

## Evaluation Implementation of the Independent Curriculum for Physical Education Learning and Sport Health

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### Abstrak

Penelitian ini dilatarbelakangi oleh masalah kualitas proses dan hasil pembelajaran PJOK yang belum mencapai standar yang diharapkan. Masalah ini berpotensi menghambat efektivitas implementasi kurikulum dalam meningkatkan kompetensi siswa. Penelitian ini adalah untuk menganalisis informasi yang objektif dan menemukan peningkatan kualitas proses dan kualitas output pada pembelajaran PJOK. Jenis penelitian ini adalah evaluatif dengan desain penelitian deskriptif. Subjek uji coba penelitian ini melibatkan 85 siswa dari kelas 7 dan 8 yang mengikuti pembelajaran PJOK. Pengumpulan data dilakukan melalui wawancara, observasi, kuesioner, dan studi dokumen dengan instrumen yang sudah teruji validitas dan reliabilitasnya. Metode analisis data yang digunakan adalah analisis deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa kualitas proses pembelajaran PJOK masuk dalam kategori baik, sedangkan kualitas output pembelajaran tergolong sangat baik. Simpulan dari penelitian ini menunjukkan bahwa meskipun kualitas pembelajaran PJOK sudah memadai, masih ada beberapa aspek yang memerlukan peningkatan untuk memastikan efektivitas yang lebih optimal dalam mencapai kompetensi siswa. Implikasi dari penelitian ini adalah perlunya penguatan kompetensi guru dalam merancang dan melaksanakan pembelajaran berbasis kurikulum untuk meningkatkan kualitas pembelajaran secara menyeluruh.

**Kata Kunci:** Evaluasi Proses, Kualitas Output, Pembelajaran PJOK, Kompetensi Siswa

### Abstract

This research is motivated by the problem of the quality of PJOK learning processes and outcomes that have yet to reach the expected standards. This problem can potentially hamper the effectiveness of curriculum implementation in improving student competencies. This research aims to analyze objective information and find improvements in the quality of the process and output in PJOK learning. This type of research is evaluative with descriptive research design. The subjects of this research trial involved 85 students from grades 7 and 8 who participated in PJOK learning. Data was collected through interviews, observations, questionnaires, and document studies with instruments tested for validity and reliability. The data analysis method used is quantitative and qualitative descriptive analysis. The results showed that the quality of the PJOK learning process was in a suitable category, while the quality of the learning output was classified as very good. The conclusion of this study shows that although the quality of PJOK learning is adequate, some aspects still require improvement to ensure more optimal effectiveness in achieving student competence. This research implies the need to strengthen teacher competence in designing and implementing curriculum-based learning to improve the overall quality of learning.

**Keywords:** Process Evaluation, Output Quality, Physical Education Learning, Student Competence

## 1. INTRODUCTION

The government has made various efforts to improve the quality of education delivery by enhancing the curriculum, which serves as the basis for organizing learning (Basri & Rahmi, 2023; Irawan et al., 2022; Mawati et al., 2023; Wati et al., 2022). This is because curriculum, as a product of thought, cannot always be applied. The curriculum always faces limitations based on the size of space and time at the time of its creation or implementation

#### History:

Received : March 29, 2024

Accepted : July 10, 2024

Published : August 25, 2024

**Publisher:** Undiksha Press

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(Maskur, 2023; Sumarmi, 2023; Windayanti et al., 2023). The curriculum is a set of plans and arrangements regarding the objectives, content, learning materials, and methods used as guidelines for organizing learning activities to achieve specific educational goals (Amiruddin et al., 2023; Ariga, 2023; Mujiburrahman et al., 2023; Pristiwanti et al., 2022; Wigoyo, 2020). The implementation of an independent curriculum at all levels of education requires restructuring in school management (capacity building), improving teacher professionalism, preparing facilities and infrastructure, ensuring student readiness in the learning process, and fostering an academic climate, all of which apply at SMPN 25 Bulukumba Regency. In response to curriculum enhancements and advances in information technology and technology-based learning, SMPN 25 Bulukumba district takes a careful approach. This includes improving the quality of learning processes and outcomes and realizing a paradigm shift in education through physical education, sports, and health (PJOK).

In order to improve the quality of learning processes and outcomes in the PJOK program at SMPN 25 Bulukumba district, it is essential to focus on three main components of the learning program: learning planning, process implementation and assessment. According to the observations at SMPN 25 Bulukumba, certain subject teachers fully implement lesson plans that may not suit the unique characteristics of their students. This suggests a need for these teachers to improve their performance and competence in designing lesson plans to improve learning effectiveness and maximize outcomes. Thus, it is necessary to evaluate and identify the quality of the process and the quality of the output of PE learning in SMPN 25 Bulukumba district in implementing the independent curriculum, especially in implementing PJOK learning. Program evaluation aims to provide information that can be used to assess whether general objectives have been achieved and, if not, why, under what conditions, or at what cost (Mustafa, 2021; Novalinda et al., 2020; Winarto et al., 2023). The evaluation compares the condition or performance of something against a standard or several standards (Alamri, 2022; Zulkarnaen et al., 2020). Furthermore, other researchers suggest that if the program is associated with evaluation, then program evaluation can be defined as a unit or unit of activity, which is the realization or implementation of a policy, takes place in a continuous process and occurs in an organization involving a group of people.

