

Evaluation of Physical Education Learning Program During the Covid 19 Pandemic at the Secondary Education Level

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Abstract. This research is a qualitative research that aims to identify and analyze physical education learning programs during the Covid-19 pandemic in the 2019-2020 school year. The research technique used is the interview method with data collection using interview tests, observation and documentation. The subjects in this study were MTsN 2 and SMPN 11. The results of this study are: (1). The context of the physical education learning program during the Covid-19 pandemic uses the 2013 curriculum by making lesson plans in accordance with the pandemic conditions, by adjusting indicators and learning objectives (2). Physical education learning program inputs are very good and appropriate, as evidenced by the latest education is S1, the teacher has more than 10 years of teaching experience and has participated in teacher performance training programs and teaching development training (3). Physical education learning program process is carried out online for MTsN 2 providing LMS and supporting applications in the network such as zoom, WhatsApp Group, google meet and for SMPN 11 schools using WhatsApp Group to send learning outcomes.

Key words: Evaluation; physical education; Makassar

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INTRODUCTION

Education helps humans to develop thoughts and abilities that can be filled optimally. Through education, humans can also build their knowledge which is used to improve and ensure the quality of human life. Based on observations during the covid pandemic since February 2019 education in Makassar City has experienced a shift in the number of face-to-face or meetings in schools so that according to the results of interviews between teachers, it is stated that the effectiveness of learning, especially physical education subjects. Learning during the pandemic is done online or online by using several supporting applications such as Zoom, WhatsApp Group, Google Meet and so on. As an experienced teacher, it is better to master aspects related to effective and efficient learning.

The process of implementing learning when online or face-to-face during the pandemic is not in accordance with the Learning Implementation Plan (RPP), therefore a teacher must think extra so that the material can be conveyed and understood by the students, if students do not understand or the material is not conveyed as a whole then students it will be difficult to carry out the

basic technical movements of physical education learning. Program evaluation is the first step in supervision, namely collecting the right data so that it can be continued with the provision of proper guidance. In simple terms, the program can be interpreted as an activity plan that is arranged systematically, logically, and rationally according to the needs to achieve program goals (Arifin, 2016)

Program evaluation is very important and useful especially for decision makers. Evaluation model as follows: (a) Quantitative evaluation, which includes Tyler model, Raytor and Maguire Theoretical model, Alkin systems approach model, Countenance Stoke model, CIPP model, microeconomic model, and (b) Quantitative evaluation model, which includes study model cases, Luminative models, and Responsive models (Hasan, 2009). The reason is that it is with the input of the program evaluation results that the decision makers will determine the follow-up of the program that is being or has been implemented. Determine the value of something by comparing it with criteria,

evaluators can directly compare with general criteria, can also take measurements of something being evaluated and then compare with certain criteria (Mahirah, 2017).

Evaluation of an educational program is also described as a study designed and conducted to help an audience decide and increase the value of an educational program. Almost the same understanding states that the evaluation of educational programs is a systematic study and is designed, carried out, and reported to help clients decide and / or increase the value and benefits of educational programs.

So that the evaluation results can be maximized, it is necessary to analyze the data. In evaluating educational programs, data analysis can be carried out using the CIPP method. CIPP is an evaluation model that uses a management-oriented evaluation approach or is referred to as a form of evaluation in program management. The CIPP model rests on the view that the most important goal of program evaluation is not to prove, but to improve. Therefore, this model is also categorized in an evaluation approach that is oriented towards program improvement (improvement-oriented evaluation), or a form of evaluation for development. That is, the CIPP model is applied in order to support organizational development and help the organization's leaders and staff obtain and use input systematically so that they are better able to meet important needs or, at a minimum, to do their best with existing resources.

The CIPP model has four continuous elements. First, context evaluation primarily leads to the identification of the strengths and weaknesses of the learning outcomes. Second, the evaluation of specific inputs is intended to help determine the program to make the necessary changes. Third, process evaluation basically checks the implementation of a predetermined plan. Fourth, product evaluation aims to measure, interpret, and assess the achievements of the learning program. More specifically, product evaluation aims to assess the success of the learning program.

Evaluation as research to collect, analyze, and present useful information about the object of evaluation, evaluate it and compare it with evaluation indicators and the results are used to make decisions about the object of evaluation (Wirawan, 2011:7)

These assessments of the success of the learning program or organization are collected from the people involved individually or collectively, and then analyzed. That is, the success or failure of the learning program is analyzed from various points of view. To obtain information related to the program of teaching and learning activities in schools on the subject of Physical education is the problem to be addressed, the researchers made observations in several junior high schools in Makassar including SMPN 27, SMPN 30 and SMP Nurulkam.

From the results of observations made by researchers, it turns out that the school has almost the same problem, namely the evaluation of teaching and learning activities. This study aims to identify and analyze physical education learning programs and find solutions to problems related to learning programs that are constrained during the Covid-19 pandemic. There is a need for program evaluation in solving these problems so that further studies are carried out regarding the evaluation of physical education learning programs at the junior secondary education level in the city of Makassar.

