

Evaluation of The Availability of Physical Education, Sports, And Health (PJOK) Teachers and Learning Facilities and Infrastructure in Elementary Schools, Rongkop Subdistrict, Gunungkidul Regency

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ABSTRACT: This study aimed to evaluate the availability of Physical Education, Sports, and Health (PJOK) teachers as well as the learning facilities and infrastructure for PJOK in elementary schools in Rongkop District, Gunungkidul Regency. The evaluation was conducted to identify the actual condition of PJOK teacher availability, the suitability of teacher qualifications and competencies with national standards, the condition of PJOK learning facilities and infrastructure, the implementation of PJOK learning, and the achievement of learning objectives as a basis for formulating recommendations to improve the quality of PJOK learning in the research area.

This study employed an evaluative research design with a qualitative approach using the Context, Input, Process, Product (CIPP) evaluation model. The research was conducted in 21 public elementary schools in Rongkop District, Gunungkidul Regency. The research subjects consisted of school principals and PJOK teachers. Data were collected through observation, interviews, and documentation. The research instruments included observation sheets, interview guidelines, and documentation studies validated through source triangulation and technique triangulation. Data analysis was carried out qualitatively by classifying data based on the context, input, process, and product aspects, describing the actual conditions, comparing them with normative standards based on the Republic of Indonesia Law Number 11 of 2022 concerning Sports and the Regulation of the Minister of Education, Culture, Research, and Technology Number 22 of 2023, and determining the evaluation success categories.

The results showed that the availability of PJOK teachers in public elementary schools in Rongkop District was not evenly distributed. A total of 52.38% of schools already had specialized PJOK teachers with educational backgrounds in physical education, while 47.62% of schools still relied on classroom teachers to conduct PJOK learning. The availability of PJOK learning facilities and infrastructure had also not fully met the standards, particularly for athletics, gymnastics equipment, and specialized sports fields. In the process aspect, PJOK learning was still implemented according to schedule despite limitations in teachers and facilities, with facility utilization adjusted to school conditions. In the product aspect, PJOK learning had a positive impact on students' participation and activeness; however, the achievement of learning objectives had not been optimal due to limited resources. This study recommends improving the equitable distribution of PJOK teachers, fulfilling learning facilities and infrastructure according to national standards, and strengthening support from local governments and schools to improve the quality of PJOK learning in rural areas.

KEYWORDS: CIPP evaluation, elementary school, learning facilities, PJOK learning, PJOK teachers.

I. INTRODUCTION

Education is the cornerstone of human resource development because it plays a vital role in developing students' full potential—intellectually, socially, emotionally, and morally. Through education, individuals not only acquire knowledge and skills but also develop the character, attitudes, and behaviors that form the foundation of social life. One form of education that makes a significant contribution to the holistic development of human potential is Physical Education, Sports, and Health (PJOK). Physical education is introduced as early as elementary school as the initial stage for establishing healthy lifestyle habits, developing basic motor skills, and instilling character values that will influence students' development in subsequent educational levels (Tifal, 2023). Physical Education (PJOK) plays a strategic role in shaping students' character through the internalization of values such as sportsmanship, discipline, responsibility, cooperation, honesty, and democratic attitudes. In addition to focusing on improving

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motor skills and physical fitness, Physical Education instruction also aims to develop critical thinking skills, selfcontrol, and the ability to interact socially in a positive manner. At the elementary school level, PE instruction not only supports physical development but also contributes to students' mental and emotional development, as well as the formation of their moral and ethical values (Nurfiati et al., 2022).

The success of Physical Education (PJOK) instruction in elementary schools is influenced by various factors, including teacher competence, the availability of learning facilities and infrastructure, and the support of the school environment. Physical Education teachers play a crucial role as learning facilitators who not only teach motor skills but also instill character values through planned physical activities. Therefore, the presence of PE teachers with academic qualifications and professional competencies in their field is a key factor in ensuring the quality of PE instruction. Additionally, the availability of adequate learning facilities and infrastructure is crucial for the effectiveness of the learning process, as it enables students to engage in safe, varied, and meaningful learning experiences (Setiawan, 2021).