The model used in this PJOK learning program evaluation research is the process quality and learning outcome quality evaluation model. It should be noted that this model uses a process and outcome approach, refers to process assessment as an assessment of learning quality and limits outcome assessment as an assessment of learning output. This model assumes that we can divide learning outcomes into output and outcome. Learning outcomes are students' social achievements in society or achievements at higher education levels. This model does not include learning outcome scores. Alum tracing can facilitate the assessment of learning outcomes. Physical education incorporates a process approach and quality of learning outcomes. Physical education is a phase that focuses on the adjustment and development of individuals and groups through physical activity and games (Mustafa, 2022; Permainan et al., 2024; Rahmadhan et al., 2024). Physical education is a phase of overall education that contributes to all educational goals (Pradana, 2021; Sari et al., 2024). Related to the implementation of PJOK, curriculum implementation describes how the curriculum is implemented and what needs to be monitored and evaluated in the process of implementation or application.

Previous research conducted by other researchers revealed the importance of process and outcome evaluation approaches in assessing learning quality (Magdalena et al., 2023; Nadya Putri Mtd et al., 2023). This study is relevant to the research offered because the evaluation model focuses on improving the learning process through an in-depth assessment of teacher performance and student learning outcomes. This study offers a comprehensive evaluation approach, focusing on improving the quality of the process and output of PJOK

learning in the context of an independent curriculum. The novelty of this research lies in combining process and outcome evaluation approaches with specific adjustments to student characteristics, which has yet to be widely applied in previous research. This research is essential to conduct considering the importance of improving the quality of learning and learning outcomes in the context of implementing an independent curriculum that has been implemented at various levels of education. Optimal learning quality will improve students' competencies in multiple fields, including physical education. The purpose of this study is to analyze the quality of the process and output of PJOK learning at SMPN 25 Bulukumba Regency within the framework of implementing an independent curriculum, as well as providing recommendations for improvement to increase the effectiveness of planning, implementation, and assessment of learning adapted to the characteristics of students. This research is expected to offer practical recommendations for teachers and school management in improving the quality of education so that student learning outcomes are more optimal by national education goals.

## **2. METHOD**

This type of research is evaluative research using the Widoyoko model evaluation design, which focuses on two main components: the quality of the process and the quality of learning outcomes (Lukman et al., 2024; Mulyani et al., 2024). This design was used to evaluate the effectiveness of implementing the PJOK learning program at SMPN 25 Bulukumba Regency. This evaluation approach aims to understand the extent to which the independent curriculum is implemented and how it impacts students' learning processes and outcomes. The subjects of this research trial involved 85 students from grades 7 and 8 who participated in PJOK learning at SMPN 25 Bulukumba Regency. In addition, this study also involved PJOK teachers, principals, and vice principals as informants in the interview process.

The data collection methods used in this study consisted of observation, questionnaires, interviews, and documentation. Observation instruments were used to identify teacher performance and classroom climate during the learning process, while questionnaires were used to measure students' learning motivation and attitudes towards PJOK lessons. Interview guidelines were used to obtain in-depth information from teachers, principals, and vice principals regarding implementing the learning program. The instrument validity grids consisted of aspects such as teacher performance, student learning motivation, and student attitudes, which education experts validated to ensure the accuracy and relevance of each item. The data analysis method used is quantitative and qualitative descriptive analysis. The data from the questionnaire will be processed using tabulation techniques to calculate percentages and categorize the results based on the quality of the learning process and outcomes. The observations and interviews will be analyzed qualitatively to describe the findings relating to implementing the independent curriculum. The results of these two analyses will then be compared to assess the effectiveness of the PJOK learning program.

## **3. RESULTS AND DISCUSSION**

### **Results**

The results of the assessment and evaluation of the quality components of the PJOK learning process are as follows. First, the teacher performance component, which included aspects such as a) mastery of material, b) understanding of student characteristics, c) mastery of learning management, d) mastery of learning strategies, and e) ability to carry out assessments, received an average score of 4.00, or 80.00% of the maximum score. The results

of student and teacher assessments rate the performance of teachers in implementing the PJOK learning program as good. Second, the component of learning facilities, consisting of aspects a) condition of the learning space, b) completeness of learning media, c) completeness of PJOK infrastructure, d) condition of learning media, and e) completeness of learning resources, obtained an average score of 3.79, or 75.91% of the maximum score. This shows that the learning facilities available to support the implementation of the PJOK learning program have good qualifications, according to the results of student assessments aligned with the teacher's assessment. The results of the assessment of each component of the quality of the PJOK learning process at SMPN 25 Bulukumba Regency are presented in Table 1.

