

Evaluation Of Physical Education Learning During Covid-19 At Jombang District Junior High School

Arnaz Anggoro Saputro^{1*}, Nurhasan², Abdul Rachman Syam Tuasikal³

¹ Doctoral student in sports science, Surabaya State University, Indonesia

^{2,3} Lecturer of sports science, State University of Surabaya, Indonesia

*Corresponding Author:

Email: arnazsaputro@mhs.unesa.ac.id

Abstract.

The purpose of this study was to evaluate the implementation of online physical learning at the Jombang District Public Middle School during the Covid-19 pandemic using the CIPP model (context, input, process, and product). This research is a qualitative descriptive research using quantitative and qualitative approaches (mixed method). The population in the study were teachers of Physical Education at State Junior High Schools in Jombang Regency. The sampling technique used proportional random sampling as much as 25% of the total Physical Education teachers in Jombang Regency Junior High Schools. The research instruments used questionnaires, interviews, and documentation. Quantitative data were analyzed using percentage techniques, while qualitative data were performed through data presentation, reduction and drawing conclusions. The results of research on the implementation of Physical Education learning during the Covid-19 pandemic showed that (1) the results of the context evaluation related to the vision, mission, targets and goals on an ongoing basis obtained very good results, the average value of context = 4.49 from the maximum value 5.00, (2) input: equipment and facilities, new student recruitment system, funding, media, theoretical and practical teaching material modules, the assessment instruments used are very good, the average value of input = 4.39, (3) process: theoretical and practical teaching systems and methods, as well as the e-modules used are of very good quality, because the average value of process = 4.38, and (4) product: the value of theory, practice, and the level of physical fitness of students is very high good because the average value of product = 4.20. Thus it can be concluded that the evaluation of the implementation of online Physical Education learning at the Jombang District Public Middle School during the Covid-19 pandemic was very good.

Keywords: Evaluation, physical education, junior high school and covid-19.

I. INTRODUCTION

At the beginning of 2020, almost all parts of the world including Indonesia were rocked by the phenomenon of the outbreak of a new virus that was quite deadly. The virus spread very quickly and shocked the whole world so that many victims died as a result of contracting the virus that originated in Wuhan, China. Medical experts call the virus that is very dangerous to human health called SARS - CoV-2, while the disease is called coronavirus disease 2019 (covid-19). At first, covid-2019 was discovered at the end of December 2019 but began to spread throughout the world in 2020 until August 2022. At that time, the local government policies for carrying out activities in offices and education were mostly still implementing work from home adjusted to the level of Imposition of Restrictions on Community Activities in their respective regions. With the implementation of this WfH, the community must carry out all activities and work from home. This is in response to the policy of the Minister of PAN & RB Number 19 of 2020 which states that adjustments to activities or work activities of the state civil apparatus are carried out from home in an effort to avoid and prevent the spread of the Covid-19 virus in the agency environment. The government recommends that each region carry out the learning process online or online. The online learning policy from home is recommended by the government and has been implemented starting March 16 2020 and continues to extend learning activities from home taking into account the situation and conditions of each region (Adi Argi et al., 2021)[1]. According to Wahyu (2020)[2] the covid-19 pandemic has an impact on all walks of life. In addition to the economic sector, the impact that is felt the most is in the field of education.

The same thing was conveyed by Fierro, et al., (2021)[3] who said that with the outbreak of the Covid-19 virus the education system was very constrained/restricted so that it eliminated face-to-face learning and used virtual teaching in continuing the teaching and learning process. In the field of education, especially Physical Education Sports and Health before the outbreak of the Covid-19 virus, the learning