However, the ideal conditions for implementing Physical Education (PJOK) have not yet been fully achieved in various elementary schools, particularly in rural areas. Kapanewon Rongkop, Gunungkidul Regency, is one such area that is geographically dominated by rural regions and therefore faces potential limitations in educational resources, including in the implementation of Physical Education (PJOK). Based on data from 2023–2024, Rongkop Subdistrict has 24 public elementary schools, 2 private elementary schools, and 1 Madrasah Ibtidaiyah (MI), with a total of 168 elementary school teachers and 11 MI teachers (Gunungkidul Regency BPS, 2025). Although the number of teachers appears sufficient quantitatively, this does not specifically indicate an adequate number of PE teachers with a background in physical education and professional competencies in their field. Preliminary observations indicate that the distribution of physical education teachers in elementary schools in the Rongkop sub-district is uneven. Fifty-two percent of schools have physical education teachers, while the remaining 48% do not have dedicated physical education teachers. This situation suggests that nearly half of the elementary schools in the area still rely on classroom teachers to teach physical education, who may not necessarily possess professional competencies in the field. In addition, limited PE learning facilities and infrastructure remain a problem. Basic play equipment is relatively available, but facilities for athletics, gymnastics, and certain sports are still very limited. In terms of infrastructure, most schools only have schoolyards or public fields, while specialized sports fields are not yet evenly distributed. These conditions have the potential to hinder the optimal achievement of PE learning objectives.

Given these issues, a comprehensive evaluation is needed to assess the implementation of Physical Education (PJOK) instruction at Kapanewon Rongkop Elementary School. One evaluation approach that can be used is the Context, Input, Process, and Product (CIPP) model. The CIPP evaluation model allows for a thorough assessment ranging from the appropriateness of the learning context, the availability of inputs such as teachers and facilities, the learning process, to the results or impacts achieved. Through this approach, the evaluation not only focuses on the final learning outcomes but is also able to identify supporting and inhibiting factors at every stage of Physical Education and Health (PJOK) instruction. This study is unique in that it specifically evaluates the relationship between physical education teachers' competencies and the availability of facilities and infrastructure, and the implementation of physical education instruction in elementary schools in rural areas. Furthermore, this study is grounded in the normative standards established in Law of the Republic of Indonesia No. 11 of 2022 on Sports and Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 22 of 2023. The research was conducted in all public elementary schools in Kapanewon Rongkop, with the aim of providing a comprehensive overview of the actual conditions of Physical Education and Health (PJOK) implementation and generating context-specific recommendations to serve as a foundation for improving the quality of PJOK instruction in rural areas.

II. MATERIAL AND METHODS

A. Type of Research

The type of research used in this thesis is evaluative research with a qualitative approach, employing the CIPP (Context, Input, Process, Product) evaluation model. Evaluative research aims to systematically assess a program or activity in order to obtain information that can be used as a basis for decision-making and program improvement.

The CIPP model was chosen because it provides a comprehensive overview of the implementation of Physical Education, Sports, and Health (PJOK) instruction in elementary schools, ranging from the availability of educators and learning facilities (Context), the skills and suitability of resources such as teachers and learning materials (Input), the instructional process (Process), to the outcomes and impacts of PJOK instruction (Product). A qualitative approach was chosen so that the researcher could explore data in depth regarding real conditions in the field, particularly regarding the availability of teachers and PJOK learning facilities at Kapanewon Rongkop Elementary School, Gunungkidul Regency.

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B. Research Location and Time Research Location and Time

The research for this thesis was conducted at a public elementary school located in the Rongkop subdistrict, Gunungkidul Regency, Special Region of Yogyakarta. The selection of the research location was based on the geographical conditions of the area, which is predominantly rural, as well as indications of limited educational resources, particularly in the subject of Physical Education.

42 The research was conducted during the 2024/2025 academic year in the second semester of 2025, encompassing the stages of research preparation, data collection, data analysis, and the preparation of the research report.

C. Population and Sample

The following are the population and sample used in this study.

1. Study Population

The population in this study consists of all public elementary schools in Kapanewon Rongkop, Gunungkidul Regency, totaling 21 schools. This population encompasses all elements related to the implementation of Physical Education (PJOK) instruction, particularly regarding the availability and utilization of PJOK teachers as well as the facilities and infrastructure for PJOK instruction.

2. Research Sample

This study employs total sampling, a technique where the entire population is included as the sample (Putri & Nugroho, 2021). Therefore, the sample consists of all 21 public elementary schools in Rongkop Subdistrict, Gunungkidul Regency. Total sampling was chosen because the population size is relatively limited and to obtain a comprehensive and thorough picture of the implementation of Physical Education and Health (PJOK) learning based on the Context, Input, Process, and Product (CIPP) aspects in the study area. By involving all schools, the research results are expected to represent 43 real-world conditions more accurately and support the formulation of targeted recommendations.

D. Data Sources

The data sources for this thesis were obtained from two types of sources: primary data sources and secondary data sources. Primary data was collected directly from 21 public elementary schools in the Rongkop sub-district, Gunungkidul Regency. Data collection was conducted through interviews, observations, and documentation. Primary data was used to describe the actual conditions regarding the availability of physical education teachers and physical education learning facilities, as well as the implementation of the learning process in elementary schools. Secondary data was obtained from official documents and relevant regulations to serve as comparative material in the evaluation process. Secondary data includes laws and regulations related to standards for educators and educational staff, standards for educational facilities and infrastructure, as well as physical education policy documents. These regulations and documents were used as a reference to assess the alignment between on-the-ground conditions and applicable standards and provisions, ensuring that the evaluation results provide an objective and comprehensive picture.

