

Evaluation of the Implementation of Physical Education, Sports, and Health Learning in Public Elementary Schools (SDN) throughout Kapanewon Seyegan Sleman

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ABSTRACT: This study aims to evaluate the implementation of Physical Education, Sports, and Health (PJOK) learning programs in public elementary schools across Kapanewon Seyegan, Sleman Regency. The evaluation employed the CIPP (Context, Input, Process, Product) model developed by Stufflebeam to obtain a comprehensive overview of the effectiveness, efficiency, and relevance of the PJOK learning program. This research used an evaluative design with a mixed-methods approach, combining qualitative and quantitative techniques. The subjects consisted of school principals and PJOK teachers from 21 public elementary schools, involving a total of 42 respondents. Data were collected through questionnaires, interviews, observations, and documentation. The results revealed that: (1) the Context component was in the “good” category, indicating that learning objectives align with students’ needs; (2) the Input component was also in the “good” category, showing that competent teachers are available although facilities remain unequal; (3) the Process component was rated “fair,” suggesting that teaching implementation follows the curriculum but still requires improvement in method variety and engagement; and (4) the Product component was in the “good” category, meaning learning outcomes have met basic competency standards. Overall, the PJOK learning implementation in public elementary schools across Seyegan is effective, yet needs reinforcement in facilities and teaching innovation.

KEYWORDS: Learning evaluation, CIPP model, physical education, elementary school, Seyegan.

I. INTRODUCTION

Education plays a crucial role in human life, as it serves as a medium for shaping character, personality, and social awareness. According to the Indonesian National Education System Law No. 20 of 2003 Article 1 Paragraph 1, education is a conscious and planned effort to create learning environments and learning processes that enable students to actively develop their potential. Through education, students are expected to develop spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state. In Indonesia, education encompasses all learning activities that take place in both formal and non-formal settings, and one of its essential components at the elementary school level is Physical, Sports, and Health Education. Physical, Sports, and Health Education is a school subject that uses physical activity and bodily movement as a medium to support students’ overall development. The implementation of physical education in schools aims to improve the quality of learning by developing motor abilities, physical fitness, knowledge, healthy and active lifestyles, emotional regulation, and a sense of sportsmanship. However, PJOK is often implemented suboptimally and does not always receive adequate attention, even though it has a strategic role in shaping a young generation that is skilled, knowledgeable, and capable of contributing to a better quality of life. As a compulsory subject in elementary schools, PJOK is expected to help students develop their potential, particularly in mastering basic skills in various sports, so its learning process must be designed in accordance with students’ conditions and individual needs.

Physical education also plays a strategic role in promoting healthy lifestyles, social skills, and physical–mental balance in children. With appropriate guidance, PJOK can help students make positive use of their leisure time, build habits of regular physical activity, and improve both physical and mental health. Physical activity forms the core of PJOK learning and is closely linked to psychomotor, affective, and cognitive domains that support one another. Another unique aspect of PJOK lies in its contribution to

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physical fitness, motor skills, and students' understanding of movement principles and their application in physical activities; active participation in PJOK is therefore associated with higher levels of fitness and more optimal achievement of learning objectives. In practice, however, the implementation of PJOK in several public elementary schools in Kapanewon Seyegan still faces various challenges. Preliminary observations conducted in April at SD Negeri Margoagung 1 revealed that learning remains largely oriented toward numerical assessment, while exploratory game-based activities are not yet fully developed, limiting students' opportunities to express their movements. Differences in facilities between schools also pose difficulties; some schools lack adequate equipment and infrastructure, so certain learning materials cannot be practiced and are instead delivered only theoretically. Similar information was conveyed by a senior PJOK teacher, who explained that many teachers still struggle to implement PJOK effectively and do not fully understand the conceptual differences between physical education and sport, resulting in learning approaches that are not aligned with students' characteristics.

To achieve the intended educational goals, the role of teachers as the frontline of educational practice is extremely important. Teachers are not only transmitters of knowledge but also facilitators who help students attain learning objectives through appropriate approaches and methods. Effective interaction between teachers and students is essential for optimizing students' potential and fostering sustained learning motivation. Teachers are also responsible for creating a conducive learning environment so that character formation can occur in a holistic and balanced manner. Consequently, PJOK learning should be adjusted to students' abilities, implemented systematically, and directed toward efficient and effective physical development, supported by teachers' professional competence and adequate facilities. Educational management becomes a fundamental element in ensuring that such learning processes run effectively. Without sound management, educational goals will be difficult to achieve in an optimal, efficient, and meaningful way. Educational institutions therefore require governance that is systematic and effective, enabling the efficient use of resources in terms of time, personnel, and cost. Within this framework, comprehensive evaluation is necessary to determine the extent to which learning objectives have been met and to identify aspects that need improvement. Evaluation serves not only to measure program effectiveness but also to provide feedback for decision-makers and to enhance the quality of policies and programs. One of the evaluation models widely used in education is the Context, Input, Process, Product (CIPP) model developed by Stufflebeam. The CIPP model is a decision-oriented and improvement-focused framework that provides information relevant for stakeholders at each stage of a program's life cycle. Context evaluation identifies needs, problems, and opportunities to formulate appropriate objectives; input evaluation examines available resources and program plans; process evaluation monitors the implementation of activities and factors that influence them; and product evaluation assesses expected and unexpected outcomes to judge overall program effectiveness. By examining these four dimensions, the CIPP model helps describe the strengths and weaknesses of a program and functions both as an accountability instrument and a tool for continuous improvement.

