EVALUATION OF PHYSICAL EDUCATION LEARNING PROGRAM

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To evaluate the learning of physical education is not enough for the assessment of student learning outcomes. But the need to reach to the design and implementation of learning programs. Assessment of learning design include, aspects of competence development, learning stretegi selected, and the contents of the program. Assessment of learning programs attempt to assess how much learning programs implemented by physical education teachers. Assessment of the results of learning programs are not quite limited to short-term results or outputs but should also improve the learning outcomes of physical education

Keywords: Program Evaluation, Physical Education Learning

A. INTRUDUCTION

Physical education as a whole educational component has been recognized by many people. Condition of physical education teaching quality sport in Indonesia, until today, is not as effective teaching of physical education in schools. Conditions of learning quality physical education that is concerned at the primary, secondary schools and even universities have been presented and reviewed in various forums by some observers of physical education and health (Mutohir Cholik, 2002; 16)

The results are less than optimal learning is a very common problem comes from an implementation of physical education learning process. The inability of students to understand and master the various skills in the form of knowledge, attitudes and skills that are expected to emerge from a learning process is an indication of the failure of physical education learning process. This condition is caused by several factors such as, the limited ability of physical education teachers and health and the limited resources used to support the process of teaching physical education and health. Quality of education has been influenced by many factors, namely, students, school administrators (principals, employees, committee / school board), environment (parents, communities,

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schools), the quality of learning, and curriculum (Edy Suhartoyo, 2005:2) pp Similar also delivered by Djemari Mardhapi (2003:8) that:

Efforts to improve the quality of learning and quality assessment system. Both are related to each other, a good learning system will produce a good quality. Next pemilaian good system will encourage teachers to determine the best teaching strategies and motivate students to learn well.

Thus one important factor to achieve the goal of education is the learning process is done, while one of the important factors for effective learning is a good factor to the process of evaluation and learning outcomes. Evaluation can encourage more students to study hard and continuously encourages teachers to further improve the quality of the learning process and encourages schools to further improve the facilities and the quality of school management. With respect thereto, then the learning of physical education teachers who are not only able to teach well but also do good evaluations, but also able to evaluate properly. Evaluation activities as part of physical education learning programs need to be optimized. Evaluation of physical education teaching is not just rely on the assessment of learning outcomes, but also need to evaluate the inputs, outputs, and quality of physical education self learning. Optimizing the evaluation system has two meanings, the first evaluation system that provides optimal information. The second is the benefits achieved from the evaluation is to improve the quality of learning and will further increase the quality of education.

In physical education teaching evaluation is the evaluation is conducted micro-class level, especially to see the achievement of students learning. Learning achievement is not only cognitive, but also includes all the existing potentials in psychomotor learners. So the goal is to evaluate micro-class learning and who became a teacher penanggungjawabannya (Mardapi fingers, 2000:2)

The success of physical education learning program is always seen from the results achieved learning students. On the other hand evaluation of physical education teaching program requires data on program implementation and the level pemebelajaran purpose ketercapaian. These conditions occur in primary level education, secondary, and above. The success of learning programs are

always viewed from the aspect of learning, while the implementation of learning programs in the classroom or the quality of the learning process took place rarely touched assessment activities.

B. DISCUSSION

1. LEARNING

The term learning refers to the notion of teaching and learning interactions between faculty and residents learned that result in changes in behavior. In the process at least contain the features: (1) there are goals to be achieved, (2) no materials or materials that become the content of interaction, (3) no method or approach as a means by which to achieve goals, (4) there are situations that allow the learning process is going well, and (5) no evaluation of learning outcomes (Sardiman, 1990: 12-13). Another notion that learning is an effort that aims to help students learn, is a series of events that influence students to more easily achieve the learning objectives. This opinion implies that learning is an activity that is well aimed at systematically designed and developed to achieve the learning objectives

2. PROGRAM EVALUATION

a. Test, Measurement, Assessment and Evaluation

There are three terms that are frequently used in the evaluation, a test, measurement, and evaluation. (test, mesurment, and assessment). The test is one way to estimate the size of a person's ability indirectly, through one's response to stimuli or questions (Djemari Mardapi, 2000:12). The test is one tool for measuring the tool to collect information on the characteristics of an object. These objects can include learners' abilities, attitudes, interests and motivation. Tess participant response to a number of questions illustrate the ability in certain areas. The test is the narrowest of bagaian evaluation. Measurement can be defined as the process by which information about the attributes to, or quantifying, things accroding to a set of rules (Griffin & Nix 1991:3). Also measurements

expressed as the number-setting process with a systematic way to declare a state of individuals (Djemari Mardapi, 2000:1).