METHODS

The research design used in the research is program evaluation. The research approach uses a qualitative approach that is used to explain the description, investigate and understand the events to be studied where real data is the most important thing in this research. Qualitative research is a research method that produces descriptive data in the form of written or spoken words from people and observable behavior (Bogdan et al., 2011: 4). According to Sugiyono (2010: 8-9) Qualitative research method is a research method based on the philosophy of postpositivism which is useful for researching natural objects (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), analysis the data

are inductive or qualitative and the results of qualitative research emphasize meaning rather than generalizations. Naturalistic is the implementation of research that occurs naturally or as it is (Arikunto 2006: 12). Thus, researchers must go directly to the field to collect data. The explanation above shows several key words in qualitative research, namely: process, understanding, complexity, interaction and people.

The process of conducting research is an emphasis in qualitative research, therefore in carrying out research, researchers focus more on the process than the results. In line with this opinion, this study aims to describe the evaluation of physical education subject programs during the Covid-19 pandemic at the junior secondary education level in Makassar City in 2019/2020. the subjects of the research were the State Junior High School 11 Makassar and Madrasah Tsanawiyah Negeri 2 (MTsN 2).

RESULTS AND DISCUSSION

Based on the results of research in the field as follows:

The context of the learning program for physical education subjects during the covid-19 pandemic at SMPN 11 Makassar and MTsN 2 using the 2013 curriculum with learning indicators and learning objectives in accordance with pandemic conditions, even though it is done online but if there is material those who feel less than optimal in their delivery are given additional tasks. Learning physical education requires teachers who are competent in designing learning. A competent teacher is a teacher who has four competencies, namely pedagogical competence, personal competence, professional competence and social competence (Biesta, 2015). During the covid 19 pandemic, physical education learning at SMP Negeri 11 Makassar and MTsN 2 Makassar was designed using online teaching methods.

The learning process is packaged according to the situation and conditions of the pandemic. Judging from the physical education learning material carried out by a teaching staff, the problems that existed from teaching and learning activities during the pandemic were; there are still many teaching staff who often force students to carry out physical activities and the motion assignments given are too heavy, or not in accordance with the physical abilities of students and the infrastructure of students at home. The need for facilities and infrastructure Physical

education in learning is very much needed, so that in carrying out physical activities (practice) you must use facilities and infrastructure that are in accordance with your needs and how to control or how to use them. So that these facilities and infrastructure must exist in every physical education lesson. Facilities and infrastructure must also meet the requirements in order to create an effective sports and health physical education learning process (Herman & Riady, 2018).

2. The process of the Physical Education learning program at SMPN 11 Makassar and MTsN 2 which includes the process of implementing learning during the Covid-19 pandemic, which is as follows: a. Learning is carried out online, by providing material and then students practice by sending videos to Physical Education teachers, while MTsN Physical Education teachers conduct online and offline learning by implementing the Covid-19 health protocol when it is deemed necessary to practice directly; b. Regarding the provision of LMS (Learning Management System) conducted by SMPN 11 Makassar for MTsN 2 it does not provide LMS (Learning Management System), but uses WhatsApp Group to send learning outcomes. c. The obstacles from online learning at SMPN 11 Makassar and MTsN 2 are difficulties in accessing the internet and other obstacles, namely there are some students who have not been facilitated by using adequate communication tools (or cellphones) so that there are some students who do not do assignments. d. In this Covid-19 pandemic condition, 70% of the students were enthusiastic and actively participated in learning, while 30% of the students were not enthusiastic and did not pay attention to learning so that it affected the condition of students in participating in online learning.

3. The product of the physical education learning program at SMPN 11 Makassar said that it was not optimal in terms of student outcomes because learning during the covid-19 pandemic was carried out online and MTsN 2 which included student learning outcomes during the covid-19 pandemic.

CONCLUSION

Evaluation of the physical education learning program during the Covid 19 pandemic at the secondary education level was carried out with the aim of knowing the implementation of learning according to the expected goals. As for physical education learning during the Covid

19 pandemic at junior high schools in the city of Makassar, it did not run optimally. Based on the results of field research that SMP 11 Makassar schools carry out full online learning so that practical subjects are not carried out optimally. Learning is carried out by the LMS system, WhatsApp Group, Zoom and Google Meet. As many as 70% of students are enthusiastic and actively participate in learning while 30% of students are not enthusiastic and do not pay attention to learning so that it affects the condition of students in participating in subject learning programs.

The physical education learning program during the 2019-2020 school year pandemic has been implemented but overall it has not been effective. This is because learning is carried out fully online so that there are learning materials that are left behind, for example practical material (gymnastics and swimming). There is a need for follow-up and optimization of learning by designing learning as it should according to the needs of online learning.

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