E. Data Collection Techniques and Instruments

The data collection techniques and instruments used in this thesis include observation, interviews, and documentation. Observation was used to directly assess the availability of physical education teachers and physical education learning resources in elementary schools. In-depth interviews were conducted with school principals and physical education teachers to gather information regarding policies, implementation, and 44 challenges in physical education instruction. Documentation was used as supporting data to reinforce and verify the results of observations and interviews, particularly regarding the number of physical education teachers, teacher qualifications, and the condition of physical education learning facilities.

F. Data Validity

Data validity in this thesis was established using two triangulation techniques, namely:

1. Source triangulation

Source triangulation was conducted by comparing data obtained from various informants, such as the school principal, physical education teachers, classroom teachers, and school documents. This step aimed to ensure consistency in information regarding the availability of physical education teachers and learning resources from various perspectives.

2. Methodological triangulation

Methodological triangulation is conducted by comparing data obtained through interviews, observations, and document analysis. Data from interviews regarding the availability of PE teachers and learning resources is confirmed through direct field observations.

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The following table outlines the data validity techniques for each aspect within the CIPP model.

CIPP Aspects	Indicators	Data Collection Techniques	Data Validity Techniques
Context	Availability of teachers Physical Education	Observation	Triangulation of technique
	Availability of learning resources for Physical Education	Observation, documentation	Triangulation of techniques
Input	Teacher qualifications	Observation	Triangulation of technique
	Condition of learning resources Physical Education	Observation	Triangulation of technique
Process	Implementation of Physical Education Classes	Observation, interviews	Triangulation of sources and techniques
	Use of learning resources	Observation, interviews	Triangulation of sources and techniques
Product	udent engagement and participation	Observation, interviews	Triangulation of sources
	Impact of Physical Education	Observation, interviews	Triangulation of sources

G. Data Analysis

The data analysis used in this study was a qualitative data analysis technique based on the Context, Input, Process, Product (CIPP) model. Data analysis was conducted to assess the level of alignment between the actual conditionsof Physical Education (PJOK) instruction at SD N Kapanewon Rongkop and the applicablebnormative standards. Data were collected through observation, interviews, and documentation, then analyzed systematically based on the CIPP components using the following steps:

1. Grouping data according to the Context, Input, Process, and Product aspects;
2. Describing the actual conditions in each aspect;
3. Comparing the actual conditions with the relevant normative standards;
4. Determining the success category based on the established indicators. The normative standards used as a benchmark in this study includes the following.
 1. Law of the Republic of Indonesia Number 11 of 2022 on Sports
 2. Regulation of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia No. 22 of 2023 on Facilities and Infrastructure Standards With this approach, the analysis not only describes the factualm conditions but also assesses the level of compliance with existing national standards. The following outlines each stage using the CIPP model in this study.

1. Context Aspect

The Context aspect analysis was conducted by examining the availability of teachers and learning facilities and infrastructure within the school environment. Data was analyzed by comparing actual conditions in the field with the ideal requirements for Physical Education (PJOK) learning at the elementary school level.

2. Input Aspect

The Input aspect focuses on the availability of resources supporting PJOK learning, including the qualifications of PJOK teachers and PJOK learning facilities. The analysis was conducted by describing the actual conditions of PJOK teachers and learning facilities previously examined in the Context aspect, then comparing them with standards and PJOK learning needs. The results of the Input aspect analysis indicate the level of adequacy of the resources available to schools in supporting the implementation of PJOK learning.

3. Process Aspect

The Process Aspect aims to evaluate the implementation of PJOK learning in elementary schools. Data is obtained through direct observation of PJOK learning activities and interviews with PJOK teachers and classroom teachers. The analysis is conducted by describing the learning process that takes place, including the alignment of implementation with the schedule,

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the learning methods used, and the utilization of Physical Education learning resources. The results of the Process aspect analysis are used to determine the level of effectiveness of Physical Education instruction at the school.

4. Product Aspect

The Product aspect is conducted to assess the outcomes and impact of Physical Education instruction on students. Data was obtained through interviews with PJOK teachers and the school principal, as well as observations of student activity and participation. The analysis was conducted by describing the overall learning outcomes of PJOK, including student activity and participation in PJOK activities. The results of the Product aspect analysis were used to determine the extent to which PJOK instruction has a positive impact in line with the established learning objectives.

