

Evaluation of Limited Face-Face Pens Learning Readiness at State High School Level in Labuhanbatu District

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ABSTRACT

This study aims to determine the learning process of Limited Face-to-Face Physical Education at State Senior High Schools in Labuhanbatu Regency. In this study using a qualitative design where the research design is descriptive and tends to use analysis. Qualitative research is a research that is used to examine natural objects where the researcher is the key instrument, data collection techniques are carried out in a combined manner, data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization. The model in this study uses CIPP (Context, Input, Process, Product). The research sample from this study was physical education teachers at State Senior High Schools in Labuhanbatu Regency, totaling 15 people by means of total sampling. The data collection technique uses a questionnaire that has been prepared and given openly to physical education teachers. In the context evaluation aspect, a score of 80.1% was obtained in the very good category, in the input aspect, a score of 75.2% was obtained in the good category, in the process evaluation aspect, a score of 69.2% was obtained in the fairly good category, and on the product aspect a score of 74% was obtained in the good category. Based on the results of research that has been conducted on physical education teachers, the limited face-to-face physical education learning process conducted at the SMA level in Labuhanbatu Regency can generally be said to be good.

KEYWORDS

evaluation; limited face-to-face learning (PTM); physical education learning; CIPP model

INTRODUCTION

Physical education is one of the subjects that cannot be separated from the curriculum unit. Because physical education students can develop basic motor skills that support attitudes (affective) and behavior (behavioral) clean living and healthy physical fitness. Physical education consists of the words education and physical. Education is the process of changing the attitudes and behavior of a person or group in maturing humans through teaching and training. Physical and spiritual forms a unified whole that is always related and influences each other. The physical education learning process can be seen in the core activities where the core activity is the learning process that teaches in the 5M form, namely Observing, Asking, Trying, Associating, and Communicating. In observing activities students will observe the teacher's activities in explaining and exemplifying a movement. The questioning activity is an activity given by the teacher to students to ask

the teacher about the material that has been presented and followed by demonstrating activities, namely trying activities from sports activities that have been arranged by the teacher using variations and learning methods.

Within 1 year the world was hit by the emergence of the Covid-19 virus which caused all activities to be stopped including the world of education. The government stated to stop all activities in order to prevent the spread of the virus from increasing drastically. As a result of the Covid-19 pandemic, the government made the decision to carry out the process of learning activities from home. Judging from the physical education learning process that is carried out at home, learning is not effective and does not go well. Physical education learning that is done at home can no longer be carried out as it should during the learning process before the pandemic. The consequence of learning at home on physical education learning is that learning is carried out in a sober manner and there is no direction and explanation from a teacher. Online learning for physical education has resulted in the basic movement skills and competencies demanded by students no longer being the main benchmark in the learning process.

Based on the circular of the Governor of North Sumatra year Number: 205/GTCovid-19/VII/2020 Regarding Implementation of Learning in 2020/2021 and 2020/2021 Academic Year During the Corona Virus Disease 2019 (Covid-19) Pandemic in North Sumatra Province, Regulations Number 5 Point A which states “High School (SMA), Vocational High School (SMK), Madrasah Aliyah (MA), Vocational Madrasah Aliyah (MAK), Christian Technology Middle School (SMTK), Christian High School (SMAK), Package C, Junior High School (SMP), Madrasah Tsanawiyah (MTS), Package B Implements Face-to-Face Learning in Education Units First. The learning process carried out is as follows:

1. Physical Education learning is not allowed to be done outside the room but done indoors.
2. Extracurricular activities are not allowed.
3. Learning activities are carried out with a Rotation system, in which half of the class will enter first.
4. Learning hours will be reduced by an allotted time of only 1 learning hour.
5. Teachers must be vaccinated.

Based on the results of observations made in several public high schools in Labuhanbatu Regency with Physical Education teachers, the Limited Face-to-Face learning process is currently being carried out. The learning process that is currently being carried out experiences several obstacles experienced by physical education teachers, as follows:

1. Physical education teachers provide indoor learning with the lecture method in delivering material.
2. Physical education teachers do more to invite students to imagine a movement than to try a movement.
3. Submission of material by the teacher cannot be delivered entirely.
4. Student responses are lacking in physical education learning in the classroom.
5. The teacher's learning tools are not completely fulfilled, the teacher only has 1 learning tool, namely the lesson plan.
6. The number of students who do not participate in school activities is due to too long school holidays.
7. There were some students who did not collect the assignments given by the teacher.
8. Students who do not enter will study using the online method so that students do not get an explanation from the teacher.

