

Evaluation of the Implementation of the Deep Learning Approach in Learning in the Subject of PJOK in Public Junior High Schools in Godean District

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ABSTRACT: This study aims to evaluate the implementation of the deep learning approach in Physical Education, Sports, and Health (PJOK) learning in public junior high schools in Godean District, based on the Countenance Stake Evaluation Model, which includes antecedents, transactions, and outcomes. The evaluation was conducted to obtain an overview of the initial conditions, implementation process, and results of the deep learning approach in PJOK learning. This research is an evaluative study with a quantitative descriptive approach using the Countenance Stake Evaluation Model. The study was conducted at SMP Negeri 1, SMP Negeri 2, and SMP Negeri 3 Godean. The subjects consisted of PJOK teachers and students using a total sampling technique. Data collection was conducted through observation, questionnaires, and documentation. Data analysis used descriptive statistics in the form of average scores and assessment categories that refer to program success criteria. The results showed that the implementation of the deep learning approach in PJOK learning achieved an overall average score of 3.18, which is categorized as good. The antecedents component received an average score of 3.35, categorized as very good, indicating that the readiness of the school, teachers, curriculum, and infrastructure supports the implementation of learning. The transactions component received an average score of 3.23, categorized as good, indicating that the learning process was interactive, participatory, and student-centered, although the variety of learning strategies still needs to be improved. The outcomes component received an average score of 2.96, categorized as good, indicating that the implementation of deep learning has had a positive impact on student learning outcomes. However, strengthening aspects of reflection on learning, authentic assessment, and habituation of learning activities are still needed to maximize the learning impact. Based on the research results, it can be concluded that the implementation of the deep learning approach in Physical Education (PJOK) learning in public junior high schools in Godean District has been implemented well. Successful implementation is supported by curriculum readiness, teacher competency, and a learning process that aligns with the characteristics of deep learning. Nevertheless, schools and teachers still need to optimize the variety of learning models, authentic assessments, and reflection activities to ensure that deep learning implementation is more effective in improving students' overall competencies.

KEYWORDS: evaluation, deep learning, PJOK, Countenance Stake, learning

INTRODUCTION

Deep learning is a phenomenal topic being discussed in today's education world. This approach offers various benefits in its application, but also presents challenges for all parties in schools during its implementation. Angga & Sari (2025) explain that this approach is not new and has long been discussed in education. Furthermore, education in this era requires an approach that can help students reflect on their learning in their daily activities. Learning today demands student-centeredness, so the focus of learning is not solely on the teacher. The teacher is a facilitator who oversees the learning process. 21st-century education demands a transformation of learning practices from merely superficial understanding to learning that encourages active engagement, critical reasoning, and reflective thinking skills among students. The deep learning approach has emerged as a pedagogical strategy with the potential to revolutionize the learning experience by emphasizing higher cognitive engagement and authentic meaning-making within the learning context (Chosya, 2025).

In recent developments, the deep learning approach is rooted in the principles of mindful, meaningful, and joyful learning, which are conceptually considered to significantly increase student motivation and participation. This is relevant to the challenges of contemporary education, where students often experience limited engagement in traditional, predominantly passive learning

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processes (Chosya, 2025). The concept of deep learning has been introduced as a new paradigm in curriculum design, emphasizing in-depth understanding, interconnectedness between concepts, and the ability to apply knowledge to real-world situations. This approach aims to ensure students not only master content but also think critically and adapt to technological advances in the modern world. Thus, a deep learning-based curriculum is seen as an essential foundation for more meaningful, contextual learning, and oriented toward developing 21st-century competencies. In physical education (PJOK) learning, the application of deep learning enables students to understand the value behind physical activity, such as teamwork, decision-making, and self-reflection on learning outcomes. Several international studies have shown that students who engage in deep learning have higher levels of learning motivation, better long-term memory, and a positive attitude toward the learning process (Trigwell et al., 2016).

