

Evaluation of Physical Education Learning Program at The West Nias District Senior High School

by Ferbry Hakim Nur Siregar

Submission date: 07-Oct-2022 06:16PM (UTC+0700)

Submission ID: 1919103557

File name: 2_Evaluation,_Vol._591_2021_Cek.pdf (259.32K)

Word count: 9066

Character count: 50309

Evaluation of Physical Education Learning Program at The West Nias District Senior High School

Febry Hakim Nur Siregar^{1,*}, Nurkadri², Sanusi Hasibuan³

¹ Universitas Negeri Medan, Program Magister Pendidikan Olahraga, Medan, Indonesia

² Universitas Negeri Medan, Program Magister Pendidikan Olahraga, Medan, Indonesia

³ Universitas Negeri Medan, Program Magister Pendidikan Olahraga, Medan, Indonesia

*Corresponding author: Febri Hakim Nur Siregar. Email: hakimsiregar93@gmail.com

ABSTRACT

This study aims to describe the implementation of online physical education learning in West Nias Regency Public High School, which was measured using the CIPP (Context, Input, Process and Product) evaluation model. This research includes evaluation research. The sample of this research is the Head of Education Office of North Sumatra Teluk Dalam Branch, totaling 1 person, Principal amounting to 9 people, physical education teachers totaling 9 people and class XI students totaling 254 people, sampling by random sampling. Data were collected using interviews, questionnaires, and documentation. The data analysis technique used is descriptive analysis technique. The results show 1. In the context aspect with policy indicators, on average, every West Nias Regency Public High School implements online learning policies, including physical education. However, there are some schools that carry out learning by combining methods such as online and offline (face to face) while still following the government's recommendations in implementing health protocols, indicators of goals other than the main goal, namely reducing the spread of the Covid-19 virus in the school environment, and fulfilling the rights of students to remain get educational services, as well as provide new learning experiences for students, and indicators of online learning needs show that there are still many obstacles, such as: students who do not have gadgets, internet access that is not supported, and electricity that often goes out. 2. The input aspect shows the condition of teachers (Teachers 76.67%, Students 74.09%), Student conditions (Teachers 60.74%, Students 65.59%), Infrastructure (Teachers 52.59%, Students 52.71%). 3. Process aspect shows preparation of learning (Teachers 72.96%, Students 62.09%), Implementation of learning (Teachers 68.44%, Students 61.06%), Seriousness (Teachers 74.81%, Students 63.84%), Enthusiasm (Teachers 72.78%, Students 65.04%), Motivation (Teachers 69.78%, Students 64%). 4. Product aspect shows that it describes the results of online Physical Education learning (teachers 61.33%, students 58.35%). Based on the results of the study, it can be concluded that the implementation of online physical education learning at West Nias Regency Public High School is declared in the "less" category.

Keywords: Evaluation, Physical Education, Online, CIPP Model Evaluation.

1. INTRODUCTION

Education is an activity that is conscious and intentional, and full of responsibility carried out by adults to children so that interactions arise between the two so that the child reaches the desired maturity and takes place continuously. Education has an important role in advancing the Indonesian nation in the current era of globalization. Education is a process of changing attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. Education today is determined by

quality human resources. The purpose of education is to educate the nation's life and to have good character and character.

Physical education is one of the most important subjects in education. Seeing from its implementation from elementary school to high school level. Physical education learning is very important to be developed because the material as a whole supports the development of students through physical activities or human movement. Where physical education improves the process of systematic interaction between students and the environment that is managed through physical

development effectively and efficiently towards the formation of a whole person. Physical education is one of the lessons that gives children the breadth of movement and develops physical potential and develops character [1].

The world of education is getting very valuable experience, since the end of 2019 where the world faced a disaster with the emergence of Covid-19 which did not take long for this virus to change the level of disease spread from endemic to pandemic [2]. The Covid-19 pandemic that is happening in almost all countries in the world, one of which is Indonesia, which is also affected by the Covid-19 outbreak. This pandemic has resulted in activities outside the home cannot be carried out, one of which is in the field of education. To fight Covid-19, the government prohibits people from gathering, social restrictions (social distancing) and physical distancing (physical distancing). To prevent the spread of Covid-19, WHO gives an appeal to stop activities that involve the involvement of many people [3]. The Indonesian Minister of Education and Culture suggested that all activities carried out by students in schools, namely the face-to-face learning process, should be replaced by learning at home online or with online models. This government policy has made learning activities that are usually face-to-face temporarily suspended [4].

All subjects including physical education are required to adapt the e-learning or online learning. Interestingly, to achieve learning objectives, physical education itself is learning in the field that really requires social and group activities as well as face-to-face meetings between teachers and students in its implementation. Learning that is carried out online does require teachers and students to have more abilities, especially in information and communication technology skills. But this makes teachers and students technology literate which directs education towards the 4.0 education system. Revolution 4.0 is an era of change in various fields through a large-scale combination of technology. These changes can certainly have an impact on the world of education [5]. Therefore, the most important task of a teacher is to be able to understand the principles and factors of the effectiveness of technology when carrying out learning to students [6].

