

ORIGINAL ARTICLE

Evaluation of Physical Education, Sports, and Health Learning Through a Goal-Free Approach to Reveal Unexpected Outcomes

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Abstract:

Evaluation of learning is generally focused on the achievement of predetermined objectives, which may overlook various impacts that emerge naturally during the learning process, particularly in Physical Education, Sports, and Health (PJOK), which is holistic in nature. This study aims to reveal the unexpected outcomes of PJOK learning using the Goal-Free Evaluation (GFE) approach. This study employed a qualitative evaluative case study design involving six student leaders from grades VII–IX, selected purposively. Data were collected through semi-structured interviews and analyzed using inductive thematic analysis. The findings identified five major unexpected outcomes of PJOK learning. Discipline and responsibility emerged as the most dominant theme, reported by all participants, while leadership, social interaction, and negative emotional experiences were identified by the majority of informants. Problem-solving skills also emerged as an additional outcome, although less frequently reported. These results indicate that PJOK learning produces a wide range of affective, social, and cognitive impacts beyond formal learning objectives. This study highlights the importance of using a Goal-Free Evaluation approach to capture both positive and negative learning outcomes more comprehensively. The findings contribute to strengthening the evaluation paradigm in PJOK by emphasizing authentic learning impacts that are often overlooked in goal-based evaluations.

Keywords: physical education, goal-free evaluation, unexpected outcomes, learning evaluation

1. Introduction

Learning evaluation is a fundamental component in the education system that serves to assess the quality, effectiveness, and actual impact of a learning process (Khotimah & Hidayat, 2023; Kardiyem et al., 2024). Evaluation is not only understood as an activity to measure learning outcomes, but also as a systematic process of collecting, analyzing, and interpreting information to determine the value and significance of an education program (Widoyoko, 2019). In a contemporary perspective, educational evaluation is positioned as a reflective tool that helps educators and policy makers understand how learning actually works in the field, including consequences that arise beyond the initial planning (Yuliani, 2024; Iskandar & Rasmitadila, 2024).

However, learning evaluation practices in schools are still dominated by a goal-oriented approach. This approach emphasizes that learning success is measured based on the level of achievement of goals and indicators that have been formulated in advance in the learning plan (Rubito & Febriani, 2025). This model has advantages in terms of clarity of assessment standards and ease of measurement, but it also has a fundamental weakness, namely the tendency to ignore other impacts that are not explicitly stated in the learning objectives. Evaluation that is too fixated on formal objectives has the potential to create goal bias, where

evaluators only look for evidence that matches the predetermined objectives and ignore other equally important results (Ihsan et al., 2024).

Despite the increasing use of evaluation in educational settings, many evaluation practices remain limited to measuring the achievement of predetermined objectives. This limitation becomes particularly problematic in holistic subjects such as Physical Education, Sports, and Health (PJOK), where meaningful learning outcomes often emerge naturally during the learning process but are not formally assessed. As a result, important aspects of student development especially affective and social dimensions may remain undocumented and undervalued.

The limitations of goal based evaluation are becoming increasingly relevant in the context of Physical Education, Sports, and Health (PJOK). PJOK learning is a holistic educational process because it involves physical, psychomotor, cognitive, affective, and social dimensions simultaneously (Kirk, 2020; Bailey et al., 2019). The impact of PJOK learning cannot always be reduced to merely the achievement of motor skills or cognitive test scores, but also includes character building, sportsmanship, cooperation, discipline, and active and healthy lifestyle habits. Many of these impacts arise naturally during the learning process and are not always formulated as formal learning objectives, so they may not be detected in conventional evaluations (Mardiah & Syarifudin, 2019).

In response to these limitations, Goal-Free Evaluation (GFE) was developed as a more open and comprehensive alternative evaluation approach. This approach was introduced by Michael Scriven, who emphasized that evaluators should not be restricted by formal program objectives but instead focus on identifying actual outcomes that emerge during implementation (Scriven, 1991). By setting aside predefined objectives, evaluators are expected to identify both intended and unintended outcomes more objectively and without bias (Fitzpatrick et al., 2022; Halima & Mustofa, 2022).

