

ABSTRAK

FEBRY HAKIM NUR SIREGAR. Evaluasi Program Pembelajaran Pendidikan Jasmani di SMAN Kabupaten Nias Barat. Tesis. Medan : Program Pascasarjana Universitas Negeri Medan, Juli 2021.

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan pembelajaran pendidikan jasmani secara daring di SMA Negeri Se-Kabupaten Nias Barat, yang diukur menggunakan model evaluasi CIPP (*Context, Input, Process* dan *Product*). Penelitian ini termasuk penelitian evaluasi. Sampel penelitian ini adalah Kepala Dinas Pendidikan Sumatera Utara Cabang Teluk Dalam yang berjumlah 1 orang, Kepala Sekolah yang berjumlah 9 orang, guru pendidikan jasmani yang berjumlah 9 orang dan siswa kelas XI yang berjumlah 254 orang, pengambilan sampel dengan *randomsampling*. Data dikumpulkan dengan menggunakan wawancara, angket, dan dokumentasi. Teknik analisis data yang digunakan adalah teknik analisis deskriptif. Hasil penelitian menunjukkan 1. Pada aspek *Context* dengan indikator Kebijakan rata-rata setiap sekolah SMA Negeri Nias Barat melaksanakan kebijakan pembelajaran secara daring termasuk pendidikan jasmani. Namun ada beberapa sekolah melaksanakan pembelajaran dengan menggabungkan metode seperti daring dan luring (tatap muka) dengan tetap mengikuti anjuran pemerintah dalam menerapkan protokol kesehatan, indikator Tujuan selain tujuan utama yaitu mengurangi penyebaran virus Covid-19 di lingkungan sekolah, dan pemenuhan hak peserta didik untuk tetap mendapatkan layanan pendidikan, serta memberikan pengalaman belajar yang baru bagi siswa, dan indikator kebutuhan pembelajaran daring menunjukkan masih banyak terkendala, seperti : siswa yang tidak memiliki gadget, akses internet yang kurang mendukung, dan aliran listrik yang sering padam. 2. Aspek *Input* menunjukkan Kondisi guru (Guru 76,67%, Siswa 74,09%), Kondisi siswa (Guru 60,74%, Siswa 65,59%), Sarana prasarana (Guru 52,59%, Siswa 52,71%). 3. Aspek *Process* menunjukkan Persiapan pembelajaran (Guru 72,96%, Siswa 62,09%), Pelaksanaan pembelajaran (Guru 68,44%, Siswa 61,06%), Kesungguhan (Guru 74,81%, Siswa 63,84%), Semangat (Guru 72,78%, Siswa 65,04%), Motivasi (Guru 69,78%, Siswa 64%). 4. Aspek *Product* menunjukkan menggambarkan hasil pembelajaran PJOK secara daring (guru 61,33%, siswa 58,35%). Berdasarkan hasil penelitian dapat disimpulkan bahwa pelaksanaan pembelajaran pendidikan jasmani secara daring di SMA Negeri Kabupaten Nias Barat dinyatakan pelaksanaannya dalam kategori “kurang”.

Kata Kunci: Evaluasi, Pendidikan Jasmani, Daring, Evaluasi Model CIPP

ABSTRACT

FEBRY HAKIM NUR SIREGAR. Evaluation of Physical Education Learning Program At The West Nias District Senior High School. Tesis. Medan : Program Pascasarjana Universitas Negeri Medan, Juli 2021.

This study aims to describe the implementation of online physical education learning in SMA Negeri in Nias Barat Regency, 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 SMA Negeri Nias Barat 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 PJOK 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 SMA Negeri Nias Barat Regency is declared in the "less" category.

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