

Evaluation of Primary School Physical Education Facilities and Infrastructure in the Regional Office of Education in Patuk Sub-District, Gunungkidul District



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ABSTRACT: The purpose of this study was to evaluate the facilities and infrastructure used in learning Physical Education Sports and Health in Elementary Schools in the Kapanewon Patuk Regional Office of Education, Gunung Kidul using the CIPP model which includes aspects of Context, Input, Process, and product. The research subjects consisted of principals and teachers. Data collection methods included documentation, observation, and interviews. Qualitative and quantitative data were analyzed using descriptive techniques. The results showed that the condition and feasibility of facilities and infrastructure for game sports are still not good with an interval value of 49%, while the interval value for gymnastics and athletics are 31% and 26% respectively, with the overall interval value of the three types of sports is 35%. Fulfillment of standardization is also still not good with a value of 27%. However, the implementation of Physical Education, Sports, and Health learning is good with a score of 67% and the learning outcomes of Physical Education, Sports, and Health reached 75%. Therefore, although there are still shortcomings, the creativity and innovation of teachers in teaching have made the learning process of Physical Education, Sports, and Health run well and the fulfillment of the minimum completeness criteria for Physical Education, Sports, and Health subjects is fulfilled. The suggestion given is that there is a need for improvement and improvement in facilities and infrastructure, fulfillment of standards stipulated in regulations, use of appropriate learning methods and techniques, and increasing student involvement in sports activities to improve the quality of learning Physical Education, Sports, and Health in Elementary Schools in the Kapanewon Patuk Regional Office of Education, Gunungkidul Regency. In addition, special improvements need to be made to improve students' learning achievements in sports that are still poor through additional training or intensive activities.

KEYWORDS: Evaluation, Learning, Physical education, sport and health, Elementary school, Gunungkidul Regency

INTRODUCTION

Physical education, sport and health is one of the important components of education in Indonesia (Suherman et al., 2019); (Wibowo, 2019); (Adi & Fathoni, 2019). At the elementary school level, learning physical education, sports and health must be done well so that students can grow and develop optimally. The development of children's motor skills in childhood can improve physical health and influence future long-term health outcomes (Cattuzzo et al., 2016). One of the important factors that influence the success of learning physical education, sports and health is facilities and infrastructure. Lack of support and resources is a barrier to physical activity promotion (Hills et al., 2015). Facilities and infrastructure have a significant influence on student learning outcomes (Puspitarini & Hanif, 2019). And there is an influence between the quality of facilities and infrastructure on student interest in learning (Eze et al., 2018).

The needs of existing facilities and infrastructure must adjust the education curriculum and standard guidelines used. The standard guidelines for facilities and infrastructure for learning physical education, sports and health are regulated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007. Procurement and use of facilities and infrastructure in schools requires a process, which starts from planning, procurement and arrangement, use and elimination. In the context of the Patuk Sub-district Education Office, Gunungkidul Regency, the evaluation of Physical Education, Sports and Health facilities and infrastructure in elementary schools needs to be carried out to determine the extent to which the standards that have been set are met. By evaluating the facilities and infrastructure, the existing shortcomings and strengths can be identified and recommendations can be made to improve the quality of physical education, sports and health learning in primary schools.

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The evaluation program of physical education, sport and health facilities and infrastructure in elementary schools in the Patuk Sub-District Education Office, Gunungkidul Regency aims to evaluate the extent to which the standards of physical education, sport and health facilities and infrastructure set by the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007 concerning Facilities and Infrastructure Standards for Elementary Schools/Madrasah Ibtidaiyah, Junior High Schools/Madrasah Tsanawiyah, and Senior High Schools/Madrasah Aliyah are met by elementary schools in the region. The evaluation in this study used the CIPP (Context, Input, Process, and Product) model. Evaluation of the context in the form of the elementary school environment and the surrounding community and the condition of existing facilities and infrastructure. Input evaluation in the form of Physical Education, Sports, and Health facilities and infrastructure available at elementary schools. Evaluation of the process of Physical Education, Sports, and Health in elementary schools in the form of learning methods, teacher competence, and student involvement in learning, and evaluation of the products that have been achieved from the learning. Based on the results of the evaluation, recommendations will be made to improve the quality of physical education, sports and health learning in elementary schools.