From a theoretical standpoint, this study is grounded in the concept of Goal-Free Evaluation as proposed by Scriven (1991), which represents a shift from objective-oriented evaluation toward outcome-oriented evaluation. Within the broader framework of program evaluation theory developed by Daniel L. Stufflebeam and Chris L. S. Coryn, evaluation is not only intended to measure the achievement of predetermined objectives but also to assess the actual value and impact of a program as experienced by its participants (Stufflebeam & Coryn, 2019). This perspective emphasizes that learning outcomes are often complex, emergent, and context-dependent, particularly in holistic subjects such as PJOK.

Although previous studies have explored evaluation models in physical education, most remain focused on goal-based approaches. Limited research has specifically examined unexpected learning outcomes using the Goal-Free Evaluation approach, particularly in the context of madrasah education. This indicates a clear research gap and highlights the need for a more open and comprehensive evaluation perspective that is capable of capturing authentic learning impacts beyond formal objectives.

A number of recent studies show that an evaluation approach that is open, reflective, and not solely goal-oriented can provide a richer picture of learning quality and student experience (Anis & Hasan, 2025; Fitzpatrick et al., 2022; Lenasari et al., 2025). In the context of physical education, evaluations that highlight students' authentic experiences have proven effective in revealing intrinsic motivation, emotional involvement, and the formation of social values (Kirk, 2020).

Therefore, this study aims to explore and analyze the unexpected outcomes of PJOK learning using the Goal-Free Evaluation approach, with a particular focus on identifying both positive and negative impacts that emerge naturally during the learning process. This study

contributes to the development of evaluation practices in PJOK by providing a more comprehensive, contextual, and impact oriented perspective, particularly within the context of madrasah education, which has been relatively underexplored in previous research.

2. Materials and Methods

Study Design

This research employed an evaluative case study design with a descriptive qualitative approach, adapting the Goal-Free Evaluation (GFE) model to reveal unexpected outcomes of Physical Education, Sports, and Health (PJOK) learning. The researcher positioned themselves as an independent evaluator who did not rely on formal learning objectives, but instead focused on identifying actual learning outcomes experienced by students.

Subjects

The participants consisted of six students selected purposively based on specific criteria, namely active class presidents from grades VII, VIII, and IX. Class presidents were chosen because they were considered to have a broader understanding of classroom dynamics and learning experiences. The number of participants was determined based on the principle of data saturation.

Research Instruments

The instrument used in this study was a semi-structured interview guide consisting of open-ended questions developed based on the principles of Goal-Free Evaluation. The questions were designed to explore students' actual learning experiences without referring to formal PJOK learning objectives. A total of 10 guiding questions were used to capture various dimensions of student experiences, including social interaction, leadership, emotional responses, and learning reflections.

Procedure

Data were collected through semi-structured interviews conducted individually with each participant. Each interview lasted approximately 20–25 minutes. The researcher maintained a neutral stance and used probing techniques to explore deeper responses, allowing the emergence of unexpected outcomes. All interviews were audio-recorded and transcribed verbatim for further analysis.

Data Analysis

The data were analyzed using inductive thematic analysis. The analysis process involved several stages: (1) data familiarization through repeated reading of transcripts, (2) initial coding to identify meaningful units, (3) categorization of codes into themes, and (4) interpretation of themes to represent unexpected learning outcomes. This approach allowed patterns and relationships to emerge directly from the data.

The coding process was conducted systematically using a structured qualitative analysis approach, following procedures commonly applied in qualitative data analysis software such as NVivo.

Data Validity and Trustworthiness

To ensure the credibility and trustworthiness of the findings, this study applied several validation strategies. Data triangulation was conducted by comparing responses across

participants from different grade levels. Member checking was used to confirm the accuracy of interpretations by revalidating key findings with selected participants. In addition, peer debriefing was carried out through discussions with academic supervisors to minimize researcher bias and enhance analytical rigor

