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Evaluation of sports facilities and infrastructure for physical education learning in high schools throughout Polewali district

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Abstract

Evaluation of Sports Facilities and Infrastructure for Physical Education Learning in High Schools in Polewali District. Thesis. Yogyakarta: Faculty of Sports and Health Sciences, Yogyakarta State University, 2023.

This study aims to analyze the results of the evaluation of context, input, process, product (CIPP) Evaluation of Sports Facilities and Infrastructure for Physical Education Learning in High Schools in Polewali District.

This research is a qualitative descriptive research using quantitative and qualitative approaches (mixed method). The subjects of this study were school principals, teachers of physical education, deputy heads of state infrastructure and high school students in Polewali district. The sampling technique used purposive sampling, with the following criteria: the researcher took 1 PJOK teacher, 1 school principal, 1 waka sarpas and high school students in Polewali District who were willing to be samples and filled out a questionnaire from the researcher. The samples in this study were 4 school principals, 4 Physical Education teachers, 4 deputy heads of sarpras and 40 students. The research instruments used questionnaires, interviews, and documentation. Quantitative data were analyzed using percentage techniques, while qualitative data were performed through data presentation, reduction and drawing conclusions. The results showed that the evaluation of sports facilities and infrastructure for learning Physical Education in SMAs throughout Polewali District, the results were in the less category. Next, each aspect of the evaluation is explained, namely. (1) Context evaluation in the good category. The indicators for each aspect are curriculum with a result of 2.71 in the good category, educational goals in general with a result of 2.38 in the less category, Physical Education goals with a result of 2.50 in the good category, then from the three aspects of the indicators in the context the result is 2.53 in good category. (2) Evaluation input in the less category. The indicators for each aspect are the condition of students with a result of 2.54 in the good category, the Physical Education infrastructure budget with a result of 2.42 in the less category, the procedure for procuring goods with a result of 2.42 in the less category, then the three aspects of the indicators in the input result are 2.46 in the less category. (3) Process evaluation in the less category. The indicators for each aspect are the implementation of Physical Education learning activities with a result of 2.49 in the less category, management of facilities and infrastructure of 2, 48 in the less category, then from the two aspects of the indicators in the process the result is 2.48 in the less category. (4) Product evaluation in the less category. The indicators for each aspect are the suitability of the infrastructure for the learning needs of Physical Education by 2.55 in the good category, the implementation of the Physical Education curriculum is 2.42 in the less category, so from the two aspects the indicators in the process result are 2.48 in the less category.

Keywords: Evaluation, physical education, facilities and infrastructure

1. Introduction

Education is an important part of human life because through education it can form good character, a high social spirit, and can form a good personality. The meaning of education according to the law on the national education system No. 20 of 2003 article 1 point 1 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character and the skills they need. Society, nation and state.

Education in Indonesia is all education held in Indonesia which is structurally and unstructured. (Taqwim, Winarno, and Roesdiyanto 2020) ^[59] the world of education is certainly no stranger to the title of teacher who serves as an educator in schools concluded that the teacher's role is to provide educational services in accordance with educational goals so that they can explore the abilities of students with good results. Furthermore, research by (Redelius, Quennerstedt, and Öhman 2015) ^[45] concluded that the teacher is a facilitator and is responsible for establishing the best environment. With the existence of education, priority should be given to its application function, in the educational process there will be interactions involving the process of teachers and students, so that students are expected to form superior characters.

Education Management is an integral component and cannot be separated from the overall educational process, without management it is impossible for educational goals to be realized optimally, effectively and efficiently. This concept applies to all educational institutions or institutions that require effective and efficient management (Madhuri, 2017) ^[30]. The purpose of effective and efficient is effective and efficient, meaning that goals are achieved by saving energy, time and costs (Herawati et al., 2020) ^[22].

The government's obligation to support sports facilities and infrastructure in the community has been regulated in Law Number 3 of 2005. In this Law, the availability of facilities and infrastructure should be available starting from the village level to the central level. Even though exercise can be done anywhere without using tools, supporting facilities really help humans in achieving the goal of exercising itself. Moreover, this is related to achieving human goals for achievement, not just wanting fitness, therefore sports facilities are very important in order to achieve health and fitness (Okilanda, Iswana, and Wanto 2021) ^[42] The smoothness of learning physical education, sports and health can be measured, one of which is the availability of facilities and infrastructure. Adequate facilities and infrastructure will reflect the quality of learning carried out, so that educational goals will be achieved properly. Conversely, inadequate facilities and infrastructure will have an impact on the low quality of education and even the curriculum cannot run (Patrian et al., 2018: 2) ^[43].

