching messages (instructional), or it can also relate to the provision of learning conditions (class management). If setting conditions can be done optimally, then the learning process will take place optimally as well. But if it cannot be provided optimally, of course it will cause interference with teaching and learning. Effective classroom management is an absolute prerequisite for an effective teaching and learning process. Another thing that also determines the success of educators in managing the classroom is the ability of educators to prevent the emergence of student behavior that interferes with the course of teaching and learning activities as well as the physical condition of teaching and learning places and the ability of educators to manage (Pamela, et al., 2019: 25).

The efforts of educators in creating conditions that are expected to be effective if: first, it is precisely known the factors that can support the creation of favorable conditions in the teaching and learning process. Second, it is known for the problems that are expected and usually arise and can damage the teaching and learning climate. Third, mastery of various approaches in classroom management and also knowing when and for which problems an approach is used. Therefore the skill of the teacher to read the classroom situation is very important so that what is done is effective. By studying the basic concepts of classroom management, studying various management approaches and trying them out in teaching and learning situations.

The assessment indicator is 3.35 in the very good category. A good and careful assessment will provide an objective description of the process and output of learning outcomes. In this regard, Mardapi (in Jumaeda and Alam, 2020: 4) said that the assessment system used in educational institutions must be able to: (1) provide accurate information, (2) encourage students to learn, (3) motivate teaching educators, (4) improve the performance of institutions, and (5) improve the quality of education. Assessment by teachers can be seen in terms of planning, implementation and reporting of student learning outcomes. Assessment planning can be detected through the syllabus, learning implementation plans, and a grid of questions in the assessment used by the teacher. The implementation of the assessment can be seen from student documents and teacher assessment books.

Assessment is an important component in the process of achieving the desired learning outcomes. Assessment becomes a compass and a mirror for how students learn. Therefore, after planning and implementing the learning process, the teacher assessment instructor is aligned with the objectives, activities and assessment instruments (Fitzallen, et al., 2017: 19; Barattucci, 2017: 3; Guo, et al., 2017: 125; Alfauzan & Tarchouna, 2017: 82). Assessment provides information on the success of learning that has been designed and implemented. The assessment provides a reflection on the learning that has been carried out in the classroom (Yang et al., 2016: 241).

Teacher assessments can be summative and formative. Summative assessment is related to the time of the evaluation, which is at the end of the learning unit. while formative assessment aims to monitor student learning during the learning process and provide continuous feedback to help students improve their learning, including conducting evaluations using online assessments (Akimov & Malin, 2020: 1205; García-Peñalvo, et al., 2021: 88; Rohim, 2020: 2).

Online assessment is believed to be an effective and efficient evaluation method (Bull & McKenna, 2019: 23; Trendak, 2019: 49; Huda, et al., 2020: 251; Jalo, et al., 2021: 126). Students can adapt the test to their free time, and repeat it several times. Previous research has also shown that online assessments can enrich students' learning experiences by promoting active engagement, stimulating interaction with material content, themselves, and others, increasing student motivation, and encouraging students to be responsible. (Xiong & Suen, 2018: 242; Hsu, et al., 2021: 12; Jung & Lee, 2018: 11; Oluwajana, et al., 2021: 7; Deng, et al., 2019: 49).

2. Input Component

Based on the results of the study, it was shown that the evaluation of the program input for the evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City was good. Haryanto (2020: 97); Gunung & Darma (2019: 34); Sopha & Nanni (2019: 1360) explain that input evaluation provides information about selected inputs, points of strength and weakness, strategies, and designs to realize goals. Santiyadnya (2021: 4) explains that its purpose is to help regulate decisions, determine what alternative sources will be taken, what plans and

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strategies are to achieve the needs, and what are the work procedures to achieve them. The input evaluation component itself consists of several, namely human resources, supporting facilities and equipment, funds or budget,

The main orientation of input evaluation is to assist a program approach in creating the necessary changes (Lipe & Carter, 2018: 10; Erdoan & Mede, 2021: 4; Rocha, et al., 2021: 6). Input evaluation is carried out to identify and assess the capability of material, equipment, human and cost resources to implement the selected program. To this end, evaluators seek and critically examine potential relevant approaches, including those already in use. The secondary orientation of input evaluation is to inform interested parties about the selected program approach, alternative approaches, and the reasons. Basically, the evaluation of inputs should involve identifying the relevant approaches and assisting decision makers in developing the chosen approach to implement.

