



Standardization of Athletic Test Norms for Class Viii Boy Students at State Junior High School

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Abstract. This study aims to determine the standardization of athletic test norms for boy students of class VIII at State Junior High Schools throughout the Sekadau Hilir District, Sekadau Regency. The method used is a quantitative survey. Determination of the 10% sample using proportional random sampling technique, amounting to 64 people. Collecting data using tests and measurements with descriptive statistical data analysis. The results of this study are the compilation of the athletic test norms for class VIII students with five categories consisting of four items, namely brisk walking, 60 m running, long jump and shot put.

Keywords: Norms of Athletics Test 1 · Male Students Class VIII 2 · Sekadau Hilir District 3

1 Introduction

The curriculum is a set of plans and regulations regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. Competency-based curriculum is a curriculum that is designed both in the form of documents, processes, and assessments based on the achievement of objectives and learning materials as well as the implementation of learning based on graduate competency standards. The 2013 curriculum set by the government to replace the KTSP curriculum. The main principle of curriculum development in 2013 is based on a competency-based curriculum model based on graduate competencies set for one education, education level and educational program. The 2013 curriculum has three aspects of assessment, namely aspects of knowledge, aspects of skills, aspects of attitudes and behavior.

Teaching and learning process assessment standards are national education standards related to assessments by teachers, schools, and policy makers. National education standards serve as the basis for planning, implementing and supervising education in order to realize quality national education. Meanwhile, the purpose of the national education standard is to guarantee the quality of national education in the context of educating the nation's life and forming a dignified national character and civilization.

Junior high school age children can be categorized as early adolescent age children. Junior high school age is the period of early adolescence after they have gone through the

elementary school years. These early adolescents range from 10–14 years. At this time also psychomotor development in adolescence is also developing, psychomotor skills develop in line with the growth of body size, physical abilities and physiological changes. Male psychomotor abilities tend to continue to improve in terms of strength, agility and endurance. In general, psychomotor development in women occurs after menstruating, therefore men's psychomotor abilities are higher than women's.

Athletic learning in physical education in schools is one of the efforts in developing students in psychological and physiological aspects, whether it is physical fitness, movement ability or skills. The elements of basic athletic movements include locomotor, non-locomotor and manipulative movements. Athletics is one of the most complex sports because there are many numbers that are competed in this branch, such as running, walking, jumping, and throwing (Ramadan and Sidik, 2019). Athletic learning is one of the subjects that must be taught in schools, especially in the junior high school curriculum. The athletic numbers taught in class VIII are in accordance with the 2013 curriculum syllabus, namely: (1) fast walking, short distance running (3) long jump, (4) shot put.

Schools have the widest possible range of motion to modify and develop variations in the provision of education in accordance with local circumstances, potentials and needs, as well as students' conditions. This makes the assessment of physical education learning different in each school. This research was conducted as feedback to measure the achievement of the programs that have been taught, and more importantly it was utilized for the benefit of students, schools, and teachers to get optimal results.

Based on observations in 10 public junior high schools in Sekadau Hilir District, Sekadau Regency, the obstacle faced by teachers in conducting assessments is the absence of athletic assessment norms standards. This resulted in the value of one junior high school with another junior high school not showing the same achievement in physical education activities. Based on these constraints, it is necessary to arrange the assessment norms for students' athletic abilities. Through this athletic norm, it is hoped that it can provide guidance for teachers to provide evaluations and determine appropriate actions in implementing athletic learning.

2 Method

The method is the most important method used to achieve the goal. According to Sugiyono (2019:2) "research methods are basically a scientific way to obtain data with certain goals and uses". Thus, in conducting research it is necessary to have an appropriate research method to obtain accurate data. The method used is a quantitative survey.

The population in this study are male students in class VIII of State Junior High Schools in Sekadau Hilir District, Sekadau Regency. Sampling technique using proportional random sampling. The sample used was 10% of class VIII students in each of the 10 public junior high schools throughout the Sekadau Hilir District, Sekadau Regency, amounting to 64.