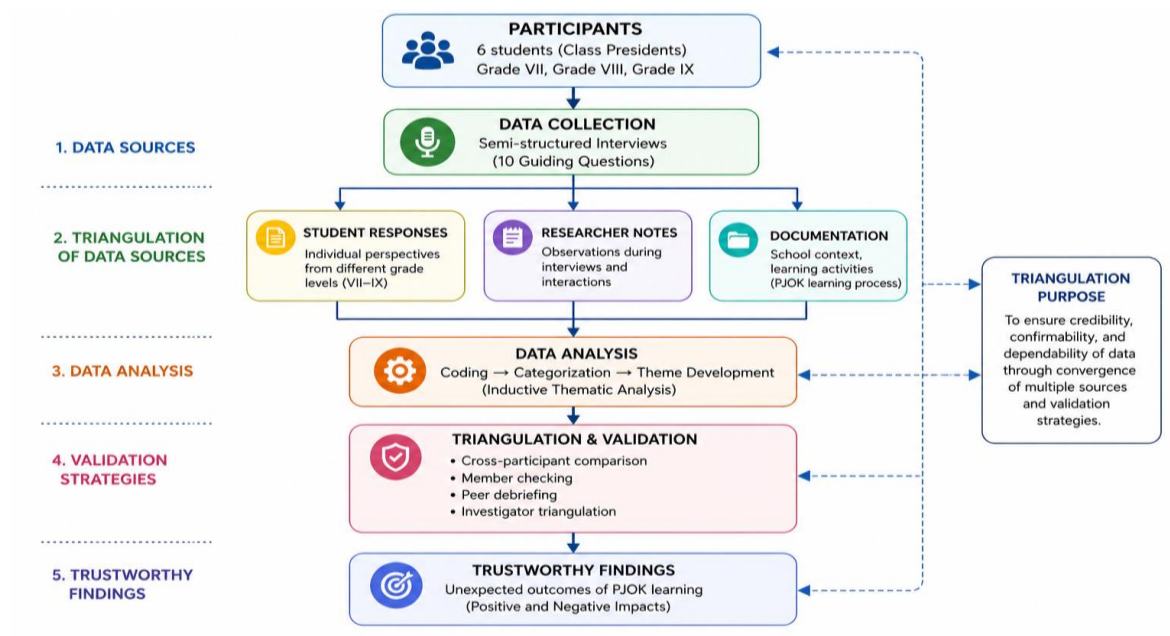


Figure 1. Data Triangulation Process

Ethics

This study adhered to research ethics principles. Participation was voluntary, and all participants were informed about the purpose of the study prior to data collection. Confidentiality was ensured by anonymizing participant identities using codes or initials. Participants were also given the right to withdraw from the study at any time.

3. Results

The results of this study indicate that Physical Education, Sports, and Health (PJOK) learning produces various unexpected outcomes experienced by students beyond formal learning objectives. Based on inductive thematic analysis, five main themes were identified, representing both positive and negative impacts of PJOK learning. To strengthen the qualitative findings, a frequency analysis of themes was conducted based on the number of informants expressing similar experiences.

Table 1. Frequency of Emerging Themes

Theme	Number of Informants	Percentage
Leadership & Responsibility	4	66.7%
Problem-Solving Skills	2	33.3%
Social Interaction	4	66.7%
Discipline & Responsibility	6	100%
Negative Emotional Impact	4	66.7%

The data show that discipline and responsibility emerged as the most dominant theme, reported by all informants (100%). Leadership, social interaction, and negative emotional

experiences were identified by the majority of participants (66.7%), while problem-solving skills were reported less frequently (33.3%).

The themes were generated through a systematic coding process, following qualitative data analysis procedures similar to those applied in qualitative data analysis software such as NVivo. This process enabled the identification of recurring patterns and ensured structured and reliable theme development.

Table 2. Coding Development and Theme Formation

Initial Codes	Categories	Themes
leading the team	responsibility	Leadership & Responsibility
organizing strategies	leadership behavior	Leadership & Responsibility
finding game strategies	analytical thinking	Problem-Solving Skills
identifying opponent gaps	cognitive processing	Problem-Solving Skills
interacting with peers	communication	Social Interaction
teamwork	collaboration	Social Interaction
following game rules	discipline	Discipline & Responsibility
being responsible	accountability	Discipline & Responsibility
fear of making mistakes	emotional response	Negative Emotional Impact
feeling anxious	psychological pressure	Negative Emotional Impact

The coding process resulted in structured themes derived from initial codes and categories. As shown in Table 2, similar patterns across participant responses were grouped into broader categories and synthesized into five main themes. This demonstrates a systematic and transparent analytical procedure.

Leadership and Responsibility

The first theme that emerged was leadership and responsibility. Several informants reported that PJOK learning provided opportunities to develop leadership roles and responsibility during group-based activities. One informant stated:

“I was appointed captain of the team when the PJOK teacher held a competition between classmates, and there I had to organize and lead my team in developing strategies so that we could win the competition” (Informant 4).

These findings indicate that PJOK learning contributes to the development of leadership skills and a sense of responsibility among students.