The indicator of the suitability of learning materials with KI KD is 3.29 in the good category. Teachers are required to be innovative in using online learning models. This is in line with the opinion of Anugrahana (2020), that teachers only facilitate with class libraries, modules, textbooks, and supporting books, and most importantly internet access, as well as providing several computers for students who do not bring laptops. The form of e-learning (electronic-based learning) will still exist and continue to grow. As computer ownership is growing rapidly in the world, e-learning is becoming more and more developed and accessible. Internet connection speed is increasing, and with it, more opportunities for multimedia training methods are popping up.

The indicator of student characteristics is 2.41 at less. This is indicated by the lack of enthusiasm of students when learning online, participants do not understand online learning, there are students who are late in sending assignments from the teacher, students also feel bored with online learning because of the lack of interaction with their friends. These results are supported in the research of Bahasoan, et al., (2020); Suryaman, et al., (2020); Tratnik, et al., (2019); Jack, et al., (2018) that students are less enthusiastic in online learning. During the Covid-19 pandemic, online learning has been carried out in almost all corners of the world, but so far online learning has never been carried out simultaneously (Sun et al., 2020: 688).

In this online learning process, all elements of education are asked to be able to provide learning facilities so that they remain active even though it is done without face to face. Parents are required to be able to guide children to learn from home and be able to replace teachers at school, so the role of parents in achieving online learning goals and guiding children while studying at home is very important (Delgado-Gaitan, 2018: 86; Hargreaves & Fullan, 2020: 328; Epstein, 2019: 40).

3. Process Components

Based on the results of the study, it showed that the process of evaluating the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City resulted in the poor category. The indicator of learning activities is 2.30 in the less category. In the implementation of online or online learning, obstacles or discrepancies are often found with proper learning. Many assume that the teacher's responsibility in carrying out online learning is much lighter than face-to-face learning (Semradova & Hubackova, 2016: 11; Budi Lestari, et al., 2021: 3; Wahyuni, et al., 2021). Moreover, Syahfitri et al., (2020: 3) explained that online learning carried out by teachers is currently only limited to knowledge transfer activities. Students lack a deep understanding

Referring to factors in general, the obstacles to online learning involve many basic aspects which in essence are related to equity and readiness, such as supporting devices such as information media, the ability of teachers to study participants. Even though the implementation elements have been successfully fulfilled in terms of supporting aspects such as technology and networks, it will still be easier for urban areas where the level of facilities is adequate. Even if it goes on, there will always be gaps causing obstacles in the implementation process because the facts show that the problems of learning online systems are indeed quite complex where the impact is not only on teachers and students but also parents.

The indicator of student activity is 1.86 in the less category. Not all students and parents have gadgets to support online learning. Online learning that requires support for the use of technology is not without problems that will hinder the learning process. Carrying out online learning requires a gadget that supports where all participants and parents of students do not necessarily have gadgets. Even if parents of students have gadgets that support them, it is not necessarily that parents of students and students are able to access platforms that support the learning process, which platforms are still foreign because they have never been used. Most of the parents of students and students only know the Whatsapp application. This is because both parents and students do not follow technological developments. The learning process only uses Whatsapp to provide materials and assignments to students.

As stated by Lestari & Gunawan (2020: 59); Garaus (2018: 447); Alalwan, et al., (2018: 100) that another negative thing about internet services is that it allows them to affect the health of students. Another obstacle found was the ability of parents to

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provide online educational facilities such as the use of the internet network which requires no small amount of money (Zara, et al., 2020: 70; Lone, et al., 2020).

4. Product Components

Based on the results of the study, it was shown that the evaluation of the evaluation program for the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City was still lacking. The indicator of achievement learning outcomes in Special Schools in Yogyakarta City is 1.83 in the less category. Facts on the ground show that all students get the maximum score when given a question. This becomes a question for the teacher, whether students really understand the material or students get help from adults when doing assignments. Teachers cannot objectively assess learning achievement according to students' abilities. From the affective side, teachers also have difficulty in assessing. Usually, affective assessment occurs naturally when students interact, communicate, and socialize with friends.

The benchmark for the success of a learning depends on the achievement of the objectives of student learning competencies which include cognitive, affective, psychomotor competencies and the realization of the application of values both in thinking and acting. Ensuring that all students have mastery of competence in a teaching material to then proceed to the next material is the purpose of mastery learning. Mastery learning refers to the competencies achieved and is supported by indicators to measure the level of achievement. All aspects of mastery learning can only be achieved with collaboration and cooperation between the two parties, namely teachers and students.