Table 1. Summary of Validity Test

No	Test	Sig (pvalue)	Description
1	Brisk	0,247	Valid
2	Run 60 m	0,068	Valid
3	Long jump	0,255	Valid
4	Shot put	0,613	Valid

Table 2. Reliability Test Summary

No	Test	Sig (pvalue)	Description
1	Brisk	0,053	reliabel
2	Run 60 m	0,304	reliabel
3	Long jump	0,592	reliabel
4	Shot put	0,569	reliabel

3 Results and Discussion

3.1 Data Analysis

3.1.1 Validity Test

From the results of data analysis using person correlation, the summary Table 1 of the Validity test is as follows:

3.1.2 Reliability Test

Table 2 Data analysis using ANOVA, as shown in the following table:

3.2 Research Result

The results of the four test items will be described, namely brisk, 60-m running, long jump and shot put, as shown in the Table 3:

3.2.1 Brisk

3.2.2 Run 60 Meter

See Table 4 and Fig. 1.

3.2.3 Long Jump

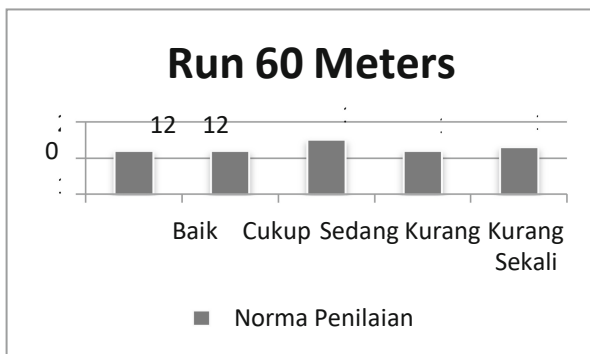
See Table 5 and Figs. 2, 3.

Table 3. Brisk Norm

No	Score	Category	Total	(%)
1	<43,45	very less	12	18,8
2	43,46 sd 49,14	less	14	21,9
3	49,15 sd 52,02	moderate	15	23,4
4	52,03 sd 55,70	sufficient	13	20,3
5	>55,70	good	12	18,8
Tot			64	100

Table 4. Run 60 m Norm

No	Score	Category	Total	(%)
1	< 41,97	good	12	18,8
2	41,97 sd 50,04	sufficient	12	18,8
3	50,05 sd 54,08	moderate	15	23,4
4	54,09 sd 58,26	less	12	18,8
5	> 58,26	very less	13	20,3
Tot			64	100

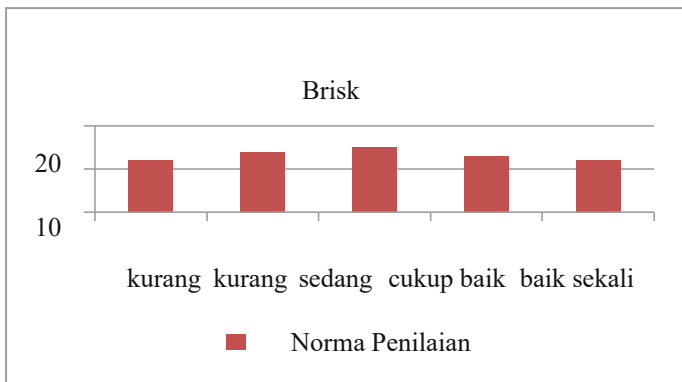
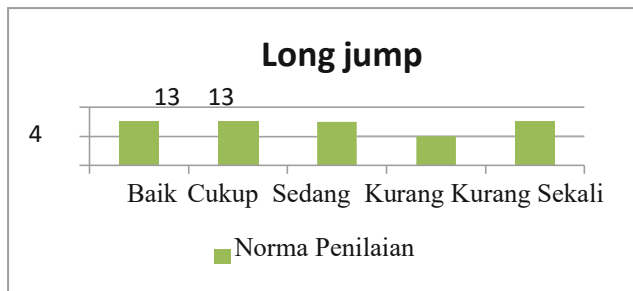
**Fig. 1.** Run 60 m Diagram

3.2.4 Shot Put

See Table 6 and Figs. 4.