This study aims to (1) Evaluate the availability of physical education facilities and infrastructure for sports and health in elementary schools in accordance with the standards set by the government. (2) Assessing the adequacy and quality of facilities and infrastructure available to support physical learning activities of sports and health in elementary schools. (3) Analyze the effectiveness of the use of physical education facilities and infrastructure for sports and health in elementary schools in improving the quality of learning and student achievement. (4) Provide recommendations and suggestions for the improvement and development of physical education, sport and health facilities and infrastructure in elementary schools in accordance with current needs and challenges.

METHODS

The method in this study is a program evaluation conducted using the CIPP (Context, Input, Process, and Product) model. (Umam & Saripah, 2018); (Darma, 2019). This research was conducted in 24 elementary schools in the Korwil Bidang Pendidikan of Patuk Sub-district, Gunungkidul Regency, Yogyakarta Special Region. Criteria for evaluating physical education facilities and infrastructure in elementary schools in the Korwil of Patuk Sub-district Education in Table 1.

Table 1. Evaluation Criteria

Factors	Indicators	Data Sources
Contecxt	Condition of facilities and infrastructure	Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007
Input	Suitability of facilities and infrastructure	Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007
Process	Implementation of Learning	Ministry of Education and Culture Regulation 2016 number 22 on process standards
Product	Student learning achievement	School Criteria

RESULTS

Context Evaluation

The Patuk sub-district education office in Gunungkidul district is located in a mountainous area that has different characteristics from lowland areas. The majority of the population in this area earn a living as farmers or workers in the tourism sector. There are several natural and historical tourist attractions that are quite popular among local and international tourists such as beaches, caves, and historical sites. The evaluation of Physical Education, Sport and Health facilities and infrastructure in primary schools in this region will provide an overview of how good the sports and health facilities are in primary schools and how well they are used by students. It will also provide an overview of the availability of resources and support needed to improve the quality of physical and health education in primary schools in the region.

The Patuk Sub-district Education Office in Gunungkidul Regency has 24 primary schools, consisting of 22 public primary schools and 2 private primary schools. The total number of students enrolled in the 24 elementary schools is 2,391, while the number of teachers is 182. Overall the data can be explained that of the 23 components of facilities and infrastructure contained in the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of the Year if grouped into 3 (three) types of sports, namely game sports, gymnastics and athletics then categorized as follows:

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Table 2. Context Aspect

No.	Type of Sports	Value Interval	Description	Average
1	The game	49%	Good Enough	35%
2	Gymnastics	31%	Less Good	
3	Athletics	26%	Less Good	
Description				Less Good

Based on the Regulation of the Minister of National Education of the Republic of Indonesia No. 24, the interval value for game sports is 49%, which falls into the fair category, while the interval values for gymnastics and athletics are 31% and 26%, respectively, which fall into the poor category. On average, the overall interval value for the three sports is 35%, which also falls into the unfavorable category. Therefore, the context aspect in this study can be categorized as less good.