Teachers and students must quickly adapt to this method, because the online method is the most appropriate thing to implement in the learning process. Learning online must be optimized because only online learning in schools can continue without reducing learning as usual. There are many aspects that must be considered when implementing online learning, but online learning also has advantages, including: teachers and students will be able to keep up with the times and be technologically literate, unlimited time and place when carrying out learning, learning resources can use other sources or the internet. On the advice of the

teacher, a teacher's creativity in preparing learning tools will increase, how to correct students' assignments will be easier because they do not check manually but directly with technology, and the use of paper is decreasing.

However, with the habit of face-to-face learning in schools, online learning at home is not easy to implement. Many obstacles are experienced when online learning is chosen as a form of face-to-face substitute learning. Starting from the lack of internet access, the absence of adequate devices, the high cost of quotas and the unavailability of communication tools for each student. Not all students come from well-off families. The existence of an online form of assignment is actually considered a burden for some students and parents. For students and parents who have never been familiar with communication tools, they will be confused and ultimately do not complete the tasks submitted by the teacher [4].

Based on the results of initial observations seeing online learning in the network) physical education, sports and health in 3 SMA Negeri Nias Barat Regency, namely SMAN 1 Mandrehe, SMAN 1 Lahomi, and SMAN 1 Sirombu. Learning is fully carried out at home or online learning follows applicable policies. However, the implementation of online learning has not been very efficient, including physical education learning which cannot be carried out in accordance with the lesson plan. The fact is that in online learning, not all students have smartphones, laptops and notebooks to support online learning and inadequate internet networks and inadequate facilities and infrastructure which have an impact on the lack of interest of students when learning online, especially students who complain because there are too many assignments, and inappropriate learning time. The challenge faced during online learning is that sometimes students have difficulty accessing the applications used to complain about the network being not good, and the most troubling thing is the uncertainty of whether students can receive the materials properly and clearly and do the assignments given by the teacher or not. Apart from the obstacles experienced in the implementation of online learning, the activeness of students in participating in learning tends to decrease over time and there is no awareness of students in carrying out internet etiquette or ethics.

Evaluation is an effort to determine the level of implementation of a policy carefully by knowing the effectiveness of each component [7]. Through evaluation can determine the level of success of the learning process. The success of online learning includes many factors, namely: teachers, students, infrastructure, methods, and a supportive environment. If one of these components has not worked optimally, it will affect the Physical Education learning program in achieving learning objectives. So to find out the

performance of the components that are less than optimal, it is necessary to conduct an evaluation. Evaluation is a process of describing and providing information that is very useful for decision making to determine alternative decisions.

There are several evaluation models, including the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam. The CIPP evaluation model is carried out systematically to evaluate whether the program has been implemented with the right steps [8]. Evaluation activities cover in terms of context, input, process, product. In this case, the evaluation of the CIPP model includes a categorization of system evaluation starting from the view that the success of a program is influenced by several factors. The CIPP model is carried out comprehensively to understand program activities starting from the emergence of program ideas to the results achieved after the program is implemented. When compared to other models, the CIPP evaluation model has several advantages, including: it is more comprehensive because the object of evaluation is not only on results but includes context, inputs, processes and products.

Based on research conducted [9] on the effectiveness of online learning for students of State Vocational High School 8 Tangerang during the COVID-19 pandemic. The results show that online learning is less effective and directly proportional to students' lack of understanding in learning. The effectiveness of online learning during the Covid19 pandemic is by using the Google Classroom application and the learning model using modules/books held by students and the types of tasks that students can understand are multiple choice questions. Likewise, with the results of research conducted which aims to determine the effectiveness of online learning for physical education subjects in class IX students at MTs Negeri 2 Semarang during the Covid-19 pandemic which was carried out online by distributing questionnaires using google forms [10]. The results of the study show that online learning is easy for students to understand. While giving assignments and exams online, students do not understand and many assignments become obstacles experienced by students.

From the statements of experts and some of the research above, it can be seen that the evaluation of learning programs is an activity to collect information about the performance of the components of physical education online learning programs as a basis for making decisions. According to the Indonesian Minister of Education and Culture policy No. 20 of 2003 concerning evaluation which is carried out in the context of controlling the quality of education nationally as a form of accountability of education providers to interested parties, including students, institutions, and educational programs. This law became the basis for researchers to conduct evaluation research at West Nias

Regency Public High School. During the implementation of this online learning, which is almost a year, there has never been an evaluation of an online learning program, especially in physical education at West Nias Regency Public High School. This evaluation is expected to find out how the physical education online learning program at West Nias Regency Public High School is by looking at the achievement of the components in supporting the objectives of physical education. The evaluation model used is the Context, Input, Process, Product (CIPP) Evaluation Model developed by Stufflebeam. To ensure the implementation of online learning and to find out the problems that occur, it is important to evaluate the implementation of the online learning process, especially in the subjects of Physical Education. With this description, the authors conducted a study entitled "Evaluation of Online Physical Education Learning with Context, Input, Process, Product (CIPP) Evaluation Models at SMAN West Nias Regency".

2. RESEARCH METHODS

In accordance with the purpose of this study, this type of research is categorized as evaluation research. Evaluation research is a research activity to collect data and provide various accurate and objective information about online learning in physical education subjects based on predetermined criteria. The approach used in this research is a mix method research, which is a research step using two approaches in research, namely qualitative and quantitative. The evaluation model used in this study is the Context, Input, Process, Product (CIPP) Evaluation Model, which is the most widely known and applied model by evaluators. The evaluation of the CIPP model can be applied in various fields, such as education curriculum, management, companies, and so on as well as at various levels, be it projects, programs or institutions. CIPP evaluation is a process of describing, finding, providing descriptive information, considering the value and benefits of several goals that have been planned, implemented, and their effects to guide a decision, assess accountability, and understand phenomena [8].