process was carried out face-to-face/offline, but as the virus spread, the learning process had to be carried out online/online. With the shift in the implementation of the learning process from offline to online, it requires PJOK teachers to continue to carry out learning optimally. PJOK teachers are expected to still have to facilitate and guide students who are at home so that in carrying out the learning process it can still be carried out as well as possible. Changes in the paradigm of thinking and the use of teaching methods must also be carried out by PJOK teachers so that the learning process continues. On the other hand, teachers are also expected to be able to help the government to prevent the spread of Covid-19 transmission so that it does not become more widespread (Filho, et al., 2021)[4]. One of the lessons that must be done to support government policies and to prevent the spread of Covid-19 is by implementing distance learning or online/online learning. One of the districts in Indonesia that implemented online Physical Education learning during the Covid-19 pandemic was Jombang Regency, East Java Province. Through the implementation of the online learning model in the Jombang Regency area, it is hoped that it can prevent the transmission and spread of the Covid-19 pandemic from becoming more widespread.

Online learning at Public Middle Schools throughout Jombang Regency is the first virtual/online learning process that has been implemented in Jombang Regency due to the impact of the outbreak of the Covid-19 virus throughout East Java Province. Therefore, learning management is needed as best as possible according to the situation and conditions of the Covid-19 pandemic. Learning Physical Education has different characteristics when compared to learning other subjects. This is because, learning Physical Education combines practical and theoretical learning. In learning Physical Education the portion of practical learning is more dominant when compared to theory. By looking at the conditions during the Covid-19 pandemic, the learning process was not allowed to be carried out offline, a learning model was needed that was able to facilitate students so that the learning process could run well. Based on the results of observations of the implementation of Physical Education learning in schools and conducting structured interviews with several Physical Education teachers, it turns out that there are several weaknesses that have occurred since learning was carried out online, including: (1) not all students have adequate cellphones and laptops, (2) background factors of the students' parents, (3) the diversity of the characteristics of the students, (4) the level of stability of the internet/wifi network owned by the students, (5) the readiness of the facilities owned by the school in online learning, (6) the ability of Education teachers Physical interaction with students, and (7) benchmarks for the level of student learning outcomes in online learning. On the basis of the findings in the field, an evaluation is needed to see the extent to which the success rate of implementing the online Physical Education learning process at Jombang Regency Public Middle School.

By looking at the real conditions of the online learning process, it is hoped that it can be used as a benchmark to determine the level of success of the actual Physical Education learning process during the Covid-19 pandemic. The learning methods used by teachers to assess student learning outcomes also need to be evaluated during the pandemic. This evaluation needs to be carried out to find out the advantages and disadvantages of the learning process carried out online during the Covid-19 pandemic for further policy making. According to Sukardi (2015)[5] evaluation can be carried out in three aspects, including: (1) learning evaluation, (2) program evaluation, and (3) system evaluation. With the evaluation of the learning process will be known weaknesses and strengths, as well as the effectiveness of the learning carried out. The evaluation carried out can be used as a basis for policy making and improving the quality of the implementation of further learning. Evaluation of the implementation of online learning during the Covid-19 pandemic will be carried out using the CIPP model. The assessment carried out using the CIPP model consists of: (1) Context, (2) Input, (3) Process, and (4) Product. Evaluation using context aims to evaluate the background and objectives of learning Physical Education online, as well as the advantages and disadvantages of implementing learning Physical Education online. The input evaluation aims to determine the facilities and infrastructure needed in carrying out Physical Education learning, as well as to determine the characteristics of Jombang Regency Junior High School Physical Education teachers who provide online Physical Education learning. Process: to find out the learning process and to know the interaction of learning Physical Education online Product: to find out the extent of students' understanding of learning Physical Education online in the form of learning outcomes obtained by students.