Input Evaluation

Evaluation of the input aspect in the form of the availability of Physical Education, Sports, and Health facilities and infrastructure available in elementary schools in the Education Korwil of Patuk District, Gunungkidul Regency which refers to the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007. It is known that data from 24 BASIC SCHOOLS that meet the completeness standards of volleyball are 3 (13%), soccer ball 3 (13%), basketball 1 (4%), volleyball court 15 (63%), soccer field 8 (33%), basketball court (8%), mattress 21 (88%), jumping chest 2 (8%), jump rope 6 (25%), hoop 5 (21%), 9 (38%) plastic balls, 8 (33%) sticks, 5 (21%) stick bars, 2 (8%) wristbands, 2 (8%) gymnastics buildings, 8 (33%) javelins, 8 (33%) discs, 10 (42%) bullets, 13 (54%) relay sticks, 4 (17%) javelin fields, 3 (13%) discus fields, 3 (13%) bullet fields, 2 (8%) running tracks. It is concluded that on average, the fulfillment of the standardization of Physical Education, Sports, and Health Facilities and Infrastructure in Primary Schools in the Patuk District Education Office, Gunungkidul, which refers to the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007 is included in the "not good" category.

Process Evaluation

Process evaluation in this study is to evaluate the process of implementing Physical Education, Sports, and Health learning in elementary schools in the Patuk Regional Office of Gunungkidul Regency. The data results were obtained through a questionnaire sheet related to Physical Education, Sports, and Health learning which includes teaching methods and implementation of Physical Education, Sports, and Health Learning. From a total of 16 questions given to 24 Physical Education, Sports, and Health teachers in elementary schools in the Regional Office of Education, Patuk District, Gunungkidul Regency, it is known that the total score of the percentage value obtained is 67%. It is concluded that on average, the aspects of the learning implementation process of Physical Education, Sports, and Health in Primary Schools in the Regional Office of Education in Patuk District, Gunungkidul Regency are included in the "good" category.

Product Evaluation

The product aspect in this study is the learning value of Physical Education, Sports, and Health subjects that have been achieved by students. One of the indicators of Physical Education, Sports, and Health learning can be said to be successful if the achievement of students' learning achievements has met the minimum passing criteria that have been set. the passing criteria for Physical Education, Sports, and Health subjects in elementary schools in the Education Korwil of Patuk District, Gunungkidul is 70 for all elementary schools. The results of the product evaluation show that the average daily report card assessment for the odd semester for Physical Education, Sports, and Health subjects in students is known to have an average value of 75. From the results of product evaluations that have been carried out at 24 elementary schools in the Korwil Bidang Pendidikan Patuk District, Gunungkidul in the implementation of Physical Education, Sports, and Health learning that has been carried out is included in the good category.

DISCUSSION

Context Evaluation

Based on the research data, the condition of Physical Education, Sports, and Health facilities and infrastructure in elementary schools in the Patuk Sub-District Education Office, Gunungkidul can be categorized as poor. This can be seen from the interval value for the type of game sport which is included in the good enough category, while the interval value for gymnastics and athletics is 31% and 26% respectively which are included in the less good category. If calculated on average, the overall interval value of the three types of sports is 35%, which is also included in the unfavorable category. Therefore, it can be concluded that

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the context aspect in this study can be categorized as less good. Study conducted by (Mupa & Chinooneka, 2015) shows that there are several factors that contribute to students' failure in grade seven in Zimbabwe, such as inadequate preparation of learning media, limited learning resources, non-conducive learning environment, and lack of support for learning.

Physical Education, Sports, and Health facilities and infrastructure are available and used effectively to support educational activities at school, by considering needs analysis and priority scale of activities, teachers can plan physical learning in accordance with the needs of students and schools (Laar et al., 2021). To improve student achievement and school performance, one of the supporting factors is adequate infrastructure. Student achievement can be influenced by principal leadership and high or low teacher competence (Cansoy & Parlar, 2018). Teacher motivation can affect students' interest in learning through their enthusiasm in teaching that is felt by students. In this case, it is necessary to evaluate and improve the facilities and infrastructure for Physical Education, Sports, and Health in Elementary Schools in the Education Corwil of Patuk District, Gunungkidul Regency so that the interval value for gymnastics and athletics can be increased so that it can reach the good enough category. This is important to support teaching and learning activities in elementary schools so that students can get optimal learning experiences in sports.