Doing assignments that are done entirely at home makes students feel that the tasks given by the teacher are too many. It is different when learning is face-to-face in the classroom where the assignment is given into two, namely assignments given during learning in class and assignments given to be used as homework. Even though the tasks given to students are the same, not infrequently even less than when learning face-to-face in the classroom. Students also feel bored because during online learning students cannot socialize directly with their friends.

Online learning requires students to use gadgets to support the learning process. Such a situation and also supported by parents who pay less attention to the learning process of students so that giving personal gadgets to students can be used as a place to steal time to play online games instead of doing the assigned tasks. Online games make students procrastinate and lazy to do their work. Students who have been given personal gadgets by their parents tend to understand more about other things that can be done using gadgets.

For students who have a time limit on using gadgets when face-to-face learning changes to using gadgets every day. Online learning changes exams that should be carried out in normal conditions by students into only sending practical videos that students do. Even the exams that were supposed to be done could be cancelled. This online learning also has an impact on lessons that require a lot of practice during the learning process under normal conditions. The skills that should be mastered by students at the time of learning are not maximally accepted by students. The collection of assignments that are only in the form of videos or photos makes it difficult for teachers and fatigue when reviewing the results of assignments from students. Especially if there are students who do not collect the assignments given. The teacher cannot give a grade if this continues to happen.

Haryanto (2020: 98); Rooholamini, et al., (2017: 248); Aziz, et al., (2018: 189); Hendra Divayana & Sanjaya (2017: 2); Darma (2019: 3) explains that product evaluation tries to accommodate information to ensure the achievement of goals under any conditions and also to determine what strategy is used in relation to the procedures and methods applied, whether it is better to stop doing it, modify it, or even continue it in the form of which is like now. Thus, the function of this product evaluation is an evaluation that can be used to help evaluators or teachers make decisions regarding the continuation, end or modification of the program. Thus, this product evaluation activity aims to help make further decisions. The question that must be answered is what results have been achieved and what has been done after the program is running, and this is the essence of product evaluation or evaluation of the results that have been achieved. In other words, product evaluation seeks to provide an assessment of the results achieved, so that the level of success can be measured and assessed in accordance with the goals that have been set. From this evaluation, it is then decided whether the program can be continued, discontinued, or used by modifying it. so that it can be measured and assessed the level of success in accordance with the goals that have been set. From this evaluation, it is then decided whether the program can be continued, discontinued, or used by modifying it. so that it can be measured and assessed the level of success in accordance with the goals that have been set. From this evaluation, it is then decided whether the program can be continued, discontinued, or used by modifying it.

Referring to the literature from previous research, various solutions that can be applied in overcoming online learning include combining learning models with Whatsapp media (Gon & Rawekar, 2017: 19; Mpungose, 2020: 927; Annamalai, 2019: 4; Costa-

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Sánchez & Guerrero-Pico, 2020: 3; Kaid Mohammed Ali & Rashad Ali Bin-Hady, 2019: 2; Rahaded, et al., 2020: 55; García-Gómez, 2020: 3). Likewise, the implementation of online learning requires no small cost, it requires various supporting components such as gadgets, electricity, and so on. Overcoming these obstacles, teachers should carry out manual learning programs, namely home visits, namely study visits from house to house (Atsani, 2020: 82; Nadeak, 2020: 1765; Usman & Huda, 2021: 3; Mantara, et al., 2020: 446).

CONCLUSIONS

Based on the results of the research and the results of data analysis that has been carried out, it is concluded that the evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City was in the poor category. Furthermore, each evaluation aspect is explained as follows.

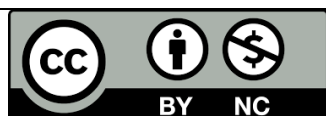
1. Context evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at SLB Yogyakarta City in the good category. Indicators of learning materials and the formulation of objectives in the good category, organizing materials, media, and other learning resources in the good category, designing teaching and learning activities in the very good category, class management in the very good category, and assessment in the very good category.
2. Input the evaluation of the implementation of the evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at SLB Yogyakarta City was good. Indicators of suitability of learning materials with KI KD in the good category and the characteristics of students in the less category.
3. Process evaluation of the implementation of the evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City the results were in the less category. Indicators of learning activities in the less category and student activities in the less category.
4. Product evaluation of the implementation of the evaluation of the implementation of adaptive physical education learning during the Covid-19 pandemic at Special Schools in Yogyakarta City the results were in the less category. Indicators of achievement learning outcomes at Special Schools in Yogyakarta City are in the less category.

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