Context, Input, Process, Product (CIPP) Evaluation of Physical Education Learning Implementation: A Case Study of Schools Assisted by the Quality Assurance Agency of West Kalimantan Region

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Abstract. Physical education is considered an integral part of education that supports student development through physical activities. Physical education aims to meet the different needs of each child, involving diverse physical, mental and social characteristics. In the overall context of learning, learning management strategies play an essential role. Learning effectiveness will be hampered if classroom management strategies are not considered, even though the planning and delivery of material have been carried out correctly. This study aims to evaluate the implementation of physical education learning in the context of schools assisted by education quality assurance agencies in the West Kalimantan region, Indonesia. This study uses the Context, Input, Process, Product (CIPP) evaluation method. The evaluation was conducted on the context, input, process, and product of physical education learning. Data collection techniques included interviews, surveys, and documentation, and data analysis was conducted using data analysis techniques. The results showed that, in general, the implementation of physical learning had met the evaluation standards in each aspect. In context, with each accompanying indicator based on the evaluation results, most of them have met the evaluation standards.

Keywords: physical education, education quality, learning strategies, evaluation method, management strategies

1. Introduction

Physical education is integral to a comprehensive education that supports student development through physical activities [1] or human movement [2]. Physical education must meet the different needs of children. This is because each child has different physical, mental and social characteristics. The word education in physical education indicates a lifelong process. This concept refers to the purpose of education for several years and is also the most crucial skill of lifelong learning in the 21st century [3]. The skill learned is the capability to control the limbs according to environmental information [4]. Physical education aims to

improve health and fitness [5], neuro-muscular development [6], mental-emotional development [7], social development, and intellectual development [8].

Learning management strategies are very important in overall learning. Learning effectiveness will not be maximized if classroom management strategies are not considered, even though the planning of organizing and delivering learning has been carried out as well as possible.

Physical education learning will also not be able to run well if no classroom management strategy is not considered. Physical education is an educational process that utilizes physical activity to produce holistic changes in individual quality, both physical, mental, and emotional. Physical education treats the child as a whole unit, a real being, rather than only considering it as someone with different physical and mental qualities.

Evaluation of physical education, sports, and health learning in the field becomes easy for physical education, sports, and health teachers [9]. In terms of relevance to the curriculum, the purpose of teaching and learning physical education, health, and health is not numbers or descriptions of words but to create Indonesian children who, after completing learning physical education, sports, and health subjects, will become healthy, strong, and fit individuals [10]. In addition, they are also equipped with a strong character following sports values. However, physical education, sports, and health teachers need help in terms of minimal learning duration. Moving on from the background of the problems described, the research objectives examine the evaluation of the context of the implementation of physical education learning carried out in a case study of schools assisted by the education quality assurance agency in the West Kalimantan region.

2. Literature Review

2.1 The Essence of Physical Education

Physical education, whose material is dominated by movement or psychomotor aspects, must also pay attention to other aspects. Someone who deliberately moves, that person is coordinating the cognitive, psychomotor, and affective domains [11]. Physical education also has benefits that positively impact various aspects other than the educational realm. Physical education promotes a generation of healthy students capable of reaching their highest potential, sets the trend for health and physical fitness among adolescents, and helps lower healthcare costs in the United States [12]. The benefits of physical education in the United States are a gradual process. Physical education was once an uninteresting subject for students in the United States. Physical education caught the US government's and society's attention when physical fitness became a problem among teenagers [13].   This suggests that Indonesia should also use physical education to improve students' fitness.

Physical education is learning that focuses on the physical, mental, social, and emotional development of students [7]. Physical education does not merely deal with bodybuilders but with the whole person. Through physical education that is organized, planned, directed, and guided, a set of goals can be achieved, which includes formation and development for physical and spiritual growth and development. Physical education is also more comprehensive than performance

achieved through physical activity. Physical education helps learners to learn social skills. Game activities familiarize learners with doing activities together. The spirit of togetherness helps learners to adapt to the surrounding environment. The adaptability, health, and fitness gained from physical education increase learners' potential to reach self-actualization in the future.