The assessment of each aspect was conducted qualitatively by categorizing findings into successful or less successful, based on the alignment between actual field conditions and the established success indicators. Through this approach, the analysis results are expected to provide a comprehensive overview of the strengths and weaknesses in each aspect of PJOK learning, as well as serve as a basis for formulating conclusions and recommendations for continuous improvement.

1. The “successful” category applies if the actual conditions align with or meet the established indicators.

2. The “less successful” category applies if the actual conditions do not yet meet the established indicators. The following are the success criteria for the evaluation of PJOK learning at SD Kapanewon Rongkop.

Table 2: Criteria for the Success of Physical Education Learning Evaluation at Kapanewon Rongkop Elementary School

CIPP Aspects	Focus Evaluation	Indicators of Success	Criteria for Success	Criteria Inadequate Successful
<i>Context</i>	Availability of PE teachers	Dedicated PE teachers	There are dedicated PE teachers	Classroom teachers who also teach PE
	Availability of facilities and infrastructure	Physical Education equipment and fields	Physical Education equipment is available as needed and there are fields,	Equipment is limited/incomplete and there are no fields
<i>Input</i>	Qualifications for teachers	Education Physical Education Teachers	Physical Education Teachers with a background in Physical Education (Law of the Republic of Indonesia No. 11 of 2022),	Teachers without a background in Physical Education
	Condition of facilities	Condition of learning resources Physical Education	Facilities in serviceable condition (Ministry of Education, Culture, Research, and Technology Regulation No. 22 of 2023),	Facilities damaged/unsafe
	Facilities	Playgrounds Physical Education	Suitable and safe sports fields are available (Ministry of Education, Culture, Research, and Technology Regulation No. 22 of 2023),	Playgrounds are unsuitable/not available
<i>Process</i>	Implementation	Schedule Compliance schedule	Physical Education is conducted according to schedule	Physical Education is often not conducted
	Utilization of facilities	Intensity of use	Facilities are optimally utilized	Facilities are rarely used
<i>Product</i>	Impact	Student Engagement	Active and enthusiastic students	Passive and disengaged students
	Achievements,	Objectives Physical Education	Learning objectives achieved	Objectives not yet achieved

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III. RESULTS AND DISCUSSION

A. Description of Research Findings

This study involved 21 public elementary schools as a sample selected using a saturation sampling technique, meaning the entire population was included in the study. Data were collected from respondents—comprising school principals and teachers—through observation, interviews, and documentation, all of which underwent a triangulation process to ensure data validity. The following is a description of the findings of this study.

1. Availability of Physical Education Teachers

Table 3: Percentage of Availability and Qualifications of Physical Education Teachers in Public Elementary Schools in Kapanewon Rongkop

Percentage of Physical Education Teachers Available			Percentage of Qualified Physical Education Teachers		
Category	Frequency	Percentage	Category	Frequency	Percentage
Yes, there are dedicated physical education teachers	11	52,38	Yes, PJOK graduates	11	52,38
No, PJOK is taught by classroom teachers	10	47,62	No, not PJOK graduates	10	47,62
Total	21	100		21	100

Based on the results of a study on teacher availability at public elementary schools in Kapanewon Rongkop, distribution remains uneven: 52.38% of schools already have dedicated physical education teachers, while the remaining 47.62% still rely on classroom teachers to conduct physical education instruction. This situation indicates that although some schools have met the need for specialized PE teachers, a significant proportion of schools have not yet met this need. Consequently, PE instruction in schools is still conducted by classroom teachers who may not possess specialized competencies in the field of physical education. In terms of academic qualifications, the available PE teachers have the appropriate education, background, namely as PE graduates. However, it is still found that in schools that do not yet have dedicated PJOK teachers, PJOK instruction is taught by teachers who do not have a background in physical education.

2. Availability of PJOK Facilities and Infrastructure

Table 4: Research Findings on the Availability of PJOK Facilities and Infrastructure in Public Elementary Schools in Kapanewon Rongkop

No	Type of Facility Infrastructure	Available & Suitable	%	Available Not Suitable	%	Not Available	%
1	Sports field	8	38,1	9	42,86	4	19,05
2	Soccer ball	10	47,62	7	33,33	4	19,05
3	Volley ball	9	42,86	8	38,1	4	19,05
4	Basketball	5	23,81	6	28,57	10	47,62
5	Volleyball net	7	33,33	9	42,86	5	23,81
6	Basketball hoop	4	19,05	6	28,57	11	52,38
7	Mattress	6	28,57	8	38,1	7	33,33
8	Stopwatch	7	33,33	6	28,57	8	38,1
9	Whistle	12	57,14	5	23,81	4	19,05
10	Cone	9	42,86	6	28,57	6	28,57
Total			100		100		100

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The results of the study indicate that the availability of facilities and infrastructure for physical education in Rongkop Subdistrict is generally still in the suboptimal category. The majority of respondents, including both teachers and school principals, stated that facilities and infrastructure are only partially available. This includes limitations on basic facilities such as sports fields as well as equipment such as volleyballs, soccer balls, and other sports equipment. Regarding the condition of the facilities, it was found that first, some facilities are available in usable condition; second, facilities are available but not in good condition; and third, facilities are not available at all in some schools.