Table 5. Long jump Norm

No	Score	Category	Total	(%)
1	> 59,80	good	13	20,3
2	53,38 sd 59.80	sufficient	13	20,3
3	48.65 sd 53,37	moderate	13	20,3
4	40,90 sd 48.64	less	12	18,8
5	< 40,90	very less	13	20,3
Tot			64	100

**Fig. 2.** Long jump Diagram**Fig. 3.** Brisk Diagram

3.3 Discussion

Athletics is one of the oldest sports that have been carried out by humans since ancient times until today (Risma et al., 2021). Athletic have evolved and adapted to the times. Not only for achievement, athletics has also been integrated into education. The transformation of athletic sports is implemented in the form of athletic learning. In physical

Table 6. Shot put Norm

No	Score	Category	Total	(%)
1	>58,17	good	12	18,8
2	52,98 sd 58,17	sufficient	14	21,9
3	49,97 sd 52,97	moderate	12	18,8
4	40,27 sd 49,96	less	14	21,9
5	<40,27	very less	12	18,8
Tot			64	100

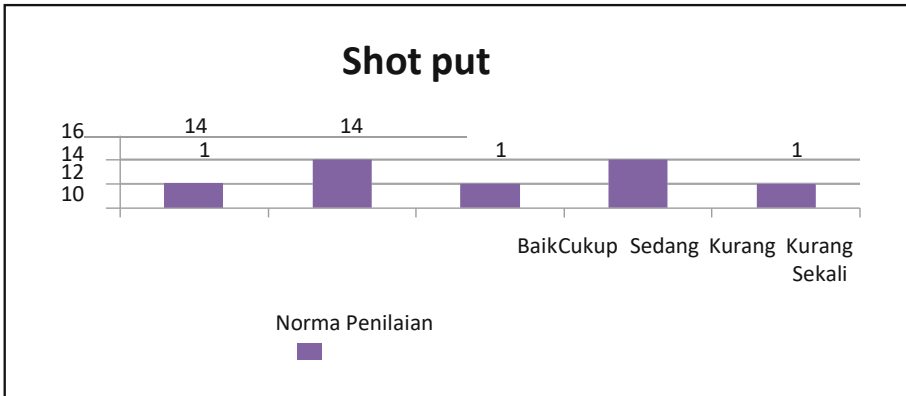


Fig. 4. Shot put Diagram

education subjects, athletic learning is one of the materials taught in junior high schools. Based on the curriculum in class VIII, the sub-materials taught are brisk, 60 m running, long jump and shot put.

The basic competencies in the brisk material are understanding the concept of brisk-specific motion variations and practicing brisk-specific motion variations. The ability to walk is very important for students. According to (Hendiman et al., 2012) the measurement of walking fast as a tool in performing gait analysis based on the assumption that walking speed is a basic parameter if measured objectively can show a person’s walking ability.

Sprint ability at junior high school level covers a distance of 60 m. According to (Pratama et al, 2018) in the 60-m run, what must be mastered is how to run quickly in the shortest possible time, not holding back the speed but issuing the ability to run at high speed to the finish.

To be able to do long jump sports, students must have several physical components for maximum jump results. According to (Syarif, 2017) To master movement skills (long jump squat style), students are required to do repetitions or exercises directly in the process of learning a movement skill.

The psychomotor ability of students is very necessary to be able to do the sport of shot put because students have to repulse the bullet with a predetermined load. According to (Nuryati et al., 2017) the techniques that must be mastered in putting a bullet are how to hold the bullet, the technique of putting the bullet, the initial preparation, the initial attitude of the body to refuse, and how to reject the bullet. This shot put style is divided into two types, namely: sideways (Orthodox) and back (O'briens) styles.

There are three assessment criteria that must be achieved by students, namely cognitive, effective, and psychomotor assessments. This research focuses more on psychomotor aspects. Through the preparation of test norms on these four athletic sports items, namely brisk, 60 m running, long jump and shot put.

4 Conclusion

Based on the results of data analysis, it can be concluded that the compilation of athletic test norms for male students of class VIII at State Junior High Schools throughout the Sekadau Hilir District, Sekadau Regency is determined by five criteria, namely good, sufficient, moderate, less and very less. The sub-materials for athletic learning in class VIII are brisk, 60 m running, long jump and shot put.

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