This research will be carried out at a West Nias Regency Public High School, North Sumatra Province in the subject of physical education. The population in this study was the Teluk Dalam branch of the North Sumatra Education Office, school principals, physical education and health teachers and all students from 13 high school schools in West Nias district. The samples to be taken in this study are 1) Head of Teluk Dalam Education Authorities of North Sumatra, totaling 1 person, 2) the schools principal, totaling 9 persons, 3) all physical education subject teachers, totaling 9 persons, 4) high school students of West Nias District grade XI which was selected using the random sampling

technique, namely the technique of determining respondents by being randomly selected without regard to the existing strata in the population [11]. The reason for using this technique is that each class from each school is only used one class as a sample from each district. The average number of students in each class is 29 students, so the number of research samples from 9 schools is 254 students.

The instruments that support this research are using non-test instruments. In the non-test instrument using the questionnaire method, interview method, observation and documentation method. This method is used to obtain data components in the evaluation process. This interview will be conducted on all subjects who play a role in the physical education online learning process to find out about the extent of the physical education online learning process from physical education teachers and students. In this interview, you will be required to do a lot of tracking in order to get deeper, complete and detailed data regarding evaluation aspects. So that in this interview the researcher only contains the main questions in the form of open and closed questions. The questionnaire used in this study was a questionnaire using google forms. This questionnaire is used to find out about the extent of the physical education online learning process from physical education teachers and students. The results of the questionnaire will be processed into data to support the achievement of this research. The questionnaire is filled by giving a checklist in one of the columns of the five alternative answers provided in accordance with the weighting. The questionnaire was assessed using a Likert scale. Documentation is used to collect data from sources other than humans, it consists of documents or records. Documents in this study are used for references other than materials or recordings that are not prepared specifically for certain purposes such as letters, diaries, photographs, speeches and educational guidelines. The form of documents in the form of photos will later be taken from various points of view such as documenting activities related to the online learning process for physical education, sports and health subjects.

Evaluation of the Online Physical Education Learning Program at West Nias Regency Public High School using the CIPP Evaluation Model, which is divided into 4 CIPP evaluation models, which are as follows:

1. Context

Context evaluation is limited to online learning policies, goals, and needs. In this study, context evaluation is to see the implementation of online learning according to policies, with online learning objectives, and the needs needed in online learning programs.

2. Input

The input evaluation is limited to describing the condition of the teacher, the condition of the students, and the facilities and infrastructure. In this study, the evaluation of the input in question is to determine the condition of the teacher and the condition of the students in carrying out activities and describe the state of the facilities and infrastructure in the online learning program.

3. Process

Process evaluation is limited to learning preparation, learning process, sincerity, enthusiasm, and motivation. In this study, the evaluation process in question is to find out the process of implementing online physical education learning as seen from the preparation of teacher and student learning, implementation of teacher and student learning, teacher seriousness in teaching and students' seriousness in learning, teacher's enthusiasm in teaching and students' enthusiasm in learning, as well as teacher's motivation in teaching and student motivation in learning.

4. Product

Product evaluation is limited to online learning outcomes. In this study, product evaluation is intended to determine the results of online learning outcomes. Product evaluation is an assessment carried out in order to see the success of a program. From the evaluation, the variables in this study which consist of context indicators, input indicators, process indicators and product indicators can explain the purpose of research on online physical education learning evaluations. So that an evaluator can determine or provide recommendations to certain parties from the results of the evaluation. which has been done.

The steps of the data analysis process are as follows [12]:

1. Data Reduction, namely researchers reviewing all records obtained through observation, interviews and documents. Data reduction is the activity of abstracting or summarizing data in a systematic report and focused on the main things. In this study, data reduction was carried out to sort out the data that had been obtained. Based on the indicators that have been set. Even though the instrument has been made, it does not mean that there is no data that is outside the discussion. The data that need to be reduced are the results of interviews that are not related to the research.
2. Data Display, which summarizes the main points and then arranged in the form of a narrative and systematic description so as to make it easier to find a central theme according to the focus or formulation of the elements and make it easier to give meaning.
3. Drawing Conclusions is the last activity carried out and is the subject of the research results. Drawing

conclusions is the answer to the formulation of the problem that has been formulated since the beginning and is expected to be a new finding. Furthermore, to make the data more valid, it is necessary to triangulate the data.

4. Triangulation with sources means comparing and re-checking the degree of trustworthiness of information obtained through different times and tools in qualitative research. To achieve this trust, the following steps are taken:
 - a. Comparing observational data with interview data.
 - b. Comparing what people say in public with what is said in private.
 - c. Compare what people say about the research situation with what they say over time.
 - d. Comparing one's situation and perspective with various opinions and views of people from various classes.
 - e. Comparing the results of interviews with the contents of a related document.

3. RESULTS AND DISCUSSION

The purpose of this evaluation research is to find out and analyze online physical education learning with a Context, Input, Process, Product (CIPP) Evaluation Model at SMAN West Nias Regency.

