

Evaluation of the Educational Practice Program for Undergraduate Elementary School Physical Education Study Program Students Based on Stake's Countenance Evaluation Model

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Abstract— This study aims to evaluation of the Educational Practice Program for Elementary School Physical Education Study Program Students in the Post-Pandemic Undergraduate Program Based on Stake's Countenance Evaluation Model. This type of research is evaluation Stake's Countenance Evaluation Model. The subjects of this evaluation were 131 students in 2019 in the Elementary School Physical Education Study Program, Undergraduate Program, Faculty of Sports Science, Yogyakarta State University. Determination of the sample size in this study using the Slovin formula (10%), totaling 60 students. Based on each evaluation component, the conclusions are obtained, namely: Antecedent evaluation of the implementation of educational practice is 54%, in the low category, indicator of educational practice credit load of 43% in the low category. Transaction evaluation of the implementation of educational practice of 73% in the high category. The process time of the educational practice program is 57% in the medium category and the mode of implementing the educational practice program is 100% in the very high category. Outcomes evaluation of the implementation of educational practice of 57% is in the medium category.

Keywords— Evaluation, Educational Practice Program, Stake's Countenance Evaluation Model.

I. INTRODUCTION

Educational Practice is an extension of the Introduction to the School Field and the Introduction to the Non-Vocational Field carried out by students of the Education Undergraduate Program. In this course students learn and practice teaching skills and implement programs in the form of learning activities and practice guided programs in formal and informal education units, institutions, clubs, communities, and industries (1).

The Educational Practice Program is intended to build a foundation for identity and strengthen the academic competence of educators and education personnel in students in accordance with their respective fields of study accompanied by high-level thinking skills to become superior, creative, innovative, pious, independent, and intellectual students (1).

Evaluation of the Educational Practice Program is carried out to determine how far the Educational Practice program shapes students to have professional character as teachers.

Evaluation activities also aim to collect information about the Educational Practice Program at Yogyakarta State University, especially those in the Elementary School Physical Education Study Program, which then the information is used to determine the right alternative in making a decision. Program evaluation is carried out so that the organizers of the Educational Practice Program know how far the program targets are achieved in accordance with the objectives determined at the beginning of program planning.

Evaluation is a process or activity of selecting, collecting, analyzing, and presenting information that can be used as a basis for decision making and further program preparation (2–4). Evaluation should be conducted officially or formally and systematically, not just formally and carelessly. Evaluation is the process of determining the extent to which objectives are achieved. It is not concerned with assessing achievement but also with improvement (5).

Evaluation models are useful in guiding data collection and analysis, as the research design is complex and uses diverse quantitative and qualitative methods. Stake's Countenance model served as the framework for this evaluation. Stake's Countenance Model creates an evaluation framework to assist evaluators in collecting, organizing, and interpreting quantitative and qualitative data for this purpose (6–8). This model contains data about Antecedent (Input), Transaction (Process) and Outcomes (Product).

In the evaluation of the Educational Practice program in the Elementary School Physical Education Study Program of the Bachelor Program, the Antecedent (Input) data consists of student knowledge about the Educational Practice guidebook in which there is an explanation of the Educational Practice program, the objectives of the Educational Practice activities, the integration of Educational Practice, the relationship between Educational Practice and the curriculum, the SKS load, aspects of attitude, knowledge and skills. Transaction (Process) data consists of the implementation process during the Educational Practice program, the time the Educational Practice program process is carried out, the method of implementing the Educational Practice program, Educational Practice management, making work programs during Educational Practice, and targets during the Educational

Practice program. While the Outcomes (Product) data consists of the benefits of the Educational Practice program, the Educational Practice program results report and the Educational Practice program graduation limit.

The Educational Practice Program is carried out by Yogyakarta State University periodically, this program is carried out for one year twice by considering a follow-up program for students who are late in registering for various reasons. Delay in registration is also included in one of the several problems that occur during the process of implementing the educational practice program.

Based on the problems described above, it is necessary to conduct further research with the title "Evaluation of the Educational Practice Program for Elementary School Physical Education Study Program Students in the Post-Pandemic Undergraduate Program Based on Stake's Countenance Evaluation Model".

II. METHOD

Study Participants

The subjects of this evaluation were 131 students in 2019 in the Elementary School Physical Education Study Program, Undergraduate Program, Faculty of Sports Science, Yogyakarta State University. Determination of the sample size in this study using the Slovin formula (10%), totaling 60 students.