Input Evaluation

Based on the evaluation of the input aspects in the form of the availability of Physical Education, Sports and Health facilities and infrastructure available in elementary schools in the Education Korwil of Patuk District, Gunungkidul, which refers to the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007, it can be concluded that the condition of Physical Education, Sports and Health facilities and infrastructure in elementary schools still needs attention and improvement. The existence of poor Physical Education, Sports, and Health equipment can affect students' interest and motivation in sports activities, students' sports skills and abilities, and the quality of sports education. Therefore, it is necessary to evaluate and improve the poor Physical Education, Sports and Health facilities and infrastructure to improve the quality of sports education in elementary schools in the Patuk Sub-District Education Office, Gunungkidul Regency.

Having various types of adequate physical education facilities and infrastructure will make the learning process more interesting. Conversely, if facilities and infrastructure are inadequate, student learning outcomes will be less than optimal. This opinion is in line with (Méndez-Giménez et al., 2023), which states that the availability of physical education facilities and infrastructure greatly affects the liveliness of students' movements. Therefore, the quantity and quality of physical education infrastructure in schools must be improved. From this description, it can be concluded that adequate physical education facilities and infrastructure in schools are very important to help students understand learning materials and have experience in using the physical education infrastructure that has been provided.

Process Evaluation

Based on the process evaluation in this study which evaluates the process of implementing Physical Education, Sports, and Health learning in Elementary Schools in Patuk Korwil, Gunungkidul Regency, it can be concluded that in general teachers use a variety of methods to conduct Physical Education, Sports, and Health learning in Elementary Schools, such as demonstrations and game methods that are in accordance with the characteristics of Physical Education, Sports, and Health learning which do a lot of practice in the field. Although there are several obstacles experienced by teachers, such as limited time and infrastructure, teachers feel effective in implementing Physical Education, Sports, and Health learning, learning schedules, learning goals and objectives.

Based on the results of the questionnaire given to 24 Physical Education, Sports, and Health teachers, on average, the aspects of the learning implementation process of Physical Education, Sports, and Health in elementary schools in the Patuk District Education Office, Gunungkidul are included in the "good" category. This shows that the implementation of Physical Education, Sports and Health learning in these elementary schools has been running well and effectively, although there are some obstacles that must be overcome related to the availability of inadequate facilities and infrastructure. Professional teachers must have good teaching skills, have broad insight, master the curriculum, master learning media, master technology, have a good personality and be a good role model (Jafar Saud). In terms of learning methods, the conclusion shows that the variety of learning methods used by teachers, such as demonstrations, assignments to students, games, group discussions, and projects, provide varied learning experiences for students and can help increase student motivation and involvement in learning. Physical education is able to stimulate physical and non-physical aspects concerning work ability, thinking and skills so that the improvement of the quality of strong human resources can be achieved (Croston & Hills, 2017); (Claudia, 2022); (Zach & Rosenblum, 2021).

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In addition, the conclusion also shows the active involvement of teachers in learning Physical Education, Sports and Health, which is indicated by a fixed schedule for teaching, continuity of learning every week, and providing basic exercises as well as fitness and stretching exercises. This shows that there is careful and systematic planning in the implementation of learning. The role of the teacher as a facilitator has an influence on the effectiveness of student learning. In terms of learning design, the conclusion shows that Physical Education, Sports and Health learning is designed to be fun and has clear and specific goals. Fun learning design can help increase students' motivation and engagement in learning, while clear and specific objectives can help focus students on achieving learning objectives.

Attention is paid to the health and comfort of students during the learning process. All students are given time to rest, which can help reduce fatigue and increase student comfort during the learning process. Assessment of learning outcomes is one of the important aspects in the learning process carried out by Elementary School Physical Education, Sports and Health teachers and is part of a teacher's performance. One of the teacher's performance is to evaluate and provide program feedback in learning. Evaluations conducted by teachers are used to strengthen the quality of teaching. Evaluation of the implementation of learning programs is important, this is important because it is a process of assessing the extent to which a program is implemented. (Ware et al., 2018).

