



---

## EVALUATION OF THE PHYSICAL EDUCATION TEACHER PERFORMANCE ASSESSMENT PROGRAM IN CIMAHI CITY

**Pandu Futuhatul Firdaus<sup>1</sup>, Akhmad Sobarna<sup>2</sup>, Hendya Alif Junanda<sup>3</sup>.**

*Pendidikan Jasmani Kesehatan dan Rekreasi, STKIP Pasundan Cimahi, Jawa Barat,  
Indonesia*

### **Abstract**

This study aims to evaluate the effectiveness of the Teacher Performance Assessment (PKG) program in enhancing the professional competence of Physical Education, Sports, and Health (PJOK) teachers in Cimahi City. Using a mixed-method approach with the CIPP model (Context, Input, Process, Product), the study involved 30 PJOK teachers selected through purposive sampling. Data were collected using questionnaires, interviews, observations, and documentation, and analyzed through data reduction, presentation, and conclusion. The findings reveal that the PKG program was not optimally implemented across all four dimensions. In the context dimension, the program's goals did not fully align with teacher needs. Input aspects, including training and infrastructure, were insufficient. The process dimension showed inadequate socialization and implementation. In the product dimension, the impact on teacher competence was still limited. It is concluded that the PKG program requires continuous training, structured evaluation, and more effective communication to achieve its intended goals.

**Keywords:** Program Evaluation, Teacher Performance Assessment, Physical Education Teachers, CIPP Model

### **INTRODUCTION**

Education plays a strategic role in developing superior and competitive human resources (Ujud et al., 2023). One crucial factor in educational success is teacher performance, as the spearhead of the learning process in schools. Teachers serve not only as transmitters of material but also as facilitators, motivators, and mentors in developing the character and competencies of students. Therefore, teacher quality and professionalism need to be maintained and continuously improved (Sulistiani & Nursiwi Nugraheni, 2023).

In the context of improving teacher quality, the Indonesian government has implemented the Teacher Performance Assessment (PKG) program as part of the teacher professional development and development system (Septian et al., 2020). The PKG aims to objectively, systematically, and continuously assess teacher performance and provide feedback to improve their competence and professionalism (Yuniarti & Dwikurnaningsih, 2022). This program is expected to serve as a measuring tool for teachers' success in

carrying out their duties and responsibilities in accordance with national education standards (Fitria & Sutiah, 2024).

However, the implementation of the PKG in the field often faces various challenges. Several previous studies have shown obstacles to implementation, such as limited resources, lack of training, and poor understanding of PKG instruments among teachers and principals (Maulida, 2024). This impacts the program's effectiveness in significantly improving teacher performance and competency. Therefore, a comprehensive evaluation of PKG implementation in various regions is necessary.

For Physical Education, Sports, and Health (PJOK) teachers, in particular, the challenges in implementing PKG are more complex due to the practical nature of the subject and the need for a different evaluation approach. In Cimahi City, the implementation of PKG for PJOK teachers has not been extensively researched. Yet, PJOK teachers play a crucial role in shaping students' physical and mental health, which is no less important than other subjects (Sopian, 2020).

Based on this background, this study aims to evaluate the effectiveness of the Teacher Performance Assessment (PKG) program for PJOK teachers in Cimahi City using the CIPP (Context, Input, Process, Product) evaluation model. The results of this evaluation are expected to provide an objective picture of the implementation of PKG, as well as serve as a consideration in formulating more effective and relevant teacher coaching and development policies in the future.

## ***METHODS***

This study employed a mixed-methods evaluative approach, combining quantitative and qualitative data to gain a comprehensive understanding of the effectiveness of the Teacher Performance Assessment Program (Hakim Nasution et al., 2024). This approach was chosen because it allows for an in-depth description of reality through qualitative data exploration, while simultaneously providing an overview through quantitative data (Azhari et al., 2023). This study employed the CIPP (Context, Input, Process, Product) evaluation model as an analytical framework, allowing researchers to evaluate the program's suitability for teacher needs, the quality of resources and program implementation, and its impact on improving the professional competence of physical education (PJOK) teachers.

The population of this study was 30 physical education (PJOK) teachers, using purposive sampling, also known as judgmental sampling. This is a sampling method in research where researchers intentionally select individuals based on specific criteria or considerations that align with the study's objectives (Subhaktiyasa, 2024). This technique

does not use random selection, but rather selects subjects selectively to ensure that the sample possesses the required characteristics and is able to provide the most relevant information for the study (Lenaini, 2021).

