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Evaluation of the sports learning program phase C in the West Air Hangat sub-district based on CIPP

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Abstract

This study aims to evaluate the Physical Education, Sports, and Health Phase C learning program in Air Hangat Barat District using the CIPP (Context, Input, Process, Product) evaluation model. This evaluation was conducted to assess the program's suitability to the needs of students, the availability of infrastructure, the implementation of the learning process, and the learning outcomes achieved. The research method used a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation studies. The research subjects included PJOK teachers and principals in 4 elementary schools in the Air Hangat Barat District. The results of the Context evaluation showed that the PJOK Phase C program was by the curriculum but needed adjustments to student characteristics. In the Input aspect, it was found that sports facilities were still limited and needed to improve teacher qualifications. The Process evaluation revealed that the learning methods were varied, but needed to be strengthened in the use of media and authentic assessment. Meanwhile, the Product evaluation showed that most students achieved basic competencies, but needed improvement in aspects of psychomotor skills and sportsmanship. This study concludes that the Phase C Physical Education (PJOK) learning program in Air Hangat Barat District has been running quite well, but requires improvements in facilities, teacher development, and the approach to evaluating learning outcomes. Recommendations include increasing the budget for infrastructure, teacher training, and implementing more innovative learning models.

INTRODUCTION

Physical education plays a vital role in fostering the holistic development of students by enhancing their physical, cognitive, social, and emotional skills (Adha et al., 2023; Munir, 2023). It

serves as an essential component of basic education, promoting lifelong habits of physical activity, health awareness, and character building. In Indonesia, the subject of Physical Education, Sports, and Health (Pendidikan Jasmani, Olahraga, dan Kesehatan or PJOK) is integrated into the national curriculum as a strategic effort to shape students into well-rounded individuals. Specifically, PJOK in Phase C (grades 4–6 of primary school) is designed to accommodate the physical and psychological characteristics of upper elementary school students, preparing them for more complex motor tasks and social interactions in physical contexts (W. Chen & Ruannakarn, 2024; Darmayasa et al., 2022).

In recent years, educational policies in Indonesia have emphasized the importance of aligning curriculum content with student needs, local culture, and real-life application. The implementation of the Kurikulum Merdeka (Independent Curriculum) has brought a paradigm shift, requiring teachers to act as facilitators and learning designers who understand the contextual realities of learners. As a result, evaluating how PJOK Phase C is implemented at the grassroots level becomes increasingly important to ensure the curriculum's intended impact is realized in classroom practice. Yet, there remains a gap between the formulation of curriculum policies and their execution in diverse educational settings, especially in rural or under-resourced areas (Pratama et al., n.d.; Subekti, 2025).

Prior studies have acknowledged several challenges in PJOK implementation across different regions. For instance, research by Siedentop (2011) and Kirk (2010) emphasized that successful physical education is not solely determined by curriculum content but also by teaching competence, availability of facilities, student engagement, and supportive school environments. In the Indonesian context, studies by Amaliyah, (2023); L. Chen, (2022) indicated that many schools face obstacles such as inadequate infrastructure, lack of instructional media, and limited opportunities for teacher professional development. These barriers hinder optimal student participation and learning outcomes, especially in the psychomotor and affective domains.

Despite the increasing recognition of these issues, there remains a paucity of empirical evaluations that systematically assess the implementation of PJOK programs using a comprehensive model. Most existing studies tend to focus on singular aspects, such as curriculum analysis or student achievement, without addressing the interconnected elements that contribute to the overall quality of the learning process (Burhaein & Eksan, 2025; Hafidz et al., 2024). This creates a methodological and practical gap in understanding how well physical education programs function in real school environments and what improvements are necessary.

To address this gap, the current study adopts the CIPP evaluation model Context, Input, Process, Product which is widely used for formative and summative program evaluations. Developed by Pramono, (2021), the CIPP model provides a holistic framework to assess whether a program is relevant (context), adequately supported (input), properly implemented (process), and effective in achieving its goals (product). This model is particularly suitable for educational settings where multiple variables influence success and where continuous feedback is essential for program development.

This research focuses on the PJOK Phase C learning program in the Air Hangat Barat District, a rural area where contextual challenges often affect curriculum delivery. By applying the CIPP model, the study aims to evaluate how well the program aligns with student needs, the adequacy of resources and infrastructure, the quality of teaching processes, and the actual learning outcomes

achieved by students. This comprehensive evaluation is expected to provide meaningful insights for educators, policymakers, and curriculum developers seeking to improve physical education implementation in similar contexts.

The novelty of this study lies in its application of the CIPP model to a specific phase of the PJOK curriculum in a geographically and socioeconomically distinct area (Wahidah et al., 2023; Welis et al., 2023). While the model has been used in broader educational evaluations, its targeted use in PJOK Phase C at the elementary level in rural Indonesia remains limited. Additionally, this research contributes to the growing body of literature by highlighting how localized evaluations can inform national education strategies, especially under the evolving Kurikulum Merdeka policy.