3.1. Evaluation of Context Aspect

3.1.1. Online Learning Policy

Based on the results of interviews with the Branch Head of the Teluk Dalam Education Office in West Nias Regency and the Head of the West Nias Regency Public High School regarding online learning policies, that on average every State Senior High School in West Nias Regency carries out online learning following the online learning policy which includes. Physical Education. By following this policy, namely the Ministry of Education of the Republic of Indonesia Number 4 of 2020 regarding the Implementation of Education Policies in issuing policies for the implementation of the Learning from Home learning process. The Learning from Home Program in the 2019/2020 Academic Year is implemented through online/distance learning, focusing on meaningful learning experiences for students, without the need to complete all curriculum achievements for grade promotion and graduation. However, there are some schools that carry out learning using methods such as online and offline (face to face) while still following the government's recommendations in implementing health protocols "because of the constraints of some students having limited access, not

having access to online learning, and the incomplete support for online learning such as gadgets and internet access. And it was found that several teachers came directly to students' homes one by one to simply provide learning materials, so that students still get learning to learn, and ordered students to go to school for those who do not have access to online learning so that the learning process can continue.

3.1.2. Online Learning Goals

Based on the results of interviews with the Head of the Teluk Dalam Education Office in West Nias Regency and the Head of the SMA Negeri Nias Barat Regency regarding the purpose of online learning, that the purpose of online learning for SMA Negeri schools throughout West Nias Regency is to reduce the spread of the Covid-19 virus in the school environment. , and fulfilling the rights of students to continue to receive educational services, as well as providing new learning experiences for students. And with the Covid-19 pandemic that has hit the whole world, it has accelerated the application of technology for the whole world, especially in the world of education today. By carrying out online learning in accordance with the principles contained in the SE of the Ministry of Education and Culture Number 15 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19).

3.1.3. The Need for the Implementation of Online Learning

Based on the results of interviews with the Head of the Teluk Dalam Education Office in West Nias Regency and the Head of the SMA Negeri Nias Barat Regency regarding the need for the implementation of online learning, that the online learning needs in SMA Negeri in West Nias Regency are still experiencing many obstacles, such as: do not have gadgets/devices, internet access that is not supported, electricity often goes out, and areas where students live who do not have internet access.

One very important component to support and support the successful implementation of the online learning process is the need for facilities and infrastructure. Online learning is inseparable from the use of technology. Technological facilities that support the implementation of online learning are the use of education management information systems. This obstacle is the urgency of online learning in the use of facilities that do not yet support. Even that facilities are one of the supporting factors for the teaching and learning process, but this becomes an obstacle in the implementation of online physical education learning, so it can be concluded from the context aspect, that

SMA Negeri in West Nias Regency carry out the online learning process in accordance with the Circular of the Minister of Education and Culture Number 4 of 2020 and the second statement The implementation of online learning in schools in the Circular of the Secretary General of the Minister of Education and Culture Number 15 of 2020. However, there are some schools that carry out learning using methods such as online and offline (face to face) while still following the government's recommendations in implementing health protocols, due to the constraints of some students having limited access, not having access to online learning, and the lack of complete online learning support such as gadgets and internet access aimed at reducing the spread of the Covid-19 virus in the school environment, and fulfilling the rights of students to continue to receive educational services, as well as providing new learning experiences for students. However, obstacles were found in the need for online learning, that the average obstacles for each school in carrying out online learning such as: students who do not have gadgets, internet access that is less supportive, electricity that often goes out, and areas where students live who do not have internet access.

3.2. Evaluation of Input Aspect

3.2.1. Describe The Teacher's Condition

Based on the results of the study, some of the teachers of physical education in SMA Negeri in West Nias Regency were able to use technology media such as (Android HP, Laptop) to carry out online physical education learning, prepare teacher learning tools (lesson plan, Media, Teaching materials, Students' Worksheet). , Assessment) physical education creatively and easily understood by students, not technologically savvy in conducting online physical education learning, the teacher is seen conducting the teaching and learning process through various E-learning applications (Google classroom, E-mail, Zoom, Google meet, Whatsapp groups), Whatsapp is used to communicate with parents and students. Through Whatsapp, the teacher provides directions and information regarding the implementation of online learning. Meanwhile, Zoom and Google Meet are used for several online learning process meetings, so that teachers can explain the material to students easily. However, online physical education learning makes teachers less concentrated in providing material to students, because teachers find it not easy to unite students' perceptions and concentration when implementing online physical education learning.

The role of a physical education teacher is so complex in an educational program. Starting from planning and checking the alignment of the various steps towards the results, the alignment between instructions, practical activities, and competitions leads

to the desired results. Then, it provides a framework for studying the influence of each teaching-learning experience on the development of learners. Physical education teachers are technicians, theorists, reflective practitioners, therapists, decision makers and researchers. The teacher's task is as a learning program designer, implementer, monitor and at the same time as an evaluator to assess whether the learning experience provided is well received by students. Teachers use student learning outcomes data from various assessments to continuously evaluate and adjust their instruction. To achieve the goals of physical education in schools, quality learning programs are needed. One of them is to improve the quality of the teachers themselves. Teacher quality is the key determinant of student experience and outcomes in schools. The teacher provides an experience in learning where students will get information during the learning process. If these interactions are defined as experiences, the teacher's function is to select, initiate, activate, monitor, and manipulate these experiences to achieve a degree of harmony and compatibility between learners and their environment.