Study Organization

This research is an evaluation study that uses mixed quantitative and qualitative methods. Evaluation models are useful in guiding the management of data collection and analysis. The Stake Countenance model emphasizes evaluators to make decisions/judgments about the program being evaluated correctly, accurately and completely (9). Stake points out that description is different from judgment. In this model, data about Antecedent (Input), Transaction (Process) and Outcomes (Product) data are not only compared to determine the gap between what is obtained and what is expected, but also compared with absolute standards so that the usefulness of activities in a program is clearly known (10). Instruments to collect data are observation, interview, questionnaire, and documentation.

Statistical Analysis

The data analysis technique used quantitative analysis, namely descriptive percentage, and qualitative analysis of interactive models as proposed by Miles and Huberman.

III. RESULT

Program evaluation is carried out so that the organizers of the Educational Practice Program know how far the program targets are achieved in accordance with the objectives determined at the beginning of program planning. The results of the research are viewed from the aspects of Antecedent (input), Transaction (process), Outcomes (product) as follows.

a. Evaluation of antecedent aspects (Input)

The research results for each indicator in the input component are described in Table 1 as follows.

TABLE 1. Average result Input

Indicator	Percentage
Educational practice guidebook	97%
Explanation of educational practice	25%
Activity objectives during educational practice	100%
Integration of educational practice	25%
Linkage of educational practice to the curriculum	93%

Based on Table 1, it shows that the percentage of indicators about the guidebook is 97% in the very high category, an explanation of educational practice is 25%, the purpose of activities during educational practice is 100% in the very high category, the integration of educational practice is 25% in the very low category, the relationship between Educational Practice and the curriculum is 93% very high, the educational practice credit load is 43% in the low category, the attitude aspect is 97% in the very high category, the knowledge aspect is 3% in the very low category, the skill aspect is 3% in the very low category.

b. Transaction aspect evaluation (process)

The research results for each indicator in the process component are described in Table 2 as follows.

TABLE 2. Average results of Process

Indicator	Percentage
Implementation during the educational practice program	30%
Process time of the educational practice program	57%
Mode of implementation of the educational practice program	100%
Management of Educational Practice	100%
Making work programs	98%
Goals during the educational practice program	53%

Based on Table 2, it shows that the percentage of indicators regarding the implementation during the educational practice program is 30% in the very low category, the indicator regarding the timing of the educational practice program process is 57% in the medium category, the indicator regarding the mode of implementation of the educational practice program is 100% with a very high category. The Educational Practice Management Indicator is 100% with a very high category. Indicators about making work programs at 98% with a very high category. The indicator about the target during the educational practice program took place at 53% with a very low category.

c. Outcomes aspect evaluation (product)

The research results for each indicator on the product component are described in Table 3 as follows.

TABLE 3. Process average results

Indicator	Percentage
Get the benefits of knowledge, skills	47%
Report on the results of the educational practice program	100%
Educational practice graduation limit	23%

Based on Table 3, it shows that the percentage of indicators regarding the benefits of knowledge, educational practice skills is 47% in the low category, the percentage of indicators regarding the report on the results of the educational practice program is 100% in the very high category, the

percentage of indicators regarding the graduation limit for educational practice is 23% in the very low category.

Based on the above results, the success criteria for evaluating the educational practice evaluation program for elementary school physical education study programs can be determined in Table 4.

TABLE 4. Evaluation Results of Educational Practices of Elementary School Physical Education Study Program

Indicator	Percentage
Antecedent (Input)	54%
Transaction (Proses)	73%
Outcomes (Product)	57%

When presented in the form of a bar chart, the evaluation of Antecedent (Input), Transaction (Process), Outcomes (Product) evaluation of the implementation of educational practices of elementary school physical education study programs is as follows.

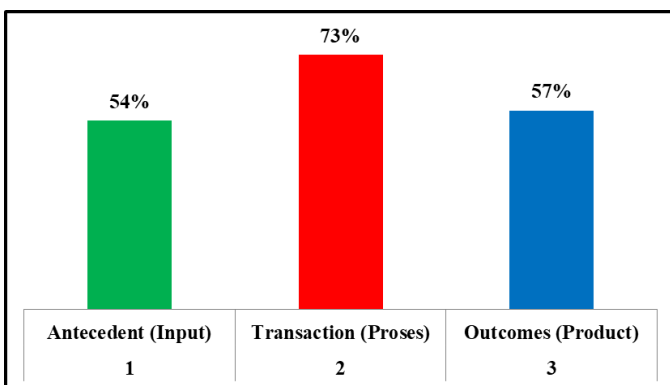


Fig. 1. Diagram of the success of the evaluation of the implementation of educational practices of the Elementary Physical Education program in the Undergraduate Program

Based on Figure 1 above, it shows that the evaluation of the implementation of educational practices for Elementary School Physical Education study programs in the Undergraduate Program is in the moderate category. Evaluation based on each component can be explained as follows.