Data collection techniques in this study were conducted through several methods, namely questionnaires, interviews, observation, and documentation. Questionnaires were used to obtain quantitative data regarding physical education teachers' perceptions of the implementation of the PKG program (Ardiansyah et al., 2023), while in-depth interviews were conducted to obtain more detailed qualitative information from teachers and principals (Daulay et al., 2022). Observations were used to directly observe the PKG implementation process in schools, including teacher involvement, supporting facilities, and evaluation mechanisms (Ariyanti et al., 2022). Meanwhile, documentation was used to collect secondary data in the form of guidelines, activity reports, and administrative evidence related to the program. The combination of these four techniques aims to produce comprehensive and valid data for a comprehensive program evaluation (Prawiyogi et al., 2021).

The data analysis technique in this study was carried out through three main stages: data reduction, data presentation, and conclusion drawing (Agama et al., 2022). Quantitative data obtained from the questionnaire were analyzed descriptively using percentages to determine the tendency of respondents' responses to various aspects of the PKG program. Meanwhile, qualitative data from interviews, observations, and documentation were analyzed thematically to identify patterns, categories, and meanings relevant to the research objectives. To ensure the validity of the results (Ardiansyah et al., 2023), the researchers also used triangulation techniques, namely by comparing data from various sources and methods (Mekarisce, 2020). This analytical approach was chosen so that the research results could provide a complete and in-depth picture of the effectiveness of the implementation of the PJOK Teacher Performance Assessment Program in Cimahi City.

## ***RESULTS AND DISCUSSION***

This study evaluated the Teacher Performance Assessment Program (PKG) for physical education teachers in Cimahi City using the CIPP model, which consists of the dimensions of context, input, process, and product. The evaluation results indicate that each dimension has varying levels of effectiveness, with some aspects performing well and others requiring strengthening.

Program evaluation is a crucial part of the decision-making process, aiming to

assess the effectiveness and efficiency of an activity in achieving its intended objectives (Adar Bakhsh Baloch, 2020). According to Stufflebeam (2003), the CIPP (Context, Input, Process, Product) evaluation model not only assesses the success of a program's final results but also considers how a program is designed, supported, and implemented, and its impact on beneficiaries (Rama et al., 2023). Evaluation in this approach is not merely assessment, but rather oriented toward decision-making and continuous improvement (Kuswara, 2024).

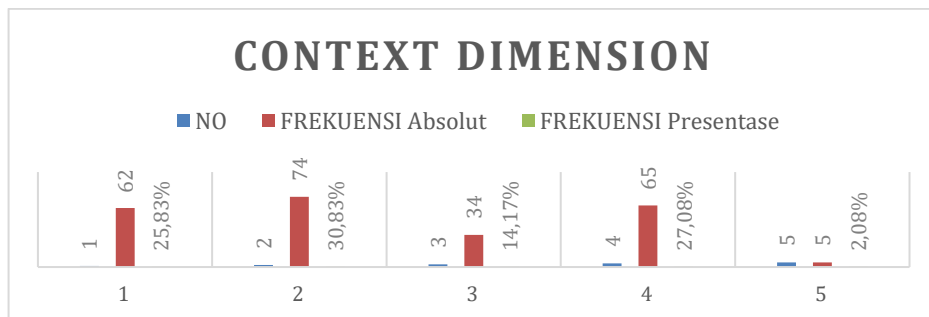
Theoretically, context evaluation helps identify program needs and their suitability to environmental conditions; input evaluation highlights planning and resources; process evaluation examines how implementation is progressing; Product evaluation assesses the program's tangible outcomes. The CIPP model is highly relevant in education because it provides a comprehensive framework for evaluating policies and programs, including the Teacher Performance Assessment (PKG) program (Arni et al., 2021).

In terms of context, the evaluation results indicate that the PKG program is generally aligned with the vision and mission of the Cimahi City Education Office to improve the quality of education and teacher professional competence. The majority of respondents stated that the program has clear objectives and is supported by a strong legal basis. However, 14.17% of respondents were still unsure, and 29.16% disagreed or strongly disagreed, indicating the need for improvements in program socialization and understanding of the urgency of evaluating PJOK teacher performance.