Basic facilities such as soccer balls and volleyballs are relatively more available in serviceable condition, at 47.62% and 42.86%, respectively. Facilities requiring specialized equipment, such as basketball hoops and basketball courts, showed a lower availability rate, with the percentage of unavailability exceeding 47%. Additionally, learning support equipment such as whistles and cones tend to be more readily available and in suitable condition, indicating that schools are better able to meet the need for simple tools compared to primary equipment.

This indicates a limitation in certain sports support facilities that require specialized infrastructure. However, there is still a significant proportion of facilities in poor condition or unavailable. These findings are reinforced by respondents' statements noting that infrastructure limitations are the primary obstacle in implementing Physical Education (PJOK) instruction. Additionally, school budget constraints also serve as a factor affecting the inadequate fulfillment of facility needs.

B. Findings and Discussion

1. Findings

The findings in this study are the result of a synthesis of questionnaire data and interview results with teachers and school principals, thereby providing a more comprehensive picture of the conditions of Physical Education (PJOK) instruction in the field.

- a. Results of the Success Criteria for Evaluating Physical Education (PJOK) Instruction at Kapanewon Rongkop Elementary School

Table 5: Criteria for the Success of Physical Education Learning Evaluation at Elementary Schools in Kapanewon Rongkop

Aspect CIPP	Focus Evaluation	Indicators of Success	Criteria for Success	Criteria for Less Success	Research Results	Category
Context	Availability of PE teachers	Dedicated PE teachers,	There are dedicated PE teachers	Classroom teachers who also teach PE,	52.38% of schools have dedicated PE teachers the rest are still classroom teachers	Less Successful
	Availability of facilities and infrastructure	Physical Education equipmen	Physical Education equipment is available as needed and there is a field,	Equipment is limited / incomplete and there is no field	100% of schools report that facilities are only partially available	Less Successful
Input	Qualifications of teachers	Physical Education teacher training	Teachers with a background in Physical Education	Teachers without a background in Physical Education	52.38% of teachers are in their field of expertise, 47.62% are not in their field of expertise	Less Successful
	Condition of facilities,	Suitability of facilities	Facilities in serviceable condition,	Facilities damaged/unsafe	Most facilities are available but many are unsuitable,	Less Successful

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	Field Facilities Physical Education,	Suitable and safe fields are available,	Available playgrounds that are safe and suitable	Field not suitable/ not available	Only 38.10% of fields are suitable; the rest are limited or non-existent,	Less Successful
Process	Implementation	Adherence to Schedule	Physical Education is conducted according to schedule,	Physical Education is often not conducted,	Physical Education classes continue to be held in all schools,	Successful
	Utilization of facilities,	Intensity of use	Facilities are used optimally,	Facilities are rarely used	68.18% of schools utilize facilities optimally,	Fairly Successful
Product	Impact on learning,	Student engagement,	Active and enthusiastic students,	Passive and less engaged students,	Most students are active and enthusiastic in participating in Physical Education classes,	Successful
	Learning outcomes,	Physical Education objectives,	Learning objectives achieved,	Objectives not yet achieved	Learning is taking place but outcomes are not yet optimal due to limited resources and teachers	Fairly Successful

Based on the table above, it can be seen that most indicators in the Context and Input aspects fall into the “less successful” category, indicating fundamental limitations in the availability and quality of Physical Education learning resources. This is evident from the uneven distribution of Physical Education teachers, the low alignment of teacher qualifications, and limitations in facilities and infrastructure. In the Process aspect, the implementation of PJOK instruction shows good results. All schools continue to conduct instruction according to schedule, so this indicator falls into the “successful” category. Meanwhile, the utilization of facilities is in the “fairly successful” category, as most schools have utilized facilities optimally despite existing limitations. In the Product aspect, the research findings indicate that student engagement in PJOK instruction is classified as good, marked by active participation and enthusiasm during the learning process. However, learning outcomes are not yet full optimal because they are still influenced by limitations in facilities and infrastructure and the uneven availability of PJOK teachers.

b. Results of interviews with teachers and school principals at elementary schools in Kapanewon Rongkop