Thus, the essence of the measurement is the quantification or determination of the number of characteristics or circumstances of individuals according to certain rules. This individual circumstances can be cognitive, affective, psychomotor. Measurement has a broader concept of the test. We can measure the characteristics of an object without using the test, for example by observation, rating scale or other means to obtain information in the form of quantitative. Assessment (assessment) has a meaning berbada with evaluation. The task group on Assessment and testing (TGAT) described the assessment as all the ways in which performance utntuk menilaia individuals or groups (Griffin & Nix.1991: 31). Popham (1995:3) defines assessment in the context of education as a formal attempt to determine student status with regard to the interests of education. Boyer & Ewel defines assessment as a process that provides information about individual students, the curriculum or program, the situations or things associated with the system of institutions. "processes that provide information about entire Sytem of institutions" (Strak & Thomas, 1994:46). Based on the above can be concluded that the assessment or assessment can be defined as the activity data to interpret the results of measurements

Evaluation has a different makana assessment, measurement and testing. Stufflebeam and Shinkfield (1985:159) states that:

> Evaluation is the process of delineating, Obtaining, and providing descriptive and judmental information about the wort and merit of some object's goals, design, implementation, and impact in order to guide decision making, serve needs for accountability, and promote understanding of the involved phenomena

Evaluation is a process to provide information that can be used as consideration to determine the prices and services (the worth and merit) of the achieved goals, design, implementation and impact to help make decisions, helping accountability and increase understanding of the phenomenon. According to these formulas, the core of the evaluation is to provide information that can be used as a material consideration in decision-making.

National Study Committee on Evaluation (National Study Committee on Evaluation) from UCLA (Stark & Thomas, 1994:12), states that: Evaluation is the process of ascertaining the decision of concern, selecting appropite information, anmd Collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives

Evaluation is a process or activity selection, collection, analysis and presentation of information that can be used as a basis for decision making and subsequent penyususnan programs. Griffin & Nix (1991:3) states:

> Mesurement, assessment and evaluation are hierarhical. The compartion and description of the evidance is an assessment and the judgment of the value or implication of the behavior is an evaluation.

Measurement, assessment and evaluation are hierarchical. Preceded by an assessment evaluation (assessment), while the assessment was preceded by measurement. Measurement means some activities and mendeskrepsikan interpret measurement results, sednagnkan evaluation is determining the value or implications for behavior. Brikerhoff (1986: xi) explains that the evaluation is a process that determines the extent to which educational goals can be achieved.

According Brikerhoff (1986: ix), the focus will be evaluated, there were seven elements that must be done, namely: 1) determining the focus of which will be evaluated (focusing the evaluation), 2) preparation of the evaluation design (designing the evaluation), 3) gathering information (Collecting information), 4) analysis and interpretation of information (analyzing and interpreting), 5) preparing reports (reporting information), 6) pengeloalaan evaluation (managing evaluation), and 7) evaluation for the evaluation (Evaluating evaluation) Understanding showed that in conducting evaluations, evaluators in the early stages to determine the focus that will be evaluated and the design will be used. This means there must be clarity of what will be evaluated implicitly menekanan the purpose of evaluation, and planning how to carry out the evaluation. Furthermore, do penmgumpulan data collected and make a report. In addition, evaluators must make arrangements for evaluation and evaluate what has been

done in implementing the overall evaluation. Weiss (1972:2) states that the purpose of evaluation is:

> *The purpose of evaluation research is to measure the effect of the program against the goals it sets Pout accomplish as a means of contributing to subsuquest decision making about the program and improving future programming.*