2.2 Physical Education Learning

Physical Education Learning is a systematic interaction process between students and the environment managed through physical development effectively and efficiently towards forming a whole human being. Physical education is integral to a comprehensive education that supports student development through physical activities or human movement. Physical education inherently provides opportunities to develop personal attributes consisting of cognitive, social, emotional, physical, and moral/ethical aspects [14]. The scope of physical education subjects includes fitness, op & skill development, knowledge, and social development. Physical education imparts knowledge and values through physical activity [15].

2.3 Importance of Evaluation

Evaluation is a process of providing information that can be used to determine the worth and merit of objectives, design, implementation and impact to help make decisions, aid accountability and increase understanding of phenomena. Evaluation "is the process of gathering information and using it as material for consideration in making decisions on a systematic investigation of the value or merit of an object." Here, "object" refers to the program under review. Other things to consider in conducting an evaluation are conducting a comparative analysis, the efficiency and effectiveness of the evaluation, being planned and having a global impact, and using an appropriate methodology [16]. Considering the key points above can clarify and facilitate the implementation of the evaluation. A policy, program, or project is said to be successful if implemented with the expected impact. The evaluation assesses whether a program, policy, or project is effective per the criteria to be achieved. Impact evaluation is a specific type of evaluation that seeks to answer cause-and-effect questions. Unlike general evaluations, which can answer many questions, impact evaluations are organized around one specific type of question: What was the program's impact (or causal impact) on the desired outcome? This fundamental question incorporates an important causal dimension to the program's impact: the effects on outcomes that the program directly causes. Impact evaluations look for changes in outcomes that are directly attributed to the program [17].

3. Research Method

This research applies Stufflebeam's evaluation method of Context, Input, Process, and Product (CIPP). Context evaluation will evaluate the needs underlying the material and its relevance to the conditions. In other words, this aspect will evaluate the relevance of physical education material according to needs. Input evaluation identifies aspects of the exemplary input aspects related to physical education in this case, such as the background of the teacher and the condition of school

infrastructure facilities to be the object of evaluation. Process evaluation evaluates the implementation of the physical education learning process. In this case, implementing physical education learning will be the focus of process evaluation. Finally, product evaluation identifies the output of physical education learning; student learning outcomes in physical education subjects will be the main object of product evaluation. This study uses a probability sampling approach with stratified random sampling. The number of samples to be taken is the elementary school level which is the assisted school of West Kalimantan LPMP in implementing SPMI. Interviews, surveys, and documentation methods were conducted as data collection techniques in this study. The data analysis technique used is the Miles and Huberman data analysis technique. Qualitative data analysis uses the Miles and Hubberman model: data collection, condensation, display, and conclusion [18].

4.   Result and Discussion

The Context, Input, Process, Product (CIPP) evaluation model is one of the program evaluation models used to evaluate learning programs thoroughly and systematically [19], [20]. The model consists of four main components: context, input, process, and product, each focusing on a different aspect of the program being evaluated. The reason for choosing context is based on [21]. In the CIPP evaluation model, context is defined as the situation or background that influences educational goals and strategies. Evaluation of the context related to the need for problems or announcements that can help achieve educational goals in this study. The components to be evaluated in the context aspect include; physical education learning policies (PE), learning objectives, physical education needs, and the relevance of physical education materials according to current needs [22]. The following Figure 1 presents the evaluation achievements in the context aspect and its components based on the research results.
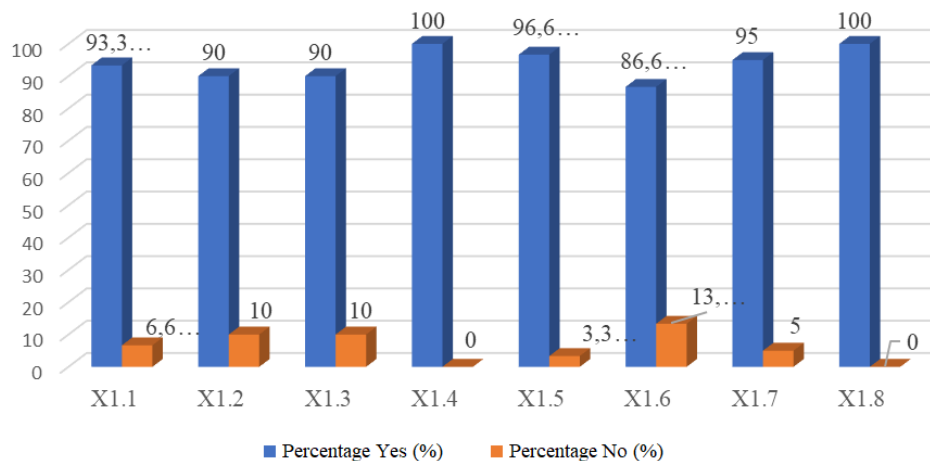
Figure 1. Outcomes of Context Evaluation