The deep learning approach requires teachers to play an active role in designing learning activities that encourage students to explore, connect concepts, and build knowledge meaningfully (Mulyanto et al., 2025). In the context of Physical Education, Sports, and Health (PJOK), a student-centered learning approach is crucial because the learning process emphasizes not only knowledge mastery but also the development of motor skills, sportsmanship, and social skills. The subject of Physical Education, Sports, and Health (PJOK) has unique characteristics because it integrates cognitive, affective, and psychomotor aspects in an integrated manner. Consistent with international studies on the importance of meaningful learning in physical education, national research conducted by Ngatman (2017) also confirms that PJOK learning should not solely focus on mastering movement skills. Ngatman emphasized that effective PJOK learning integrates movement experiences with conceptual understanding, attitude development, and active student involvement in the learning process (Ngatman, 2017). Physical Education (PJOK) learning not only aims to develop motor skills but also fosters an understanding of health concepts, the values of sportsmanship, cooperation, and a positive attitude toward lifelong physical activity (Kirk, 2010). Given these characteristics, PJOK has great potential for implementing a deep learning approach in a contextual and meaningful manner.

Observations conducted by researchers at SMP Negeri 3 Godean revealed that physical education (PJOK) learning still uses conventional methods, which tend to be dominated by listening to teacher explanations. In many field practices, teachers often convey instructions, game rules, and materials verbally, while students' opportunities to explore, discuss, reflect on movement experiences, and construct their own understanding are limited. This situation results in suboptimal student engagement in PJOK learning, and learning does not fully encourage deep understanding and meaningful learning experiences. In fact, various international studies have revealed that physical education learning in schools is still often dominated by traditional, teacher-centered instructional approaches that focus solely on mastering techniques. This approach often leaves little room for reflection, conceptual understanding, and student emotional engagement in the learning process (Harvey & Jarrett, 2014). One approach relevant to these demands is deep learning. This approach focuses on conceptual understanding, developing in-depth learning meaning, and applying knowledge in real-world contexts (Purwanto et al., 2025). In deep learning, students are not only required to memorize or imitate movements, but also to understand why and how an activity is performed, and to relate it to benefits for fitness, health, and daily life. This makes physical education (PJOK) learning more meaningful and contextual.

Based on interviews and observations with teachers and students, it was found that understanding of the principles of the deep learning approach as a pedagogical approach is still uneven. Teachers tend to interpret learning procedurally and focus on delivering material and practicing movement techniques. While the elements of meaningful, reflective, and participatory learning, the main characteristics of deep learning, have not been consistently applied in the Physical Education (PJOK) learning process. Meanwhile, the deep learning approach in PJOK enables students to understand why an activity is carried out, how skills are developed, and how learning relates to everyday life. Ngatman (2019) revealed that PJOK learning practices in schools are still largely dominated by conventional, teacher-centered approaches, such as providing one-way instructions and repetitive technique drills. This approach is considered insufficient to provide students with the space for reflective thinking, understanding the meaning of physical activities, and connecting learning to the context of everyday life. As a result, students' cognitive and affective engagement in PJOK learning has not developed optimally. Studies in various countries also show that learning approaches that encourage reflection, discussion, and problem-solving in physical education can improve students' conceptual understanding and positive attitudes toward physical activity (Dyson et al., 2016).

Teachers' limited understanding of the concepts and strategies for implementing deep learning is also a significant obstacle. As a result, learning effectiveness is not fully optimal, and student responses to the application of the deep learning approach in Physical Education (PJOK) subjects cannot be fully understood and identified. This is due to the lack of consistent application of deep learning principles in the learning process, resulting in student responses, including engagement, motivation, and meaning-making, not being systematically documented and measured. However, empirical studies specifically evaluating the application of the deep learning approach in PJOK learning, especially at the junior high school level, are still relatively limited. Most physical education research focuses on specific learning models or psychomotor learning outcomes, without comprehensively evaluating

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the learning process and student responses to the approach used (Casey et al., 2017). Therefore, a comprehensive evaluation is needed to assess how the deep learning approach is implemented in PJOK learning and its impact on learning effectiveness and student responses.