To see the success of limited face-to-face learning carried out by the teacher can be seen through evaluation. Evaluation is an activity carried out to see, analyze, and draw a conclusion based on the facts obtained in the field. Arikunto (2004:1) Evaluation is an activity to collect information about how something is working, which is then used to determine the right alternative in making a decision.

To find out the level of success of the limited face-to-face program, a CIPP evaluation was carried out. Coryn (2014) defines evaluation in general, which is a systematic investigation of the values of an object, and operationally, evaluation is a process of describing, obtaining, reporting, and applying and describing and making decisions from information about the value of an object, as defined by criteria such as quality, usability, fairness, equity, feasibility, cost, efficiency, safety and significance.

The main concept of the CIPP model is that the most important goal of evaluation is not to prove, but to improve Stufflebeam, (2007). Stufflebeam (2002) the core concepts of the CIPP model are context evaluation, input evaluation, process evaluation, and product evaluation. Context evaluation assesses needs, problems, and opportunities as a basis for defining goals and priorities and assessing the importance of results.

Mohammad (2014:376), explains the evaluation of the CIPP model including Evaluation of the categorization of system evaluation starting from the view that the success of a program is influenced by several factors. According to Zainal (2013: 78), the CIPP model is decision-oriented with the aim of assisting administrators in making decisions. In other words, the CIPP model is an evaluation model that views the program being evaluated as a system, and can be described.

According to Anggrawan (2019) face-to-face learning is learning in the classroom that relies on the presence of the teacher to teach. In face-to-face learning students are involved in direct communication in the physical environment. Nissa & Haryanto (2020) state that face-to-face learning is a classical way of learning where teachers and students communicate face-to-face in the same room or forum. This learning requires the presence of teachers and students in a real place (not virtual).

RESEARCH METHODS

This research is classified as a type of evaluative research. Evaluation research is a research activity to collect data, present accurate and objective information regarding Limited Face-to-Face learning of physical education during the Covid-19 pandemic at Public High Schools throughout Labuhanbatu Regency based on predetermined criteria in accordance with the opinion expressed by Arikunto (2004: 1) Evaluation is an activity to collect information about how something is working, which is then used to determine the right alternative in making a decision.

This study refers to the CIPP evaluation model, which was developed by Stuefflebeam at Ohio State University. The CIPP model was chosen because this model is complete enough to evaluate a PJOK learning program and makes it easier for researchers to classify program components in terms of context, input, process, and product, not just the end result. only but up to the input and process so that it can interpret data relating to the situation that occurred, the phenomenon and the results of the implementation of Limited Face-to-Face Learning at the State Senior High School Level in Labuhanbatu Regency

RESULTS AND DISCUSSION

The results of the research conducted to assess the learning process of face-to-face physical education were limited to public high school education units throughout Labuhan Batu Regency. The analysis of the presentation of the evaluation data described in this study

includes four parts, namely (1) The Learning Process of Limited Face-to-Face Physical Education at SMA Negeri Seabupaten Labuhanbatu in terms of context; (2) The Learning Process of Limited Face-to-Face Physical Education at the Labuhanbatu District State Senior High School in terms of input; (3) The Learning Process of Limited Face-to-Face Physical Education at the Labuhanbatu District State Senior High School in terms of Process; and (4) Limited Face-to-Face Physical Education Learning Process at the Labuhanbatu District State Senior High School in terms of Product.

The following data is the result of a descriptive analysis of the evaluation of the face-to-face physical education learning process, which is limited to public high school education units throughout Labuhan Batu Regency.

Table 1. Evaluation Results of the Limited Face-to-Face Physical Education Learning Process at Public High School Levels in Labuhanbatu Regency

No.	Aspect	Percentage	Category
1.	<i>Context</i>	80,1%	Very Well
2.	<i>Input</i>	75,2%	Good
3.	<i>Process</i>	69,2%	Pretty good
4.	<i>Product</i>	74%	Good

The results of the research data are detailed sequentially with the findings in the field for each component. The scores for each component are obtained from the indicator data scores for each evaluation component used, namely the CIPP model (context, input, process, and product) presented graphically in the following figure.

