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Analysis of Evaluation Models in Physical Education Learning: Systematic Literature review

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ABSTRACT

Knowledge about evaluation has an important role in overcoming various problems in physical education learning. There are various types of program evaluation models used, and therefore, the aim of this research is to explore and review the application of various program evaluation models that have been carried out in the context of physical education learning. The method used in this research is a literature review. Data was collected from three database sources, namely Google Scholar, Garuda Ristekdikti, and Sinta Journal, using the keywords "program evaluation model" and "physical education". The time span of this research covers the period 2018 to 2022. Data search results show as well as 6 articles from Google Scholar, 1 article from Garuda Ristekdikti, and 8 articles from Sinta Journal, so a total of 15 articles will be analyzed. Based on the research results, it appears that the CIPP evaluation model is more popular and is often used to evaluate physical education learning programs, and this evaluation is generally carried out at the secondary school level.

Keywords: Learning Evaluation; Physical Education; Systematic Literature review

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INTRODUCTION

One of the motivations for adding physical education subjects to the school curriculum is to provide opportunities for students to increase their self-confidence, knowledge and skills related to physical activities (Risyanto, 2016). Through this learning, they can achieve physical fitness and develop the ability to interact with other people(Yulianto et al., 2023). Physical education learning is expected to provide a pleasant experience for students during the learning process (Haris, 2018). Therefore, the implementation of physical education has an important role in achieving overall educational goals. To support the success and implementation of better education, the government has formulated regulations through Law Number 57 concerning National Education Standards of 2021. In this Law, there are eight standards that complement each other, one of which is a management standard that emphasizes the obligation of every academic community to guarantee quality learning activities.

In the implementation of physical education, there are still gaps with the standards that have been set, which is caused by the choice of learning methods and

models that are not in accordance with the individual characteristics of each student (Haris, 2023). Choosing an inappropriate method can make it difficult to understand the information conveyed by educators to students. The lack of adequate infrastructure is also an obstacle in implementing physical education learning (Setiawan, 2021). Apart from that, the application of conventional methods in conveying information by educators does not encourage students to actively contribute to the learning process (Sari, 2019).

In this context, evaluation plays an important role in overcoming various existing problems. that the results of the evaluation can be in the form of recommendations and possible policies, such as stopping, revising, continuing, or expanding the program (Nuroniyah, 2018). Even though there have been many studies discussing various program evaluation models, research is still needed to analyze which program evaluation models are the most efficient and effective to apply in the implementation of physical education learning. The study was conducted using the countenance evaluation model in physical education learning (Purwadi & Erdilanita, 2022). CIPP evaluation model in junior high schools to evaluate the quality of physical education learning programs (Raibowo & Nopiyanto, 2020). Therefore, this research has important value to provide information to all parties in the education sector and to maintain the quality of physical education learning implementation.

Based on the exposition of the problem that has been described, the author intends to evaluate and conduct a review of the implementation of program evaluation from various models in physical education learning, from elementary to high school levels. By carrying out this research, it is hoped that it can provide a reference for all parties who have an interest in the application of the program evaluation model in the implementation of physical education learning.

METHOD

The method used in this research study is a literature review. In the process of searching for articles, the author used access from three databases, namely Sinta Journal, Google Scholar, and Garuda Ristekdikti. The keywords used are "Program evaluation model" and "physical education" and "High School" and "Junior High School" and "Primary School". The data collected is limited to articles that are relevant and appropriate to the topic of discussion, which have been published in the period 2018 to 2022. The inclusion criteria applied involve research articles indexed in Sinta, starting from Sinta 1 to Sinta 6, using the method evaluative research, as well as a focus on physical education learning from elementary to high school levels.

RESULTS

In the results of data searches from the three databases on September 20 2023, using the keywords mentioned, 6 articles were found from Google Scholar, 1 article from the Garuda Ristekdikti database, and 8 articles from the Sinta Journal were identified. Therefore, a total of 15 articles will be analyzed. Details of the data results are presented in Table 1.