3.2.2. Describe The Condition of Students

Based on the results of the study that the condition of state high school students throughout West Nias Regency, it can be seen that the condition of students in online physical education learning almost all students have been able to use technology media in the implementation of online physical education learning but there are some students who are not able to use and utilize technology media in online learning is caused by not having gadgets/devices and internet access in the area where they live, students have readiness to take part in online physical education learning but there are some students who are not ready to take physical education lessons online due to technological stuttering in conducting educational learning physical education online because some do not have supporting devices in online learning and some students have not used technology media (Android cellphones, laptops) for the implementation of online physical education learning. Students who do online physical education learning through various E-learning applications (Google classroom, E-mail, Zoom, Google meet, Whatsapp groups) and play an active role during online physical education learning, but not all students are active because they are still active. many obstacles faced by students such as students who still don't have gadgets, internet network access that is less supportive, electricity that often goes out so that the internet network is also cut off, and what's worse is that there are several areas where students live that do not have internet access from several schools.

The findings appear that various obstacles with shortcomings and limitations arise in the application of online learning to teachers and students so that online learning becomes less effective. Starting from the limited internet quota, network quality, students who are slow to respond or passive to learning. Where when given an assignment online, it is considered to be a burden for some students on the given task so that many students do not do assignments and instead do other activities such as playing, helping parents and others.

3.2.3. Facilities and Infrastructure

Based on the results of the research that online learning facilities and infrastructure in State Senior High Schools throughout West Nias Regency in carrying out physical education learning online that are not fully supported because there are still many obstacles found in it, such as students having gadgets/devices to support implementing physical education learning in an integrated manner. online but there are still some students who do not have gadgets/devices and do not have access to carry out physical education lessons online, internet network access is not supported, electricity is inadequate due to frequent blackouts so that the internet network is also cut off/off, and more. Worse, there are some areas where students live that do not have internet access. So that the way out for these students is to follow the offline or face-to-face learning provided and the schedule set by the teacher.

Infrastructure is an important factor in learning physical education. The fulfillment of physical education learning infrastructure will contribute to students in order to make it easier to understand the learning material. In the implementation of online-based distance learning, there are several facilities and infrastructure factors that must be developed to ensure the quality of the learning process and results. These factors include: high-quality learning materials, learning assistance, an exam system that allows to verify students' abilities, and an integrated and synergistic system by utilizing information and communication technology.

Various efforts can be made to expedite online-based learning through such as designing interesting learning, utilizing technology, assisting with data packages to relieve students, and updating information on preventing the transmission and spread of Covid-19 to both teachers and students. This effort can be made to ensure access to education for students while carrying out school assignments as one of the initiators of implementing health protocols.

3.3. Evaluation of Process Aspect

The results of the evaluation of the Process aspect from the results of the questionnaire data analysis given

to physical education teachers and students, showed that the evaluation of the online physical education learning process aspect had a total score of 19225 with a score of 67.39%. The results show that the process of implementing physical education online learning in State Senior High Schools throughout West Nias Regency is in the moderate or sufficient category.

3.3.1. Learning Preparation

Based on the results of the research that the preparation of learning in public high schools throughout West Nias Regency in carrying out online physical education learning that the preparation of physical education teachers before conducting online physical education learning plans for implementing online physical education learning (online lesson plan), online lesson plan made. The teacher consists of an opening or introduction, core activities and closing which are adapted to the syllabus. The teacher makes online lesson plans as a guide for teaching so that learning becomes more focused and systematic. The next lesson plan is like learning media, from the results of questionnaires and interviews with teachers and students it appears that teachers have prepared and made learning media in the form of learning videos that are given to students through Whatsapp groups. Learning videos are made based on the material to be studied, but if the teacher does not make a learning video, the teacher will still look for other videos on YouTube that match the material to be taught. Usually the teacher will send the learning video link to the Whatsapp group before the lesson is carried out. This is done so that students can study the video before learning takes place, then ask students to study and demonstrate the movements in the video. The selection of learning media in the form of learning videos is done so that students more easily understand the learning material that will be delivered. The next lesson plan is Students' Worksheet which is prepared to contain material questions that have been taught to students according to measuring learning achievement that has been implemented. by students by sending the Students' Worksheet to the Whatsapp group before and the collection is also through the Whatsapp group. However, there are still many students who take a long time to collect their assignments and don't even do them. The next lesson plan is to prepare teaching materials in the form of learning videos that have been made or downloaded from Youtube and prepare subject matter to be taught to students in accordance with learning achievements by reading books and studying videos that have been distributed to students, this is done so that during the learning process learning takes place the teacher can master all the subject matter.

Based on the results of the questionnaires that have been distributed and the interviews that have been

carried out, it can be seen that the preparation of learning carried out by students in online physical education learning is to study the material first before the teacher explains the subject matter to be given doing planning but some students do not do so, always make sure the internet network is stable before starting physical education learning online, preparing learning tools in online physical education learning such as gadgets/devices, internet packages, stationery, books and others, and also preparing equipment that can be used in the online physical education learning process at home.

