

The Evaluation of PJOK Learning Implementation Process at Agribusiness Vocational Schools in Bengkulu City Using the CIPP Model

By:

Beli Saputra Irawan¹
Citra Dewi², Feby Elra Perdima³

ABSTRACT

This research aims to evaluate the PJOK learning process at Bengkulu City Agribusiness Vocational School, which includes: (1) Context: relevance of the physical education learning material to K13; (2) Input: teacher's background and physical education facilities and infrastructure; (3) Process: the implementation of physical education learning; and (4) Product: Student's learning achievement. This research method is evaluation research using the CIPP (Context, Input, Process, Product) model developed by Stufflebeam (1985) using a qualitative descriptive approach. Research subjects included 1 physical education teacher and 75 students. This research was conducted at Bengkulu City Agribusiness Vocational School. Data collection was carried out by documentation, observation and interviews. Qualitative data were analyzed using descriptive techniques. The validity of the research instrument was carried out by using Excel. The research results show: (1) based on the results of the Context evaluation, the learning materials used are relevant to K13, but there are several policies from teachers regarding school limitations; (2) the results of the input evaluation show that the educational background of the teaching teacher is a Bachelor of Education (S1) majoring in Sports Education with 4 years of teaching experience, while the suitability of physical education facilities and infrastructure shows a suitability level of 69.23%, which is in the good category; (3) the results of the process evaluation which includes the implementation of physical education learning in the good category; (4) product evaluation, namely student's learning achievement in the good category.

Keywords: Evaluation, PJOK Learning Implementation Process, CIPP Model

1. Student

2. Supervisors