Table 1. Article Data Review Results

No	Evaluation model	Writer	Year	Indicator
1	Goal Oriented	Gusdiyanto & Mustafa	2022	Completeness of the RPP includes identity, core competencies, objectives, suitability of KD and GPA, materials, methods, learning media, learning resources, steps for presenting activities and assessment of learning outcomes.
2	CIPP	Hadi	2019	Context of learning objectives and needs. Input the competence of educators and the character of students. Process of preparation, assessment and implementation. Product of student success in learning
3	CIPP	Raibowo & Nopiyanto	2020	Context of the objectives of physical education learning. Input teacher competency, student character, infrastructure and financing. Program implementation process. Product level of student interest
4	CIPP	Kaloka & Kurniawan,	2021	Context of the relationship between material and syllabus with Permendikbud. Input teacher competency, student character and infrastructure. Process of preparation, assessment and implementation. Product of student success after learning
5	CIPP	Zakiah, Sunarno, & Suprayitno,	2021	Context, weaknesses and strengths of learning planning. Input existing resources at school. Physical education learning implementation process & use of facilities. Product resulting from implementation program
6	CIPP	Purnama, Rozi, & Usmanto,	2022	Context alignment of material with K13. Input educational background, infrastructure, teaching materials. Physical education learning implementation process & teacher administration. The product is the success of students in achieving the predetermined KKM value
7	CIPP	Haryono, Kumaat, & Kristiandaru,	2022	Context for implementing learning tools. Human resource input. Plan conformity process prepared and implemented. Learning outcomes products based on KKM
8	CIPP	Sultan, Anwar, Sin, Arsil, & Donie	2022	Context of material alignment with K13 and the independent curriculum. Input the educator's background and facilities infrastructure. Physical education learning implementation process. Product achievement of students in terms of cognitive, affective and psychomotor

9	CIPP	Habibi, Muhammad, Kristiandaru & Sholikin,	2022	Context of educator background, student activity and infrastructure. Input of infrastructure and teaching readiness. The process of implementing the learning program. Learning assessment product
10	CIPP	Sujana, Wahjoedi, & Hidayat,	2022	Context of implementation and understanding of the school's vision & mission as well as online learning programs and the social environment. Input human resources, infrastructure and learning processes. The process of conforming to the plans prepared and implementing the learning program. The product is the success of students in achieving the predetermined KKM value
11	Countenance	Sinulingga, Hasibuan, & Noor	2021	Antecedent, namely the condition of students, teachers, infrastructure, understanding of the curriculum and learning planning, Transaction, namely the implementation of a scientific approach and implementation of authentic assessment. Outcomes are the results of authentic assessment.
12	Countenance	Imam Ariyadi, Rumini, & Priyono	2021	Antecedents are the condition of students, teachers, infrastructure, understanding of the curriculum and learning planning. Transaction is the implementation of a scientific approach and implementation of authentic assessment. Outcomes are the results of authentic assessment
13	Countenance	Priono, Siregar, & Siregar	2022	Antecedent is learning planning. Transaction is the implementation of learning. Outcomes are the results of authentic assessment
14	Countenance	Sarpan, Rumini, & Hartono,	2022	Antecedents are methods, media, learning resources, facilities and assessment. Transactions are introduction, core and closing. Outcomes are the results of authentic assessment
15	Discrepancy	Mustafa & Winarno,	2020	Planning, namely subject identity, formulation of indicators, objectives, selection of materials, learning resources, media, learning models, learning scenarios, implementation of a scientific approach and assessment design. The process is the introduction, core activities and closing. Assessment of attitudes, skills and knowledge

DISCUSSION

In evaluating learning programs,(Arikunto & Jabar, 2014)stated that there are eight models that can be implemented, including Countenance, Responsive, summative

formative, CSE-UCLA evaluation model, Goal oriented, Goal free, CIPP evaluation model, and Discrepancy evaluation model. In this context, as an evaluator, you should adjust the evaluation model that will be used by considering the objectives to be achieved. The steps for effective program planning are also explained by(Ananda et al., 2017)which includes a comprehensive analysis of the situation involving aspects of human resources to political stability. These steps involve determining problems based on needs, formulating goals that promise improvements and benefits, maintaining balance, and setting clear and precise goals and objectives for implementation. This process must be sustainable and provide opportunities for evaluation of both the process and the results.

