

Identification of High School Physical Education Teacher Assessment Model

M.E Winarno
Sports Science Department
Universitas Negeri Malang
Malang, Indonesia
m.e.winarno.fik@um.ac.id

Dona Sandy Yudasmaru
Sports Science Department
Universitas Negeri Malang
Malang, Indonesia
dona.sandy.fik@um.ac.id

Mr. Taufik
Sports Science Department
Universitas Negeri Malang
Malang, Indonesia
taufik.fik@um.ac.id

Nurrul Riyad Fadhli
Sports Science Department
Universitas Negeri Malang
Malang, Indonesia
nurrul.riyad.fik@um.ac.id

Abstract—The purpose of this study was to determine the forms of learning assessments used by High School Physical Education Teachers in Malang City. The research method used is descriptive with an evaluation approach to learning activities. The results showed that the Physical Education (PE) learning assessment model used by the teacher included attitudes assessment, knowledge assessment and skills assessment. Attitude assessment was obtained from the results of the assessment of the guidance counselor, teachers of Civic Education, and teachers of Religion. Knowledge assessment has been arranged and done very well, but teachers tend to make questions in the form of essays with unclear answer keys, and have not represented a high level of thinking of a student. Skill assessment has been arranged and implemented very well, but the skill assessment rubric that is compiled almost entirely between teachers is the same and has not been completed with scoring, often the value of the skill appears in the report, but the teacher does not clearly write down the tools and instruments used.

Keywords—Assessment, Physical Education, Senior High School

I. INTRODUCTION

The quality of learning physical education is determined by several aspects, such as planning, implementing and evaluating learning outcomes. Another factor that can improve the quality of physical education learning is determined by the availability of adequate open space facilities and supporting equipment. The availability of human resources, infrastructure can affect the quality and optimization of the learning process [1]. In planning process, teacher must prepare syllabus and lesson plan, as well as prepare media and learning resources, learning assessment tools, and learning flow scenarios. The implementation process or transformation stage will provide a learning experience that involves mental and physical processes through interaction between students, students with teachers, the environment and other learning resources in order to achieve basic competency goals. Assessment of learning outcomes is a process of gathering and processing information to measure the achievement of student learning outcomes.

Increasing students' interest in physical education lessons, teachers must design and implement new methods and tools in their activities, especially for content that is less attractive [2]. The format of learning flow plays an important role in achieving goals, but its implementation may not be smooth or problem-free [3]. In the implementation of PE learning in small classes (<25 students) have a high achievement of physical activity than the number of others [4]. These results can help physical education teachers plan different lesson classes. The same thing expressed by Castejon in the implementation of physical education sometimes boys are more likely to like sports and physical, while girls prefer expressive content, especially dancing [5]. This means that teachers are required to be more creative in presenting physical activity.

Assessment has a major role in determining the success of physical education learning. A good assessment has an impact on the learning process [6]. Assessment is carried out in order to provide feedback to students and educators about the effectiveness of education that has been done [7]. The assessment on the 2013 Curriculum explicitly asks the teacher that each subject evaluates three domains, namely cognitive, affective and psychomotor in accordance with the objectives to be measured.

Attitude assessment in learning PE is a series of activities designed to measure the attitudes of students as a result of a learning program. Attitude assessment can be assessed by observation, through self-assessment and peer assessment. Knowledge assessment is an assessment activity to measure students' abilities in the form of factual, conceptual, procedural, and metacognitive knowledge, as well as low to high level thinking skills. This assessment is related to the achievement of Basic Competence in Third Main Competence. Techniques in knowledge assessment are written tests in the form of essays, multiple choices, right-wrong, oral tests namely quizzes and question and answer, and assignments to either groups or individuals. Skill assessment is an assessment conducted to assess the ability of students to

apply knowledge in performing certain tasks to measure the achievement of basic competencies in Fourth Main Competence. Skill assessment techniques include assessment of practices, projects, portfolios, or products.

Assessment or evaluation is one of the standards that must be met by teachers in school learning, including in the PE learning in various high schools. Until now the process and product evaluation (evaluation) of PE learning in various high schools still leaves the problem, especially related to the instruments used (attitudes, knowledge and skills). Often PE teachers use different assessment standards, to measure the same basic competencies. Therefore, the assessment standards used may be different, so that the output of high school PE learning is different, because it is evaluated using nonstandard instruments. This condition makes the achievement of PE learning objectives difficult to achieve, because the instruments used are not standard (the standards vary).

This study aims to find an evaluation model of Malang City High School PE that has been used (existing) from the realm: attitude, knowledge and skills. This has an important role because assessment is one of the standards that must be met by PE teachers at school. Standardization aims to control the quality or quality of education in schools, including the quality of PE learning in high school.