The provision of sports facilities and infrastructure is a mandatory series carried out by the government in order to provide sports facilities for the community. Of course the impact of the availability of sports facilities and infrastructure will have an impact on the excellent health and fitness status of the community, and help create mentally, physically and socially healthy people. But this will have a bad impact if the government does not provide good facilities and infrastructure, because it will have an impact on decreasing the level of human fitness. Based on the opinion (Wati & Pardjiono, 2013) ^[61] explaining the standard of facilities and infrastructure, includes the minimum criteria for facilities and the minimum criteria for infrastructure. This is stated clearly in Permen No. 24 of 2007, with this standard everything related to sports should exist, function,

Regarding the curriculum at the education unit level, schools must conduct an analysis of the needs for facilities and infrastructure based on the demands for standard facilities and infrastructure so that data on the gaps in facilities and infrastructure owned by schools can be obtained. In the Government Regulation of the Republic of Indonesia Number 19 of 2005 Article 42 Paragraph 1 it is stated that every educational unit is required to have facilities and

infrastructure that meet the minimum criteria which include, among other things, land, study rooms, education unit leadership rooms, educator rooms, administrative rooms, library rooms, laboratory room, workshop room, place to exercise, place of worship, place of creation,

Firmansyah et al., (2018) ^[17] stated that facilities and infrastructure in schools that have met the standards, the use of infrastructure in the learning process must also be improved, as a continuous improvement in service quality to meet the realities and expectations of customers. Megasari (2020) ^[32] also reveals that the effectiveness of learning is also influenced by the efficiency of the learning infrastructure used and its management.

Program evaluation must be carried out to improve, monitor and develop programs that have been made, so that the goals that have been set are realized. The purpose of conducting an evaluation is to determine the effectiveness of the system, the scope, starting from the implementation process to the results. Based on the opinion (Newcomer et al., 2015) ^[38] The results of the evaluation are used in measuring the resulting power; evaluation for policy makers, managers, and other intended uses; and especially in the use of evaluation information to improve policies and programs.

The CIPP model is a model to provide information for decision makers, so the purpose of this evaluation is to make decisions. the evaluation of the CIPP model intends to compare the performance of various program dimensions with a number of certain criteria, to finally arrive at a description and judgment regarding the strengths and weaknesses of the program being evaluated (Astutik 2022) ^[67] The evaluation of the CIPP model is included in the repair or accountability category, and is one of the most widely applied evaluation models (Zhang, et al., 2011) ^[64].

The evaluation model used is the evaluation model developed by Provus, namely the discrepancy evaluation model. The evaluation process using this evaluation model is to look for discrepancies between standards (supposed conditions) and real conditions which is done by comparing the two, especially to support Physical Education learning. Context evaluation assesses needs, problems, and opportunities as a basis for defining goals and priorities and assessing the importance of results. The input evaluation assesses alternative approaches to meet needs as a program planning tool and allocates existing resources in SMAs throughout the Polewali District. Process evaluation assesses the execution of plans to guide activities and then to help explain results.

Based on the problems that have been described above, the researcher intends to examine further with a study entitled "Evaluation of Sports Facilities and Infrastructure for Physical Education Learning in High Schools throughout the Polewali District"

2. Materials and Methods

This research belongs to the type of evaluative research, which is a design and evaluation procedure in collecting and analyzing data systematically to determine the value or benefits of a practice, in this case especially educational practice (Sukmadianata 2015) ^[58] This evaluative research was conducted to evaluate the fulfillment of infrastructure standards that affect the learning of Physical Education in SMAs throughout the Polewali District. Fulfillment that will be examined specifically on the existence of infrastructure facilities in SMAs throughout the Polewali District.

This research is a type of evaluative research that uses quantitative and qualitative approaches. The evaluation model

used is the evaluation model developed by Provus, namely the discrepancy evaluation model. The evaluation process using this evaluation model is to look for discrepancies between standards (supposed conditions) and real conditions which is done by comparing the two, especially to support the learning of Physical Education in SMAs throughout the Polewali District.