Based on this description, this research focuses on evaluating the implementation of the deep learning approach on the effectiveness of learning in Physical Education (PJOK) in public junior high schools in Godean District. Godean District is one of the areas in Sleman Regency with a number of public junior high schools actively implementing PJOK activities in accordance with the national curriculum. Although the deep learning approach is conceptually believed to improve learning quality, to date, there is limited research specifically evaluating its application in PJOK learning using a comprehensive evaluation framework. Most studies focus on learning outcomes or specific learning models, without systematically examining the integration between context, learning process, and effectiveness. Furthermore, studies focusing on junior high school levels and the local context of public schools are still very limited. Therefore, evaluative research based on the Countenance Stake model is needed to obtain a comprehensive empirical picture of the application of the deep learning approach in PJOK learning. The Countenance Stake evaluation model was chosen because it can assess learning quality holistically through an analysis of antecedents (initial conditions), transactions (learning processes), and outcomes (results). Therefore, it is suitable for evaluating the implementation of a deep learning approach that emphasizes the student's learning process and experience.

The Countenance Stake evaluation was chosen because it provides a comprehensive picture of how physical education teachers teach physical education (PJOK) lessons. This evaluation model demonstrates the crucial role of the evaluator in creating unique and measurable PJOK learning objectives. This evaluation model, developed by Robert E. Stake (2017), consists of antecedents, transactions, and outcomes, the three steps in the Countenance Stake model. The Countenance Stake model emphasizes collaboration between evaluators and stakeholders and prioritizes transparency in the evaluation process by considering multiple perspectives and incorporating input from diverse stakeholders (Coryn, 2014).

MATERIALS AND METHODS

This type of evaluation research aims to evaluate the implementation of the Deep Learning approach in Physical Education (PJOK) learning in public junior high schools throughout Godean District using descriptive methods. The descriptive approach was chosen to explain the achievement of objectives based on the assessed aspects of the Deep Learning approach in PJOK learning. The approach used in this research is quantitative, meaning it allows for precise recording and analysis of research data using statistical calculations. Quantitative research upholds objectivity and uniformity. Objective data must be evident in behavior. Quantitative data consists of responses given by respondents that are visible and measurable. Therefore, this study uses quantitative research methods because it utilizes statistical analysis and data processing.

The descriptive method is a research method that aims to systematically, factually, and accurately describe the facts and characteristics of a particular population or phenomenon. Sugiyono (2019) states that descriptive research is conducted to determine the value of an independent variable without making comparisons or linking it to other variables. Meanwhile, Arikunto (2013) states that descriptive research aims to gather information about the status of an existing phenomenon, namely the condition of the phenomenon as it is at the time of the research.

This study uses the Countenance evaluation model (overall), also known as the consideration evaluation model, because it considers the program by comparing the results of program implementation with the standards set by the program (Ananda & Rafida, 2017). Therefore, this evaluation model is suitable for evaluating the implementation of the deep learning approach in Physical Education (PJOK) learning, which consists of preparation, implementation, and results. Description and judgment, each consisting of the categories of plan (intent) and observation, as well as the categories of standard and consideration, are two matrices in the countenance model. In collecting data, researchers will be guided by three stages: antecedents, transactions, and outcomes. Antecedents represent the conditions before a program is implemented. At this stage, researchers focus on conditions before the implementation of PJOK learning, such as teacher readiness to understand the application of deep learning in PJOK learning, lesson planning in the form of teaching modules, and infrastructure supporting PJOK learning (Stake, 2017).

Transactions are the implementation of a program plan that occurs during the implementation of a deep learning approach in Physical Education (PJOK) learning. The evaluation focuses on describing the processes that occur during implementation, considering their alignment with the learning plan, specifically the developed teaching modules (Stake, 2017). Outcomes are the conditions resulting from the implementation of a program, along with the results obtained from the program. This evaluation stage describes the results of the teacher's application of the deep learning approach in students' PJOK learning. Outcome evaluation also describes the learning comprehensively and then assesses it based on standards (Stake, 2017).