Description:
X1.1 = The school has a policy related to physical education
X1.2 = Physical education learning policy is socialized
X1.3 = The policy is used as a reference for physical education learning
X1.4 = Physical education has learning objectives
X1.5 = Learning objectives are socialized
X1.6 = The school conducts a physical education needs analysis
X1.7 = The school facilitates what underlies physical education needs in accordance with what is needed
X1.8 = Physical education materials are still very relevant for current needs.

Based on Figure 1, the results of the context evaluation above show that most respondents said yes. These results show that schools already have policies for learning physical education subjects. The physical education learning policy has been socialized to physical education teachers, which means that most physical education teachers have received socialization of the policy. Then the existing policy is used as a reference or guideline for teachers in implementing physical education learning. Physical education learning has learning objectives that students must achieve when participating in physical education learning.

Furthermore, the learning objectives are socialized to students through learning activities. Then to support the smooth implementation of physical education, schools facilitate what underlies the needs of physical education as needed. Until now, the materials presented in the physical education learning process are still considered relevant to current needs.

The number of factors that influence the implementation of learning and education in schools

can come from outside or within the school itself. Factors from within the school, for example, how the commitment of school residents ranges from principals, teachers/educators, education personnel, and students in carrying out the learning process by applicable standards. External factors are no less important in influencing the implementation of learning and education in schools. For example, the Education Office has a vital role in implementing education in schools, especially related to curriculum development, quality assurance of education in schools, and supervision and development of educators and education personnel.

In the end, implementing physical education learning is still very relevant and needed for now. Along with the development of technology and digitalization in the learning process, teachers need to innovate the implementation of the physical education learning process in terms of material, methods, and learning strategies, as well as facilities and infrastructure or learning media used. Thus, material in physical education learning will always be needed and relevant at any time under the times and technology. The interview results show that the respondents stated that physical education materials are still very relevant and needed for now; it is just that teachers need to modify and make breakthrough innovations to adapt to the times that exist. Teachers can search for the latest physical education resources or materials by utilizing technology and the internet. The emergence of various e-learning platforms can also be maximized by physical education subject teachers in developing and designing learning.
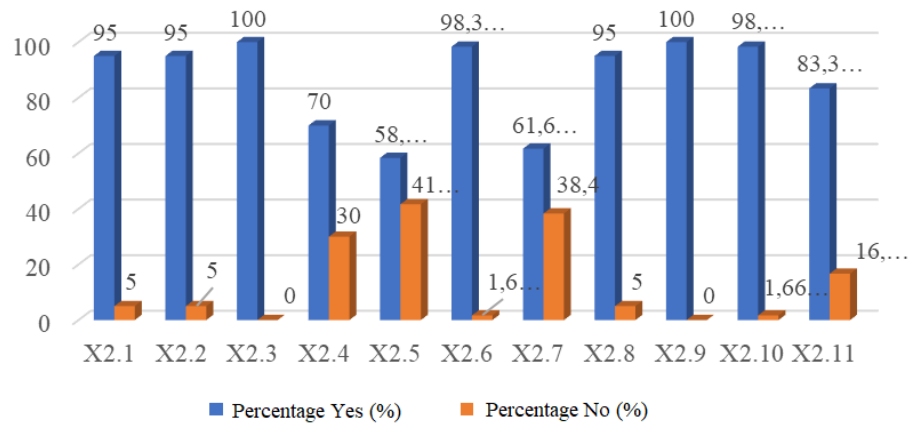

Figure 2. Input Evaluation Outcomes

Description;
(X2.1) = The availability of Physical Education teachers at school is fulfilled
(X2.2) = Teachers have qualifications according to regulations
(X2.3) = Teachers have good competence
(X2.4) = The availability of supporting facilities and infrastructure for Physical Education at school is fulfilled
(X2.5) = The condition of Physical Education supporting facilities and infrastructure in schools is suitable for use according to standards

