

# The Evaluation of Physical Health and Sport Education Program at SMA Negeri 2 Ngawi using the CIPP (Context, Input, Process, Product) Evaluation Model

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## Abstract

*The purpose of this study was to evaluate the physical health and sport education program at SMA N 2 Ngawi using a context, input, process, product (CIPP) evaluation model approach. The research method used in this research is program evaluation research. The approach taken in this program evaluation research uses the CIPP (Context, Input, Process, Product) evaluation model. Sources of data in this study are principals, teachers, and students. Data collection techniques in this study used interview instruments, document observations and assessment questionnaires/value scale questionnaires. The data obtained were then analysed using quantitative descriptive data analysis techniques. Based on the results of the study, it can be concluded that the evaluation of the context of SMA Negeri 2 Ngawi has the advantage of having a clear and complete background. Evaluation of input, HR (PJOK teachers) at SMA Negeri 2 Ngawi have competence in the field being taught and have appropriate academic qualifications. Process Evaluation, SMA Negeri 2 Ngawi has a learning plan, which is implemented and evaluated according to predetermined indicators. The last aspect is product evaluation, the average value of physical education in sports and health in the knowledge category is 84, while the skill category is 88.*

**Keywords—**Physical Education, Sports, CIPP Evaluation.

## I. INTRODUCTION

Physical Health and Sport Education is an integral part of all education, physical and health education aims to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, aspects of a healthy lifestyle and introduction to a clean environment through selected physical activities, sports and health that are planned systematically in order to achieve national education goals. Sports and physical education are compulsory subjects and are included in the curriculum. The field of science that studies the teaching and learning process of sports is sports pedagogy. Suherman (2009) states that sports pedagogy is a sport science that teaches about the basics of teaching needed by teachers to achieve effective and efficient learning. Through sports pedagogy, teachers can achieve the goals of physical education well. The objectives of physical education in schools include developing self-management skills in an effort to develop and maintain physical fitness as well as a healthy lifestyle through selected physical activities and sports, increasing physical growth and better

psychological development, improving basic movement abilities and skills, putting a strong foundation of moral character through internalizing the values contained in physical education, sports and health, developing sportsmanship, honesty, discipline, responsibility, cooperation, self-confidence and democracy, developing skills to maintain the safety of oneself, others and environment, understand the concept of physical activity and sports in a clean environment as information to achieve perfect physical growth, healthy lifestyle and fitness, skilled, and have a positive attitude.

Physical education carried out in schools generally aims to provide movement activities through subject matter in the form of games, gymnastics, athletics, swimming and martial arts. Just like education in general, the objectives of physical education can be achieved by having several important components, including lesson plans, educators, students, and other facilities such as learning media, facilities and infrastructure. This is because the teaching and learning process must be in accordance with the conditions of each class and school, so that the process of transforming

motor skills between teachers and students can be achieved. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 24 of 2016 there are 10 basic competencies for SMA PJOK lessons, namely analysing and practicing the movement skills of one big ball game to produce good motion coordination, analysing and practicing motion skills of one of the small ball games to produce good movement. good movement coordination, analysing and practicing brisk walking, running, jumping and throwing skills to produce and practice effective movements, analysing art and martial arts movement skills to produce effective movements, analysing and practicing exercise concepts and measuring components of physical fitness related to health (endurance, strength, body composition, and flexibility) using standardized instruments, analysing and practicing simple range of motion skills in specific floor gymnastics activities, motion of a series of steps and arm swings following the rhythm (beats) in rhythmic movement activities, analysing and practicing the skills of one style of swimming, understanding and presenting concepts and principles of healthy relationships between adolescents and protecting themselves from pregnancy at school age, analysing and presenting various laws and regulations and their consequences law for users and dealers of narcotics, psychotropic substances, additives (NAPZA) and other dangerous drugs. Quality and educational goals can be achieved if the supporting aspects can be met. The important aspects that must be met are: Human Resources (Educators, Students, Community), Curriculum, Infrastructure, and Funding.

To find out the achievement of educational goals in schools, an evaluation is needed that can be used as a basis in determining whether the programs that have been planned and implemented are going well or not. Tyler (1989) suggests that evaluation is a process that determines the extent to which educational goals can be achieved. According to Sukardi (2014) evaluation is a process that determines the conditions under which a goal has been achieved. The evaluation model is a design made by experts or evaluation experts. Usually this evaluation model is made based on the interests of a person, institution or agency who wants to know whether the program that has been implemented can achieve the expected results (Arikunto, 2017). There are several evaluation models that are common in society, including: UCLA Evaluation Model, Brinkerhoff Evaluation Model, Kirkpatrick Evaluation Model, Stake Evaluation Model or Countenance Model, Metfessel and Michael Evaluation Model, CIPP Evaluation Model.