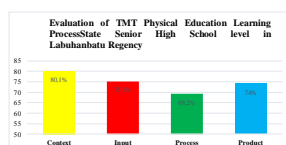


Figure 1. Diagram of Limited Face-to-Face Physical Education Learning Process Evaluation Diagram Level SMA Negeri in Labuhanbatu Regency

Based on data on the evaluation of the limited face-to-face physical education learning process at the public high school level in Labuhanbatu Regency in each school, it is presented graphically in the following figure:

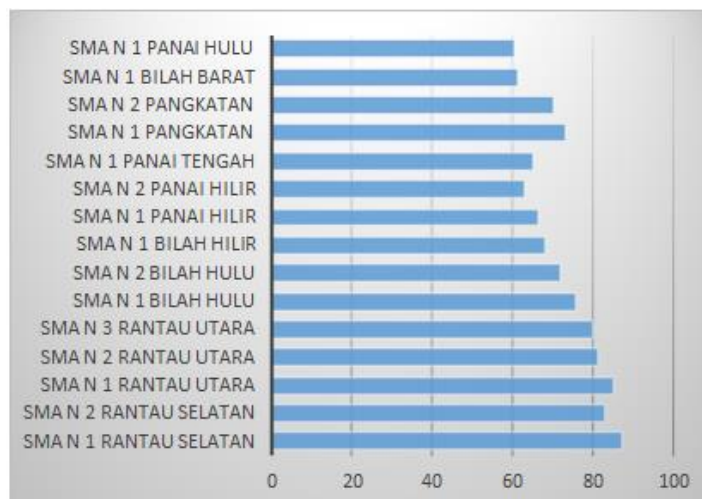


Figure 2. Diagram of Limited Face-to-Face Physical Education Learning Process Evaluation Diagram SMAN level in Labuhanbatu Regency in each school

Aspect Context

Context evaluation in this study, namely evaluating policies, learning objectives, and guidelines in the learning process of limited face-to-face physical education at the SMA level in Labuhanbatu Regency, obtained a score of 80.1% in the very good category. Based on the results of the context evaluation on each indicator, it is described as follows:

Table 2. Results Description Context Evaluation

No.	Indicator	Percentage	Category
1.	Policy	87,1%	Very Well
2.	Learning Objectives	78,6%	Good
3.	Guidelines	74,6%	Good

The data from the context evaluation are detailed sequentially with the findings in the field for each indicator. Then presented graphically in the following figure:

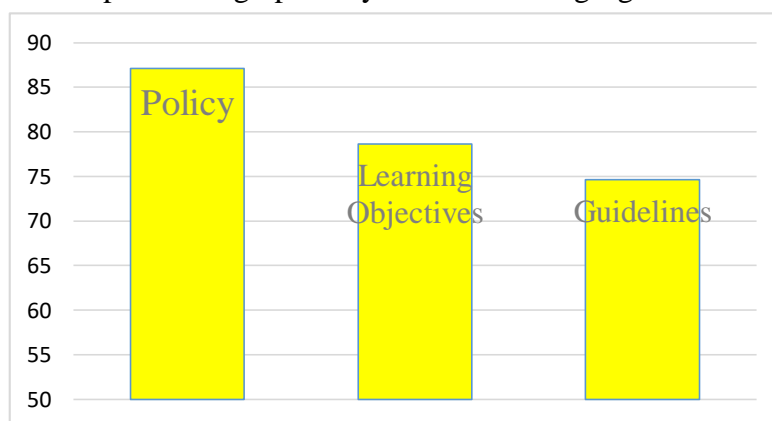


Figure 3. Diagram of the field for each indicator

Input Aspect

Input evaluation in this study, namely evaluating teacher preparation in lesson plans, teaching materials, learning methods, facilities and infrastructure, as well as assessments in preparation for limited face-to-face physical education at SMA level in Labuhanbatu

Regency obtained a score of 75.2% with good category. Based on the input evaluation results for each indicator, it is described as follows:

Table 3. Results Description Evaluation Input

No.	Indicator	Percentage	Category
1.	RPP	76,6%	Good
2.	Teaching materials	75,5%	Good
3.	Learning methods	84%	Very Well
4.	Infrastructure	67,5%	Pretty Good
5.	Assessment	72,4%	Good

Data from input evaluation results are detailed sequentially with findings in the field for each indicator. Then presented graphically in the following figure.