In summary, this study not only fills a methodological gap by applying a structured evaluation model to physical education but also offers practical recommendations grounded in field-based evidence (Harahap, 2022; Mufid et al., n.d.). By analyzing the strengths and weaknesses of the current PJOK Phase C implementation, the study seeks to support sustainable improvements in physical education quality ensuring that it meets the developmental, cognitive, and affective needs of Indonesian students in a meaningful and context-sensitive way.

METHODS

This study employed a qualitative descriptive approach to evaluate the implementation of the Physical Education, Sports, and Health (PJOK) Phase C learning program using the CIPP (Context, Input, Process, Product) evaluation model. The CIPP model was selected due to its comprehensive framework for assessing educational programs based on four key dimensions: the relevance of the program (context), the available resources and strategies (input), the implementation process (process), and the outcomes achieved (product).

Data were collected through three main techniques: observation, interviews, and documentation. Observations were conducted during PJOK teaching and learning activities to capture real-time implementation practices and interactions. Semi-structured interviews were carried out with PJOK teachers and school principals to gain insights into their perspectives on curriculum alignment, teaching methods, facilities, and student learning outcomes. Documentation analysis included curriculum documents, lesson plans, assessment records, and school infrastructure reports.

The study was conducted in four public elementary schools located in Air Hangat Barat District. The selection of these schools was based on purposive sampling, considering schools that had implemented the PJOK Phase C program for at least one academic year. The research subjects consisted of four PJOK teachers and four school principals, each representing one school, making a total of eight participants.

Data analysis was performed using a descriptive-qualitative method. Data from interviews and observations were transcribed, categorized according to the CIPP components, and then interpreted to identify patterns, strengths, and areas for improvement in the program implementation. Triangulation of data sources and collection methods was used to ensure the validity and reliability of the findings.

RESULT AND DISCUSSION

This study utilized the CIPP (Context, Input, Process, Product) evaluation model to assess the implementation of the Physical Education, Sports, and Health (PJOK) Phase C learning program in four elementary schools located in Air Hangat Barat District. The evaluation was based on qualitative descriptive methods through observation, interviews, and documentation studies. The findings of each component are described as follows:

1. Context Evaluation

The evaluation of the context focused on analyzing the relevance of the PJOK Phase C program to the characteristics and needs of students.

Curriculum Suitability: The PJOK Phase C curriculum implemented in the observed schools was in alignment with national education standards and guidelines. However, certain adjustments were needed to tailor the program more closely to the developmental level, interests, and socio-cultural background of the students.

Stakeholder Expectations: Teachers and school principals agreed that PJOK should not only focus on physical competence but also on fostering student character, especially discipline, teamwork, and respect.

Challenges Identified: Limited community involvement and low awareness among parents about the importance of physical education were noted as contextual challenges that may hinder the effectiveness of the program.

2. Input Evaluation

The input evaluation examined the readiness and resources supporting the implementation of the PJOK program.

Facilities and Infrastructure: Most schools had limited sports facilities. Basic equipment for physical education was either inadequate or in poor condition, which constrained the delivery of a variety of physical activities.

Teacher Qualification and Competency: While all PJOK teachers were certified, there was a noticeable gap in professional development opportunities. Teachers expressed the need for further training in modern pedagogical strategies and sport-specific instruction.

Budget and Support: School funding allocated specifically for PJOK was minimal. The procurement of new equipment and media was often reliant on school initiatives or parental contributions.

3. Process Evaluation

This component analyzed how the PJOK learning process was carried out in the field.

Instructional Methods: Teachers employed diverse instructional strategies such as group games, demonstrations, and student-centered activities. However, the integration of multimedia and technological tools was still lacking.

Learning Assessment: Authentic assessment practices were insufficient. Teachers primarily used observational methods without adequate documentation. There was a lack of rubrics and performance-based assessments to evaluate psychomotor and affective domains effectively.

Classroom Management: Class sizes and scheduling issues sometimes made it difficult to provide individualized attention, especially in activities requiring safety measures or skill differentiation.

4. Product Evaluation

The product evaluation focused on the learning outcomes achieved by students through the PJOK program.

Student Competency Achievement: Most students successfully met the basic competencies outlined in the curriculum, particularly in physical fitness and basic motor skills.

Psychomotor Skills: While foundational movement skills were achieved, advanced skills such as agility, coordination, and teamwork in sports contexts were less developed due to facility and equipment constraints.

Character Development: Students showed good attitudes in terms of participation and enthusiasm. Nevertheless, the internalization of values such as sportsmanship and respect needed further reinforcement in daily activities.