3.3.2. Learning Process

Based on the results of the study that the learning process in Public Senior High Schools throughout West Nias Regency in carrying out physical education learning online that the implementation of physical education learning is applied by online teachers even though there are teachers who apply two methods, namely online learning and directly by following health protocols for students who do not have access to carry out physical education learning online, it is also known that teachers are able to apply the lesson plans that have been prepared in the online physical education learning process by being able to apply online physical education learning based on media, teaching materials, and Students' Worksheet designed, so that by using The learning method that has been prepared can generate student activity during the online physical education learning process. And some teachers apply a scientific approach during the online physical education learning process and apply student assessments during online physical education learning.

Although initially many of them complained that the implementation of learning was carried out online because they felt bored and lacked enthusiasm for learning. Because they are used to doing face-to-face learning, but over time they have started to get used to and enjoy the implementation of online physical education learning, by always following the online physical education learning process and students can be seen also concentrating when carrying out Physical Education learning at home, but only some of the students who participated actively carried out discussions about the material studied during the Physical Education learning process. It was also found that the online physical education learning process made students less understanding of the material provided by the teacher. So that many students do not complete the physical education tasks given by the teacher online in a timely manner. Apart from the obstacles experienced in the process of implementing the online learning system, the activeness of students in participating in learning activities tends to decrease over time and there is no

student awareness in carrying out netiquette or internet ethics.

3.3.3. Seriousness

Based on the results of the study that seriousness in online learning in Public Senior High Schools throughout West Nias Regency in implementing online physical education learning that the seriousness of teaching teachers and student learning in online physical education learning shows dominant results in the "good" category of teachers because teachers master the material physical education lessons that will be presented during online learning, the teacher also presents physical education material systematically and regularly so that it is easily understood by students, and the teacher always gives assignments for the next meeting to remember the lessons that have been taught. while the seriousness of student learning in the implementation of online learning based on research results is categorized as "less" because students rarely attend physical education lessons online, rarely pay attention to when the teacher is explaining physical education learning materials online, rarely always do physical education assignments given by the teacher, and do not concentrate when receiving physical education lessons online.

The task of the teacher as a profession includes educating, teaching, and training, and requires seriousness in teaching in it, because behind a teacher who is serious in teaching every material he conveys will produce extraordinary students. Educating means continuing and developing the values of life. Inviting means to continue and develop science and technology. Sincerity means the maximum effort that a person makes with sincerity without coercion from any party. While training means developing skills in students.

3.3.4. Sprit

Based on the results of the research that the spirit of learning in SMA Negeri in West Nias Regency in implementing online physical education learning that the dominant result in the "good" category of teachers is because the teacher is disciplined in (starting online physical education learning on time), using several teaching methods in learning physical education online, asking for physical education subject matter that has not been understood by students, and teachers are active in practicing physical education learning movements online. While students are in the "less" category because many of the students are not enthusiastic in participating in Physical Education learning online, which can be seen from students who are not disciplined in (following online Physical Education learning on time), students are also not active in participating in the online physical education learning process from home, and pay less

attention to the teacher when learning. Physical Education instructions take place.

The task of the teacher in the field of humanity in the teaching and learning process at school must be able to make himself a second parent for every student. He must be able to attract sympathy so that he becomes an idol for his students. Whatever lesson is given, it should be able to make students enthusiastic in learning. If a teacher in appearance is not attractive, then the first failure is that he will not be able to plant the seeds of his teaching in the students. Students will be reluctant to face an unattractive teacher. Lessons cannot be absorbed so that every level of society (homo indens, homo pubescent, and homo sapiens) can understand when dealing with teachers.

3.3.5. Motivation

Based on the results of the study that learning motivation in SMA Negeri in West Nias Regency in implementing online physical education learning that teacher teaching motivation and student learning in online physical education learning shows dominant results in the "medium" category of teachers because teachers are happy in teaching educational learning physical education both online, by providing physical education subject matter with interesting learning videos, so that students are interested in taking physical education lessons, and actively asking questions to students to evaluate the achievement of learning objectives and the "less" category for students because students are less motivated to participate in educational learning physical education online, do not like to take physical education lessons online from home, and students are not actively asking for physical education subject matter that I do not understand. Likewise, the results of the interviews showed that students' enthusiasm for learning physical education online was lacking. Due to the boring online learning atmosphere, not meeting peers, always doing assignments. So that some students are not motivated in learning.

Learning motivation is one of the factors causing the success of an educational program. Motivation is an encouragement from within and outside that causes a person to be compelled to carry out certain activities in order to meet needs so that he can encourage himself to be more active and achieve maximum results. In line with the shift in the meaning of learning from teacher-oriented learning to student-oriented learning, the teacher's role in the learning process has also shifted, one of which is strengthening the teacher's role as a motivator.

In the perspective of management and psychology, we can find several theories about motivation (motivation) and motivation (motivating) which are expected to help managers (read: teachers) to develop

their skills in motivating their students to show superior learning achievement or performance. However, in practice it must be admitted that the effort to apply these theories or in other words to become a great motivator is not a simple thing, considering the complexity of the problems related to individual behavior (students), both related to with the internal factors of the individual itself and external circumstances that affect it.