Ngawi is one of the districts in East Java Province. Based on the above background, the researcher wanted to know the quality of the physical education program for sports and

health in the Ngawi area using the CIPP evaluation. So that the evaluation results can be used as a reference to improve the quality of education, especially sports and health physical education programs in Ngawi.

## II. RESEARCH METHODS

This research uses program evaluation method. According to Arikunto (2017) evaluation research is a way to be able to determine a policy by considering the advantages and positive values, as well as considering the technical process that has been used to carry out the assessment process. Evaluation research is a scientific way (rational, empirical and systematic) to obtain data with the aim of knowing the effectiveness and efficiency of projects, policies and programs (Sugiyono, 2016). The data source is the object of the data obtained. Sources of data in this study are those who can provide information about the PJOK subject program at SMAN 2 Ngawi. According to Arikunto (2017) that the data source is obtained from 3 objects, namely: paper, place, and person. Paper is a source of data that comes from documents, books, assessment reports, school archives. Place is a source of data that becomes the object of observation with various behaviours or actions of people in that place or region. The place used in the implementation of the research is SMAN 2 Ngawi. Person is a data source in the form of a person/individual. Sources of personal data in this study were principals, educators, administrative staff.

Data collection techniques are an important first step procedure in research, because the purpose of data collection techniques is to obtain data from a study (Sugiyono, 2016). Data collection techniques in this study used observation, questionnaires, interviews, and document analysis. The research instrument is a measuring instrument used to collect data (Moleong, 2017). The instrument is used to obtain objective data, so that the data can produce objective research conclusions in this study using an assessment questionnaire.

The data collected was then analysed using descriptive data analysis techniques. According to Sugiyono (2016) descriptive analysis is a data analysis technique by describing or describing existing data without intending to make conclusions that apply to the public or generalizations and do not make conclusions that are not in accordance with the truth. The data analysis technique in this study used descriptive quantitative data analysis techniques. The quantitative descriptive data analysis was done on the data from the questionnaire instrument assessment results. The questionnaire has a score range of 1-5, namely (1) very poor score 1 (2) poor rating gets a score of 2, (3) quite good gets a score of 3, (4) good gets a score

of 4, (5) very good gets a score of 5. The score obtained first is converted into a percentage value using the following formula:

$$\text{Rating} = \frac{\text{skor yanscore obtained}}{\text{maximum score}} \times 100\%$$

Sumber: Sudjiono (2013)

The score that has been converted into a percentage value is then converted using the assessment norm that refers to the benchmark reference assessment (PAP) with the following percentage range:

*Table 1. Assessment Norms Referring to Benchmark Reference Assessment (PAP)*

No	Score Range	Description
1	80% - 100%	Very Good
2	70% - 79%	Good
3	60% - 69%	Fairly Good
4	45% - 59%	Poor
5	< 44%	Very Poor

Adopted from: Sudjiono (2013)

The data analysis process is the process of finding and compiling data obtained from interviews and documentation. The data is arranged in a structured and systematic manner. Furthermore, the data is concluded so that it is easily understood by themselves and other parties.

### III. RESULTS AND DISCUSSION

This study aims to obtain information about the quality and quality of sports and health physical education programs in Ngawi Regency using the CIPP evaluation model, namely the context, input, process, product evaluation model. Each dimension has characteristics in obtaining the required information. Context evaluation in this study will seek information about the strengths and

weaknesses of sports and health physical education programs in schools. The input evaluation will evaluate human resources in this case teachers who are in charge of physical education subjects, sports and health, supporting infrastructure, funding or budgets with various procedures and rules required. Process evaluation will provide information regarding program planning, program implementation, and program evaluation which aims to determine the extent to which the plan has been implemented. Meanwhile, the product evaluation looks for information through the learning outcomes and achievements of the Physical Health and Sport Education program.