Product Evaluation

From the data provided, there are two things that need to be considered, namely the condition of Physical Education, Sports, and Health facilities and infrastructure in elementary schools in the Regional Office of Education, Patuk District, Gunungkidul which are still inadequate, but on the other hand, the learning outcomes of Physical Education, Sports, and Health in these elementary schools are included in the good category by meeting the minimum completeness criteria. The analysis that can be done is that although the facilities and infrastructure for Physical Education, Sports, and Health in these elementary schools are still inadequate, the learning process of Physical Education, Sports, and Health in these elementary schools can be said to be good because teachers succeed in using various kinds of learning methods, such as demonstrations and game methods that are in accordance with the characteristics of Physical Education, Sports, and Health learning which do a lot of practice in the field. However, it should be noted that inadequate Physical Education, Sports and Health facilities and infrastructure can affect students' interest and motivation in sports activities, students' sports skills and abilities, and the quality of sports education. Therefore, it is necessary to evaluate and improve the inadequate Physical Education, Sports and Health facilities and infrastructure in order to support teaching and learning activities in elementary schools so that students can get optimal learning experiences in sports.

CONCLUSIONS

Based on the analysis that has been carried out, there are several important findings that can be taken as material for evaluation and improvement in the future: (1) Context Aspect; The condition of Physical Education, Sports, and Health facilities and infrastructure in elementary schools in the Patuk District Education Office, Gunungkidul Regency needs to be considered and improved, especially for gymnastics and athletics which are still in the poor category. By increasing the availability of adequate facilities and infrastructure, it is hoped that it can increase students' interest and motivation in sports activities and the quality of sports education. (2) Input Aspects; The condition of Physical Education, Sports, and Health facilities and infrastructure in elementary schools in the Patuk District Education Office, Gunungkidul Regency is in the poor category, so it is still very necessary to pay attention and improve in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007. This improvement needs to be done so that students can get an optimal learning experience in the field of sports. (3) Aspects of Process; In general, the process of implementing Physical Education, Sports, and Health learning in elementary schools in the Education Corwil of Patuk District, Gunungkidul Regency has been running well and effectively. Teachers use a variety of learning methods and techniques that are in accordance with the characteristics of Physical Education, Sports, and Health learning, although there are several obstacles such as limited time and infrastructure that must be overcome. (4) Product Aspect; The results of the product evaluation show that the learning of Physical Education, Sports, and Health in elementary schools in the Education Korwil of Patuk Sub-district, Gunungkidul Regency is included in the good category. However, there are differences in interval values for types of sports that need to be considered, so that improvements can be made to improve student learning achievement in these types of sports.

Based on the existing conclusions, it is recommended that several corrective actions can be taken in elementary schools in the Patuk District Education Office, Gunungkidul Regency, including: (1) Improving the condition of Physical Education, Sports, and Health facilities and infrastructure, especially for gymnastics and athletics which are still inadequate. By increasing the

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availability of adequate facilities and infrastructure, it is hoped that it can increase students' interest and motivation in sports activities and the quality of sports education. (2) Maintain the condition of Physical Education, Sports, and Health facilities and infrastructure so that they always meet the standards set out in the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007. This improvement needs to be done so that students can get an optimal learning experience in sports. (3) Ensure that Physical Education, Sports, and Health teachers use learning methods and techniques that are in accordance with the characteristics of Physical Education, Sports, and Health learning and take into account the limited time and infrastructure. In addition, student involvement in sports activities can be increased by organizing sports activities that are more varied and interesting for students. (4) Improvements can be made to improve the achievement of student learning achievements in the types of sports whose interval values are still not good. One way that can be done is to provide additional training or hold more intensive activities in that type of sport.

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