II. METHODS

This research is a qualitative descriptive study using a mix method approach. The model used to evaluate learning uses CIPP (Context, Input, Process, Product) developed by Stufflebeam (Endang Mulyatiningsih, 2012)[6]. The CIPP model was chosen because this model is comprehensive enough to evaluate a Physical Education learning process and makes it easier for researchers to classify components in the form of context, input, process, and product. Thus, it can be seen which aspects do not meet the criteria. The focus of this research is on the implementation of Physical Education learning at the Jombang District Junior High School during the Covid-19 pandemic. The population in this study were Physical Education Teachers at State Junior High Schools in Jombang Regency, East Java Province. The sample used is proportional random sampling. This proportional sampling technique was chosen because the researchers only took 25% of the Physical Education teachers at State Middle Schools in Jombang Regency (Thomas, et al., 2005) [7].

The questionnaire instrument consists of 25 questions/statements containing context indicators (4 items), input (9 items), process (9 items), and product (3 items). Quantitative data results from respondents were analyzed using percentage techniques. In this study, researchers used semi-structured interviews. Interviews were conducted with selected Physical Education teachers and students of Jombang District Public Middle Schools. This documentation serves as a supporting instrument to complement the data obtained in relation to written data regarding: (a) the number of teacher data, (b) the number of students, (c) the geographical location of state junior high schools in Jombang Regency, (d) the facilities and infrastructure, and (e) all matters relating to research themes to improve documentation, such as: student attendance, photos of learning activities, and videos. Quantitative data obtained through questionnaires were analyzed using percentage techniques. The formula for quantitative data analysis is as follows. The qualitative data resulting from the interviews were analyzed using the following steps: data reduction, grouping the main ideas from the opinions of the informants/informants, presenting and concluding the data.

III. RESULT AND DISCUSSION

1. Respondent Questionnaire Results from Physical Education Teachers

Based on the results of the questionnaire analysis from the Physical Education teacher, it was stated that the implementation of online learning at the Jombang Regency Public Middle School during the Covid-19 pandemic based on context, input, process, and product was very good. This is evidenced that the percentage of the total score in implementing Physical Education learning is 88.3%, while the average evaluation score for the factors and indicators is as follows: (1) context = 4.57, (2) input = 4.41, (3) process = 4.42, (4) product = 4.16. The results of the evaluation of the implementation of online learning as a whole with the CIPP model have an average value = 4.41 of the maximum value of 5.00. Thus, all the factors and indicators used to evaluate the implementation of Physical Education learning during the Covid-19 pandemic were very good and feasible to use. The results of the analysis of context, input, process, and product evaluation of the implementation of the Covid-19 pandemic Physical Education learning.

2. Respondent Questionnaire Results from Students

Based on the results of the questionnaire analysis from students, it was stated that the implementation of online learning at state middle schools in Jombang Regency during the Covid-19 pandemic based on context, input, process, and product was also very good. It is proven that the percentage of the total score of state junior high school students in Jombang Regency in participating in Physical Education learning is 86.97%, the average evaluation score for factors and indicators is as follows: (1) context = 4.41, (2) input = 4.36, (3) processes = 4.34, (4) products = 4.24. The results of the evaluation of the implementation of online learning in the Physical Education Subject of the Jombang Regency Public Middle School as a whole have a mean value = 4.35 out of a maximum score of 5.00. Thus, all the factors and indicators used to evaluate the implementation of Physical Education learning during the Covid-19 pandemic were very good and feasible to use. The results of the analysis of context, input, process, and product evaluation of the implementation of the Covid-19 pandemic Physical Education learning were obtained from student respondents.

3. Results of Interview with Physical Education Teachers at State Middle Schools in Jombang Regency.

With the existence of training and monitoring from schools, it has been maximally carried out in overcoming various obstacles in carrying out online learning. The facilities and infrastructure used by physical education teachers in carrying out online learning for the majority of Public Middle Schools in the Jombang Regency are quite complete, namely utilizing various platforms to deliver assignments and communicate with their students. This shows that the physical education teacher in conveying learning information is good and can make the most of learning media. The characteristics of students are also more formed because they become more active in discussing with other friends, and are more daring to ask material that is not clear to the physical education teacher.

