

EVALUATION OF PHYSIC, SPORT, AND HEALTH EDUCATION PROGRAM IN SMP SANTA MARIA MONICA BEKASI USING CIPP MODEL

Zesiva Yurlita¹, Stefani² & Redemptus Pramudhianto³
Faculty of Psychology
University of Persada Indonesia YAI, Jakarta, INDONESIA

ABSTRACT

This research aimed to evaluate the implementation of physic, sport, and health education program in SMP Santa Maria Monica Bekasi. This research method used in this research was *Context, Input, Process, Product* (CIPP) evaluation model. Determination of effectiveness of learning process is reviewed from how big the level of achievement of goals determined in the beginning of learning. There are some data resources in this research. They are paper, it is the data resource from document, books, appraisal report, school files. Person, it is data resource in the form of person/individual. Personal data resource in this research were school principle, teachers, and administration staffs. The data collection technique in this research was observation, questionnaire, interviews, and document analysis. The data analysis technique used data analysis technique in qualitative descriptive. According to the research implemented, found the results that the implementation of sport education program in SMP Santa Maria Monica Bekasi was in category of really good.

Keywords: CIPP Program Evaluation, Sport Education, Junior High School.

PRELIMINARY

Sport and physic education is compulsory subjects which exist in the curriculum. According to Subandowo (2015) Education is important thing in life, every human needs education in order to expand the knowledge and life quality. Education is a conscious effort and planned to embody the study atmosphere and learning process so that students actively improve their self-potencies to have spiritual power, religion, self-improvement, personality, intelligence, good character, and skills which are needed in self, society, nation, and state (Undang-Undang Nomor 20 tahun 2003).

Gofur (1983) states that physic education is education process implemented consciously and systematically through physical exercise which aimed to improve physical skill and intelligence. Physical education is subjects aimed to students' psychomotor. Besides, physic education in school is introducing to students the important of healthy life physically, mentally, emotionally, and socially, by using physic/body motion method. According to Badan Standar Nasional Pendidikan (2016) Physic Sport and Health Education is an integral part from the whole education, physic and health education aimed to improve physical fitness, motion skill, critical thinking skill, social skill, reasoning, emotional stability, moral action, healthy life style aspect and introduction of clean environment through physical activity, sport, and health which are planned systematically in order to reach the goal of national education.

In order to implement the education goals, the implementation of physic, sport, and health education subjects in school must go well. There are some aspects influencing or improving the physic, sport and health education compliance in school. Important aspects which have to

be fulfilled, there are: Human Resources (Teachers, Students, and Society), Curriculum, Facilities and Infrastructure, and Funding.

Therefore, to measure the achievement of physic, sport, and health education in school, it needs right evaluation to get the right result which is true to reality in field. Evaluation is process determining the conditions where the result is achieved. There are some common evaluations model in society, one of them is CIPP (*Context, Input, Process, Product*) evaluation model. According to the background mentioned above, this research aimed to measure the achievement of physic, sport and health education program in SMP Santa Maria Bekasi using CIPP evaluation model.

Research Model

Research Method used in this research was evaluation research program. Evaluation program is scientific way (rational, empiric, and systematic) to get the data aiming to know the project effectivity and efficiency, policy, and program (Sugiyono, 2016). Approach used in this evaluation program is using the CIPP (*Context, Input, Process, and Product*) evaluation model that was developed by Daniel Stufflebeam. Data resource is obtained data object. Data resource in this research is things that could give information about physic, sport, and health education program in SMP Santa Maria Monica Bekasi. According to Arikunto (2017) data resource obtained from three objects: paper, place, and person. Paper is data resource comes from documents. books, appraisal report, school files. Place is data resource in the form of place that be object of observation with various behavior and actions in that place. Place used in implementing the research was SMP Santa Maria Monica Bekasi. Person is data resource in the form of human/individual. Person data resource in this research was school principle, teachers, and administration staffs.

RESULT AND DISCUSSION

The result from context evaluation in physic, sport, and health education program in SMP Santa Maria Monica Bekasi is SMP Santa Maria Monica Bekasi addressed in Jl. Karang Satria No.1, RT.005/RW.007, Duren Jaya, Kec. Bekasi Tim., Kota Bks, Jawa Barat 17111. Physical building of SMP Santa Maria Monica Bekasi has been in accordance with Peraturan Menteri Pendidikan Nasional (Permendiknas No. 22 Tahun 2016) that equipped with classroom, library, science laboratory, principle room, teachers' room, administration room, praying room, counseling room, UKS room, student organization room, toilet, warehouse, circulation room, and playing room. The evaluation result according to the input component are analyzing (1) sport education teachers, (2) state of sports facilities and infrastructure, (3) curriculum, (4) SMP Santa Maria Monica Bekasi consists of 14 classrooms with 503 students, 42 teachers, 43 subjects. (5) teaching materials. The facilities and infrastructure in SMP Santa Maria Monica according to the Permendiknas No. 24 tahun 2008 BNSP, obtained that the result is 90% so that it can be stated that the facilities and infrastructure in SMP Santa Maria Monica is in a good condition. The next is discussing the curriculum, the evaluation result implemented found that curriculum used in SMP Santa Maria Monica is using Curriculum 2013, commonly covers the subjects of" (1) Religious education, (2) Nationality education, (3) art and culture, (4) Sport education, (5) Bahasa Indonesia, (6) English language, (7) Mathematic, (4) Natural science, (5) Social science, (10) Local Content. The next is evaluating the teaching materials, according to the interview with physic, sport, and health teacher, it was found result that in using the teaching materials, beside using the material book it is also using online application as another learning resource which can be accessed by the students anytime and anywhere.