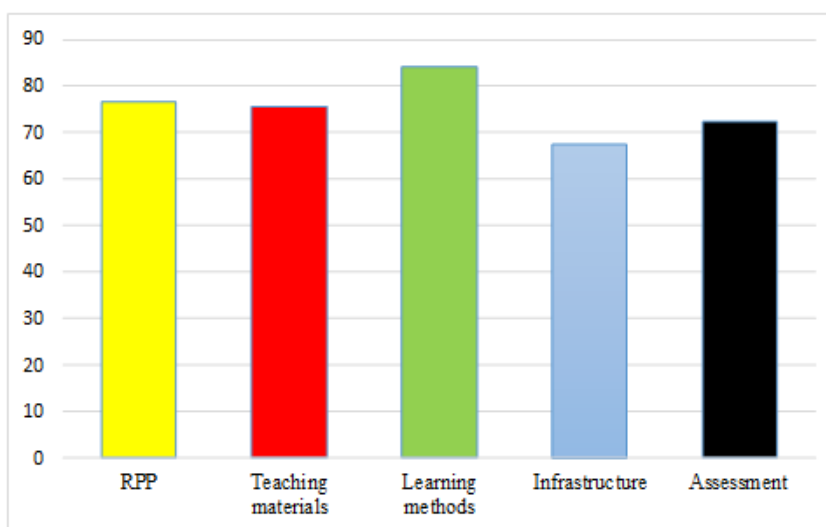


Figure 4. Input Indicator Percentage Chart

Process Evaluation Aspects

Process evaluation in this study, namely evaluating teacher preparation in lesson plans, teaching materials, learning methods, facilities and infrastructure, as well as assessments in the implementation of limited face-to-face physical education learning at the SMA level in Labuhanbatu Regency obtained a score of 69.2% with pretty good category. Based on the results of the process evaluation for each indicator, it is described as follows:

Table 4. Results Description Evaluation Process

No.	Indicator	Percentage	Category
1.	RPP	76,4%	Good
2.	Teaching materials	67,1%	Good
3.	Learning methods	69,2%	Good
4.	Infrastructure	65,3%	Good
5.	Assessment	67,5%	Good

Process evaluation results data are detailed sequentially with findings in the field for each indicator. Then presented graphically in the following figure:

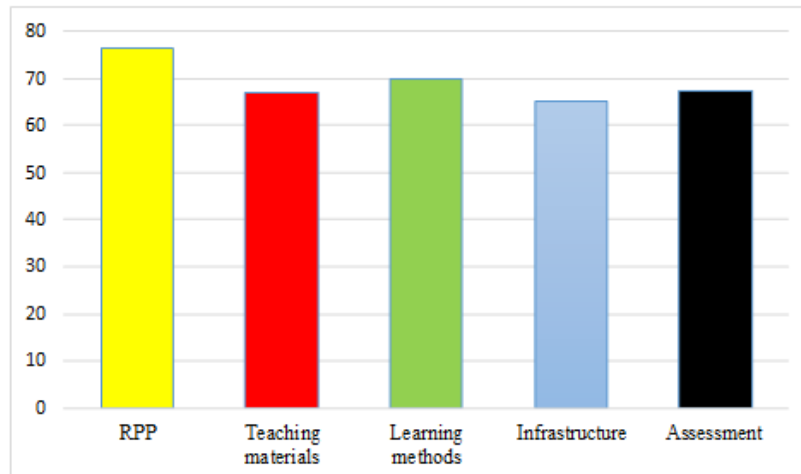


Figure 5. Process Indicator Percentage Diagram

Product Aspect

Process evaluation in this study, namely evaluating the evaluation and improvements made by teachers to lesson plans, teaching materials, learning methods, facilities and infrastructure, as well as assessments that have been implemented in the implementation of limited face-to-face physical education learning at the SMA level in Labuhanbatu Regency was obtained score of 74% with good category. Based on the results of the evaluation process for each indicator, it is described as follows:

Table 4. The result of Product Evaluation

No.	Indicator	Percentage	Category
1.	RPP	84%	Very good
2.	Teaching materials	77,3%	Good
3.	Learning methods	72,4%	Good
4.	Infrastructure	63,3%	Very good
5.	Assessment	73,3%	Good

Process evaluation results data are detailed sequentially with findings in the field for each indicator. Then presented graphically in the following figure:

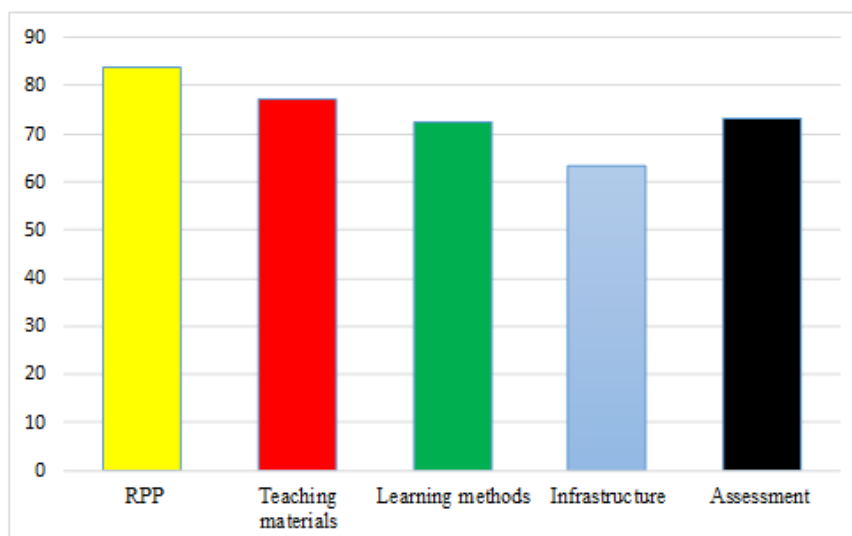


Figure 6. Product Indicator Percentage Chart

Based on the results of the product evaluation in the figure above it is known that in evaluating the implementation of face-to-face physical education learning it is limited to State High School Education units in Labuhan Batu Regency based on the product evaluation aspect on the lesson plan indicator, a score of 84% is obtained in the very good category, on the indicator teaching materials obtained a score of 77.3% in the good category, on the learning method indicator a score of 72.4% was obtained in the good category, on the infrastructure facilities indicator a score of 63.3% was obtained in the fairly good category, and on the assessment indicator a score was obtained of 73.3% in the good category. Thus it shows that the evaluation and improvement of the implementation of teaching and learning activities of limited face-to-face physical education in public senior high schools in Labuhanbatu Regency based on overall product evaluation is good.

Discussion

Limited face-to-face learning is a new concept that developed during the Covid-19 pandemic. During the Covid-19 pandemic, all forms of activities that caused crowds were avoided as much as possible, this was done with the aim of controlling the spread of Covid-19. Since the new school year 2021/2022 the government has introduced a term in the world of education. New terms in the world of education must of course be understood and explained to the wider community so as not to create different understandings and perceptions in society. There are several different concepts in understanding the term limited face-to-face learning. When talking about face-to-face learning, each individual will understand it as a learning process carried out between an educator and students by meeting directly and interacting with one another at the same location. The concept of limited face-to-face learning (PTM) is a learning process in classrooms at schools where each study group is limited in terms of the number of students so that the number is not the same as the number of students in normal times (Mubarok, 2022).

Referring to education regulations, each study group at school consists of 36 students (Ministry of Education and Culture, 2020). So under normal circumstances without the Covid-19 pandemic, the classrooms at the school will be filled with students with a maximum number of 36 people. When learning is carried out with strict health protocols such as maintaining distance, then each student's chair and table in the classroom must have a minimum distance of one meter. This is the background behind the emergence of the term limited face-to-face learning (PTM) (Sabiq, 2020). Thus, in limited face-to-face learning each classroom only consists of 50% of the normal number. So that in face-to-face learning (PTM) the study group is limited to only 18 students.

In limited face-to-face learning (PTM) it is also necessary to pay attention to the intensity of the meeting, the subject matter, and the duration of the time used. In limited face-to-face learning (PTM), a student does not have to attend full-time learning meetings. So that educational institutions must organize a meeting system in limited face-to-face learning (PTM) (Utari, 2020). Likewise with the subject matter, educational institutions as providers of education must have proper planning related to subject matter so that in the process the subject matter taught in schools in limited face-to-face learning (PTM) is selected according to needs, as well as priority scale.

Penjasorkes is one of the subjects in schools that prioritizes physical activity more. Physical education subjects on the other hand are useful for maintaining a healthy body which is done by exercising. One of the successes of the implementation of physical, sports and health education learning is determined by the performance of the physical education, sports and health teachers themselves in carrying out their duties and responsibilities as a teacher.