2.1 CIPP Evaluation Model (Context, Input, Process, Product)

The CIPP model includes many things so it is more complete than other types of evaluation (Dutwin 2014) [13] study the CIPP model can be used both formatively meaning during the program process and summatively meaning retrospectively. Based on the opinions of the experts above, the researcher chose the CIPP model because it is more comprehensive and more complete in presenting information about a program to be evaluated at four levels, namely Context, Input, Process, and Product. This study uses a method with a qualitative and quantitative approach in presenting evaluation data. (Creswell 2018) [66] mixing and combining this data can be said to provide a stronger understanding of the problem formulation than doing one method at a time.

1. Context Evaluation

The first stage of the CIPP program is context, which aims to determine the purpose and relevance of a program. Context evaluation can also be interpreted as a background that influences the types of goals and strategies implemented in a program. In this study namely the Evaluation of Sports Facilities and Infrastructure for Physical Education Learning in SMA Se Polewali District.

2. Input Evaluation

At the evaluation stage, the input contains information related to whether the input used to achieve the goal is sufficient, what is the quality of the input, where is the input obtained, at what price, who is involved in carrying out the process, what are the qualifications and competencies (Sugiyono 2013) [55] In this study, evaluation of the assessment input regarding existing resources, namely the Evaluation of Sports Facilities and Infrastructure for Physical Education Learning in High Schools throughout the Polewali District.

3. Process Evaluation

The third stage in the CIPP program evaluation method is process evaluation, at this stage it is carried out in order to gather information about when the program was implemented, what is the procedure for implementing the program, how is the performance or performance of the people involved in implementing the program, whether the planned program can be implemented according to schedule, whether all the inputs used support the program implementation process, what are the weaknesses in program implementation (Sugiyono 2013) [55] Provide information for program decisions and as a record or archive of procedures that have occurred.

4. Product Evaluation

In the evaluation of the CIPP program, there is a final stage, namely product evaluation or what is called the results to be achieved in a program. At this stage, activities to collect information relating to how far the program objectives are achieved, what programs are achieved with high and low results, what is the level of satisfaction of the people subject to program implementation targets, whether the program is achieved

on time, whether the impact is positive and negative of the program, whether the program needs to be continued, continued with revisions or not continued. (Sugiyono 2013) [55] Product evaluation is an assessment carried out in order to see the achievement/success of a program in achieving predetermined goals.

Place and time of research

This research was conducted at senior high schools in Polewali District. This research was conducted in January-February 2023.

Population and Sample

(Hikmatul Hardani, Helmina Andriani, Roushandy Asri Fardani, Jumari Ustiawaty, Evi Fatmi Utami, Dhika Juliana Sukmana 2020: 361) [25] states that the population is the entire research object consisting of humans, objects, animals, plants, symptoms, test scores, or events as data sources that have certain characteristics. In a study. The population is a collection of units whose characteristics (characteristics) will be examined. The population in this study were all high schools in Polewali District, while the sample of the study was in Public High Schools in Polewali District. Meanwhile, the subjects of the evaluation in this study were school principals, vice principals, Physical Education teachers and high school students in Polewali District.

The sample is a portion of the population taken using a sampling technique (Hikmatul Hardani, Helmina Andriani, Roushandy Asri Fardani, Jumari Ustiawaty, Evi Fatmi Utami, Dhika Juliana Sukmana 2020: 363) [25] The sample is part of the population selected by using certain rules. The sample as a source of data is used to collect information or data that describes the properties or characteristics of the population. The sampling technique in this study used purposive sampling. The sample criteria were: the researcher took school principals, teachers, sub-district heads, and several students at public high schools in Polewali District.

1. Data collection technique

The author uses data collection methods by distributing questionnaires to research subjects, observations, interviews and documentation. Questionnaires were distributed to research subjects in high schools throughout the Polewali District. Questionnaires were distributed in parallel, while observations, interviews and documentation were carried out alternately while waiting for the questionnaires to be taken so that data collection time could be carried out as efficiently as possible.

2. Data Collection Instruments

Research instruments according to (Hikmatul Hardani, Helmina Andriani, Roushandy Asri Fardani, Jumari Ustiawaty, Evi Fatmi Utami, Dhika Juliana Sukmana 2020: 284) [25] are "measurements used to obtain quantitative information about variations in the characteristics of variables objectively, so that a scale development technique or measuring instrument is needed to measure variables in a more systematic data collection". The questionnaire instrument is a list containing questions that must be answered or carried out by respondents in accordance with the reality to be studied. This questionnaire instrument is used to determine respondents' responses to existing sports facilities and infrastructure through four aspects of context, input, process, and product. Then the interview is one way in research to collect data or information, in this case the interviewer has a direct conversation with the informant.