Problem-Solving Skills

The second theme identified was problem-solving skills. Some informants explained that PJOK learning situations, especially competitive games, required them to think strategically and solve problems in real time. Two informants stated:

“When competing in a PJOK game, I tend to focus more on finding gaps in my opponents' defense so that I can win the game” (Informant 6 and Informant 1).

This suggests that PJOK learning facilitates the development of students' cognitive and analytical abilities in dynamic situations.

Social Interaction

The third theme was the enhancement of social interaction skills. Four informants reported increased communication and social closeness with peers during PJOK activities. One informant stated:

“When I was in class, I rarely communicated with my classmates, but in PJOK I became closer to my friends, starting from chatting, joking, and supporting each other” (Informant 1, Informant 2, Informant 4, Informant 5).

These findings indicate that PJOK learning plays a role in strengthening interpersonal relationships among students.

Discipline and Responsibility

The fourth theme, and the most dominant one, was discipline and responsibility. All informants reported improvements in discipline during PJOK learning. One informant stated:

“PJOK has contributed significantly to my discipline and responsibility. For example, when playing a game, there are rules that must not be broken; you must be disciplined” (Informant 3).

This finding highlights that structured physical activities can foster behavioral discipline and accountability.

Negative Emotional Impact

The fifth theme identified was negative emotional impact. Some students reported feelings of anxiety, fear of making mistakes, and social comparison during PJOK learning. One informant stated:

“During basketball lessons, I always feel anxious because I can’t do it well. Even though my teacher reassures me, I still feel restless and sometimes jealous of my friends who are better” (Informant 1).

This finding indicates that PJOK learning may also produce psychological challenges for certain students.

In addition to these five main themes, several other outcomes such as critical thinking, self-confidence, sportsmanship, and independence were identified but are not discussed in detail due to space limitations.

4. Discussion

Based on the results of this study, it is evident that PJOK learning generates various unexpected outcomes that extend beyond formal learning objectives. These findings are further supported by the frequency distribution of themes, which indicates that certain outcomes particularly discipline and responsibility were consistently experienced across all participants. This highlights the significance of these themes as dominant impacts of PJOK learning.

The first finding shows that PJOK learning contributes to the development of leadership and responsibility among students. This result is consistent with previous studies indicating that physical education activities can foster leadership skills through team interaction, decision-making, and strategic roles in games (Gazali, 2022). The frequency data also show that leadership-related experiences were reported by the majority of participants, suggesting that leadership development is not incidental but rather a recurring outcome of PJOK learning. Similar findings have been reported by Xiao Li (2024), who found that participation in physical education supports the development of communication, teamwork, and leadership skills among students.

The second finding highlights the emergence of problem-solving skills as an unexpected outcome of PJOK learning. Although this theme was reported by fewer participants, its presence indicates that PJOK learning can contribute to higher-order thinking skills, particularly in competitive and strategic contexts. This finding aligns with research showing

that integrating analytical thinking into physical education enhances students' ability to solve problems and make decisions in dynamic situations (Blegur et al., 2023; Ahmad et al., 2022; Adifa & Amri, 2025).

The third finding demonstrates that PJOK learning strengthens students' social interaction and cooperation. The consistency of responses among participants indicates that social interaction is a significant and commonly experienced outcome. This supports previous research showing that physical education plays a key role in developing social skills such as communication, cooperation, and emotional management (Budiman et al., 2024; Ristiyanto et al., 2024; Amirudin et al., 2024).

The fourth and most dominant finding relates to discipline and responsibility. The frequency analysis shows that all participants experienced improvements in discipline, indicating that this is a core outcome of PJOK learning. This finding is supported by studies showing that structured physical education activities can enhance students' discipline and responsibility in both behavioral and learning contexts (Akmal, 2023; Manzano-Sanchez et al., 2022). The dominance of this theme reinforces the structured and rule-based nature of physical education activities.

In addition to positive outcomes, this study also identified negative emotional impacts experienced by students, such as anxiety, fear of making mistakes, and social comparison. The presence of these experiences among the majority of participants indicates that PJOK learning does not always produce uniformly positive outcomes. This finding is particularly important within the framework of Goal-Free Evaluation, as it emphasizes the need to capture both positive and negative impacts to provide a more balanced and realistic evaluation. Previous studies have also shown that physical education can create psychological pressure when students' abilities are not aligned with the demands of the activity (Florescia et al., 2023; Bailey et al., 2019).