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Table 1. Instrument Grid

Stage	Aspect	Indicator	Technique	Data source
<i>Antecedents</i>	Learning Preparation	Characteristics of Learning Plan Documents	Document Review	Teacher
		Contents of the Learning Plan Document	Document Review	Teacher
		Learning strategies	Questionnaire & Document Review	Learners & Teacher
		Learning Steps	Questionnaire	Learners & Teacher
			Document Review	Teacher
<i>Transactions</i>	Implementation of Learning	Implementation of Interactive Learning	Questionnaire & Observation	Learners & Teacher
		Implementation of Inspirational Learning	Questionnaire & Observation	Learners
		Implementation of Fun Learning	Questionnaire & Observation	Learners
		Implementation of Challenging Learning	Observation	Learners
		Implementation of Participatory Learning	Observation	Learners
		Implementation of Learning Assessment	Questionnaire	Learners & Teacher
<i>Outcomes</i>	Student Learning Outcomes	Student assessment results for mastery of knowledge, perspectives and skills	Document Review	Teacher
	Constraint	Obstacles to Implementing the Deep Learning Approach to Physical Education Learning	Questionnaire	Learners & Teacher

RESULTS

This chapter presents research findings related to the evaluation of the implementation of the deep learning approach in physical education and health instructional interactions at public junior high schools in Godean District. A quantitative approach was applied in this study to provide comprehensive, valid, and measurable descriptive data regarding the achievement of each evaluation indicator studied. The evaluation framework used is based on Stake's (1967) Countenance Model. This model divides the analysis into three main dimensions: antecedents (prerequisites), transactions (implementation process), and outcomes (impact or final results). Through this model, researchers sharply confronted data between ideal plans (intents) and objective realities in schools (observations). The main advantage of the Countenance model is its ability to analyze the program comprehensively and structuredly (Stake, 1967). The evaluation is not solely oriented toward final outcomes but also examines the entire series of processes underlying and accompanying the program, resulting in more comprehensive and meaningful conclusions (Wirawan, 2012). The success of the evaluation is described as follows.

A. Analysis of Questionnaire Data Results

Quantitative data collection was conducted by distributing questionnaires to physical education teachers and students at public junior high schools in Godean District. The collected data was then processed using a Likert scale ranging from 1 to 4 and then converted into predetermined quality categories. A summary of the evaluation results regarding the implementation of the deep learning approach in physical education subjects in the region is presented below:

Table 2. Descriptive Statistics of Pretest and Posttest

No	Evaluation Aspects	Score	Criteria
1.	antecedents	3.35	Very Good
2.	transactions	3.23	Good
3.	outcomes	2.96	Good
Countenance Stake Evaluation		3.18	Good

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Based on the achievement data in Table 5, the overall evaluation results indicate that the implementation of the deep learning approach in Physical Education (PJOK) subjects in public junior high schools throughout Godean District has been successful, as evidenced by an average score of 3.18. The high score in the antecedents component (3.35 / Very Good) indicates that the target schools have ideal initial readiness, both in terms of teacher initial competency, student motivation, and the availability of sports facilities and infrastructure. This mature initial condition has a positive impact on the transactions phase (3.23 / Good), where the PJOK learning process in the field encourages students to think critically and engage actively in depth, rather than simply performing mechanical movements or memorizing formalities (surface learning). However, the outcomes component received the lowest score, at 2.96, although still in the Good category. This highlights the importance of optimal initial readiness and the learning process in the field, requiring continuous strengthening of assessment instruments to ensure optimal learning outcomes, encompassing cognitive, psychomotor, and affective (character) aspects of students.

1. Antecedents Evaluation

Table 3. Result of Antecedents Evaluation

Indicators	PJOK Teacher	Learners	Total	Mean	Categories
Curriculum PJOK	3.48	-	3.48	3.48	Very Good
Infrastructure PJOK	3.24	3.21	6.45	3.23	Good
Teacher and Student Preparation	3.36	3.33	6.69	3.35	Very Good
Component Antecedent				3.35	Very Good

Based on the table above, the results of the analysis of the Antecedent components in the implementation of the deep learning approach in Physical Education (PJOK) subjects in public junior high schools throughout Godean District obtained an overall average score of 3.35, which is in the Very Good category. This achievement confirms that the prerequisite conditions, including the curriculum, supporting facilities, and human resource readiness, have been fully met. Strength in this initial phase serves as the main foundation that will determine the smoothness of the learning process and the quality of the final results achieved by students. This high level of system readiness is strongly supported by the PJOK curriculum indicator, which ranked highest with an average score of 3.48, categorizing it as Very Good. This assessment, viewed from the perspective of the PJOK teachers, indicates that the curriculum structure in the region is highly flexible and Responsive to innovation. An adaptive curriculum provides ample space for teachers to go beyond superficial mastery of material, but rather to deepen essential concepts and develop students' critical thinking skills through physical activity, which is the essence of the deep learning approach. Furthermore, the indicator for the availability of physical education and health facilities and infrastructure received a combined average score of 3.23, categorized as Good.