This study evaluates sports and health physical education programs at SMA Negeri 2 Ngawi. School selection is based on the assessment of school accreditation and school achievement. SMA Negeri 2 Ngawi is a leading high school in Ngawi Regency, East Java Province. Based on the research results obtained from interviews, document observations and questionnaires. Then the data that has been collected is then presented in accordance with the sports and health physical education program at SMA Negeri 2 Ngawi.

#### A. Context Evaluation of SMA Negeri 2 Ngawi

Context evaluation aims to evaluate how the situation or background affects the goals and educational strategies that will be developed in the system concerned. Based on these objectives, there are several factors that researchers want to know, namely internal factors related to school background in this case (school identity, school legal basis, basic sports and health physical education programs) and external factors, namely problems that hamper the achievement of physical health and sport education program objectives. The results based on observations and document observations, the results of obtaining context evaluation data at SMA Negeri 2 Ngawi are as follows:

*Table 2 School Identity Data*

No	School Identity Data
1.	Name of School/Madrasah : SMA Negeri 2 Ngawi
2.	National School Registration Number (NPSN): 20508492
3.	Address of School/Madrasah : Jl. A. Yani
4.	District : Ngawi
5.	District/City (cross out one): : Ngawi
6.	Province : Jawa Timur
7.	Postal Code : 63271
8.	Telephone/Faximile : 0351749293

9. E-mail : sman2ngawi@gmail.com
10. School/Madrasah Status : Negeri/Swasta
11. Last Establishment No : 022/404.101./1963
12. Year of Establishment of School/Madrasah : 1963-08-24
13. Accreditation Status/Year : A
14. Vision of the School/Madrasah :  
"Cultured and personality formed through the maturation of competitive IMTAQ and science and technology, global insight and Indonesian behavior"

In addition to document observation and direct observation, to obtain context evaluation data, the researchers conducted interviews with the Principal and Teachers of Physical Health, and Sport Education at SMA Negeri 2 Ngawi. Questions in the interview session consisted of what needs were not met to support the achievement of sports and health physical education programs, problems that hindered sports and health physical education programs. Interviews were conducted with 2 people, namely the principal and a teacher of physical education, sports and health at SMA Negeri 2 Ngawi.

"To support the implementation of sports and health physical education subjects in schools, the school has provided maximum support, starting from the procurement of sports equipment, building facilities (except swimming pools), and supporting media such as books, internet access, and skill improvement, teacher's knowledge, especially teachers of physical health and sport education" **Principal (Drs. Supriadi Widodo, M.Pd)**

"Regarding the problem that hinders the implementation of physical health and sport education programs in schools today is the corona virus or Covid 19 pandemic that has hit the world, including Indonesia. March 2020 was the initial stage of the detection of the Covid-19 infection in Indonesia until its peak in April 2020 which forced several regions to lock down including Ngawi, the Covid-19 pandemic in Indonesia had an impact on educational activities in schools, including SMA N 2 Ngawi. Sports and health physical education programs are educational processes that utilize physical activity to produce growth, physical, psychological development, motor skills, knowledge and reasoning, appreciation of values (physical, mental, emotional, sportsmanship, spiritual, social), as well as habituation patterns. healthy life. In essence, sports and health physical education programs are more practical educational activities in the

field. The Covid-19 pandemic has limited people's activities to outdoor activities, crowding, outside the home. Thus, learning activities at school are carried out at home. This is what hinders the implementation of sports and health physical education programs to achieve educational goals."

**PJOK teacher (Lilik Sutriyono)**

### **B. Input Evaluation of SMA Negeri 2 Ngawi**

The aspects examined in the input evaluation are related to human resources (HR) and infrastructure facilities, in this case educators or teachers in charge of physical education, sports and health subjects, infrastructure, and funding. Data collection techniques used in the input evaluation process were document observation, questionnaires, and interviews. The following are the results of the input evaluation at SMA Negeri 2 Ngawi:

#### **1. Human Resources (HR)**

The results of observations and document observations, data obtained that SMA Negeri 2 Ngawi has 4 teachers in charge of physical health and sport education subjects. Of the four teachers, three of them have academic qualifications with undergraduate graduates (S1), namely Dody Hangga Wijaya S1 Sports Coaching Education (S.Pd), Dadang Nugroho Ponsen S1 Sports Coaching Education (S.Pd), Lilik Sutriyono S1 Sports and Health Education ( S.Pd) and 1 teacher with postgraduate academic qualifications (S2), namely Tjatur Semedi Prihadi Masters in Sports Science (M.Or). Based on the teacher's qualifications, the teacher's background is appropriate or relevant to the subject being taught. In addition, the four sports and health physical education teachers have certificates of akta IV or teaching certificates and there is 1 teacher who has an education certificate, namely Tjatur Semedi Prihadi, M.Or. The following are the results of document observations presented in the following table:

Table 3. Academic Classification of PJOK Teachers

No	Name	Academic Classification	Educator Certificate	Akta IV
1.	Tjatur Semedi P	S2	√	√
2.	Lilik Sutriyono	S1	x	√
3.	Dody Hangga W	S1	x	√
4.	Ponsen Dadang N	S1	x	√

Based on the assessment of the principal of SMA Negeri 2 Ngawi, physical health and sport education teachers have several competencies including pedagogic competence, professional competence, personality competence, and social competence. Pedagogic competencies include: (1) integrating student characteristics, (2) learning according to student characteristics, (3) designing student learning activities based on the curriculum, (4) organizing educational learning, (5) using information and communication technology, (6) developing students' potential, (7) communicating effectively, empathy, and polite, (8) doing an assessment of learning processes and outcomes, (9) using the results of the assessment of learning processes and outcomes, (10) performing reflective actions. Professional competencies, including: (1) mastering the material, structure, concepts, and scientific mindset that support the

subjects being taught, (2) mastering the core competencies and basic competencies of the subjects being taught, (3) developing creatively taught learning materials, (4) developing professionalism in a sustainable manner by taking reflective actions, (5) utilizing information and communication technology. Personal competence includes: (1) acting in accordance with religious, legal, social, and cultural norms, (2) presenting oneself as an honest, noble, and exemplary person, (3) presenting oneself as a steady, stable, mature person, wise, and authoritative, (4) demonstrating work ethic, responsibility, pride in being a teacher, and self-confidence, (5) upholding professional code of ethics. Social competence shown through effective and polite communication with: (1) fellow teachers, (2) education staff, (3) students, (4) parents, (5) community. The teacher competency assessment by the principal is presented in the form of a table as follows:

Table 4. Results of PJOK Teacher Competency Assessment

No	Competence	Aspect	Yes	No
1.	Pedagogy	Integrating student characteristics	√	
		Conducting learning according to student characteristics	√	
		Designing student learning activities based on the curriculum	√	
		Organizing educational learning	√	
		Using information and communication technology	√	
		Developing student potential	√	
		Communicating effectively, empathically and politely	√	
		Doing the assessment of learning processes and outcomes	√	
		Using the results of the assessment process and learning outcomes	√	
		Taking reflective action	√	
2.	Professional	Mastering the material, structure, concept, and scientific mindset that supports the subject being taught	√	
		Mastering the core competencies and basic competencies of the subjects taught	√	
		Developing creatively guided learning materials	√	
		Doing continuous professional development by taking reflective actions,	√	
		Utilizing information and communication technology	√	
3.	Personality	Acting in accordance with religion, legal, social and cultural norms	√	

		Presenting himself as an honest, noble, and exemplary person	√
		Presenting himself as a person who is steady, stable, mature, wise, and authoritative	√
		Demonstrating work ethic, responsibility, pride in being a teacher, and self-confidence	√
		Upholding the professional code of ethics	√
4.	Social	Through effective and polite communication with fellow teachers	√
		Through effective and polite communication with: education staff	√
		Through effective and polite communication with: students	√
		Through effective and polite communication with: student's parents	√
		Through effective and polite communication with the community	√

Evaluation of HR input (Teachers of Physical Education, Sports and Health) at SMA Negeri 2 Ngawi was also done by students at SMA Negeri 2 Ngawi through an assessment questionnaire. The students were part of the research sample which amounted to 30 people, with the

criteria of 5 tenth grade students, 5 eleventh grade students, and 5 twelfth grade students. Based on the assessment of the questionnaire given by the students of SMA Negeri 2 Ngawi, the following results were obtained:

Table 5. Student Assessment Questionnaire

Sample	Question Item																				Quantity
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
S1	5	5	4	3	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	95
S2	5	5	4	4	4	4	4	4	5	5	5	5	4	4	4	5	5	5	5	5	91
S3	5	4	4	4	5	5	5	5	4	4	4	4	5	5	4	4	4	4	4	5	88
S4	5	5	3	3	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	5	87
S5	5	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	95
S6	5	5	4	4	4	4	4	5	5	4	4	4	4	4	4	4	5	5	5	5	88
S7	5	5	5	4	4	4	5	3	3	5	3	3	4	4	4	4	5	5	5	5	85
S8	5	5	5	4	4	4	4	4	5	5	3	3	5	5	5	5	5	5	5	5	91
S9	5	5	4	4	4	4	4	5	5	5	4	4	4	5	5	5	5	5	5	5	92
S10	5	5	4	3	3	5	5	5	5	5	4	4	4	4	4	5	5	5	5	5	90
S11	5	5	5	4	4	4	5	5	5	5	5	5	5	4	4	5	5	5	5	5	95
S12	5	5	5	3	3	4	4	4	4	4	4	4	4	5	5	5	4	4	4	4	84
S13	5	5	4	4	4	5	5	5	4	4	4	4	4	5	5	5	5	5	5	5	92
S14	5	4	4	3	3	4	5	5	5	5	5	4	4	4	4	4	5	5	5	5	88
S15	5	5	4	4	4	4	4	4	5	5	5	5	5	5	3	3	5	5	5	4	89
Total																					87

The results of the assessment of the input evaluation questionnaire on the competence of physical education and health education teachers are then converted into percentage values, then converted using an assessment norm that refers to the benchmark reference assessment (PAP) with a percentage range. From the total acquisition

of student questionnaires obtained a total score of 87 with a percentage value of 86.9% with a very good category.

## 2. Facilities and Infrastructure

The second aspect that is assessed or evaluated in the evaluation of inputs at SMA Negeri 2 Ngawi is facilities and infrastructure. The quality and success rate of physical education programs in schools is strongly influenced by the

availability of complete facilities and infrastructure. For this reason, it is important in this study to find out that SMA Negeri 2 Ngawi has complete infrastructure facilities for physical health and sport education subjects. Based on the field observations that the researchers did, the researchers obtained the following data:

Table 6. Results of Data Acquisition of Facilities and Infrastructure

No	Facilities and Infrastructure	Observation Result				Quantity	Description
		Available	Unavailable	Appropriate	Unappropriated		
1.	Football Field	√		2		1	
2.	Field Area	√		√			80 x 50 m
3.	Ball	√		16	7	23	
4.	Goal	√		2		2	
5.	Net	√		√		1	
6.	Corner Flag	√		4	2	6	
7.	Whistle	√		5		5	
8.	Basketball Field	√		1		1	
9.	Field Area	√		√			28 x 15 m
10.	Basket ball	√		9	4	13	
11.	Ring	√		2		2	
12.	Stopwatch	√		4		4	
13.	Volleyball Field	√		1		1	
14.	Field Area	√		√			
15.	Volley Ball	√		13	5	18	
16.	Volley Ball net	√		1	2	3	
17.	Shuttlecock Field	√		1		1	
18.	Field Area	√		√			13,4 x 6,1 m
19.	Shuttlecock Net	√		2	1	3	
20.	Shuttlecock	√		1		1	Slop
21.	Shuttlecock Racket	√		5	4	9	
22.	Softball Field		√	√			
23.	Field Area		√				
24.	Soft ball	√		2	1	3	
25.	Softball bat	√		2		2	
26.	Glove	√		4		4	
27.	Beating Helmet		√				
28.	Protective Clothing		√				
29.	Pool Shoes		√				
30.	Table Tennis Table	√		2	1	3	
31.	Bed	√		5	3	8	
32.	Table Tennis Net	√		1	1	2	

33.	Table Tennis Ball	√	6	6	Butir
34.	Jumping Rope	√	1	1	
35.	Long Jump Arena	√		√	
36.	Measuring Tape	√	2	2	
37.	High Jump Arena	√	√		
38.	High Jump Pole	√	2	2	
39.	High Jump Ruler	√	1	1	
40.	High Jump Mat	√	4	4	
41.	Altitude Signboard		√		
42.	Floor Gymnastics Floor	√	√		
43.	Floor Gymnastics Mat	√	10	10	
44.	Disc	√	8	3	11
45.	Bullets	√	9	3	12
46.	Javelin	√	6		6
47.	Start Block	√	4		4
48.	Relay Stick	√	8		8
49.	Gymnastics Stick		√		
50.	Long Jump Pedestal	√	√		
51.	Titian Beams	√	√		
52.	Jump Crate	√	1		1
53.	Javelin Throwing Arena	√	√		
54.	Discs Throwing Arena	√	√		
55.	Swimming Pool		√		
56.	Float Equipment		√		
57.	Swimming Goggles	√	3		3
58.	Swimwear		√		
59.	Rhythm Gymnastics Equipment	√	√		
60.	Learning Media	√	√		

The infrastructure facilities observed were sixty. The selection of the sixty facilities and infrastructure was based on the needs for physical education, sports and health materials taught at SMA Negeri 2 Ngawi. In addition to field observations, researchers also conducted interviews with teachers of physical education, sports and health at SMA Negeri 2 Ngawi. Interviews were conducted with the aim of seeking information regarding the availability, feasibility, and maintenance of the school.