**Table 1.**

Context Dimension Evaluation Results

NO	FREQUENCY		Category
	Absolutely	Percentage	
1	62	25,83%	Very Agree
2	74	30,83%	Agree
3	34	14,17%	Hesitation
4	65	27,08%	Disagree
5	5	2,08%	Very Disagree
		100%	

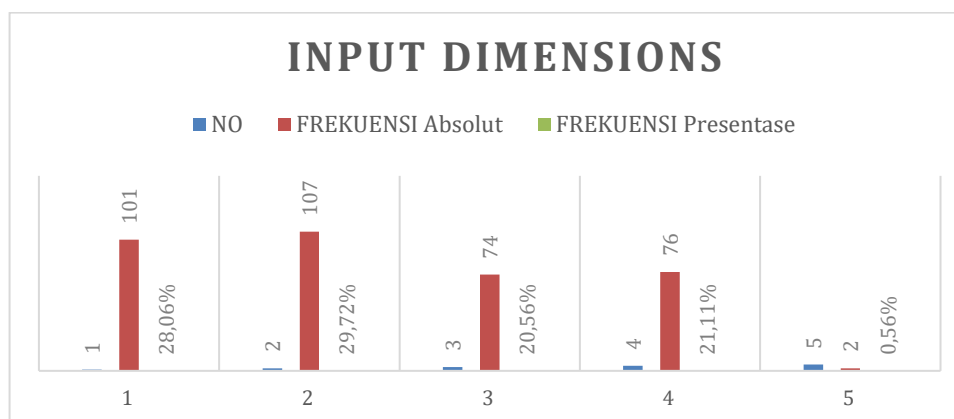


**Diagram 1. Context Dimension Evaluation Results**

The input dimension evaluation revealed challenges in terms of human resource availability, facilities and infrastructure, and funding. Although most teachers considered the pre-PKG training relevant and beneficial, 41.67% of respondents expressed doubt or disagreement regarding the readiness of the input aspect. This was reinforced by interview findings, which indicated that some teachers felt excluded from program planning and financially burdened due to the lack of dedicated government funding.

**Table 2.** Input Dimension Evaluation Results

NO	FREQUENCY		CATEGORY
	Absolutely	Absolutely	
1	101	28,06%	Very Agree
2	107	29,72%	Agree
3	74	20,56%	Hesitation
4	76	21,11%	Disagree
5	2	0,56%	Very Disagree
		100%	



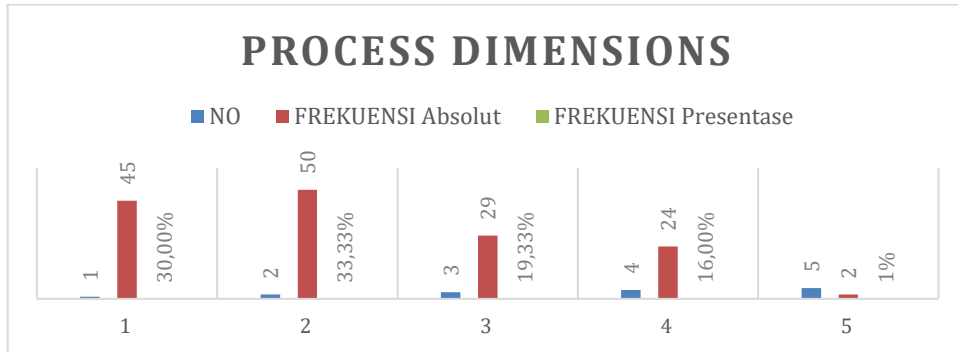
**Diagram 2.** Input Dimension Evaluation Results

In terms of the process dimension, it was found that program socialization had reached more than 85% of teachers, and assessments were conducted using objective standard indicators. However, the implementation of PKG still tended to be administrative, focusing on document completion, rather than as a reflective tool for improving the quality of learning. Supervision of PJOK teachers was also deemed suboptimal, as it was only conducted at the beginning and end of the year without ongoing mentoring. Questionnaire data showed that only 30% of teachers felt they received intensive mentoring, while the remainder felt they did not receive sufficient support from their supervisors..

**Table 3.** Process Dimension Evaluation Results

NO	FREQUENCY		CATEGORY
	Absolutely	Absolutely	
1	45	30,00%	Very Agree
2	50	33,33%	Agree
3	29	19,33%	Hesitation