The teacher's perspective score of 3.24 and the student's score of 3.21 indicated a congruent perception of the condition of school facilities. Although this indicator is categorized as Good and deemed adequate to support learning implementation, its score is the lowest compared to other indicators. This provides valuable evidence that while the current sports facilities are sufficient to launch the program, the school still needs to conduct regular maintenance and optimize the use of teaching aids to maximize students' movement and cognitive exploration.

2. Transactions Evaluation

Table 4. Result of Transactions Evaluation

Indicators	PJOK Teacher	Learners	Total	Mean	Categories
Teaching Methods	3.17	-	3.17	3.17	Good
Learning Activities	3.11	3.27	6.38	3.19	Good
Learning Interactions	3.42	3.27	6.68	3.34	Very Good
Component Transaction				3.23	Good

The implementation or Transaction phase essentially captures what actually happens in the field when teachers and students engage in teaching and learning activities. Based on the data in Table 4, this process component received an overall average score of 3.23, which is considered good. This score demonstrates that the deep learning design, prepared from the outset, has been successfully implemented in the Physical Education (PJOK) subject in public junior high schools throughout Godean District.

The success of this learning process in the field begins with the teachers' teaching methods, with the teaching method indicator achieving a score of 3.17, considered good. This score, assessed from the perspective of the PJOK teachers, indicates that teachers in Godean District are no longer using boring, one-way lectures. Teachers have begun to creatively use methods that stimulate students' thinking, such as inviting students to solve problems in sports games or engage in group discussions. In the context of physical education in Indonesia, Lutan (2020) emphasized that modern physical education teachers must be able to transform

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their role from mere movement instructors to creative facilitators, allowing students to discover the meaning and benefits of each physical activity they undertake.

This change in teacher teaching style had a direct impact on the learning activity indicator, which received an average score of 3.19, categorized as good. Interestingly, upon closer inspection, the students' score of 3.27 was slightly higher than the teacher's score of 3.11. This is a very positive sign because it indicates that students perceived sports activities on the field as far more exciting, challenging, and engaging than their teachers had anticipated. Through these challenging activities, the essence of deep learning can be realized. As explained by Suherman (2018), ideal physical education learning should place students at the center of the activity (student-centered learning), where physical engagement and critical thinking go hand in hand. The lively classroom environment was enhanced by the learning interaction indicator, which received the highest score of 3.34, categorized as very good. This high score stemmed from the perceived cohesiveness between the teacher (3.42) and the students (3.27).

These results provide clear evidence that communication on the sports field was very healthy, relaxed, and mutually supportive. Teachers were very open to their students' opinions, while students felt free to try new movements because the learning environment felt safe. According to Siregar and Nara (2015), a humanistic and democratic climate of interaction between teachers and students in the classroom has been shown to reduce student learning anxiety, increase self-confidence, and stimulate students' internal motivation to master the material more deeply.

3. Outcomes Evaluation

Table 5. Result of Outcomes Evaluation

Indicators	PJOK Teacher	Learners	Total	Mean	Categories
Learning outcomes	3.17	3.17	6.34	3.17	Good
Learning Impact	3.00	2.51	5.51	2.76	Good
Component Outcomes				2.96	Good

The outcomes component in the Countenance Stake Evaluation Model refers to the final results or tangible impact achieved after the learning program is completed. Evaluation of these outcomes is crucial for measuring the success of the deep learning approach in transforming student abilities. Through teacher and student assessments, the evaluation at this stage focuses on three main aspects: mastery of cognitive competencies (conceptual understanding), improvement in motor skills (movement), and changes in student attitudes (affective) during the Physical Education (PJOK) course. The mapping results for each of these success indicators are summarized in Table 5.