"To support the well learning process, the school always tries its best to provide learning support facilities,

both facilities and infrastructure. Related to facilities and infrastructure supporting physical education, sports and health programs in schools. We are always monitoring. At the end of the school year, we (sports teachers) check the facilities and infrastructure that are not feasible, then based on these results, if there are sports facilities that are damaged or inappropriate, we immediately submit a procurement proposal. The goal is that when the new school year enters, all learning support facilities are available. So that the learning process is not constrained and can improve the quality of learning in physical health and sport education programs in schools" **PJOK teacher Lilik Sutriyono**



“There are several facilities that we don't have, such as swimming pools, softball fields, and several athletic arenas. However, several other suggestions can be used to support the availability of facilities that are not available. For example, the arena of discs throwing, javelin throwing, shot put, running, and softball can take advantage of the ball field that we have. Next is the swimming pool, we usually use public pool facilities” **Teacher PJOK Tjatur Semedi Prihadi**

### 3. Funding

Funding is one aspect that is evaluated in the evaluation of inputs. The aim is to find out whether the school has the funds or finances to support sports and health physical education programs. The evaluation data was obtained from document observation through a field observation questionnaire which is presented in the following table:

Table 6. Field Observation Questionnaire

No	Question	Observation Result
1.	The school has a work plan and budget (RKA) for investments including (1) development of infrastructure, (2) development of educators, (3) development of teaching staff, (4) working capital	√ 4 allocations 3 allocations 2 allocations 1 allocation Not having any
2.	Schools have a Non-operational RKA which includes 9 components, including (1) school stationery, (2) consumables and materials, (3) minor maintenance and repairs, (4) power and services, (5) transportation/office travel, (6) consumption, (7) insurance, (8) student development, (9) reporting	√ Contains 9-9 components Contains 6-7 components Contains 4-5 components Contains 2-3 components Less than 2 components
3.	The school has documents for investment in facilities and infrastructure last 3 years	√ Last 3 years Last 2 years Last 1 years Insufficient Document No document
4.	Schools submit operational costs for educators and teaching staff for the last 3 years 91-100% of RKA	√ 91-100% from RKA 81-90% from RKA 71-80% from RKA 61-70% from RKA Less than 61% from RKA
5.	The school realizes the budget plan for the procurement of stationery 91-100% of the RKA	√ 91-100% from RKA 81-90% from RKA 71-80% from RKA 61-70% from RKA Less than 61% from RKA
6.	The school realizes the purchase of the procurement of consumable materials and equipment	√ 91-100% from RKA 81-90% from RKA 71-80% from RKA 61-70% from RKA Less than 61% from RKA

7.	Schools realize maintenance and repair costs for infrastructure	√	91-100% from RKA 81-90% from RKA 71-80% from RKA 61-70% from RKA Less than 61% from RKA
8.	Schools spend funds for student coaching activities	√	91-100% from RKA 81-90% from RKA 71-80% from RKA 61-70% from RKA Less than 61%
9.	Schools have financial books including (1) general cash book, (2) cash subsidiary ledger, (3) bank subsidiary book, (4) tax subsidiary book	√	4 aspects 3 aspects 2 aspects 1 aspect None
10.	The school has a financial LPJ and submits it to (1) the government/foundation, (2) students' parents	√	2 parties, last 3 years 2 parties, last 2 years 2 votes, last 1 year Reporting 1 party Don't have LPJ

Based on the results of document observations through a field observation questionnaire, the researchers obtained the results that SMA Negeri 2 Ngawi has a working budget plan (RKA) for the last 3 years which includes the development of facilities and infrastructure, development of educators, development of teaching staff, and working capital. In addition, the RKA for the last 3 years contains budget allocations for school stationery, consumables and materials, light maintenance and repairs, power and coats, business trips, consumption, insurance, student development, and reporting. Schools have complete facilities and infrastructure investment documents, realize plans for maintenance and periodic repairs of facilities and infrastructure in accordance with the RKA, spend funds for coaching and development activities for student achievement.