(X2.6) = There is a budget for financing Physical Education
(X2.7) = The amount of physical education operational costs are met
(X2.8) = There is a budget report on the use of costs
(X2.9) = Carry out the admission of new students according to the provisions
(X2.10) = The school does not discriminate between prospective students in any way
(X2.11) = The school maps the potential of students

The results of the summary of input evaluation achievements depicted in the graph above shows that the component with the lowest achievement is component (X2.5), namely the condition of physical education supporting facilities and infrastructure in schools worth using according to standards (58%). Then the next lowest component is achieved by component (X2.7), namely the amount of physical education operational costs are met (61.6%), and the third lowest is component (X2.4), namely the availability of physical education supporting facilities and infrastructure in schools is fulfilled (70%).

Thus, three components are aspects of input evaluation with low achievements among the components of other input evaluation aspects when these components have a significant role in implementing physical education learning. First, the availability of complete and adequate infrastructure facilities and usable conditions is critical in helping the learning process. With adequate infrastructure, students can more easily concentrate on the learning process and be more motivated to learn. In addition, adequate infrastructure can help teachers in the teaching process and provide learning materials better and more effectively. Conversely, the learning process can only be successful and effective if the infrastructure is adequate and in good condition.

More important is the availability of an operational budget for implementing physical education subject learning. The availability of an operational budget is crucial in implementing learning because it facilitates the various activities needed to ensure effective and efficient learning. The availability of an operational budget ensures that the resources and facilities needed for learning, such as textbooks, software, practicum materials, and so on, are available and functioning correctly. With an adequate operational budget, it is easier for educational institutions to fulfill these needs. Ultimately, the availability of operational budgets in schools is crucial in implementing learning as it provides financial support for various activities and initiatives needed to ensure effective and efficient learning.

In addition to the above conditions, some resources related to handbooks owned by teachers and students mostly come from the Ministry of Education, specifically for physical education subjects. In addition, some handbooks come from Erlangga Publishers in the form of package books and lKS books or student worksheets. The above facilities and infrastructure by respondents were stated to be very supportive of the achievement of learning objectives and the vision and mission of the school. The number of classrooms and students in the respondents' schools varied, especially for the number of classrooms.
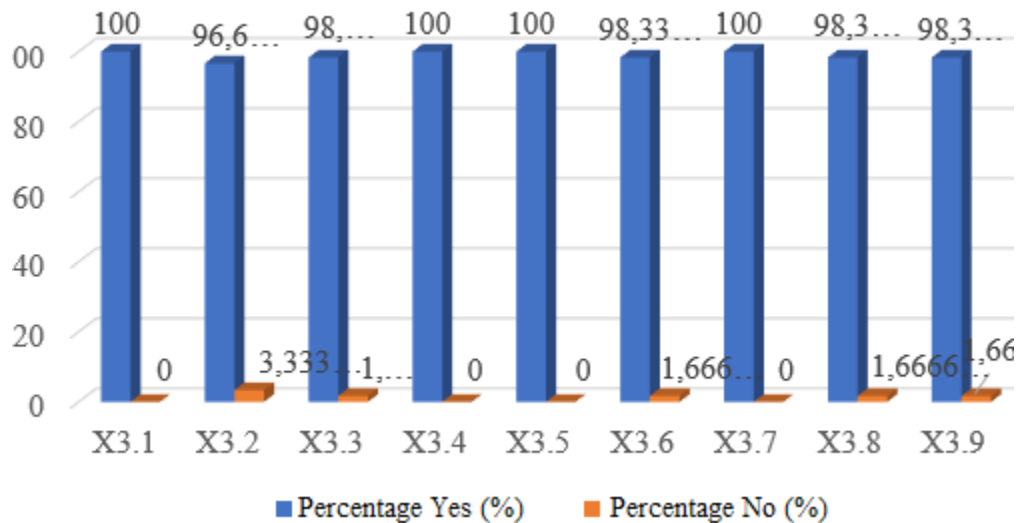
Figure 3. Process Evaluation Outcomes