There are four things that stressed the pad formula, namely: 1) refers to pengggunakan research methods, 2) emphasis on the results of a program, 3) the use of criteria for judging, and 4) contribution to decision making and program improvement in the future. Based on the above opinion can be concluded that the evaluation is a systematic process and continuing to collect, describe, interpret and meyajikan information can be used for basic Part of making decisions, mupun policy menyususn further develop the program. The purpose of evaluation is to obtain accurate and infoprmasi objective of a program. Such information may include program implementation process, impact / results achieved, efficiency and utilization of evaluation results that focus on the program itself, namely to decide whether to continue, amended or terminated subsequent programs and policies copilation associated with the program In terms of educational objectives, there evaluation of bersfat macro and micro something. Macro evaluation is sasrannya education program, a program designed to improve the education sector. Evaluation of commonly used micro-class level, this in physical education lessons to learn learners learning achievement. Learning achievement is not only cognitive, but also includes all the potential that exists in the learner. So the goal is to evaluate micro-learning programs in the classroom and who became a teacher in charge to schools or teachers for college (Djemari, 2000:2)

b. EVALUATION MODELS PROGRAM

There are many evaluation models developed by the experts that can be used in evaluating learning programs. Krickpatrick, one expert in the field of training programs in addition to human resource development evaluation model menawrkan given the kricpatrick's training evaluation model menunjk also other models that could be Part of a choice in the evaluation of a program. The models designated are: Jack Philiph's five-level ROI Model, Daniel Stufflebeam's CCIP Model (Context, Input, Procces, Product), Robert Stake's Responsive Evaluation Model, robert Stake; s Congruence-Contingency Model, Kaufman's Five Levels of Evaluation , Ciro (Context, Input, Reaction, Outcome), PERT (Program Evaluation and Review Technique), Alkin's UCLA model, Michel Scriven's Goal-free Evaluation Approach, Eisner's Connoisseurships Evaluation Models, Provus's Discrepancy Model, Portraiture Model (http:// www . Businesballs.com / kricpatriklearningevaluationmodel.htm. Taken on November 1, 2009) Of the various models mentioned above in this paper will only briefly diuraiakan some popular models and is widely used as a strategy or work in the implementation guide program evaluation

a) Evaluation Models Krickpartik

Evaluation model developed by Kickpatrick known as the "four levels Krikpatrick evaluation model". Evaluation of the effectiveness of training programs according Krikkpatrick evaluation includes four levels, namely: level 1 - Reaction, level 2 - Learning, Behavior level-3, level 4 - Result

1) Evaluating Reaction

Evaluating the reaction of participants Trainning means to measure satisfaction of participants (costumer satisfaction). Trainning program is considered effective if the process feels Trainning fun and rewarding for the participants so that they are interested tarainning motivated to learn and practice. In other words, participants will be motivated if Trainning Trainning walk prosese satisfactory for students who will eventually menunculkan reaction from participants who menyanengkan. Conversely, if participants do not feel satisfied

with the process followed Trainning that they will not termotibvasi to follow-up lebnih Trainning. According to the Center Partner in an article berjudl Patrick Reep Implementing the Evaluation Model Plus said that the the interest, attention, and motivation of the participants are critical to the success of any Trainning program. People learn better when they React Positively to the learning Environment (http://www.coe.wayne.edu/eval/pdf). In spite of the interest, attention and motivation of participants in following the course Trainning Trainning activities. People will learn better when they give a positive reaction to the learning environment. Trainning participant satisfaction can be examined from several aspects, namely the material provided, facilities available, the delivery of material strategies used by instructors, learning media are available, schedule activities and serving up menus provided consumption. Measuring the reaction can be carried out by reaction sheet in the form of questionnaire that is easy and more effective

    2) Evaluating Learning

    According to Kirkpatrick (1998:20), learning can be defined as the extent to wichh participants change attitude, improve knowledge, and / or increase skill as a result of attending the program. Learning can be defined as a change of attitude, improvement or enhancement of knowledge and skills of students after the program. Participants have learned to say when the dirirnya has changed attitudes, improved knowledge and increased skills. Therefore, to measure the effectiveness of training programs so that all three aspects need to be measured. Without a change in attitudes, increased knowledge and improved skills training on the program participants can dikatan failed. Evaluating learning Penialaian can be called with the assessment results (output) study. Therefore, in the measurement of learning outcomes (learning mensurement) means the determination of one or more of the following: a) Knowledge of what has dipelakjari?, B) the attitude of what has changed?, C) what skills have been developed and improved?. Measuring learning outcomes is more difficult and time consuming compared with the measured reaction. Measuring the reaction can be carried out by reaction in the form of

questionnaire sheets, making them easier the more effective. According Kirikpatrick (1998:40) assessment of learning outcomes can be dngan: a control group if practical, Evaluate knoeledge, skill / or attitude both before and after the program, a paper-and pencil test to mesure knoelwdge and attitudes, and performance test to mesure skills. Thus to learn menialai results can be done in the comparison group. Who joined the training group and the group that did not go over progress in training a specific time period. Can also be done by comparing the pretest with the posttest results, written tests and performance tests (performance test).