In line with these considerations, this study employs the CIPP evaluation model to assess the implementation of PJOK learning in public elementary schools across Kapanewon Seyegan, Sleman. Context evaluation is used to identify needs, problems, and opportunities related to PJOK learning objectives. Input evaluation focuses on the availability of resources and the planning of PJOK programs. Process evaluation examines how PJOK learning is implemented and what factors support or hinder it. Product evaluation identifies both intended and unintended outcomes to determine the overall effectiveness of PJOK learning programs. Based on the aforementioned issues and preliminary findings, this research is conducted under the title "Evaluation of the Implementation of Physical, Sports, and Health Education Learning in Public Elementary Schools in Kapanewon Seyegan, Sleman."

II. METHOD

This research is classified as evaluative research, which is a design and procedure used to systematically collect and analyze data in order to assess the value, effectiveness, or benefits of a particular practice, in this context being educational practice. The main focus of this evaluative research is to evaluate the implementation of Physical Education, Sports, and Health (PJOK) learning in public elementary schools (SDN) in Seyegan District. This study uses a mixed methods approach that combines quantitative and qualitative approaches. The quantitative approach is used to obtain measurable numerical data, such as the level of achievement of learning objectives and the effectiveness of program implementation. Meanwhile, the qualitative approach is used to explore more in-depth information related to perceptions, experiences, and obstacles encountered in the PJOK learning process. The evaluation model used in this study is the Context, Input, Process, Product (CIPP) model developed by Daniel L. Stufflebeam. This model was chosen because it provides a comprehensive and systematic evaluation framework, covering analysis of the context, input, process, and learning outcomes. Thus, the CIPP model allows researchers to assess the extent to which the PJOK learning program has been implemented effectively and is relevant to the expected educational objectives.

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A. Evaluation Model CIPP

The stages used are divided into four stages. First, the context stage, second, the input stage, third, the process stage, and fourth, the product stage, which is evaluated in PJOK learning at State Elementary Schools in Seyegan District. The CIPP model is considered more comprehensive than other types of evaluation (Boulmetis & Dutwin in Tokma, 2013). Aziz et al. (2018) stated that the CIPP model can be used both during (formative) and after (summative) the program. Based on this, the researchers chose the CIPP model because of its completeness in presenting information through four levels: Context, Input, Process, and Product. This study uses a mixed method (qualitative and quantitative) in presenting evaluation data. Creswell (2021: p.32) argues that combining these data provides a deeper understanding of the research problem than using only one method, known as mixing methods.

III. RESULT AND DISCUSSION

A. RESULT

The approach used in this evaluation of PJOK (Physical Education, Health, and Sports) learning implementation is the CIPP Model (Daniel Stufflebeam's) reviewed from the stages of context, input, process, and product, which means obtaining accurate and objective information and comparing what has been achieved from the evaluation of PJOK learning implementation in Public Elementary Schools in Seyegan District, Sleman, D. I. Yogyakarta with what should have been achieved based on the established standards. The dimensions that can be used as determinants of the success of the evaluation of the implementation of PJOK learning at State Elementary Schools in Seyegan District, Sleman, D. I. Yogyakarta are as follows

This study uses the CIPP (Context, Input, Process, Product) evaluation model developed by Daniel Stufflebeam to evaluate the implementation of PJOK learning in public elementary schools in Seyegan District, Sleman, Yogyakarta. The CIPP model was chosen because it provides a comprehensive assessment by comparing the actual achievements of the program against predetermined standards through four stages of evaluation: context, input, process, and product.

Table 1. Average Results of the Context of PJOK Learning Implementation in Public Elementary Schools in Seyegan District

Indicator	Physical Education teacher	Category
Physical Education Learning Philosophy	3,85	Very good
Physical Education Learning Objectives	3,84	Very good
Context Component	3,8	Very good

Based on the result of research, it shows that the PJOK learning philosophy indicator is 3.85 in the excellent category and the PJOK learning objectives are 3.84 in the excellent category. Based on these results, it shows that the Contexts evaluation of PJOK learning implementation in Public Elementary Schools in Seyegan District, Sleman, D. I. Yogyakarta is 3.8 in the excellent category.