Evaluation result is in accordance with process. Evaluation process is learning activity and administration completeness of sport teacher in SMP Santa Maria Monica. For the learning activity, researcher compared the learning process to the criteria based on the Permendiknas No. 41 tahun 2007 tentang standar proses yang terdapat di Badan Standar Nasional Pendidikan (BSNP). It was found that score got in the learning process in good category. It was proven from the score in the instrument was higher than $Mi+Sdi$ or in other words it was $(135 > 80 + 16 + 136 > 96)$. While for the analysis activity in complete administration, it was found that all sport teachers had been composed the learning materials, corrected the students' work and daily test, and also made the test schedule, made the learning materials, and scoring the students.

Evaluation results are based on the product component. Product component is result from program implemented by analyzing the result document of the students which consists of daily study result, mid semester tests, final semester tests. It was found that total scores from mid semester and final semester was reach the standard of minimal completeness criteria of 70, it was 80% of students. This result found showed that sport education learning process in SMP Santa Maria Monica was effective enough if it was reviewed from students learning result.

DISCUSSION

The next result obtained by the researcher will be discussed in accordance with the steps guidelines in composing the CIPP evaluation model. Context evaluation, Process, Product (CIPP) is CIPP evaluation model in the implementation is used more by the evaluators. It is caused by this evaluation model is more comprehensive if it is compared with other evaluation model. This evaluation model is developed by Daniel Stufflebeam, dkk (2007) in Ohio State University.

Context evaluation scores the needs, problems, assets, and opportunity in order to help the decision maker composed the aims and priority, and also help other users in finding out the aims, opportunities, and results. Consisting of strength and weakness object analysis, the profile of SMP Santa Maria Monica, administration, facilities and infrastructure, curriculum, are be the evaluation context.

Input evaluation is to score the alternative approach, action plan, staff plan, and finance for the continuity program in order to get the group needs, targets, and goals set. This evaluation is useful to choose the draft, finance, source allocation, implementation, and activity schedule in the most appropriate for the program implementation. In this input evaluation, the researcher evaluation the qualification of sport education teacher in SMP Santa Maria Monica Bekasi, the availability of sport education learning facility and infrastructure support, curriculum applied, students amount in learning process, and learning materials used by teachers as support materials in learning process.

Process evaluation to score the implementation from plan set in order to help the implementations' in doing the activity will help others users to know the program performance and result prediction. In the component of evaluation process, the researcher evaluates the class management from sport education teacher when giving the materials to students and evaluate the administration from sport education teacher from action plan, scoring the students result, making test schedule, making learning materials, and scoring the students.

Product Evaluation identify and score the result achieved, expected, and unexpected in short and long period of time for the activity executors in order to focus the self in achieving the program objectives, and also for others executors in order to accumulate efforts to suit the needs. The result scored can be in the form of test scores, percentage, data observation, data diagram, sociometrist, and so on which can be traced the relation of detailed aims. Then, qualitative analysis was implemented in questioning the result. In this evaluation component, the researcher evaluates the result from result of students' learning study program consists of daily test scores, mid semester scores, and final semester scores.

CONCLUSION

According to the research result implemented by using CIPP (coentxt, input, process, product) evaluation model approach, it can be concluded that the sport education program implementation in SMP Santa Maria Monica Bekasi is in the category of Very Good.

REFERENCES

- Arikunto S. (2017) *Pengembangan Instrumen Penelitian dan Penilaian Program*. Celeban: Pustaka Pelajar.
- Gofur A. (1983) *Olahraga: Unsur Pembinaan Bangsa dan Pembangunan Negara*. Kantor Menteri Pemuda dan Olahraga. Jakarta.
- Stufflebeam DL & Shinkfield AJ. (2007) *Evaluation Theory, Models, and Application*. San Francisco: Jossey-Bass.
- Subandowo & Suryaman. (2015) *Kebijakan Pendidikan: Teori dan Praktik*. Malang. Wineka Media.
- Sugiyono. 2016. *Metode Penelitian dan Pengembangan: Research and Development*. Bandung: CV. Alfabeta