1. Antecedent (Input) evaluation of the implementation of educational practices in the Elementary School Physical Education Undergraduate Program, 54% is in the low category.
2. Transaction (Process) evaluation of the evaluation of the implementation of educational practices of the Undergraduate Program Elementary School Physical Education study program, amounting to 73% in the high category.
3. Outcomes (product) evaluation of the implementation of educational practices of the Undergraduate Program Elementary School Physical Education study program, amounting to 57% in the medium category.

IV. DISCUSSION

Evaluation can be defined as the assessment of goal achievement through the collection and analysis of data that is

useful in making decisions about the value of a program (Stufflebeam, 2001); Martens, Wilson, 2018)

Evaluation is the process of planning, obtaining and providing information necessary to make alternative decisions (11). Evaluation as the process of identifying, clarifying and applying criteria to determine the value of an evaluated object (value or service) in relation to those criteria.) Where then the most important thing is the process of identification, clarification, and application to the value of a program based on criteria (12). The urgency of the need for program evaluation is (1) to show the existence of funds spent on achieving the goals and objectives of the program being carried out, (2) to decide whether the activities carried out will be continued or stopped, and (3) to gather information on how to develop programs in the future (13).

Based on the results of the study, it shows that the evaluation of the implementation of educational practices of the Elementary School Physical Education study program in the Undergraduate Program is in the moderate category. The moderate evaluation of the implementation of educational practices of the Undergraduate Program Elementary School Physical Education study program is due to several obstacles that occur. The obstacles faced include a lack of understanding of the material by students, lack of reading the Educational Practice guidebook, students pay less attention to the speakers during the socialization. It is hoped that in the future students will pay attention during the socialization, as well as read the guidebook for the implementation of educational practices that have been prepared by the University, so that students are able and get optimal services or education and experience.

Evaluation of the implementation of educational practices in the Elementary School Physical Education study program based on aspects of input, process, and product the results are explained as follows.

Antecedents phase (Input), is the phase where knowledge before the program is implemented, these conditions/events will affect the program Poespitohadi. Based on the results of the study, it shows that the evaluation of the Input program for the implementation of educational practices in the Elementary School Physical Education study program in the Undergraduate Program is 54% in the low category.

Indicators about the educational practice guidebook are 97% in the very high category, As an ex-LPTK university, in addition to organizing non-educational study programs UNY also organizes educational study programs. In implementing one of the Tri Darma of Higher Education, it is always adjusted to the existing situations and conditions in order to contribute to the intellectual life of the nation. One of the outputs in the learning process at UNY in educational study programs is professional and functional educators and education personnel. Prospective educator students are prepared to obtain educator competencies, namely professional, pedagogical, personality, and social competencies, while prospective education personnel students are prepared to obtain education personnel competencies which include program planning competencies, program implementation, personality competencies, and social

competencies, which are integrated in the performance of prospective education personnel.

In line with the policy of the Minister of Education and Culture of the Republic of Indonesia regarding the Independent Learning-Campus Independent Curriculum, UNY quickly responded by issuing the Yogyakarta State University Chancellor's Regulation Number 5 of 2020 concerning the Independent Learning-Campus Independent Curriculum for Undergraduate and Applied Undergraduate Programs. Implementation of policies related to this is one of the strategies to improve quality, and institutional adaptability to existing policies.

The indicator about the explanation of Educational Practice is 25% in a very low category. In the statement there is already a sentence "Not", even though the correct statement is "Educational practice is an extension of the Introduction to the School Field and the Introduction to the Non-Vocational Field carried out by students of the Education Undergraduate Program.". PK is an extension of PLP and PLNK which are carried out by students of the Education Undergraduate Program. In this course students learn and practice teaching skills and implement programs in the form of teaching activities and practice guided programs in formal and informal education units, institutions, clubs, communities, and industries (1). In the guidebook entitled "Guidebook for Educational Practice in 2022", this material has actually been written, and has been socialized during socialization before student deployment takes place. It is hoped that students in the future will pay more attention and read related Educational Practice material before being deployed to the destination of Educational Practice.