Table 1. Summary of Findings

CIPP Component	Strengths	Areas for Improvement
Context	Curriculum alignment; stakeholder support	Need for adaptation to student characteristics; low parental involvement
Input	Certified teachers	Limited facilities; insufficient professional development and budget
Process	Varied learning methods	Limited use of media; lack of authentic assessment
Product	Achievement of basic competencies	Low psychomotor skill development; insufficient internalization of character
Conclusion and Recommendations		

The PJOK Phase C learning program in Air Hangat Barat District has been implemented moderately well. It reflects adequate curriculum alignment and committed teaching personnel. However, it requires significant improvement in terms of facilities, teacher development, and assessment strategies. Recommendations:

Facility Improvement: Allocate a dedicated budget to enhance sports infrastructure and learning media.

Teacher Training: Organize regular workshops and training sessions focusing on innovative teaching and authentic assessment.

Curriculum Enrichment: Contextualize learning activities to suit local student characteristics and promote active community and parental involvement.

Evaluation Models: Encourage the adoption of performance-based and formative assessments to holistically evaluate student development in psychomotor and affective domains.

DISCUSSION

The evaluation of the Physical Education, Sports, and Health (PJOK) Phase C program using the CIPP model revealed a generally positive implementation but highlighted several areas requiring strategic improvement. From the context perspective, the program aligns well with the national curriculum; however, its application in the classroom setting requires better adaptation to student characteristics, such as developmental stages, cultural context, and local needs. This finding aligns with previous studies suggesting that effective curriculum implementation depends not only on its content but also on its contextual relevance (Hasyim et al., 2024; Teshome et al., 2022).The

lack of parental engagement further suggests the need for greater community involvement to reinforce the value of physical education at home and in everyday life.

In terms of inputs, the study found that limited facilities and insufficiently updated equipment remain key barriers to achieving optimal learning outcomes. Despite having certified PJOK teachers, the absence of continuous professional development restricts their capacity to apply innovative teaching methods and adapt to changes in pedagogy. This situation resonates with findings from Chen & Ennis (2004), who argue that the availability of resources and teacher readiness are critical to the successful execution of any physical education program. Enhancing teacher competencies through structured training programs could serve as a catalyst for improving learning quality and outcomes (Badaruddin et al., 2023; Hafidz, 2023).

Process evaluation findings indicated that although teachers used diverse instructional strategies, the integration of learning media and authentic assessment practices was weak. The lack of rubric-based assessments and systematic documentation of student performance limited the ability to track student progress effectively, particularly in the psychomotor and affective domains. This supports the argument by Irawan et al., (2023), who emphasize that assessment in physical education must go beyond attendance and participation and include formative evaluations that capture student growth holistically.

The product evaluation revealed a promising level of student achievement in basic competencies, but deficiencies in psychomotor development and character formation were evident. Students demonstrated enthusiasm and basic skills, yet more complex motor abilities and values like sportsmanship were underdeveloped. This gap can be attributed to both environmental constraints and insufficient instructional depth. Physical education, as noted by Wibowo et al., (2022), should focus not only on physical proficiency but also on developing the whole student, including cognitive and affective aspects that are integral to lifelong physical activity and citizenship (Gano-Overway et al., 2023; Sinaga et al., 2022).

In light of these findings, the PJOK Phase C program in Air Hangat Barat District can be deemed moderately effective. While the foundational structures are present, targeted enhancements in teacher development, facility provision, and community engagement are necessary. Future efforts should focus on holistic program development that aligns curriculum goals with contextual realities and emphasizes student-centered learning and comprehensive assessment (Halajian et al., 2020; Iqbal et al., 2022; Tuna & Başdal, 2021). These improvements will ensure that physical education contributes meaningfully to the overall educational and personal development of students.

CONCLUSIONS

This study concluded that the implementation of the Physical Education, Sports, and Health (PJOK) Phase C learning program in Air Hangat Barat District has been moderately effective in meeting the goals of the national curriculum. However, several aspects require improvement to optimize its impact. While the program content is aligned with curriculum standards, it needs better contextualization to suit student characteristics. Limitations in sports facilities, insufficient teacher development, and the lack of authentic assessment practices were identified as major challenges. Therefore, comprehensive efforts involving increased investment in infrastructure, targeted teacher training, and the integration of innovative and student-centered assessment approaches are essential to enhance the overall quality and effectiveness of PJOK learning outcomes.

CONFLICTS OF INTEREST STATEMENT

Regarding this study, the author declares that there is no conflict of interest.

AUTHOR CONTRIBUTIONS

Study concept and design: Wafil Dawami. Acquisition of data: Arsil Arsil. Analysis and interpretation of data: Roma Irawan. Drafting the manuscript: Wafil Dawami. Critical revision of the manuscript for important intellectual content: Nugroho Susanto. Statistical analysis: Wafil Dawami.

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