In carrying out learning, generally physical education teachers provide material using power points, and videos about the material being studied by students. For practical assignments, they usually use videos, while theoretical assignments use LKS/LKPD. Communication between physical education teachers and students is usually only used if there are assignments that have not been understood or the deadline for completing assignments given by students. Even if there is learning material that is not understood, usually the questions that are not clear are collected and coordinated by the class leader. In addition, the physical education teacher also continues to consider aspects of cognitive, psychomotor, and affective assessment in giving the final grade for physical education subjects. Physical education teacher. During the Covid-19 pandemic, teachers also continued to hold midterm assessments as additional grades to anticipate if student learning outcomes were not optimal.

4. State Junior High School students throughout Jombang Regency

Online/virtual learning makes students feel challenged to adapt to a new learning environment. In addition, students have also received training and guidance from the school regarding steps to use the platform as a learning tool. Almost all schools have provided guidance or provided education in using various platforms to students as learning tools. The only obstacle experienced by some students in learning physical education online is that it is heavily influenced by the internet facilities owned by the school. The participation of parents, especially in providing quota packages that are used to access the internet for their children, is also a bit of an obstacle in the learning process. The task load given by physical education teachers to students in general, students do not experience significant difficulties. Regardless of the existing constraints, as a whole, students in participating in online physical education learning can run well. The infrastructure facilities used by physical education teachers when providing subject matter to students already use a variety of educational media that are quite complete, such as: google class room, power point, there are even learning video tutorials and worksheets. Based on the opinion of students, physical education teachers are able to use educational media that are used properly. Characteristics of students when they experience confusion about the material being taught tend to actively ask questions and discuss with their friends. Students also actively explore subject matter through YouTube videos. Thus indirectly through online learning it can help shape student characteristics, train independence in learning in finding information, and can encourage students to be more active in discussions with other friends.

For the online learning process, physical education teachers provide teaching materials through the Google class room and zoom meeting form platforms. The power point and video materials provided are quite complete and good for students. The response of the students themselves was quite interested and enthusiastic in participating in learning. In carrying out individual and group assignments it is also carried out well, if there are questions about the assignments given, then if they do not understand and experience difficulties students will ask through zoom meetings or via WhatsApp to the physical education teacher. The assignments given by the physical education teacher to students to assess student performance were considered very good by the teacher. Even the physical education teacher provides personal and classical feedback/comments to students on the assignments given. This has a very positive impact and can trigger students' enthusiasm for learning to excel. Thus, student evaluation of the implementation of online physical education learning is good. Communication occurs reciprocally between teachers and students, especially in the assessment process. When students work on assignments given online, the physical education teacher

always provides feedback on the assignments that have been given. During the Covid-19 pandemic, physical education learning at Jombang Regency Public Middle School occurred a transition period from face-to-face/offline learning to virtual/online learning. In accordance with the vision, mission and objectives, the purpose of organizing physical education learning is to improve the degree of health (physical, mental, social and emotional) as best as possible to help the growth and development of students.

Therefore, the implementation of the learning process under any circumstances must be a catalyst for achieving these goals. The Covid-19 outbreak has brought a paradigm shift in the learning process which is in stark contrast. According to Crawford, et. al., (2020) [8] the learning process that was carried out offline before the Covid-19 pandemic must be carried out online so that physical education teachers and students must carry out the teaching-learning process from home/work from home. This offline physical education learning system was chosen because the top priority is to consider student safety and health (Vilchez, et. al., 2021) [9]. However, with all the limitations of conditions like this should not be used as an alibi so that the learning process has to stop. This limitation should actually be a challenge for physical education teachers in implementing the physical education learning process. Therefore, learning physical education in Public Middle Schools throughout Jombang Regency must continue, but in practice it must be designed, implemented, and supported with adequate components so that optimal learning outcomes can be achieved according to the circumstances and conditions that occur. According to Yildiz (2007) [10] physical structure and equipment, human resources, financial resources, laws, educational programs, means of accessing information, cultural schools, scientific activities, culture, and sports are factors that determine the quality of education that must be provided for learning physical education in schools. The high quality and quantity of the factors of physical structure and equipment, human resources, means of accessing information are very important to form the quality profile of the students you want to appear (Kirbas, 2020) [11].