**Table 1.** Summary of The Results of The Evaluation of The Quality Components of The PJOK Learning Process

No.	Components of the Quality of the Physical Education Learning Process	Average Score	% of Maximum Score	Desc.
1	Teacher Performance	4.00	80.00	Good
2	Learning Facilities	3.79	75.91	Good
3	Classroom Climate	3.63	74.16	Good
4	Student Attitude	3.85	77.12	Good
5	Student Learning Motivation	3.82	76.22	Good
<b>Average</b>		<b>3.82</b>	<b>76.22</b>	<b>Good</b>

Third, the classroom climate component, which consists of aspects such as a) student cohesiveness, b) student involvement, c) student satisfaction, and d) teacher support, obtained an average total score of 3.63, or 74.18% of the maximum score. The results of student assessments indicate a good classification for the classroom climate in implementing the PJOK learning program. Fourth, the student attitude component, which consists of aspects a) understanding the benefits of learning, b) enjoyment of learning, and c) action in facing learning, obtained an average total score of 3.85, or 77.12% of the maximum score. The results of the assessment of student responses indicate that students have a positive attitude towards implementing the PJOK learning program. Last, components of student learning motivation consist of the following aspects: a) desire to succeed; b) anticipation of failure; and c) responsibility. Overall, the assessment results from the evaluation obtained an average total score of 3.82, or 76.22% of the maximum score. The assessment of student responses indicates a good classification for student learning motivation in the PJOK learning program. Overall, the quality component of the PJOK learning process obtained an average score of 3.82, or 76.22% of the maximum score. This indicates a good classification for the quality of the PJOK learning process at SMPN 25 Bulukumba Regency. The results of the assessment of each component of the quality of PJOK learning output at SMPN 25 Bulukumba Regency are presented in Table 2.

**Table 2.** Summary of The Evaluation Results of The PJOK Learning Output Quality Component Evaluation

No.	Components of the Quality of Physical Education Learning Outputs	Average Score	% of Maximum Score	Desc.
1	Academic skills	4.92	88.97	Very Good
2	Personal skills	3.96	79.81	Good
3	Social skills	4.33	85.62	Good
<b>Average</b>		<b>4.40</b>	<b>84.80</b>	<b>Very Good</b>

Based on [Table 2](#), it shows that the results of the assessment on the evaluation of the quality component of the PJOK learning output are as follows. First, the academic skills component, through the learning outcomes of PJOK students, obtained an average score of 4.92, or 88.97% of the maximum score. This shows that the academic skills achieved from the learning outcomes of implementing the PJOK learning program are assessed with a very good classification. Second, the component of personal skills, through responses from the aspect of solving problems, obtained an average score of 3.96, or 79.81% of the maximum score. This shows that personal skills based on students' responses to 12 questions in implementing the PJOK learning program are assessed with good qualifications. Last, the component of social skills, through responses from the aspect of working together, obtained an average total score of 4.33, or 85.62% of the maximum score. This shows that social skills, based on students' responses to 12 questions in implementing the PJOK learning program, are rated with a good classification. Overall, the quality of the PJOK learning output component obtained an average score of 4.40, or 84.80% of the maximum score. This shows that the quality of PJOK learning outputs carried out at SMPN 25 Bulukumba Regency is rated with a very good classification.

The overall score obtained from the results of respondents' assessments of the quality components of the learning process reached an average score of 3.82, or 76.22% of the maximum score, so with the criteria used in this study, the level of effectiveness of the quality components of the learning process in the implementation of the PJOK learning program at SMPN 25 Bulukumba District, according to respondents, is included in the good classification. The quality component of the learning process through teacher performance based on evaluation obtained an average of 4.00 (80.00%) from the maximum score, which is interpreted as indicating that the teacher has competence when teaching, which is classified as good. the acquisition of this classification based on learning management, material mastery, learning strategies, ability to carry out assessments, and understanding of student characteristics. Therefore, it can be argued that in the performance of teachers based on respondents, it is necessary to adjust learning strategies to learning materials so that in learning, teachers can be more innovative and interactive with students through varied teaching styles.