This understanding is very different from other understandings of learning, which state that learning is acquiring knowledge; learning is automatic habit-forming exercises, and so on. Compared with the first understanding, it is clear that the purpose of learning is in principle the same, namely changes in behavior, only different ways or efforts to achieve them. This understanding focuses on the interaction between the individual and the environment. It is in this interaction that a series of learning experiences occur. Evidence that a person has carried out learning activities is a change in the person's behavior, which previously did not exist or the behavior is still weak or lacking. Behavior has an objective element and a subjective element. The objective element is a motor element or physical element while the subjective element is a spiritual element.

3.4. Evaluation of Product Aspect

In evaluating the product aspect in this study, there is one indicator, namely the indicator describing the learning outcomes given to the respondents of physical education teachers and students. Product evaluation aims to determine whether the program has been achieved well, in this study the parameters to be seen are the results of students' physical education learning. This evaluation can be seen from the results of product evaluation. Based on the results of the questionnaire and interview guidelines given to teachers and students. Researchers obtained information that learning outcomes are included in the poor category where from the results of questionnaires and physical education teacher interviews that teachers are able to complete physical education learning materials with online teaching and learning processes, have increased academic achievement and student scores in the implementation of online physical education learning processes for some students, so that students have learning independence which is indicated by being able to search, organize and process information well as a result of the implementation of the online physical education learning process, but the learning outcomes obtained by students online do not increase the overall academic achievement of students.

Program evaluation must be carried out to improve, monitor and develop programs that have been made, in order to realize the stated goals. The purpose of the evaluation is to determine the effectiveness of the

system, its scope, from the implementation process to the results. The results of the evaluation are used to measure the resulting strength; evaluations for policy makers, managers, and other intended uses; and especially in the use of evaluation information to improve policies and programmes. Standards for programs, program objectives, teaching and learning practices, learning outcomes require assessment and are integrated into the evaluation system.

3.5. Discussion of Every School

The evaluation of online physical education learning in high schools throughout West Nias Regency encountered several obstacles, such as requiring facilitation, namely Smartphones or laptops, but there were some students who did not have smartphones or laptops plus there was no internet quota to do online learning. big problem for teachers and students. In addition, the biggest problem is that many students do not have access to online learning because the location of students' homes is difficult and some even do not have internet signals. With online learning, teachers are also overwhelmed in applying what methods will be delivered in online learning so that students understand the material presented because online learning is not done face-to-face. Online learning is less effective because there are reasons for students who have no network, no signal, no devices such as cellphones or laptops. Therefore, teachers find it difficult to carry out this online learning process. Every student really wants to learn calmly and easily understood in the online learning process. However, teachers are also confused about how online learning can be carried out without any obstacles and does not become a burden for students.

Advantages of Online Learning

- a. Avoiding disease outbreaks that are currently happening.
- b. More time with family, of course, this will strengthen the relationship with the family.
- c. For students, the material sent by the teacher in the form of a video can be repeated if it is not understood.
- d. For teachers, videos that have been made can be distributed to the next class that requires the same material.

Disadvantages of Online Learning

- a. Students' understanding of the material is lacking.
- b. Teachers find it difficult to monitor student learning progress.
- c. Reduced interaction between teachers and students.
- d. Spend a lot of internet quota.
- e. Not all students have online learning facilities.

Student Parents' Response to Online Learning

- a. Parents spend more time with their children.
- b. Online learning makes parents more compact with their children.
- c. Parents cannot accompany their children to study when they are busy working.

Barriers to Teachers Doing Online Learning

- a. Lack of student understanding when conducting the online learning process.
- b. Lack of facilities owned by students when studying online.
- c. Internet quota that cannot be reached by all students.
- d. Signal limitations can hinder the teaching and learning process in online learning.

4. CONCLUSIONS

Based on the results of data analysis and research discussions that have been described, it can be concluded that the implementation of online physical education learning at SMA Negeri Nias Barat Regency is declared in the "less" category. This result is indicated by data where each evaluation component shows low quality.

4.1. Based on Context Aspect

Based on the context aspect, namely indicators of the implementation of learning policies, online learning objectives and online learning needs, that based on the results of interviews with the Head of the Teluk Dalam Education Office in West Nias Regency and the Principal of SMA Negeri Nias Barat Regency regarding the policies and objectives of online learning, that on average every year SMA Negeri Nias Barat Regency already understands the policies and objectives of online learning and implements online learning including physical education. However, the need for online learning is still a lot of obstacles, that the average obstacle for each school in carrying out online learning is: students who do not have gadgets, unsupported internet access, frequent power outages, and areas where students live who do not have internet access.

4.2. Based on Input Aspect

Based on the input aspect, the indicators are teacher condition, student condition, and facilities and infrastructure for SMA Negeri, West Nias Regency. Based on the results of questionnaires and interviews with physical education teachers and students, that the condition of all teachers at the West Nias Regency Public High School is good, the condition of all students in West Nias Regency Public High School is moderate and less active during online physical education learning and students are still technological stuttering (technological gaps) in conducting online physical

education learning. As well as the facilities and infrastructure for teachers at the West Nias Regency Public High School, including the lack of electricity, especially on the electricity supply and internet network and for all students in the West Nias Regency Public High School, including the lack of possession of gadgets/devices, electricity, internet connection, and sports equipment.