1. Proof of Validity

Proving the validity of the instrument was carried out on the questionnaire instrument, both teachers and students, before the questionnaire was given to the respondents, the validity of the questionnaire was carried out so that the instruments used in research and data collection met the requirements. Proof of validity in this study using content validity. To test the validity of the contents of the questionnaire, opinions from experts can be used. Stated by (Sukardi 2008) ^[68] content validity is generally determined through the consideration of experts (expert judgment).

2. Proof of Reliability

Proof of reliability is done to determine the level *reliability* instrument. Reliability is the stability of scores obtained from the same person when retested with the same test in different situations or from one measurement to another (Supranata 2006) ^[57].

3. Results and Discussion

3.1 Research Result

The approach used in this research on the evaluation of sports facilities and infrastructure is the CIPP model in terms of context, input, process and product stages, meaning obtaining accurate and objective information and comparing what has been achieved from the Evaluation of Sports Facilities and Infrastructure on Educational Learning Physical education in high schools in Polewali District with what should be achieved based on predetermined standards. The dimensions that can be used as a determinant of the success of evaluating sports facilities and infrastructure for learning Physical Education in SMAs throughout the Polewali District are as follows.

1. The results of the context show that the curriculum indicator is 2.71 in the good category, the general educational goals are 2.38 in the less category and the Physical Education goals are 2.50 in the less category. Based on these results it shows that context the evaluation of sports facilities and infrastructure for learning Physical Education in SMAs throughout the Polewali District is 2.53 in the good category.
2. Based on table 13 and figure 4 above, it can be seen that the indicator for the condition of students is 2.54 in the good category, the budget for Physical Education is 2.42 in the less category and the goods procurement procedure is 2.42 in the less category. Based on these results it can be seen that the input the evaluation of sports facilities and infrastructure for learning Physical Education in SMAs throughout the Polewali District is 2.46 in the less category.
3. Based on table 14 and figure 5 above, it can be seen that the indicators for implementing Physical Education learning activities are 2.49 in the less category, the management of facilities and infrastructure is 2.48 in the less category. Based on these results indicate that the process the evaluation of sports facilities and infrastructure for learning Physical Education in SMAs throughout the Polewali District is 2.48 in the less category.
4. Based on table 15 and figure 6 above, it shows that the indicators of the suitability of state-of-the-art educational institutions for the learning needs of Physical Education are 2.55 in the good category, the implementation of the Physical Education curriculum is 2.42 in the poor category. Based on these results indicate that the product the evaluation of sports facilities and infrastructure for learning Physical Education in SMAs

throughout the Polewali District is 2.48 in the less category.

4. Discussion

In this discussion is the elaboration of the results of research using qualitative and quantitative methods. Analysis was obtained through observation, distribution of questionnaires, and interviews conducted with school principals, Physical Education teachers, Waka Saprasi and students in high schools throughout the Polewali District. In this study, the evaluation model used was the CIPP evaluation model, namely an evaluation carried out in a complex manner which included Context, Input, Process, and Product.

Evaluation activities are related to efforts to collect, manage, analyze, describe, and present data/information for the purpose of making a decision (Djuju Sudjana, 2004: 254) ^[11]. According to Wirawan (2012: 22) ^[62], evaluation activities can be seen in terms of the following aspects of objectives, measuring how influential the program is in the world of education, evaluation is carried out to see whether a program has been implemented properly or not, measuring the standardization of a program, identifying whether there is running and not running programs, then from the identification results will be reviewed, develop the ability of stakeholders in providing educational services to students, the program must be in accordance with the provisions of the law in a country, assess a program in determining accreditation in accordance with the program, measure the budget of a program so that funds can be used to the maximum extent possible without wasting funds, making decisions about programs that have been running, being accountable for the results of decisions with the program leaders and implementers, providing feedback to program leaders and implementers. Thus it can be concluded that the purpose of evaluating facilities and infrastructure in schools is to identify and assess whether the program is effective and efficient if it is implemented or vice versa. The benefits will be obtained if carrying out an evaluation of sports facilities and infrastructure as a recommendation tool to continue, disseminate, improve, and even stop a program that has been running. This is intended for the good of all aspects contained in the program.