This success is clearly evident in the learning outcome indicator, which recorded an average score of 3.17, categorized as Good. Interestingly, the assessments from the perspectives of both the physical education teachers and students showed very consistent and consistent scores, both at 3.17. This shared perception demonstrates that changes in cognitive, motor, and affective competencies are clearly felt by both educators and students. In the world of physical education in Indonesia, Lutan (2020) suggests that balanced physical education learning outcomes between the domains of tactical understanding (cognitive), motor skills (psychomotor), and sportsmanship (affective) are the result of a deep learning process that successfully humanizes students on the field.

Meanwhile, the learning impact indicator received a combined average score of 2.76, categorized as Good. A closer look reveals a striking difference in scores, with the Physical Education and Health teachers' assessment at 3.00 (Good) and the students' assessment at 2.51 (Good). This difference indicates that although the long-term impacts of deep learning, such as independent exercise habits outside of school hours and the adoption of healthy lifestyles, have been assessed by teachers as being well-implemented, students still find it challenging to consistently apply these values in their daily lives. This aligns with the view of Dimiyati and Mudjiono (2015) that learning transfer, or the accompanying impact of a learning method, requires more time to crystallize into students' daily habits outside the school environment.

DISCUSSION

This study aims to evaluate the implementation of the deep learning approach in Physical Education, Sports, and Health (PJOK) learning in public junior high schools in Godean District using the Countenance Stake Evaluation Model, which consists of three main components: antecedents, transactions, and outcomes. This model provides a comprehensive overview of the initial conditions, implementation process, and results achieved, allowing the evaluation to focus not only on the final product but also on factors influencing program success (Stake, 1967). The results showed that the implementation of the deep learning approach achieved an overall average score of 3.18, categorized as good. This finding indicates that the deep learning approach has been implemented optimally in PJOK learning. This achievement demonstrates that schools are well prepared, the learning process is

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taking place according to the characteristics of deep learning, and student learning outcomes have improved, although there are still some aspects that need to be strengthened. These research results align with the concept of deep learning proposed by Fullan et al. (2018) defines in-depth learning as a learning process that positions students as active subjects in constructing knowledge through critical thinking, collaboration, creativity, communication, and problem-solving. In the context of Physical Education and Health, learning no longer emphasizes solely movement skills but also conceptual understanding, game strategies, decision-making, and character development through physical activity.

These results indicate that schools still need to strengthen learning reflection activities, authentic assessments, and the habituation of physical activity outside of class hours so that the learning impact can be more truly felt by students. Overall, the implementation of the deep learning approach in physical education (PJOK) learning in public junior high schools in Godean District has shown good results based on the Countenance Stake Evaluation Model. The high scores in the antecedents component indicate that school readiness is a key factor supporting the success of learning implementation. This readiness is followed by successful learning implementation in the transactions component, resulting in positive outcomes, although strengthening is still needed. Thus, the results of this study demonstrate that the success of deep learning implementation is influenced not only by the quality of the learning process, but also by the readiness of resources, curriculum support, teacher competence, and ongoing learning evaluation. Therefore, improving the implementation of deep learning needs to be directed at strengthening teacher competence, optimizing facilities and infrastructure, and developing an authentic evaluation system so that the learning impact can develop optimally and sustainably.

CONCLUSION

Based on the research results and discussion regarding the evaluation of the implementation of the deep learning approach in physical education instructional interactions in public junior high schools throughout Godean District using the Countenance Stake Evaluation Model, the following conclusions can be drawn. 1) The implementation of the deep learning approach in physical education instruction in public junior high schools throughout Godean District is generally categorized as good, with an average score of 3.18. These results indicate that the implementation of deep learning has been carried out in accordance with the characteristics of student-centered learning, although several aspects still require improvement for optimal implementation. 2) The antecedents component obtained an average score of 3.35, categorized as very good. These results indicate that the initial conditions for learning implementation have met the necessary prerequisites. Curriculum readiness, teacher and student readiness, and the availability of facilities and infrastructure are the main supporting factors in implementing the deep learning approach. However, the facilities and infrastructure aspect still requires improvement to support more innovative and meaningful learning. 3) The transactions component received an average score of 3.23, categorized as good. These results indicate that the learning process has accommodated the principles of deep learning through the use of active learning methods, positive interactions between teachers and students, and student engagement in the learning process. However, the variety of learning strategies and the use of learning media still need to be improved so that learning activities can optimally develop critical, creative, collaborative, and communicative thinking skills.

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