Table 6 Results of Teacher Interviews

No	Questions	Summary of Interview Findings	CIPP Aspects
1	Are the Physical Education facilities and equipment available sufficient?	Physical education facilities and equipment are insufficient and still limited to basic equipment	Context/Input
2	Do the available facilities affect the learning process?	Facilities greatly influence learning; limited equipment restricts the variety of learning activities	Process

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3	How is Physical Education instruction conducted at this school?	Physical Education classes continue to be held according to schedule with various adjustments made to accommodate the facility conditions.	Process
4	Do classroom teachers assist with Physical Education instruction?	In schools that do not have a Physical Education teacher, classroom teachers play an active role in assisting and even substituting for Physical Education instruction.	Context/Process
5	How engaged are students during Physical Education instruction?	Students are active and enthusiastic in participating in the lessons despite the limited facilities.	Product

Table 7: Results of Interviews with School Principals

No	Questions	Summary of Interview Findings	CIPP Aspects
1	How many physical education teachers are there at this school?	Some schools already have a dedicated physical education teacher, but there are still schools that do not have a physical education teacher, so the subject is taught by classroom teachers.	Context
2	Do the physical education teachers have the appropriate qualifications for their field?	Not all physical education teachers have a background in physical education, especially in schools that do not yet have a dedicated teacher.	Input
3	Has the physical education curriculum achieved its intended goals?	Physical Education instruction is already underway, but the achievement of learning objectives has not been optimal due to limitations in facilities and teaching staff.	Product

Based on interviews with teachers and school principals, it was found that the availability of physical education teachers at elementary schools in Kapanewon Rongkop remains uneven, with some schools still lacking dedicated physical education teachers, resulting in physical education classes being taught by homeroom teachers. In terms of qualifications, not all teachers teaching physical education have the appropriate educational background. Regarding facilities and infrastructure, teachers stated that learning facilities remain limited and do not yet meet the needs of Physical Education and Health (PJOK) instruction.

These limitations impact the learning process, as the variety of activities is restricted, although lessons are still conducted according to schedule with various adjustments. Nevertheless, student engagement in Physical Education and Health (PJOK) learning is relatively good, as evidenced by the students' activity and enthusiasm during the activities. However, overall learning outcomes remain suboptimal due to limitations in the areas of teachers and facilities and infrastructure.

Discussion

a. Contextual Aspect

The research findings indicate that the availability of Physical Education teachers at the Kapanewon Rongkop Public Elementary School is uneven. Data shows that 52.38% stated that the school already has a dedicated Physical Education teacher, while the remainder still rely on classroom teachers. This situation indicates that some schools have not met the standard requirements for Physical Education teaching staff as stipulated in national education policy. This discrepancy impacts the quality of Physical Education instruction, as classroom teachers generally lack specialized competencies in the field of physical education.

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Regarding facilities and infrastructure, 100% of respondents stated that Physical Education facilities are only partially available. This indicates that, contextually, the Physical Education learning environment in the study area does not yet fully support optimal learning implementation. This condition indicates that the initial learning environment (context) for PJOK does not yet fully support an ideal learning process. This aligns with research stating that the availability of facilities and educators is a key factor in determining the quality of physical education instruction (Pratama et al., 2022). Additionally, limited facilities can also hinder the implementation of varied and effective learning (Suryadi & Wibowo, 2023). Thus, weaknesses in the Context aspect serve as the foundation influencing subsequent aspects within the CIPP evaluation model.

b. Input Aspect

Regarding the Input aspect, the study indicates that only 52.38% of teachers possess qualifications in Physical Education (PJOK), while the remaining 47.62% do not meet the requirements for the field of physical education. This suggests that, in terms of human resource quality, PJOK instruction is not yet fully supported by professional staff. In terms of facilities, the conditions found vary: simple facilities such as whistles are available in adequate condition at 57.14%; primary facilities such as fields are only 38.10% in adequate condition; and complex facilities such as basketball hoops are 52.38% unavailable. This situation indicates that the more complex the facilities required, the lower their availability. These results are supported by The study by Rahman et al. states that the limited availability of sports facilities in elementary schools correlates with the low quality of students' motor skills instruction. Furthermore, the study by Hidayat & Nugraha confirms that the alignment of teachers' qualifications with their subject areas has a significant impact on the effectiveness of Physical Education and Health (PJOK) instruction. This finding aligns with research indicating that teacher competence has a significant influence on the quality of Physical Education (PJOK) instruction (Hidayat & Nugraha, 2024). Furthermore, the availability and adequacy of facilities also play a crucial role in supporting instructional effectiveness (Utami et al., 2022). Thus, the Input aspect in this study falls into the "less successful" category due to the low alignment of teacher qualifications and the inadequate condition of facilities and infrastructure.