Evaluation sports facilities and infrastructure on the learning of Physical Education in SMAs throughout Polewali District based on components context, input, process, and the product results are described as follows.

1. In context

Context evaluation analyzes and reveals that an achievement coaching program must have clear objectives or targets. reveals that "context evaluation focuses on factors such as the correct identification of training needs and the setting of objectives in relation to the organization's culture and climate". In compiling and creating programs, one must focus on identifying program needs, objectives, and paying attention to the culture and climate that exists in an organization. Furthermore, Falaahudin (2013: 18) ^[16] says that context evaluation is the initial ability of a situation to support a program. (Stufflebeam DL 2012: 88) ^[65] says context evaluation is the stage of identifying and assessing the basic needs of a program. Evaluation of the context of the facilities and infrastructure for learning in high schools throughout Polewali District, there are three points that are the scope of the context evaluation in this study. The first point is the curriculum, making a program must have

a clear curriculum why a school makes that program, with the curriculum a program that is structured can make the goals to be achieved clear and structured. The second point is the general educational goals themselves, of course these goals are found in the educational goals that are generally in a school, what goals do you want to achieve and how to achieve these goals, in this case, namely the facilities and infrastructure for learning in high schools in Polewali District. The third point in context evaluation is the goal of Physical Education itself, the goal of Physical Education is to make sports learning for students so that learning at school is more fun.

2. Inputs

Input evaluation is the initial ability of a program implementer with existing conditions to support an implementation of the input evaluation program providing information to determine the resources used to meet the objectives of the program. (Stufflebeam DL 2012: 89-93) ^[65] said that input evaluation is a step to identify problems, assets, and opportunities to help decision makers identify goals, priorities, up to the budget for facilities and the potential to meet the needs of the program.

The input evaluation component includes indicators on the condition of students, the budget for the Physical Education Institute, the procedures for procuring goods. Santiyadnya (2021: 4) ^[47] explains that the goal is to help manage decisions, determine what alternative sources to take, what plans and strategies to achieve needs, and what are the work procedures to achieve them.

The main orientation of input evaluation is to assist a program's approach in creating the necessary changes (Erdogan & Mede, 2021: 4; Rocha, et al., 2021: 6) ^[15, 46]. Input evaluation is carried out to identify and assess the capability of material, equipment, human and cost resources, to implement the selected program. For this purpose, evaluators search for and critically examine potentially relevant approaches, including those already in use. The secondary orientation of input evaluation is to inform interested parties about the selected program approach, alternative approaches, and reasons. Basically, evaluation of inputs should involve identifying relevant approaches and assisting decision makers in preparing the selected approach to implement.

3. Process

Process Evaluation is a tool for assessing the implementation of a program that is being carried out, whether all parts of the implementation of the program are in accordance with the expected standards. (Stufflebeam DL 2012: 98-99) ^[65] process evaluation seeks to assess the implementation of plans to help program staff and interpret benefits. Irmansyah (2017: 31) ^[28] said that the process evaluation stage evaluates the implementation of plans to assist staff and the wider group in the performance of a program and interprets results. (Arikunto and Jabar 2018: 47) ^[3] also argues that process evaluation is directed at how far the activities carried out in the implemented program are in accordance with the initial plan.

4. Product

Product Evaluation is a tool for assessing a program that explains the success of a program that has been implemented and compiled. (Arikunto and Jabar 2018) ^[3] say that product evaluation is the final stage of a series of program evaluations. In general, product evaluation contains the results of a program that has been implemented whether it has reached the predetermined target or not. (Stufflebeam DL 2012) ^[54] product evaluation aims to assess the success of the program in meeting the target needs of a program.

Product is an important aspect in a program evaluation, the resulting product is the target of a program. The product of this research is the suitability of state infrastructure for the learning needs of Physical Education at 2.55 in the good category. The suitability of the facilities and infrastructure provided by the school is good enough for the learning that is carried out and the ongoing activities of students at school. modify learning. Considering that most physical education learning processes involve physical activity, the existence of infrastructure is very important. According to (Agus S Suryobroto 2004) ^[1] quoted by Saryono & Hutomo (2016: 24) ^[48] argues that facilities are everything needed in physical education learning sports and health that is easily moved or carried by the perpetrator/student. Meanwhile, infrastructure is everything that is needed in learning physical education, sports and health, which is permanent or cannot be moved. Furthermore argue that learning facilities are facilities that directly influence the success of students in achieving learning objectives. The existence of complete and adequate infrastructure will make it easier for teachers and students to achieve learning objectives. The reality on the ground shows that not all schools are able to provide complete facilities and infrastructure, due to limited funds and others. This paper examines the efforts that can be made by teachers in overcoming the limited facilities and infrastructure in schools to carry out physical education learning.