3) Evaluation Behavior

Evaluation of this behavior is different from the attitude evalusdi. Assessment of attitude on the 2nd level evaluation focused on changes in attitudes that occurred during training activities carried out so as to be internal, sedangkaan behavioral assessment focused on changes in behavior after participants return to their work place. Is there a change in attitude that occurred after the training will also be implemented after the participants following the training program. In other words is that need to be assessed is whether the participants feel good after the training and re-place the kingdom? How participants can mentransder knowledge, attitudes and skills acquired during training to be implemented in the workplace. Because the votes are changes in behavior after returning to work the 3-level evaluation can be referred to as the outcomes of eveluasi training activities. Evaluating outcomes is more complex and more difficult than the evaluation level 1 and 2. behavior evaluation can be done by comparing the behavior with the behavior of the control group participants, or by comparing behaviors before and after training and by conducting surveys or interviews with coaches, bosses and subordinates participants after returning to the workplace (Kirkpatrick, 1998:49)

4) Evaluation Results

Evaluation of results in this 4 level to focus on the end result (final result) that occurs because the participants have followed suatua program. Included in the category of the outcome of a training program include an increase in production,

quality improvement, cost reduction, reduction in the quantity of labor accidents, sales decline (trunover) and increase profits. Some programs have the objective of increasing morale and build good teamwork. With katalain the impact evaluation of the program. Not all the impact of a program can be measured and also membutuhakan a long time. Therefore, this 4-level evaluation is more difficult than the evaluation of the previous levels. Ahkir results evaluation this can be done by comparing with the control group participants traininig, measure performance before and after training, and by looking at the ratio between costs and benefits before and after any training activity, whether or not there is improvement (Kirkpatrick, 1998:61)

b) Evaluation Model CIIP

The concept of evaluation models CIIP (contex, Input, Prosess and Product) was first offered by Stufflebeam in 1965 as a result of his efforts to evaluate the ESA (the elementery and Secondary Education ACT). The concept was offered by Stufflebeam with the view that the essential purpose of evaluation is not to prove but to improve. The CIPP approch is based on the view that the most importan purepose of evaluation is not to prove but to improve (Madus, Scriven, Stufflebeam, 1983:118). CIPP evaluation model can be applied in various fields, bleak education, management, company, etc. in various levels of both the projects, programs and institutions. In Stufflebeam menggol education, the education system ongkan of 4 dimensions, ie contex, input, process and product, so that the evaluation models offered are named Sudjana & Ibrahim (2004:246) translates each of these dimensions with the following meaning: a) Context: the situation or background which affects the kinds of goals and strtegi will dikembangakan education in the relevant systems, such as the perceived problems of education, state ekopnomi state, society and way of life onwards, b) Input: facilities / capital / renacana materials and strategies to achieve the set goals of education, c) Process: implementation of the strategy and the use of facilities / capital / materials in the natural activities in the field, d) Product: results

achieved both during and at the end of the development of the education system both

c) Evaluation Stake model (Model Couintenance)

Stake emphasized the two elementary events in the evaluation, the description and the judgment and distinguishes the three stages in the education program, which is antecedent (contex), transaction (process) and out comes. Stake says that when we judge an educational program, we perform relative comparisons between progaram with others or progaram an absolute comparison that is comparing the program with a certain standard. A general emphasis or things that are important in this model is that the evaluators who make penialaian about evaluated programs Stake says that description in a different hand on the other hand judgment. In antecendent model (input) transaction (process) and outcomes (results) data compared not only to determine whether there are differences with the goal anatara real situation, but also compared to denganstandar absolute menialai manfaaat program (Farida Yusuf Tayibnapis: 22)

c. COVERAGE EVALUATION OF PHYSICAL EDUCATION LEARNING PROGRAMS

To obtain a comprehensive picture about the effectiveness of learning programs, there are at least three components that need to be made the object of evaluation, the learning program design, program implementation and results achieved