Description;
(X3.1) = Teachers have lesson plans according to the provisions.
(X3.2) = The lesson plan owned by the teacher is complete according to the provisions and systematic.
(X3.3) = The teacher implements the lesson by referring to the lesson plan.
(X3.4) = The physical education learning process is easy for students to understand.
(X3.5) = The process of implementing physical education learning activities is carried out appropriately according to the provisions.
(X3.6) = Teachers conduct authentic assessment comprehensively.
(X3.7) = The results of authentic assessment are used as input for learning improvement.
(X3.8) = The teacher evaluates the learning process.
(X3.9) = In the process of teaching and learning activities, teachers receive evaluations from school principals and school supervisors.

The graph above shows that implementing the learning process in physical education subjects leads to the achievement of a higher percentage of answering yes. This means most respondents have implemented learning, as shown in the graph above. This can be interpreted that the teacher already having a complete lesson plan according to the provisions, and the lesson plan that has been prepared is used as a reference for the teacher in carrying out the process of teaching and learning activities. Furthermore, implementing physical education learning is easy for students to understand, and teachers have carried out physical education learning activities appropriately, following applicable regulations. Furthermore, teachers also conduct assessments and evaluations of learning

in implementing learning. Then the teacher's results of the assessment and evaluation are used as input for improving subsequent learning [23]. In implementing the learning process by the teacher, the principal and school supervisor evaluate the learning process carried out by the teacher, which is then used by the teacher as a reflection and also an improvement in the following learning process.

Respondents admitted that in the implementation of learning, there are still several obstacles or obstacles in the implementation of physical education learning. The obstacles and constraints faced by physical education teachers include the need for more infrastructure, sports equipment, and student handbooks. These obstacles and constraints are most commonly found in respondents' schools. Next, related to the implementation of learning, teachers, and students conduct two-way communication to convey the material being taught. This two-way communication involves active interaction between teachers and students, where both exchange information and interact to understand better the material being taught.

Furthermore, the results of observations on the implementation of learning carried out by PE teachers show that teachers in carrying out learning are still teacher-centered. Learning activities have been carried out by two-way communication between teachers and students. However, based on the observations, it is still seen that most teachers carry out learning with the teacher center learning model, where learning is still centered on the teacher.

Currently, the progress and demands in the field of education require the use of student-centered learning models. This learning model is known as a student-centered learning approach. The student-centered learning approach places students as the main subject in the learning process. In this model, students are considered active individuals and have an essential role in determining the direction of their learning and development. In this case, the teacher not only acts as an information provider or guide but also as a facilitator or companion for students in the learning process.

The student-centered learning approach emphasizes diverse and interactive learning methods like discussions, simulations, assignments, and experiments. This approach aims to increase students' involvement in the learning process so that they can understand the material better and apply the knowledge in their daily lives. The use of student-centered learning models is considered vital because it can help increase students' motivation and activeness in the learning process and encourage the development of social skills and critical thinking abilities needed in real life. In addition, effective two-way communication between teachers and students can help students to deepen their understanding.
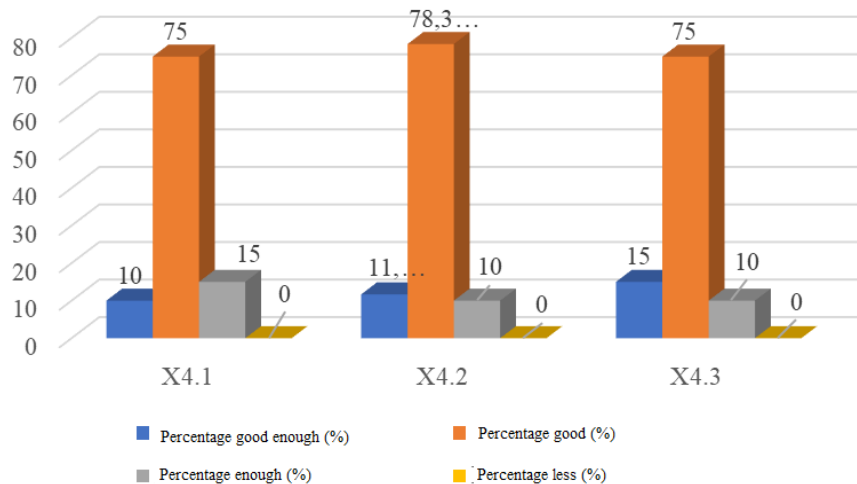
Figure 4. Product Evaluation Achievements