The completeness and availability of educational facilities in schools greatly affect the activeness and smoothness of learning in the classroom This is in line with what was conveyed by Husdarta (2011: 176) ^[24] that the availability of adequate infrastructure will be able to optimize the teacher's ability to support an effective and efficient learning process in physical education learning.

3.2 Tables and Figures

Table 1: Margin specifications

Cronbach's Alpha	Information
0.859	42 Items Reliable (High)

Table 2: Outcome success criteria Context, Input, Process, product

No	Evaluation aspect	Score	Criteria
1	Context	2,53	Good
2	Input	2,46	Not Enough
3	Process	2,48	Not Enough
4	Product	2,48	Not Enough
	Evaluation CIPP	2,49	Not Enough

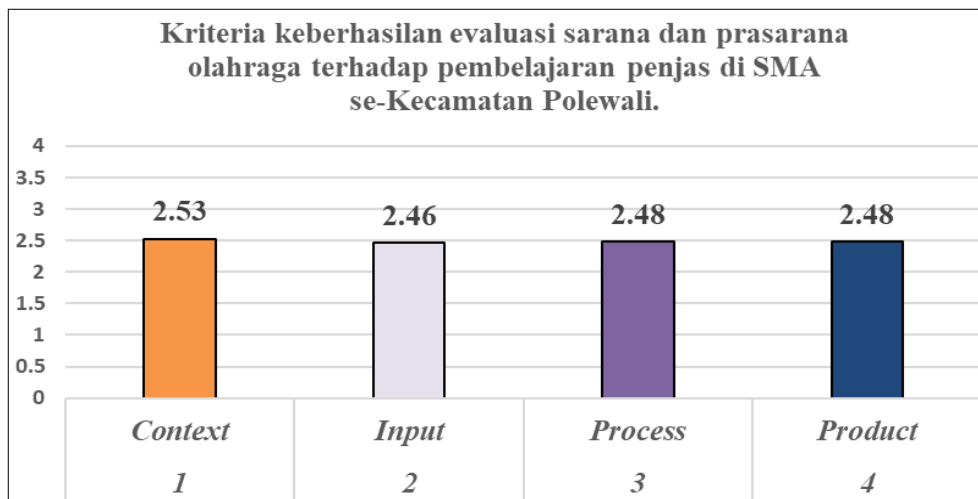


Fig 1: Diagram Criteria Context, Input, Process, Product

4. Conclusions

Based on the results of the research and the results of the data analysis that has been carried out, it is concluded that the evaluation of sports facilities and infrastructure for learning Physical Education in SMAs throughout the Polewali District results in the less category and the following conclusions are obtained.

1. Contextevaluation of sports facilities and infrastructure for learning Physical Education in SMAs throughout the Polewali District. The indicators for each aspect are curriculum with a result of 2.71 in the good category, general educational goals with a result of 2.38 in the less category, Physical Education goals with a result of 2.50 in the good category, then from the three aspects of the indicators in the context the result is 2.53 in good category
2. Inputevaluation of sports facilities and infrastructure for learning Physical Education in SMAs throughout the Polewali District. The indicators for each aspect are the condition of students with a result of 2.54 in the good category, the budget for Physical Education with a result of 2.42 in the less category, the procedure for procuring goods with a result of 2.42 in the less category, then from the three aspects of the indicators the input results are 2.46 in the less category.
3. Processevaluation of sports facilities and infrastructure for learning Physical Education in SMAs throughout the Polewali District. The indicators for each aspect are the implementation of Physical Education learning activities with a result of 2.49 in the less category, the management of facilities and infrastructure is 2.48 in the less category, so from the two aspects of the indicators in the process the result is 2.48 in the less category.
4. Productevaluation of sports facilities and infrastructure for learning Physical Education in SMAs throughout the Polewali District. The indicator for each aspect is the suitability of state-of-the-art educational institutions for the learning needs of Physical Education by 2.55 in the good category, the implementation of the Physical Education curriculum is 2.42 in the less category, so from the two aspects the indicators in the process result are 2.48 in the less category.

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