### C. Process Evaluation of SMA Negeri 2 Ngawi

Process evaluation focuses on several aspects, namely lesson plans, learning implementation, and learning evaluation processes. The purpose of the process evaluation in this study was first to find out whether SMA Negeri 2 Ngawi in the learning process of sports and health physical education programs had a learning plan that was used as a guide in the implementation of learning. Second, to find out

whether the plan that has been prepared is implemented properly and then evaluated in accordance with the evaluation plan that has been prepared. Process evaluation data were obtained from document observations and assessment questionnaires. Based on the observation of the documents, the researchers found that the physical education and health teachers of SMA Negeri 2 Ngawi from grades ten, eleven, and twelve, prepared a face-to-face lesson plan (RPP). The lesson plans are prepared based on the syllabus that has been prepared by the government, regional governments, education units based on graduate competencies and content standards. RPP is prepared in a complete and systematic way so that learning takes place interactively, inspiring, fun, challenging, efficient, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. The RPP is prepared based on the KD which is carried out in one or more meetings.

The components of the lesson plan prepared by the physical education and health teacher include school identity, subject identity, class/semester, subject matter, time allocation, learning objectives, basic competencies and indicators of competency achievement, learning materials,

learning media, learning resources, steps learning, and aspects of learning assessment. The learning implementation plan document prepared by the sports and health physical education teacher at SMA Negeri 2 Ngawi is attached.

In addition to document observation, the acquisition of process evaluation data is also based on an assessment questionnaire from the principal. The results of the assessment questionnaire are presented in the following table:

Table 7. Questionnaire for the Evaluation of the Principal's Assessment Process

Q	Aspects of Class Assessment	Introductory Aspects	Core and closing activities	Closing activities
1	5	5	5	5
2	5	4	4	5
3	3	3	5	5
4	4	4	5	3
5	4	5	5	4
6	3	4	4	5
7	4	5	5	
8	5	5	4	
9	3	5		
10	4			
11	4			
12	5			
Quantity	49	40	37	27
		Total		153
		Result		87,4

The principal's assessment questionnaire consists of thirty questions consisting of 4 aspects, namely, aspects of class assessment, introduction, core activities, and closing. The results of the questionnaire assessment were then analyzed in order to determine the achievement of the implementation of the learning plan that had been prepared by the sports and health physical education teacher. The results of the evaluation questionnaire assessment process above are then converted into percentage values, then converted using the assessment norm that refers to the benchmark reference assessment (PAP) with a percentage range. From the total acquisition of student questionnaires obtained a total score of 153 with a percentage value of 87.4% with a very good category.

#### D. Product Evaluation

The category of student achievement in the sports and health physical education program can be seen from two aspects, namely the value aspect of learning outcomes and sports achievements. The results of the learning assessment are declared successful if the student's final score has exceeded or met the minimum graduation criteria (KKM) that had been previously set. Minimum Graduation Criteria

for sports and health physical education subjects at SMA Negeri 2 Ngawi for the academic year 2020/2021 is 75. Based on the results of document observations, researchers managed to obtain data that the average score of students at SMA Negeri 2 Ngawi for each class is ( 1) The tenth grade average PJOK score for knowledge is 84, while the skill score is 86, (2) the eleventh grade average PJOK score for the knowledge category is 85, 6, while the skill category is 89, (3) The twelfth grade average the value of physical education in sports and health in the knowledge category is 89, while the skill category is 91.

#### IV. CONCLUSION

Based on the research results, the evaluation of sports and health physical education programs at SMA Negeri 2 Ngawi uses the CIPP (Context, Input, Process, Product) evaluation model. So the researcher can conclude that the evaluation results are based on each aspect. The context aspect, namely the advantage of the SMA Negeri 2 Ngawi education program is that it has a clear and complete background. Aspects of input, HR (PJOK teachers) at SMA Negeri 2 Ngawi have competence in the field being taught

and have appropriate academic qualifications. Process Aspect, SMA Negeri 2 Ngawi has a learning plan, which is implemented and evaluated according to predetermined indicators. The last aspect is the product aspect, the average value of physical education in sports and health in the knowledge category is 84, while the skill category is 88.

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