Indicator of Educational Practice objectives of 100% in a very high category. The general purpose of Educational Practice is to build a foundation for the identity of prospective educators and education personnel, strengthen the academic competence of educators and education personnel according to the field of study accompanied by critical thinking skills and higher-level thinking skills of students (1). This course trains prospective educators and education personnel to implement concepts, principles, or theories that have been obtained during college. While the specific objectives of Educational Practice are as follows: Introducing the academic and administrative duties of educators and education personnel in learning and non-learning to students; Providing experience to students in preparing learning tools, programs, and training; Providing direct experience to students related to the implementation of learning activities and guided program implementation; Providing real experience to students in developing the potential of students through extracurricular and co-curricular activities (specifically in schools); and Providing opportunities for students to recognize, study, and appreciate problems in schools, institutions, clubs, learning groups in the community, or industry related to the learning process (1).

The indicator regarding Educational Practice integration is 25%, in a very low category. The simultaneous implementation of PK-KKN is an effective alternative for both educational and non-educational study program students

within the framework of Merdeka Belajar-Kampus Merdeka, which in its implementation can also be integrated with the completion of the Final Thesis. This strategy is expected to have a positive impact in developing creativity, learning innovation and community service in order to help develop the potential of the region to be better with its potential (1).

The indicator regarding the linkage of Educational Practice with the curriculum is 93% in a very high category, Educational Practice involves schools or other institutions outside UNY. Therefore, the implementation of PK courses must be carefully planned starting from registration, debriefing, release, implementation, assessment, monitoring and evaluation, and withdrawal. For this reason, good and clear coordination and division of roles are needed between the managers of Educational Practice at the study program level, faculty, and university level (1). Before entering the new semester, students also fill out and select KRS, so that students also understand that the Educational Practice program is included in the curriculum.

The indicator about the SKS load of Educational Practice is 43%, in the low category, with the statement "The Educational Practice course load is 8 credits". In this statement 43% answered correctly, and 57% answered incorrectly. In the educational practice guidebook, it has been explained that the PK course learning load is 6 credits. Meanwhile, the learning process is 170 (one hundred seventy) minutes per week per semester (1).

The indicator of the attitude aspect is 97% in the very high category. The attitude aspect is correct and cultured behavior as a result of the internalization and actualization of values and norms that are reflected in spiritual and social life through the learning process, student work experience, research, and / or community service related to learning.

The indicator of the knowledge aspect is 3%, in a very low category. Knowledge Aspects Knowledge is the systematic mastery of concepts, theories, methods, and / or philosophies of certain fields of science obtained through reasoning in the learning process, student work experience, research and / or community service related to learning. Student work experience is experience in activities in certain fields for a certain period of time in the form of job training, practical work, field work practice or other similar forms of activity.

Indicators about the skills aspect amounted to 3%, in a very low category. It is explained that the Skills aspect is the ability to perform work performance using concepts, theories, methods, materials, and / or instruments, which are obtained through learning, student work experience, research and / or community service related to learning.

Transactions phase (Process) is the actual implementation of the program that occurs during a program, whether the program that is being implemented is in accordance with the program plan (14). The indicator regarding implementation during the educational practice program is 30% in a very low category. It is explained that Educational Practice can be carried out in formal and non-formal educational institutions, institutions, clubs, communities, or industries. Educational Practices carried out must be in accordance with the field of expertise (1).

Indicators regarding the timing of the educational practice program process are 57% in the medium category. Implementation Time In the odd semester of the 2022/2023 academic year PK was carried out for one semester from July 13 to December 12, 2022 (1).

The indicator regarding the mode of implementation of the educational practice program is 100% with a very high category, with the statement "the mode of implementation of educational practice has 3 considerations according to the situation and must be in line with and adjust university policies". PK activities are carried out partly in person and partly online using the internet, applications for learning / certain tasks, and Learning Management System (LMS) or e-service, or others (1).

Indicators regarding the management of educational practice are 100% very high category. During the PK, students are guided by lecturers, site leaders, site coordinators, and supervisors at the location. Supervisors at the location are teachers (at school), educational administration personnel (in institutions), coaches (in clubs), staff (in industry), and community leaders (in the community), The organizational structure based on the Chancellor's Regulation Number 4 of 2021 concerning the Real Work Lecture Service Unit and Educational Practices can be seen in the following diagram (1).