Complete facilities, media, learning modules, and assessment systems during the physical education learning process during the Covid-19 pandemic. The learning process paradigm can be carried out through video conferencing, giving assignments to students to carry out activities outside the classroom not in the hall/gymnasium, delivery of subject matter is carried out via teleconference, live streaming, recording of learning videos will make it easier for students to receive physical education subject matter (Amin Dana , et.al., 2021) [12]. Completeness of the infrastructure needed in online learning is very necessary to improve the quality of the learning process. Without adequate infrastructure quality, it is feared that the quality of the learning process will decrease (Kaur and Zoraini, 2004) [13]. Likewise the results of other studies show that without the support of adequate infrastructure and facilities, the learning process cannot run efficiently (Kirbas, 2020) [14]. Theoretical and practical learning systems through various platforms that contain teaching materials must be developed by physical education teachers during covid-19 pandemic. During the pandemic, teaching material development could be carried out through the Google Meet service facility in the form of learning modules, television broadcasts, guides, resources, video lessons, and live broadcast lessons (UNESCO, 2020) [15]. According to Rizki Nurulfa, et al., (2021) [16]., in the virtual learning process during the Covid-19 pandemic, the use of platforms through these facilities will increase the efficiency of the physical education learning process in theory and practice. However, in practice, theoretical and practical learning can run well, it requires adequate internet network support and internet quota. Isak (2022) [17]. also believes that the existence of an Android cellphone is also very necessary to support the implementation of learning. In addition, during the Covid-19 pandemic the physical education learning system could run well if students obtained computer facilities that could be utilized by several students which could be used to access modules or teaching materials, both theory and practice (Dogan and Tatik, 2015) [18].

Assessment is a process of learning activities that produces the quality of something related to meaning or value (Yuniartik, Hidayat, & Nasuka, 2017) [19]. The value given by the physical education teacher to students as a form of progress report on student learning outcomes to parents and the level of physical fitness during the covid-19 pandemic. The value given to students can be done using an alternative assessment (Olmos and Gomes, 2020) [20]. Evaluation is a very important factor for assessing the learning process of physical education during the pandemic as a form of academic accountability to students' parents

(Deyment and Downing, 2020) [21]. Assessment of physical education during the Covid-19 pandemic was carried out using non-tes assessments in the form of alternative assessments. The results of research conducted by Olmos and Gomes (2020) [22] say that the value of physical education given to students during a pandemic can be carried out using alternative assessments and is still carried out on 3 domains, namely: cognitive, affective and psychomotor. Assessment for each domain during the Covid-19 pandemic was carried out using a different system for each domain. The affective domain assessment was taken by looking at students' activeness during learning, student manners, and also timeliness when submitting assignments. Cognitive domain assessment is carried out by looking at the results of structured daily assignments and also the results of midterm assessments and through online quizzes. Taking scores in the psychomotor domain is done by giving assignments to students to make videos or photos and also analysis of images sent via WhatsApp and also the results of student worksheets.

IV. CONCLUSION

The evaluation of the implementation of online Physical Education learning at Jombang Regency Public Middle School during the Covid-19 pandemic went very well. This is because the results of the analysis obtained an average value of context = 4.49, input = 4.39, process = 4.38, and product = 4.20 from a maximum value of 5.00. Thus, in the situation and conditions of the Covid-19 pandemic, it turns out that the implementation of Physical Education learning at the Jombang Regency Public Middle School can be circumvented by using various platforms to support the implementation of learning. Physical Education teachers still have to prioritize strict health protocols when implementing learning.

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