Table 2. Average Results of the Input of PJOK Learning Implementation in Public Elementary Schools in Seyegan District

Indicator	Sport Teacher	Kepala Sekolah	Jumlah	Mean	Category
Teacher Profile	3,63	-	3,63	3,63	Very good
Learning Facilities and Infrastructure	3,61	3,63	7,24	3,62	Very good
Learner Profile	3,71	-	3,71	3,71	
Input components				3,66	Very good

Based on the table above, it shows that the teacher profile indicator is 3.63 in the excellent category, learning facilities and infrastructure is 3.62 in the excellent category, and student profile is 3.71 in the excellent category. The input for the evaluation of PJOK learning implementation in Public Elementary Schools in Seyegan District, Sleman, D. I. Yogyakarta is 3.66 in the excellent category.

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Table 3. Average Results of the Process of PJOK Learning Implementation in Public Elementary Schools in Seyegan District

Indicator	Sport Teacher	Kepala Sekolah	Jumlah	Mean	Category
RPP	3,71	3,62	7,33	3,66	Very good
Implementation of Learning	3,73	-		3,73	Very good
Process Components				3,70	Very good

Based on the table above, it shows that the RPP indicator is 3.66 in the very good category and the implementation of learning is 3.73 in the very good category. The evaluation process of the implementation of PJOK learning at State Elementary Schools in Seyegan District, Sleman, D. I. Yogyakarta is 3.7 in the very good category.

Table 4. Average Results of the Product of PJOK Learning Implementation in Public Elementary Schools in Seyegan District

Indicator	Physical Education teacher	Jumlah	Mean	Category
Physical Education Learning Philosophy	3,59	3,59	3,59	Very good
Physical Education Learning Objectives	3,62	3,59	3,62	Very good
Context Component		3,59	3,60	Very good

Based on the figure above, it shows that the learning product evaluation indicator is 3.59 in the excellent category, and the learning outcome evaluation is 3.62 in the excellent category. The evaluation of the implementation of PJOK learning in public junior high schools in Bantul Regency is 3.60 in the excellent category.

B. DISCUSSION

Evaluation is an important component in education that serves to assess learning success and measure the achievement of educational goals. Learning evaluation is a systematic process to assess the extent to which learning objectives have been achieved by gathering information about the progress and learning achievements of students, as well as the effectiveness of teachers' teaching. The results of the evaluation provide teachers with an overview of the effectiveness of the program being implemented and form the basis for designing better programs. PJOK learning is an effort by teachers to facilitate students so that they can carry out learning activities optimally. Evaluation is needed to assess the quality of the PJOK learning process and outcomes, as well as to provide information that serves as a basis for improving the quality of education.

Context evaluation aims to assess the suitability of the learning situation and ensure that the program objectives meet existing needs. The results show an excellent rating for the learning philosophy indicator (score of 3.85) and PJOK learning objectives (score of 3.84). Teachers are skilled at formulating learning objectives that cover four main aspects: physical, motor, mental, and social development.

Input evaluation assesses the quality of program inputs, including strengths, weaknesses, and strategies for achieving objectives. The results showed a score of 3.66 (excellent category) with details as follows: teacher profile (3.63), infrastructure (3.63), and student characteristics (3.71). Teachers are qualified and have participated in MGMP training and curriculum workshops. Although the facilities and infrastructure are adequate, some tools still need to be added, so teachers must adapt by modifying tools and using a variety of games.

Process evaluation assesses the quality of learning implementation, particularly teacher and student activities. The results show an excellent category with indicators of lesson plans (score of 3.71) and learning implementation (score of 3.73). However, there are still obstacles in preparing lesson plans and teaching materials, so teachers are sometimes unable to deliver the material optimally. Good classroom management and the ability of teachers to create conducive learning conditions are important factors in the success of the learning process.

Product evaluation aims to measure, interpret, and assess learning outcomes. The results of the study showed excellent achievements with indicators of learning process evaluation (3.6) and learning outcome evaluation (3.62). Learning outcome assessment serves to provide feedback to improve the quality of learning and describe the ability of students in achieving Competency Standards and Basic Competencies.

IV. CONCLUSIONS

Based on the results of the study, the evaluation of the implementation of PJOK learning in public elementary schools in Seyegan, Sleman, D.I. Yogyakarta, was overall in the excellent category. The evaluation results for each component are as follows Context: The philosophy and objectives of PJOK learning were in the excellent category, Input: Teacher profiles, student profiles, and the availability of learning facilities and infrastructure are all rated as excellent, Process: Lesson plans are rated as good, while

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the implementation of learning is rated as poor; however, the learning process as a whole is still rated as excellent, Product: The evaluation of the learning process and the evaluation of learning outcomes are both rated as excellent. These findings indicate that the quality of PJOK learning in the region has been implemented very well in almost all aspects evaluated.

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