The indicator of making a work program is 98% in a very high category. With the statement "The results of observations are consulted with the supervisor at the location to be outlined in the program, which includes programs for learning and schooling or training programs and work programs". Observation Students are required to make observations after being officially submitted to the location. Observations are carried out offline during the first two weeks students are deployed to the location (July 13 to July 27, 2022). Observation aims to identify and inventory problems at the location. The results of observations are consulted with DPL and supervisors at the location to be outlined in the program, which includes programs for learning and schooling or training programs and other work programs (1).

The indicator of the target during the PK program was 53%, in the low category. Students are young people aged between 19 and 28 years old who are indeed at that age experiencing a transition from the adolescent stage to the adult stage. According to the Big Indonesian Dictionary, students are those who are studying in college. Students can be defined as individuals who are studying at the tertiary level, both public and private or other institutions equivalent to universities. Students are considered to have a high level of intellect, intelligence in thinking and have a plan in action. Critical thinking and acting quickly and precisely are traits that tend to be inherent in every student, which are complementary principles. Students are human beings who are created to always think complementarily.

Certain student characteristics, such as motivation and effort, can be seen as relevant sources of variance in the classroom, where these characteristics affect learning, while other characteristics that affect grades without affecting learning can be considered as irrelevant sources of variance in

the classroom (15). Student characteristics include motivational constructs, prior achievement, and more demographic information. For example, it found that prior achievement, self-efficacy and whether students had a job were significant predictors of academic performance (16).

Outcomes phase (Product), knowing the consequences of implementation at the end of the program Winaryati, Hidayat. Indicators about getting the benefits of knowledge, skills are an average of 47% in the low category, with statements 1) Students do not benefit from real skills and experience to carry out learning and programs in schools, institutions, clubs, learning groups in the community, and industry, 2) Obtaining feedback from partners for curriculum development and science and technology in accordance with their needs, 3) does not affect cooperation with partners for the development of the implementation of the Tri Dharma of Higher Education.

The indicator regarding the report on the results of the educational practice program is 100% very high indicator. Making Educational Practice Reports Students must compile an implementation report after completion, and upload it on the <http://pk.mkpk.uny.ac.id> page as an accountability report for the implementation of educational practice (1).

The indicator regarding the passing grade for Educational Practices is 23%, in the very low category, with the statement "The passing grade for the lowest grade Educational Practices course is C+ (61-65). Graduation Standards The lowest passing grade for PK courses is B+ (76-80) (1).

Product evaluation seeks to accommodate information to ensure the achievement of objectives under any conditions and also to determine what strategies to use in relation to the procedures and methods applied, whether to stop doing it, modify it, or even continue it in its current form (Muji Gistituati). Thus, the function of product evaluation is that it can be used to help evaluators or teachers to make decisions regarding the continuation, ending or modification of the program. Thus, product evaluation activities aim to help make further decisions. The question that must be answered is what results have been achieved and what is done after the program runs, and this is the essence of product evaluation or evaluation of the results that have been achieved. In other words, product evaluation seeks to provide an assessment of the results achieved, so that the level of success can be measured and assessed in accordance with the objectives set. From this evaluation, it is then decided whether the program can be continued, stopped, or used by modifying it.

V. CONCLUSION

Based on the results of the study, it can be concluded that the evaluation of the implementation of educational practices in the Elementary School Physical Education program is 64% in the moderate category. Based on each evaluation component, the conclusions are obtained, namely: (1) Antecedent (Input) evaluation of the implementation of educational practice in the Elementary School Physical Education study program in the Undergraduate Program is 54%, in the low category. indicator of educational practice credit load of 43% in the low category. (2) Transaction (process) evaluation of the implementation of educational

practice in the Elementary School Physical Education Undergraduate Program of 73% in the high category. The process time of the educational practice program is 57% in the medium category and the mode of implementing the educational practice program is 100% in the very high category. (3) Outcomes (product) evaluation of the implementation of educational practice in the Elementary School Physical Education Undergraduate Program of 57% is in the medium category. Indicators of the benefits of knowledge, skills of 47% in the low category, indicators of learning reports on the results of educational practice programs of 100% in a very high category, and indicators of educational practice graduation limits of 23% in a very low category.

This study contributes in the form of recommendations to related parties so that the implementation of educational practice in the Elementary School Physical Education study program in the Undergraduate Program is better. Coordination between components in schools must be improved, so that all policies can be carried out properly. Improving the socialization of all educational practice policies, especially the University and Faculty, needs to be a top priority.

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