4	24	16,00%	Disagree
5	2	1%	Very Disagree
		100%	

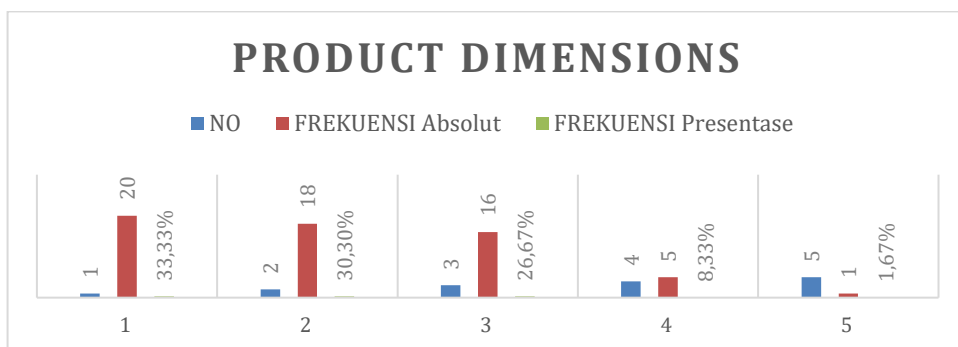


**Diagram 3.** Process Dimension Evaluation Results

The product dimension evaluation yielded quite positive results. 63.33% of respondents strongly agreed or agreed that the PKG had helped improve their competency and professionalism. This was evident in the increased teacher involvement in training and changes to more innovative learning methods. Furthermore, there was an improvement in student learning outcomes in Physical Education and Health, a direct indicator of the program's effectiveness. However, several teachers expressed that PKG results had not been fully utilized for ongoing professional development due to minimal follow-up from schools and the Education Office.

**Table 4.** Product Dimension Evaluation Results

NO	FREQUENCY		CATEGORY
	Absolutely	Percentage	
1	20	33,33%	Very Agree
2	18	30,30%	Agree
3	16	26,67%	Hesitation
4	5	8,33%	Disagree
5	1	1,67%	Very Disagree
		100%	



**Diagram 4.** Product Dimension Evaluation Results

Based on the findings across these four dimensions, it can be concluded that the PKG Program for Physical Education and Health Teachers in Cimahi City has had a positive impact, particularly in terms of improving teaching quality and meeting supervision standards. However, the program still needs to be improved through refinement of planning aspects, increased transparency and sustainability of supervision, and the provision of more concrete financial support and follow-up policies. The CIPP-based evaluation has proven effective in comprehensively identifying the program's strengths and weaknesses and serves as a basis for developing future strategic recommendations.

### **CONCLUSION**

The Teacher Performance Assessment (PKG) program for physical education and health teachers in Cimahi City was deemed quite effective based on an evaluation using the CIPP model. This program has a positive direction, objectives, and impact on improving teacher competence and professionalism. Results in the context and product dimensions indicate considerable success. However, several weaknesses were identified in the input and process dimensions, such as limited resources, lack of ongoing training, and minimal mentoring and follow-up on evaluation results. Therefore, although the program has been running according to its objectives, comprehensive improvements are needed to ensure optimal and sustainable implementation of the PKG.

### **REFERENCE**

- Adar BakhshBaloch, Q. (2020). *MODEL EVALUASI PROGRAM DALAM PENELITIAN EVALUASI*. 11(1), 92–105.
- Agama, P., Di, I., & Medan, M. A. N. (2022). Implementasi Metode Outdoor Learning dalam Peningkatan Hasil Belajar Siswa pada Mata Pelajaran Agama Islam di MAN 1 Medan. *Jurnal Penelitian, Pendidikan Dan Pengajaran: JPPP*, 3(2), 147–153. <https://doi.org/10.30596/jppp.v3i2.11758>
- Ardiansyah, Risnita, & Jailani, M. S. (2023). Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif. *Jurnal IHSAN: Jurnal Pendidikan Islam*, 1(2), 1–9. <https://doi.org/10.61104/ihsan.v1i2.57>
- Ariyanti, N., Marleni, & Prasrihamni, M. (2022). Analisis Faktor Penghambat Membaca Permulaan pada Siswa Kelas I di SD Negeri 10 Palembang. *Jurnal Pendidikan Dan Konseling*, 4(4), 1450–1455. <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/5462>