Description:
(X4.1) = Students have good competence in the knowledge dimension
(X4.2) = Students have good competence in the attitude dimension
(X4.3) = Students have good competence in the skills dimension

Based on the graph of the achievement of learner learning outcomes covering the dimensions of knowledge, attitudes, and skills, most have achieved these competencies in the excellent category. However, some learners still achieve competence in the three dimensions in the excellent category. Learners who still achieve competence in the good category need to be given additional learning to achieve learning outcomes following the minimum criteria that have been determined. Thus, the achievement of student learning outcomes can all reach the KKM. For example, learning how to behave can improve after participating in physical education [24]. Teachers must put effectiveness at the center of learning [25]. Teachers' achievement of student outcomes can also be utilized for evaluation, reflection, and improvement for subsequent learning.

In addition to the above 3-dimensional competencies, the results of physical education learning can be seen from the interviews stating that students won several sports achievements. These sports achievements include badminton champions, futsal champions, traditional games champions, and 1.5km running champions. Most of these achievements were obtained by the school at the district and sub-district levels. The competence of graduates in the respondent's school based on the interview results was quite good. This can be seen in achieving student learning outcomes that reach the minimum passing criteria.

Furthermore, after getting physical education subject matter, some students use it to improve their interests and talents. For example, when soccer lessons are very popular with students, especially men, they implement it outside of school when they play. They also often play games that

are taught outside of school hours to socialize with friends.

Regarding students' learning outcomes, the school has a report on students' achievements while studying at school. The report is an education report card for each child that shows the results of the child's competency achievements while carrying out learning activities at school. The learning outcome report is known and signed by the principal and then submitted to the student's guardian.

Furthermore, related to the body fitness of students is very healthy. The implementation of physical education learning and morning gymnastics every Friday has a positive impact on the physical fitness of students. In learning physical education, students perform various types of physical activities that all improve the function of the body's organs and also increase muscle strength. In addition, physical education also increases the flexibility of learners' bodies which allows learners to perform other physical activities better.

5. Conclusion

The results of research and discussion through evaluation using the Context, Input Process, and Product (CIPP) model from Daniel L. Stufflebeam concluded that implementing physical learning for each aspect has generally followed evaluation standards. In context, with each accompanying indicator based on the evaluation results, most of them have met the evaluation standards. There is a physical education policy related to the implementation of physical education learning in schools, and the policy is socialized to teachers. Teachers later use the policy as a reference or guideline in implementing PE learning. In implementing learning, teachers have set learning objectives that students will achieve. The evaluation results on the input component are primarily per the predetermined evaluation criteria. In the indicator of the background of physical education teachers, most respondents (95%) stated that physical education teachers in schools had met the required qualifications, namely with Strata 1 or D-IV education with the same study program in the subject and in the condition of facilities and infrastructure that support the implementation of physical education learning only reached 70%, which means that there are still 30% of physical education learning less supportive infrastructure. However, schools and PE teachers find solutions to prepare some of the facilities and infrastructure needed to support the implementation of physical education learning. Infrastructure facilities do not support the implementation of physical education learning. The implementation of physical education learning has been running following evaluation criteria and by applicable policy provisions. Physical education teachers have prepared lesson plans by the provisions. Then PE teachers have complete learning administration according to the provisions in the implementation of learning.

The implementation of physical education learning is carried out by referring to the learning plan that has been prepared previously. So that the implementation of learning can be carried out correctly and directed per the lesson planning that has been prepared, some learning planning documents that PE teachers have prepared include lesson plans and learning syllabi. The evaluation results on the product aspect show that the achievement of learner competence in the knowledge dimension is 96% reaching the minimum completeness criteria. The achievement of the magnitude of knowledge competence is categorized as good (75%), which means that most students have achieved knowledge competence in the excellent category. The same thing also happened to the achievement of attitude competence. Most respondents (78%) stated that students achieved

competence in the attitude dimension in the excellent category. Achievement of competence in the skill dimension.

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