1. Design Learning Programs

Design of physical education learning programs judged from the aspect of objectives to be achieved or competencies that will dikembangakan, strtegi learning will be applied, the content of learning programs.

a) Competence to be developed

One aspect of the learning program which is used as the object of evaluation is the competency that will be developed, especially the basic competencies of betrsangkutan subjects. Standard of competence and

competence daras physical education courses is formulated based on scientific structure of physical education and competency demands. Further basic competency standards are sorted and distributed systematically. In accordance with the authority, the National Education Ministry has formulated standards and basic competencies utuk each subject according to the level. There are several criteria that can be used to assess the basic competencies to be developed, among others:

- Support the achievement of competency standards and competency competency
- Clarity formula used
- Able to clearly describe the behavior change that is expected of students
- Has the level of compliance with student growth

b) Learning Strategies

Gabbard, LeBlanc and Lovy (1994:47) states that learning strategy refers to a process set the learning environment. Each strategy is a combination of several variables. An important variable in learning strategies is the delivery method of teaching materials, organizational pattern teachers used to deliver materials, and forms of communication used. Besides learning strategies as well as specifications for selecting and ordering of events and activities in physical education lessons.

c) Fill in the learning program

The contents of the learning program is intended learning experience that will be prepared by teachers and students to follow. Learning activities designed to provide learning experiences that involve mental and physical processes through the interactions between all learners, students with teachers, environmental, and other learning resources in order to achieve basic competency. Learning experience can be realized is through the use of varied learning approaches and learner-centered. Learning experience includes life skills students need to master. In the implementation of teaching and learning activities can be used

various methods. The method is a way to create conditions to stimulate the learners carry out learning activities that aim to facilitate students' understanding of teaching materials. Therefore, teachers should be able to choose the method in accordance with the basic competencies and objectives   to   be   achieved.

There are several criteria that can be used to assess the content of learning programs, which include:

- Relevance of the competencies to be developed
- Relevance of the student experience and the environment
- Suitability student growth rate
- Compliance with the allocation of time available
- Participation in the environmental experiences of students

d. IMPLEMENTATION OF PHYSICAL EDUCATION LEARNING PROGRAM

In addition to learning program design, program implementation process or the implementation process needs to be made the object of evaluation, especially the process of learning and learning that took place in the field. National Council for the Social Studies (2006:4) recommends that the evaluation in social studies should measure the content and the learning process. Evaluation instruments should measure both content and process. As for the learning process of evaluation standards Sudjana Nana (2004:230-232) presents a number of criteria that can be used to evaluate the learning process and study namely: a) consistency with the activities contained in the learning program, b) keterlaksanaan by teachers, c) in terms of student keterlaksanaan, d) the attention of the students shown terhadaap ongoing learning, e) keaktifaan the students in the learning process, f) given the opportunity to apply learning in real situations, g) pattern of interaction between teachers and students, h) the opportunity   to   get   feedback   on   a   continuous   basis

e. RESULTS PHYSICAL EDUCATION LEARNING PROGRAM

In addition to program design and implementation, the three components that need to be evaluated are the results achieved by the learning activities. These results may refer to the achievement of long-term goals (outcomes). Outcome of learning programs are not as important to the output, because the outcome will be assessed how much students are able to implement the competencies learned in the classroom or the field into the real world (realworld) in solving various problems of life and life in society

C. CONCLUSION

To assess the physical education learning program is not enough just to conduct an assessment of student learning outcomes as the product of a learning process. The quality of a product of learning can not be separated from the quality of the learning process itself. Evaluation of learning programs physical education teachers developed and implemented to better reach penialian: 1) design of learning, which includes competence developed, selected learning strategies, and content prograram, 2) Implementation progaram learning or the quality of learning, and 3) learning progaram Results physical education. In the results mengadalkan penialaian learning programs is not enough physical education limited to short-term results or outputs, but otherwise also reach progaram pemebelajaran outcomes of physical education. Program evaluation models can be chosen by teachers to conduct prndidikan physical evaluation of the success pemiliahan learning progaram a model will depend on the ability of evaluators, evaluation purposes and for whom the evaluation was conducted

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