- Arni, I. H., Gunawan, G., Fatwa, B., & Sentoso, I. (2021). Kegunaan Model CIPP dalam Evaluasi Pendidikan Inklusi. *Masaliq*, 1(3), 164–175. <https://doi.org/10.58578/masaliq.v1i3.60>
- Azhari, D. S., Afif, Z., Kustati, M., & Sepriyanti, N. (2023). Penelitian Mixed Method Research untuk Disertasi. *INNOVATIVE: Journal Social Science Research*, 3(2), 8010–8025.
- Daulay, N., Purba, A. A., Rahmi, A. M., & ... (2022). Peran Layanan Konseling Individu terhadap Motivasi Belajar Siswa di Desa Timbang Lawan. *Pendidikan*, 4(Nurhidayah 2015), 4872–4876. <http://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/6246%0Ahttp://journal.universitaspahlawan.ac.id/index.php/jpdk/article/download/6246/4669>
- Fitria, N. L. K., & Sutiah, S. (2024). Analisis Konsep dan Implementasi Penilaian Kinerja guru (PKG) dalam Meningkatkan Prestasi Guru MI di Kecamatan Merakurak. *Journal of Education Research*, 5(1), 116–121. <https://www.jer.or.id/index.php/jer/article/view/792%0Ahttps://www.jer.or.id/index.php/jer/article/download/792/431>
- Hakim Nasution, F., Syahrani Jailani, M., & Junaidi, R. (2024). Kombinasi (Mixed-Methods) Dalam Praktis Penelitian Ilmiah. *Journal Genta Mulia*, 15(2), 251–256. <https://ejournal.stkipbbm.ac.id/index.php/gm>
- Kuswara, K. (2024). Evaluasi Program Pelatihan Guru Terhadap Peningkatan Keterampilan Mengajar Dan Prestasi Akademik Siswa. *Jurnal Pendidikan Indonesia*, 5(8), 443–449. <https://doi.org/10.59141/japendi.v5i8.2714>
- Lenaini, I. (2021). Teknik Pengambilan Sampel Purposive Dan Snowball Sampling. *HISTORIS: Jurnal Kajian, Penelitian & Pengembangan Pendidikan Sejarah*, 6(1), 33–39. <http://journal.ummat.ac.id/index.php/historis>
- Maulida, S. (2024). Perencanaan pembelajaran: pengertian, fungsi dan tujuan. *OJS, Karimah Tauhid*, 3, 6014–6023.
- Mekarisce, A. A. (2020). Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat. *JURNAL ILMIAH KESEHATAN MASYARAKAT: Media Komunikasi Komunitas Kesehatan Masyarakat*, 12(3), 145–151. <https://doi.org/10.52022/jikm.v12i3.102>
- Prawiyogi, A. G., Sadiyah, T. L., Purwanugraha, A., & Elisa, P. N. (2021). Penggunaan Media Big Book untuk Menumbuhkan Minat Membaca di Sekolah Dasar. *Jurnal Basicedu*, 5(1), 446–452. <https://doi.org/10.31004/basicedu.v5i1.787>

- Rama, A., Ambiyar, A., Rizal, F., Jalinus, N., Waskito, W., & Wulansari, R. E. (2023). Konsep model evaluasi context, input, process dan product (CIPP) di sekolah menengah kejuruan. *JRTI (Jurnal Riset Tindakan Indonesia)*, 8(1), 82. <https://doi.org/10.29210/30032976000>
- Septian et al. (2020). Evaluasi Pembelajaran Pendidikan Jasmani Olahraga & Kesehatan pada SMP Negeri Se-Kabupaten Mukomuko melalui Pendekatan Model Context, Input, Process & Product (CIPP). *Jurnal Pendidikan Kesehatan Rekreasi*, 6(2), 146–165.
- Sopian, A. (2020). Tugas, Peran, Dan Fungsi Guru Dalam Pendidikan. *Raudhah Proud To Be Professionals : Jurnal Tarbiyah Islamiyah*, 1(1), 88–97. <https://doi.org/10.48094/raudhah.v1i1.10>
- Subhaktiyasa, P. G. (2024). *Menentukan Populasi dan Sampel : Pendekatan Metodologi Penelitian Kuantitatif dan Kualitatif*. 9, 2721–2731.
- Sulistiani, I., & Nursiwi Nugraheni. (2023). Makna Guru Sebagai Peranan Penting Dalam Dunia Pendidikan. *Jurnal Citra Pendidikan*, 3(4), 1261–1268. <https://doi.org/10.38048/jcp.v3i4.2222>
- Ujud, S., Nur, T. D., Yusuf, Y., Saibi, N., & Ramli, M. R. (2023). Penerapan Model Pembelajaran Discovery Learning Untuk Meningkatkan Hasil Belajar Siswa Sma Negeri 10 Kota Ternate Kelas X Pada Materi Pencemaran Lingkungan. *Jurnal Bioedukasi*, 6(2), 337–347. <https://doi.org/10.33387/bioedu.v6i2.7305>
- Yuniarti, S. I., & Dwikurnaningsih, Y. (2022). Implementasi Pkg Berdasarkan Tugas Pokok Dan Fungsi Guru. *JAMP : Jurnal Administrasi Dan Manajemen Pendidikan*, 5(2), 136–144. <https://doi.org/10.17977/um027v5i22022p136>