4.3. Based on Process Aspect

Based on the process aspect, namely indicators of online learning preparation, implementation of online learning, sincerity, enthusiasm, and motivation at West Nias Regency Public High School. Based on the results of questionnaires and interviews with physical education teachers and students, it was found that the preparation of learning for teachers at West Nias Regency Public High School included good funds for students, including moderate and insufficient in preparing equipment that could be used in online physical education learning at home. The implementation of learning for teachers at West Nias Regency Public High School is moderate and the students are moderate and lacking in taking an active role and understanding the material provided by the teacher. The seriousness of teaching to the teachers at the West Nias Regency Public High School is moderate and the students' seriousness in learning at the West Nias Regency Public High School is moderate. The enthusiasm for teaching the teachers at the West Nias Regency Public High School is good and the students' enthusiasm for learning at the West Nias Regency Public High School is moderate. As well as the motivation of teachers to teach, including moderate and less happy in teaching corner learning both online, and students including moderate and less happy participating in Physical Education learning online from home and less active in asking about Physical Education subject matter that has not been understood.

4.4. Based on Product Aspect

Based on the product aspect, it is an indicator of learning outcomes for physical education at the West Nias Regency State Senior High School. Based on the results of questionnaires and interviews with physical education teachers and students, that the student learning outcomes of the entire sample of teachers at West Nias Regency Public High School are moderate and lacking in improving academic achievement and student scores in the implementation of the online physical education learning process, especially students do not always do physical education tasks given by the teacher of physical education.

ACKNOWLEDGMENTS

On this occasion the authors would like to express their sincere thanks and highest appreciation to all those who have helped the author: Mr. Dr. Nurkadri, M.Pd. as the supervisor I and Mr. Dr. Sanusi Hasibuan, M.Kes. as the supervisor II.

REFERENCES

- [1] Afandi, Alvin dan Hartoto, Setiyo. n.d. (2019). "Hubungan Aktivitas Jasmani di Luar Jam Pelajaran PJOK terhadap Kebugaran Jasmani Siswa di SMKN 1 Driyorejo Gresik". *Jurnal Pendidikan Jasmani*. 07 (03). 503–506.
- [2] Kurniawan, M T A. (2020). "Artikel Review: Dampak Pandemi Covid-19 Terhadap Pendidikan Di Indonesia." *Seminar & Conference Nasional ...*, 111–17.
<http://conference.um.ac.id/index.php/fik/article/view/453>.
- [3] Yuliana, Y. (2020). "Corona Virus Diseases (Covid-19): Sebuah Tinjauan Literatur." *Wellness And Healthy Magazine* 2 (1): 187–92.
<https://doi.org/10.30604/well.95212020>.
- [4] Syarifudin, Albitar Septian. (2020). "Implementasi Pembelajaran Daring Untuk Meningkatkan Mutu Pendidikan Sebagai Dampak Diterapkannya Social Distancing." *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Metalingua* 5 (1): 31–34.
<https://doi.org/10.21107/metalingua.v5i1.7072>.
- [5] Rahmatullah, Muhammad Imam. (2019). "Pengembangan Konsep Pembelajaran Literasi Digitata." *Journal Of Sport Education (JOPE)* 1 (2): 56. <https://doi.org/10.31258/jope.1.2.56-65>.
- [6] Putrawangsa, Susilahudin, and Uswatun Hasanah. (2018). "Integrasi Teknologi Digital Dalam Pembelajaran Di Era Industri 4.0 Kajian Dari Perspektif Pembelajaran Matematika." *Jurnal Pemikiran Dan Penelitian Pendidikan* 16 (1): 42–54.
- [7] Arikunto, S. (2014). *Dasar-Dasar Evaluasi Pendidikan Edisi Revisi*. Cetakan ke. Jakarta: Bumi Aksara.
- [8] Mulyatiningsih, E. (2012). *Riset terapan bidang pendidikan dan teknik*. Yogyakarta: UNY Press.
- [9] Rachmat, Agung, and Iwan Krisnadi. (2020). "Daring (Online) Untuk Siswa SMK Negeri 8 Kota Tangerang Pada Saat Pandemi Covid Analisis Efektifitas 1 Berbasis Media E-Learning Pada Mata Pelajaran PJOK Di SMA Kota Yogyakarta Pembelajaran 19." *Jurnal Pendidikan* 1 (1): 1–7.

- [10] Nur, Muhammad., Pradipta, Dwi Galih & Maliki, Osa. (2020). Efektivitas Pembelajaran Daring Mata Pelajaran PJOK Siswa Kelas XI di MTSN 2 Semarang Selama Pandemi Covid-19. Seminar Nasional KeIndonesiaan V Tahun 2020. Universitas PGRI Semarang.
- [11] Sugiyono. (2013). Metodologi Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.
- [12] Miles, Matthew & Huberman, Michael. (2009). Analisis Data Kualitatif. Jakarta: UI-Press.

Evaluation of Physical Education Learning Program at The West Nias District Senior High School

ORIGINALITY REPORT

29%

SIMILARITY INDEX

21%

INTERNET SOURCES

21%

PUBLICATIONS

7%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

4%

★ Rahmatika Kayyis. "STRUGGLE AND STRATEGIES FACED BY VOCATIONAL HIGH SCHOOL DURING THE COVID-19", ENLIT Journal, 2022

Publication

Exclude quotes Off

Exclude matches Off

Exclude bibliography On