Furthermore, these findings are consistent with the principles of Goal-Free Evaluation proposed by Michael Scriven, which emphasize the importance of identifying all actual outcomes of a program, including unintended effects. The emergence of both positive and negative outcomes in this study reflects the complexity of learning processes and supports the theoretical framework of comprehensive program evaluation. In this context, PJOK learning should be understood as a multidimensional educational experience that produces diverse impacts beyond formal curriculum targets.

Additional findings, such as the development of critical thinking, self-confidence, sportsmanship, and independence, further support the view that PJOK learning contributes to holistic student development. Although these aspects are not discussed in detail due to space limitations, they reinforce the idea that learning outcomes in physical education are complex, interconnected, and often emerge naturally through authentic learning experiences.

This study contributes to the literature by providing an integrated analysis of unexpected learning outcomes in PJOK using a Goal-Free Evaluation approach, supported by systematic thematic coding and frequency analysis. This approach offers a more comprehensive understanding of learning impacts compared to purely descriptive qualitative studies, and highlights the importance of using more open and reflective evaluation models in educational practice.

Research Limitations

This study has several limitations that should be considered when interpreting the findings. First, the number of participants was relatively small and limited to six students selected purposively as class leaders. Although this selection was intended to capture informed

perspectives on classroom dynamics, it may not fully represent the experiences of all students.

Second, the data were collected solely from the students' perspective, without incorporating insights from PJOK teachers or other school stakeholders. The absence of multiple data sources may limit the depth of triangulation, although efforts such as cross-participant comparison, member checking, and peer debriefing were applied to enhance credibility.

Third, this study relied on self-reported interview data, which are subject to participants' interpretation, memory, and willingness to express their experiences. This may introduce potential bias in the representation of learning outcomes.

Fourth, although this study incorporated frequency analysis and structured coding to strengthen qualitative findings, the absence of full software-assisted analysis (e.g., NVivo-based output visualization) may limit the depth of data representation compared to more advanced mixed-method approaches.

Finally, this study was conducted within a single madrasah context, meaning that the findings are context-specific and may not be directly generalizable to other educational settings with different characteristics.

Directions for Future Research

Future research is recommended to involve a more diverse range of participants, including students with different roles, PJOK teachers, and school stakeholders, in order to provide a more comprehensive understanding of learning outcomes. Expanding the number of participants and research settings across multiple schools would also enhance the generalizability and contextual variation of findings.

Further studies are also encouraged to apply more robust triangulation strategies by combining multiple data sources, such as observations, document analysis, and quantitative measurements. The integration of qualitative and quantitative approaches (mixed methods) may provide deeper insights into the complexity of learning outcomes in PJOK.

In addition, future research could utilize qualitative data analysis software such as NVivo to produce more detailed coding structures, visualizations, and data mapping, thereby enhancing analytical depth and transparency.

Finally, it is recommended that future studies explore the integration of Goal-Free Evaluation with goal-based evaluation models to provide a more balanced evaluation framework. This combination may help capture both intended and unintended learning outcomes, offering a more comprehensive perspective on educational effectiveness in physical education contexts.

5. Conclusions

This study concludes that Physical Education, Sports, and Health (PJOK) learning generates a range of unexpected outcomes that extend beyond formal learning objectives. Through the Goal-Free Evaluation approach, five main outcomes were identified, including leadership and responsibility, problem-solving skills, social interaction, discipline and responsibility, as well as negative emotional impacts such as anxiety and fear of making mistakes.

The findings demonstrate that PJOK learning plays a significant role not only in developing physical and psychomotor aspects, but also in shaping students' affective, social, and cognitive development. These outcomes emerge naturally through authentic learning experiences, interactions, and dynamic classroom activities.

Importantly, the presence of both positive and negative outcomes highlights the need for a more comprehensive and balanced evaluation approach. The Goal-Free Evaluation framework proves to be effective in capturing these diverse learning impacts, providing a more realistic understanding of the actual effects of PJOK learning.

This study contributes to the field of physical education by offering an evidence-based perspective on unexpected learning outcomes, supported by systematic thematic analysis and frequency-based evidence. Therefore, educators and evaluators are encouraged to adopt more open, reflective, and impact-oriented evaluation approaches to better understand and improve the quality of PJOK learning.

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Conflict of Interest

The authors declare no conflict of interest.

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