

# The Evaluation of Physical Education at Panca Bhakti Special Primary School in Sleman Yogyakarta

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**Keywords:** Evaluation, SDLB, CIPP

**Abstract:** This study aimed at evaluating Physical Education learning process at Panca Bhakti Special Primary School in Sleman, Yogyakarta. This research is an evaluation research, using CIPP evaluation, which evaluates the components of context, input, process, and product. The research data were collected through structured interviews, semi-open questionnaires, closed questionnaires and observations. The results of the identification of this study viewed from the mentioned four aspects were classified as fair. This was based on funding factors for the needs to revamp the Panca Bhakti Special Primary School facilities in Sleman. Furthermore, this was also due to the lack of public understanding regarding the importance of education for students with special needs which must be handled optimally.

## 1 INTRODUCTION

Physical activity is an activity carried out by a person or group of people physically to reach certain goals. Physical activity is very important for the development and maintenance of health (NASPE in Corbin & McKenzie, 2008: 49). Based on Act No. 3 of 2005 concerning National Sports System Article 17, it was stated that sports can be categorized into three scopes namely educational sports, recreational sports and sports achievements. All the three have different meanings, so the intentions and objectives are different. Educational sports can be interpreted as physical education and sports carried out as part of a regular and continuous education process to obtain knowledge, personality, skills, health and physical fitness.

As a part of educational sports, Physical Education becomes one of the subjects in various education units ranging from elementary schools to universities. This condition brings consequences on fulfilling the needs of learning infrastructure facilities, including special schools. According to the Central Bureau of Statistics (BPS) data in 2005, there were approximately 4.2 million students with special needs in Indonesia (Republika, 2013). Based on BPS data in 2007 there the number of special need students increased into 8.3 million. On top all

of these, education is the right of every person. Thus, every person has the right to receive educational services according to their conditions and needs. Children with special needs are also entitled to education services based on with their conditions and needs. In accordance with Act No. 20 of 2003 article 5 paragraph 2, it is affirmed that "Citizens who have physical, emotional, mental, intellectual, and / or social abnormalities are entitled to education specifically." In addition, the Act No. 20 of 2003 article 5 paragraph 4 also guarantees that "citizens who have the potential for intelligence and special talents are entitled to special education."

In fact, there are various kinds of problems in the management of Physical Education at special schools. The physical education teachers have not been optimally managed the Physical Education according to the theory and reality in the field. The problems are the management of facilities, lack of proper planning, the condition of poorly maintained education facilities, and lack of utilization of educational facilities properly. The issue of managing Physical Education for students with special needs is also experienced by the Panca Bhakti Special Primary School in Sleman. Physical Education learning process at Panca Bhakti Special Primary School still lacked of evaluation so that the goals and objectives of the subject have not been optimally achieved. An evaluation or management

of Physical Education by the teachers is really crucial. The management aims at improving the quality of learning to support the achievement of quality education particularly at Panca Bhakti Special Primary School, Sleman. Therefore, the research on the implementation of the evaluation of Physical Education at Panca Bhakti Special Primary School in Sleman was conducted.

## 2 METHOD

This evaluation study employed the CIPP evaluation model (Context, Input, Process, Product) (Stufflebeam, 2003). This study also employed qualitative and quantitative approaches in evaluating Physical Education at Panca Bhakti Special Primary School in Sleman. The evaluation context focused on setting goals; the input evaluation focused on exposing design; the process evaluation checked the program operations; and product evaluation directed the attention to assess and react to the program objectives.

The research was conducted in Panca Bhakti Special Primary School in Sleman which runs a program of special needs students. The subjects in the study were several parties of this school consisting of the Principal as the person in charge and the teachers in charge at the Panca Bhakti Special Primary School.

The data were collected using questionnaires, interviews, documentations and observations. The questionnaires were given to teachers of the school. The interviews were conducted with the person in charge of the special primary school which is the school principal. The objects of the observation were school buildings, facilities and infrastructure to support learning and implementation of learning. The documents were in the form of notes, students' lists, and photos of learning activities. The analysis technique included four interacting components, namely data collection, data reduction, data presentation and conclusion drawing.

## 3 RESULTS AND DISCUSSION

Based on the research finding and its analysis, the discussion of context evaluation, input evaluation, process evaluation and product evaluation can be described as follows.

Table 1: Evaluation Criteria of Context Evaluation.

Range of Value	Category
23.33 – 30.00	Good
16.67 – 23.32	Fair
10.01 – 16.66	Poor

Based on Table 1, the value of 25 (twenty-five) is in the range of 23.33 - 30.00, which is in the good category. This means that the context of the Panca Bhakti Special Primary School had been going well, supported by the relevance of the programs and good program objectives.

Table 2: Evaluation Criteria of Input Evaluation.

Range of Value	Category
49.00 – 63.00	Good
35.00 – 48.99	Fair
21.00 – 34.99	Poor

According to Table 2, the value of 45 (forty-five) is in the range of 35.00 - 48.99, which is in the fair category. This means that the input in Panca Bhakti Special Primary School had to be improved. Thus, it would be better and evolve from fair into good category.

Table 3: Evaluation Criteria of Process Evaluation.

Range of Value	Category
9.33 – 12.00	Good
6.67 – 9.32	Fair
4.01 – 6.66	Poor

Based on Table 3, the value of 8 (eight) is in the range of 6.67 - 9.32, which is in the fair category. This means that the process in Panca Bhakti Special Primary School in general was quite good.

Table 4: Evaluation Criteria of Product Evaluation.

Range of Value	Category
21.00 – 27.00	Good
15.00 – 20.99	Fair
9.00 – 14.99	Poor

Based on Table 4, the value of 15 (fifteen) is in the range of 15.00–20.99, which is in the fair

category. This means that the products of Panca Bhakti Special Primary School had to be improved.

#### 4 CONCLUSION

According to the research findings and discussions, it can be concluded that: (1) The context evaluation showed the relevance of the program related to the Ministry of Education, Sleman Government, and community needs, (2) The input evaluation showed that short, medium and long-term programs, students, teachers, facilities and infrastructure as well as funds are needed in fostering students in Panca Bhakti Special Primary School, (3) The process evaluation showed the process of coaching that ran from learning, monitoring and evaluation carried out in monitoring and assessing the process and (4 ) Product evaluation showed a result of a coaching program such as students' contributions, achievement and academic stuff.

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