The purpose of implementing limited PTM is to teach children to be more disciplined and respect time more (Diva et al., 2021). Because students are required to follow the rules that apply at school, such as: arriving on time, wearing uniforms, bringing textbooks according to a predetermined schedule and so on. When compared to online learning, especially Physical Education subjects, face-to-face learning has advantages and benefits, including: (1) Each student can get access to similar learning materials without barriers; (2) Students can quickly grasp the material provided; (3) The burden on student guardians can be reduced because the use of internet packages is no longer inflated; (4) Reducing the impact of loss of learning (loss of learning interaction) and the risk of psychosocial mal-for children; (5) Children can socialize again but still follow the strict Prokes; (6) Teacher interaction with students can run optimally; and (7) Educators can provide supervision and attention to students in receiving material and completing assignments. Therefore, it is necessary to pay attention to things during the limited PTM, namely: mandatory adherence to the Health Promotion Program, maintaining a safe distance, not sharing books or stationery, diligently washing hands and wearing masks, preparing their own food and drink, and ensuring that teachers and students are in good condition. Healthy.

Limited PTM learning prioritizes the precautionary principle, the government encourages its implementation and this is done considering the negative impacts that arise if children do online school for too long. The implications of implementing limited PTM are that this condition includes the psychological and social domains of students. The risks that may occur include: increased child violence in the home, unwanted marriages, girls' violence, and children can also experience mental pressure due to lack of time to play freely with peers for a long time. Therefore, in the future if the learning process continues but is still in a limited capacity, it is necessary to update the curriculum and policies. Education should use a new paradigm concept to support the progress of the times, as well as improve children's learning abilities. In the future, there is no need for loss of learning to occur again as a result of the good arrangement and preparation of the limited PTM learning process.

Based on the results of the research that has been done, it shows that the learning process of limited face-to-face physical education in public senior high schools in Labuhanbatu Regency is in the good category. The results of this study include the three indicators observed, namely: learning preparation, learning implementation, and learning evaluation. With five descriptors for each of the observed indicators, namely: lesson plan (RPP), teaching materials, learning methods, infrastructure, and assessment. The results of research regarding the implementation of the face-to-face physical education learning process were limited after the Covid-19 pandemic. the answer is good as an educator. The following are details covering lesson preparation, learning implementation, and learning evaluation.

The success in implementing the learning process is strongly influenced by various supporting factors, including the learning activities that have been carried out according to the limited PTM learning health protocol guidelines and the effectiveness of learning between teachers and students. KBM is the interaction of educators with their students in the study room. Then, in turn, during the physical education learning process, social interaction occurs in learning and teaching activities which can affect the success of participants in achieving educational goals, because self-study is a change in individual behavior from previously unable to become skilled. The PTM is limited, namely designing the number of students in each class to be slimmer than the original number (normal). Re-design was also carried out on the chairs and tables of the students which were reduced and spaced according to the Prokes. Limited PTM should be understood correctly, that students

attend lessons divided into study groups, but still adjusted to the capacity of the education unit and the calculation of the number of hours each day.

In this study, the limited face-to-face physical education learning process was carried out through an evaluation process using the CIPP (Context, Input, Process, Product) method. The success criteria for the evaluation results of this study were categorized into several groups including: Very Good, Good, Fairly Good, Bad and Very Bad. The expected evaluation results are a minimum value interval in the "Good" category for each component. Based on the results of the research that the researchers found through the results of a questionnaire given to physical education teachers in public high schools in the Labuhanbatu district.

CONCLUSION

Based on the results of data analysis and discussion of the research that has been described, it can be concluded that the learning process of face-to-face physical education is limited to the level of public high schools in Labuhanbatu Regency, with physical education teacher respondents that are generally well implemented. Where in each aspect of the evaluation described as follows:

1. **Based on the Context Aspect**

Based on the context aspect, namely policy indicators, learning objectives and guidelines in the learning process of limited face-to-face physical education at the SMA level in Labuhanbatu Regency, it has been implemented very well with a score percentage of 80.1%.

2. **Based on the Input Aspect**

Based on the Input aspect, namely the RPP indicator (Learning Implementation Plan), teaching materials, learning methods, facilities and infrastructure, as well as assessments in the process of preparing for limited face-to-face physical education learning at the SMA level in Labuhanbatu Regency, it has been carried out well with a score percentage of 75.2% .

3. **Based on the Process Aspect**

Based on the Process aspect, namely the RPP indicator (Learning Implementation Plan), teaching materials, learning methods, facilities and infrastructure, and assessment in the process of implementing limited face-to-face physical education the level of State Senior High Schools throughout Labuhanbatu Regency has been implemented quite well with a score percentage of 69.2%.

4. **Based on Product Aspects**

Based on the Product aspect, namely the RPP indicator (Learning Implementation Plan), teaching materials, learning methods, facilities and infrastructure, as well as assessments in the assessment process of limited face-to-face physical education learning at the SMA level in Labuhanbatu Regency has been carried out well with a score percentage of 74% .

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