c. Process Aspect

Regarding the process aspect, the research findings indicate that Physical Education instruction continues to be conducted in all schools, despite resource constraints. Interview results show that teachers continue to conduct instruction by making various adjustments to address facility limitations, such as modifying learning tools or utilizing available alternative media. This demonstrates the teachers' creative efforts to maintain the continuity of the Physical Education and Health (PJOK) learning process despite limited facilities. However, the effectiveness of instruction has not been maximized, particularly in schools without specialized PJOK teachers. A total of 68.18% of schools have utilized facilities optimally, while the remainder remain limited. This finding aligns with research stating that the effectiveness of PE, Sports, and Health (PJOK) instruction is not solely determined by the availability of resources, but also by teachers' ability to manage instruction creatively and adaptively (Kurniawan & Setiawan, 2023). Thus, despite limitations in the Context and Input aspects, the learning process can still proceed effectively.

d. Product Aspect (Outcomes and Impact)

The Product aspect in this study aims to assess the outcomes and impact of Physical Education, Sports, and Health (PJOK) instruction on students at Kapanewon Rongkop Elementary School, Gunungkidul Regency. The assessment focuses on two main indicators: student engagement and achievement of PJOK learning objectives. Based on the results of observations and interviews, it was found that the majority of students demonstrated a good level of activity and participation in the PJOK learning process. This was evident from the students' enthusiasm, engagement in physical activities, and participation in group activities during the learning process. Based on these findings, the student activity indicator in this study can be categorized as successful. This finding aligns with research stating that Physical Education naturally encourages active student engagement due to its characteristics rooted in physical activity and direct interaction (Putri et al., 2021). Additionally, student engagement in Physical Education is also influenced by the teacher's strategies in creating an engaging and enjoyable learning environment (Kurniawan & Setiawan, 2023). Nevertheless, limitations in facilities and infrastructure prevent all students from being fully engaged simultaneously. This aligns with research showing that facility limitations can reduce the intensity of student participation in physical education (Rahman et al., 2021). Regarding the indicators of learning objective achievement, the research results indicate that physical education instruction has had a positive impact on students, particularly in increasing physical activity and student engagement. However, learning outcomes have not yet been fully optimized. This situation is influenced by several factors, including limited facilities and the uneven availability of qualified physical education teachers. Previous research indicates that the availability of facilities and teacher competencies have a significant influence on the success of PJOK instruction (Hidayat & Nugraha, 2024; Pratama et al., 2022). Additionally, limited facilities also restrict the variety of learning activities that can be conducted, resulting in students'

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motor skills not developing optimally. This is supported by research stating that an adequate learning environment and facilities play a crucial role in achieving learning outcomes in physical education (Utami et al., 2022; Saputra & Lestari, 2024). Nevertheless, physical education instruction still provides fundamental benefits for students, such as increased physical activity, the development of a sportsmanlike attitude, and social interaction. Therefore, the achievement of learning objectives in this study is categorized as moderately successful, as the learning objectives have been partially achieved but not yet optimally. Outcomes in the Product aspect are inextricably linked to conditions in the Context and Input aspects. Limitations in the availability of physical education teachers, teacher qualifications, and learning facilities and infrastructure have been shown to affect the quality of learning outcomes. This is consistent with the CIPP evaluation model, which states that the quality of outcomes (Product) is a consequence of the initial conditions (Context), the availability resources (Input), and the implementation of learning (Process). Research shows that inconsistencies in the Input aspect will result in suboptimal learning outcomes (Pratama et al., 2022). However, success in the Process aspect—namely, the continued routine implementation of PJOK instruction—serves as a supporting factor in ensuring learning outcomes are still achieved despite limited conditions. This indicates that Physical Education and Health (PJOK) instruction at Kapanewon Rongkop Elementary School is adaptive, where resource limitations do not entirely hinder instructional implementation but still influence the quality of outcomes achieved.

c. Research Limitations

This study was conducted systematically in accordance with the procedures of evaluative research using the CIPP model. However, there are several limitations that need to be considered when interpreting the research results, namely as follows.

1. Limitations of the research area

This study was only conducted at public elementary schools in Kapanewon Rongkop, Gunungkidul Regency; therefore, the results of this study may not necessarily be generalized to other areas with different geographical conditions and characteristics.

2. Limitations of data subjectivity

Data obtained through questionnaires and interviews are highly dependent on respondents' perceptions and honesty, so there is a possibility of subjective bias in the presentation of information.

3. Limitations of field observations

The observations were limited to specific times and conditions, so they cannot fully depict the variations in the implementation of Physical Education (PJOK) across all schools.

4. Limitations of facilities and documentation

Not all schools have complete and standardized documentation of facilities and infrastructure, so the researcher relied on a combination of observations and interviews to obtain the necessary data.