The quality component of the learning process through learning facilities based on evaluation obtained an average of 3.79 (75.91%) from the maximum score interpreted by the ease of teachers when teaching, which is classified as good. the acquisition of this classification, based on the condition of the learning space, the completeness of learning media, the completeness of PJOK infrastructure, the condition of learning media, and the and the completeness of learning resources. Therefore, it can be stated that in learning facilities, based on respondents, it is necessary to improve learning facilities to provide support in the implementation of good learning, including learning media that are still lacking, learning spaces, and infrastructure that can be used multifunctionally. The quality component of the learning process through classroom climate based on evaluation obtained an average of 3.63 (74.18%) from the maximum score interpreted from the things that arise from the interaction of teachers and students and between students in the learning process, which is classified as good. the acquisition of this classification based on student cohesiveness, student involvement, student satisfaction, and teacher support. Therefore, it can be argued that the classroom climate, based on respondents, needs to be further improved so that it can better support the quality of the learning process. What is of concern is student involvement, student satisfaction, and student cohesiveness in the implementation of learning, making it easier for students to improvise in learning.



The component of the quality of the learning process through student attitudes based on evaluation obtained an average of 3.85 (77.12%) from the maximum score interpreted from the attitude of students in implementing the PJOK learning program, which is classified as good. the acquisition of this classification, based on understanding the benefits of learning, pleasure in learning, and actions in facing learning. Therefore, it can be argued that the attitude of students, based on respondents, needs to be further improved so that it is better at supporting learning achievement. What is of concern is discipline in participating in PJOK learning through psychomotor learning to produce good movement skills so that student attitudes affect the expected increase in competence. The quality component of the learning process through student learning motivation based on evaluation obtained an average of 3.82 (76.22%) from the maximum score interpreted from student learning motivation in implementing the PJOK learning program, which is classified as good. the acquisition of this classification, based on the desire to succeed, anticipation of failure, and responsibility. Therefore, it can be argued that student learning motivation, based on respondents, needs to be strengthened to be further improved so that it is better at supporting mastery of competencies (Mukminin et al., 2022; Tsabitah & Fitriah, 2021). As for the concern, it is the anticipation of failure in participating in PJOK learning because it does not meet the established competency standards.

## **Discussion**

The overall score obtained from the results of respondents' assessments of the quality components of learning outputs reached an average score of 4.40, or 84.80% of the maximum score, so with the criteria used in this study, the level of effectiveness of the quality components of learning outputs in the implementation of the PJOK learning program at SMPN 25 Kab. Bulukumba, according to respondents, is included in the very good classification. The quality component of learning output through academic skills based on evaluation obtained an average of 4.92 (88.97%) from the maximum score interpreted academic skills achieved from learning outcomes, which is classified as very good. the acquisition of this classification, based on basic competencies obtained from the final school exam and national exam according to the passing standard system operational criteria set by SNP. The quality component of learning output through personal skills based on evaluation obtained an average of 3.96 (79.81%) from the maximum score interpreted as problem-solving skills through skills in making decisions from various options that can be used in problem solving, which is classified as good. the acquisition of this classification. The quality component of learning output through social skills based on evaluation obtained an average of 4.33 (85.62%) from the maximum score interpreted from the things that arise through student responses about skills in working together by showing leadership abilities in students, which is classified as good. the acquisition of this classification. This research provides a comprehensive insight into the components of quality learning processes and outcomes that have yet to be thoroughly discussed in the context of PJOK. A thorough evaluation of aspects such as teacher performance, facilities and student motivation is essential to developing more effective learning strategies (Ndari et al., 2024; Salehudin, 2024). In addition, the results of this study provide information that schools can use to improve the quality of PJOK learning through adjusting teaching strategies, improving facilities, and improving classroom climate. In addition, the results of this study are also relevant for teachers and policymakers in designing a curriculum that is more responsive to student needs.

This research shows that PJOK learning at SMPN 25 Bulukumba Regency can be more effective if improvements are made to the innovation of teaching methods and learning facilities. This finding encourages schools to provide more support in developing

learning media, classrooms, and supporting facilities. Another implication is the need for further training for teachers to utilize existing facilities more optimally. This study is still limited to one school, so the results only partially apply to schools with different conditions. In addition, non-physical aspects such as parental involvement and support from the local government were not discussed in depth. Therefore, for future research, it is suggested that the scope of the study be expanded to more schools and include external factors that can affect the learning process and outcomes.

#### 4. CONCLUSION

The evaluation of the PJOK learning program at SMPN 25 Kab. Bulukumba reveals critical insights into the strengths and areas for improvement in the learning process and output quality. While the overall quality of the learning process and output is generally classified as good to very good, several challenges persist, particularly in the alignment of learning strategies, the adequacy of learning facilities, the learning climate, and students' attitudes toward discipline and teamwork. These findings suggest that future improvements should focus on enhancing the learning environment and infrastructure quality, fostering personal and social skills among students, and strengthening teachers' mastery of subject matter and instructional strategies. This research highlights the importance of continuous evaluation and development of the learning process to ensure that educational programs meet pedagogical goals and the evolving needs of students, educators, and the learning community.

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