

Using the Context, Input, Process, and Product Evaluation Model (CIPP) to Evaluate Elementary School Teacher-Learner Program of Physical Education in Yogyakarta City

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ABSTRACT

The goal of this research which was carried out in ten selected public elementary school in the City of Yogyakarta aims to evaluate the elementary teacher-learner program in physical education through Stufflebeams context, input, process, product (CIPP) model. In the research, a general scanning pattern in the scope of descriptive qualitative research is used. The data collection instrument consists of the professional competence developed by researchers. Field notes of physical education teachers, informal interviews and related artifacts were collected. To ensure trustworthiness, several steps were taken including member checks, triangulation and peer review. This review of the ten elementary physical education teacher highlights the effectiveness of the teacher-learner model in facilitating teacher teaching learning and professional development.

Kata Kunci: CIPP model, elementary physical education teacher, teaching-learning program