These limitations do not diminish the substance of the research findings, but they should be taken into account when interpreting the findings and serve as a basis for future research to conduct more comprehensive development

IV. CONCLUSIONS

Based on the results of a study evaluating the availability of Physical Education, Sports, and Health (PJOK) teachers as well as learning facilities and infrastructure at public elementary schools in Kapanewon Rongkop, Gunungkidul Regency, using the CIPP evaluation model (Context, Input, Process, Product), the following conclusions were drawn:

- 1.** The Context aspect indicates that the availability of PSE teachers and learning facilities and infrastructure remains in the “less successful” category. Some schools do not yet have dedicated PSE teachers, so instruction is still handled by classroom teachers. Additionally, PSE learning facilities and infrastructure in most schools remain limited and do not yet fully meet learning needs in an optimal manner. These conditions indicate that the initial learning environment support for PE is not yet fully adequate.
- 2.** The Input aspect indicates that the quality of learning support resources for PE is still not optimal. This is evident from the fact that there are still teachers teaching PE who do not have a background in PE education. Furthermore, the condition of learning facilities and infrastructure largely does not meet acceptability standards, including a lack of suitable and safe sports fields. These conditions limit the variety and effectiveness of PJOK instruction.
- 3.** The Process aspect indicates that the implementation of PJOK instruction across all public elementary schools in Kapanewon Rongkop continues to proceed according to the scheduled timetable. Teachers continue to conduct instruction despite facing facility and infrastructure limitations by making various adjustments and utilizing available resources. This demonstrates adaptive efforts by the school and teachers to ensure the continuity of Physical Education instruction. Therefore the

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instructional process aspect can be categorized as successful, although the utilization of resources remains in the “moderately successful” category.

4. The Product aspect indicates that Physical Education and Health (PJOK) instruction has a positive impact on student engagement and participation. The majority of students demonstrate enthusiasm and active involvement throughout the learning process. However, the achievement of PJOK learning objectives has not yet been fully optimized because it is still influenced by limitations in PJOK teachers and learning facilities and infrastructure. Consequently, the outcomes of PJOK instruction fall into the moderately successful category.
5. Overall, the evaluation results indicate that Physical Education (PJOK) instruction at Kapanewon Rongkop Public Elementary School has been implemented effectively in terms of the instructional process (process), but still faces various limitations in the context and input aspects. These limitations have an impact on the suboptimal learning outcomes (product). Nevertheless, the school and teachers continue to demonstrate adaptability in conducting so that the learning process continues and students remain actively engaged in learning activities.
6. The results of this study indicate that the success of Physical Education and Health (PJOK) instruction is not determined solely by the implementation of instruction, but is also significantly influenced by the availability of qualified teachers, as well as adequate support in terms of facilities and infrastructure. Therefore, improvements are needed in the aspect of educational resources, both through the provision of PJOK teachers and the development of learning facilities and infrastructure, to support the optimal achievement of PJOK learning objectives in accordance with national education standards.

Suggestion

Based on the results of a study evaluating the availability of Physical Education, Sports, and Health (PJOK) teachers as well as learning facilities and infrastructure at Kapanewon Rongkop Public Elementary School, Gunungkidul Regency, the following recommendations are provided.

1. The school is expected to optimize the management of available PJOK facilities and infrastructure through routine maintenance, inventory tracking, and the effective utilization of facilities in the learning process. The school also needs to support the development of teacher competencies, both for PJOK teachers and classroom teachers involved in PJOK instruction. Additionally, the school is expected to enhance coordination between the principal and teachers in planning more varied PJOK lessons that adapt to the available facilities, ensuring that learning objectives are still achieved optimally.
2. Both PE teachers and classroom teachers responsible for PE instruction are expected to continuously enhance their creativity and adaptability in conducting instruction, particularly in schools with limited facilities and infrastructure. Teachers are also expected to utilize the surrounding environment as an alternative learning medium and apply active, engaging, and age-appropriate teaching methods suited to the characteristics of elementary school students. Additionally, teachers need to enhance their professional competencies through professional development activities, training, and learning communities to further improve the quality of Physical Education and Health (PJOK) instruction.
3. Local governments are expected to provide more adequate policy and budgetary support for the development of Physical Education and Health (PJOK) instruction in elementary schools, particularly in rural areas with limited educational facilities. Such support may include the construction of simple sports facilities, provision of PJOK instructional materials, and improved access to qualified educators.
4. Improving the quality of Physical Education and Health (PJOK) instruction requires integrated support from the government, schools, teachers, and the community. The availability of qualified PJOK teachers and adequate facilities and infrastructure are critical factors in supporting the creation of effective, safe, and optimal PJOK instruction that achieves educational objectives.

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