From the various models mentioned above, the results of data analysis show that the program evaluation model most widely used in physical education learning is the CIPP evaluation model. The countenance model is in second place in terms of usage rate. Significant differences exist between the two. The countenance evaluation model is recommended to be implemented during the program, while the CIPP model can be implemented both during the program and before the start of the program. The results of the CIPP evaluation model focus on whether or not the program objectives have been fulfilled, while the countenance evaluation results in decisions from all stakeholders regarding the program.

The weaknesses of the CIPP model include the focus on information needed by stakeholders, which can make this model less democratic and fair, in addition, this model requires quite a lot of money, time and other resources.(Aneza et al., 2023). Meanwhile, the advantages of the CIPP evaluation model include more comprehensive coverage because it assesses not only results, but also context, input and process. Limitations of implementing this model in learning programs include the involvement of many parties, which requires funding and a long time span.(Bhakti et al., 2022). On the other hand, the countenance evaluation model is considered very suitable for evaluation in the dimensions of activity processes and results(Lukum, 2015). This evaluation is based on two matrices, namely the description and consideration matrix. The description matrix is divided into two categories, namely those planned for program development and those observed. Meanwhile, the consideration matrix consists of consideration categories, standards, and transaction aspects and results. Although this model has advantages and disadvantages compared to other models(Bachtiar, 2016). The advantages involve assessing programs that suit needs, being able to interpret learning programs implemented by educators, providing insight, and generating hypotheses regarding the program being assessed.(Sofyan, 2018). In this regard, the CIPP evaluation model is superior to the countenance and formative evaluation models. When compared with the formative model, the CIPP evaluation model is also considered more comprehensive because it includes formative and summative elements.(Zulfikar et al., 2022).

Implementation of Program Evaluation in Physical Education Learning

From the information obtained, it can be seen that evaluation research on physical education learning programs tends to focus more on middle and high schools, while minimal research has been carried out for elementary schools. This should be a concern for all parties in the education sector. In state elementary schools, various problems are still found, such as choosing methods, preparing equipment, and assessing physical education learning(Mustafa & Gusdiyanto, 2023). In addition, in private schools and in rural areas where resources are limited, the continuity of

learning is also a question. that some physical education teachers in elementary schools may not be in accordance with their specialty, and this condition can be caused by the limited teaching staff in the area. Therefore, it is important to carry out evaluations to monitor the progress of physical education learning programs, especially in elementary schools and in special conditions.(Praptanti & Ernawati, 2019).

According to(Kurniawan et al., 2022)that some public high school teachers in Banyuwangi Regency who have civil servant status and are certified still face obstacles, such as low frequency of training and a lack of written work in the last three years. Similar findings by(I. Haris et al., 2023)shows that the conditions of teachers in terms of competency have not been met optimally. Even though academic competence is still considered good, the teacher's lack of understanding of the individual characteristics of students from various aspects (physical, intellectual, social, emotional, moral and spiritual) is the cause. In this case, it is recommended that teachers can motivate students more to be active in learning and look for additional material outside that presented by the teacher. Furthermore, professional competence is still not fulfilled, due to the lack of self-development programs organized by the relevant agencies in collaboration with educational quality assurance institutions.

In contrast to the findings(Yulianto & Hendrayana, nd), which states that physical education learning has been successful. The findings revealed that the teachers showed their performance very well, even though they were faced with various obstacles, the teachers showed perseverance and patience in dealing with the students. The method applied by the teacher is considered to be in accordance with the learning objectives, as reflected in the students' positive responses and their ease in understanding the material presented. The students looked serious and enthusiastic about participating in learning and training without feeling burdened. However, the obstacles faced, especially those related to limited infrastructure, are a problem that every school needs to pay attention to. This is an important highlight for all stakeholders who want to ensure that the program that has been designed can run well.

CONCLUSION

Based on the findings that have been described, it can be concluded that physical education learning program evaluation is more commonly implemented at the junior and senior high school levels, while on the contrary, program evaluation research is still limited at the elementary school level. The evaluation model that is more widely used in physical education learning programs is the CIPP evaluation model, compared to several other evaluation models.

CONFLICT OF INTEREST

The authors have no conflicts of interest associated with the material presented in this paper.

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