II. METHOD

This research uses descriptive method with learning evaluation approach. The procedure carried out in this study is to collect supporting documents for evaluation of PE learning, analyze supporting data, and obtain existing data, in the form of a practical evaluation model. The aspect identified was the implementation of learning assessments by PE high school and vocational high school teachers in Malang in the process of learning activities. The assessments observed were attitude assessment, knowledge assessment and skills assessment.

In this study data was collected through non-test methods. Non-test forms used include; (1) observation for the learning process carried out as well as the availability of the number of PE learning facilities and infrastructure in schools, (2) interviews for clarifying data / information that is less / invalid, especially related to the process assessment and field data analysis. The data are doubtful, clarified by interview techniques, so that valid data is obtained, (3) documentation is used to collect information supporting documents obtained through observation and interviews, (4) questionnaires are used to obtain information related to availability of learning devices, identification of offerings material taught in one semester, as well as the types of instruments used to assess student learning outcomes.

Data analysis techniques in this study use quantitative approaches and qualitative approaches. Quantitative approaches are used to collect data including: results of observation, interviews, and documentation. This quantitative approach uses a percentage analysis method to determine the classification of identification results on the implementation of PE learning assessments. While quantitative data is obtained from questionnaires that have been distributed to respondents.

To conclude information about the learning process carried out, material presentation, device availability, types of assessment instruments used and availability of infrastructure facilities in schools..

III. RESULT AND DISCUSSION

Identification of PE learning assessments conducted by high school and vocational high school teachers covering aspects; the availability of learning devices in each material, types of instruments and the availability of learning infrastructure facilities show quite varied results.

Lesson Plan collection results from 24 high school PE teachers in Malang City and each teacher collected 2 examples of Lesson Plan. The result is the number of availability of learning implementation plans from 24 teachers obtained 23 Lesson Plan examples, the following explanation has:

TABLE I. TOTAL OF AVAILABILITY OF LESSON PLAN

School Category	Number of teacher	Availability of Lesson Plan
SMA	12	11
SMK	12	12
Total	24	23

The following are the result of attitude assessment rubric, knowledge, and skill in Lesson Plan of teachers of PE of SMK and SMA in Malang city

TABLE II. AVAILABILITY OF ATTITUDES ASSESSMENT RUBRIC

School Category	Number of Lesson Plan	Availability of Attitudes Assessment Rubric	Percentage (%)
SMA	11	7	63.6%
SMK	12	9	75%
Total	23	16	69.5%

TABLE III. AVAILABILITY OF KNOWLEDGE ASSESSMENT RUBRIC

School Category	Number of Lesson Plan	Availability of Knowledge Assessment Rubric	Percentage (%)
SMA	11	9	81.8%
SMK	12	11	91.6%
Total	23	20	86.9%

TABLE IV. AVAILABILITY OF SKILLS ASSESSMENT RUBRIC

School Category	Number of Lesson Plan	Availability of Skill Assessment Rubric	Percentage (%)
SMA	11	10	90.9%
SMK	12	10	83.3%
Total	23	20	86.9%

Result of the accomplishment of attitudes, knowledge, and skill assessment of teachers of PE of SMA and SMA in Malang city.

TABLE V. ACCOMPLISHMENT OF ATTITUDES ASSESSMENT

School Category	Number of teacher	Percentage (%)
SMA	12	58.3%
SMK	12	75%

School Category	Number of teacher	Percentage (%)
Total	24	65%

TABLE VI. ACCOMPLISHMENT OF KNOWLEDGE ASSESSMENT

School Category	Number of teacher	Percentage (%)
SMA	12	83.3%
SMK	12	91.6%
Total	24	87.5%

TABLE VII. ACCOMPLISHMENT OF SKILLS ASSESSMENT

School Category	Number of teacher	Percentage (%)
SMA	12	91.6%
SMK	12	83.3%
Total	24	87.5%

TABLE VIII. IDENTIFICATION OF LEARNING PHYSICAL EDUCATION ASSESSMENT

Aspect	Findings
Lesson Plan	<ul style="list-style-type: none"> Most of teachers of PE in SMK-SMA have designed lesson plan
Accomplishment of Assessment Rubric	<ul style="list-style-type: none"> The availability of attitudes assessment rubric in lesson plan is in good category The availability of knowledge assessment rubric in lesson plan is in very good category Teachers tend to make questions in essay with unclear key answer, and the questions have not represented the question of high thinking level of students. The availability of skills assessment rubric in lesson plan is categorized into very good Most of skills assessment rubric tend to have the same rubric and the assessment has not required with rubric
Accomplishment of Learning Assessment	<ul style="list-style-type: none"> The accomplishment of attitudes assessment in learning process is categorized into quite good. Fact shows that teachers of PE in SMA-SMK Malang City never do attitudes assessment, it is gained from the assessment from guidance counselor, teachers of national and civilization, and teachers of Religion. Accomplishment of knowledge assessment in learning process is categorized into very good. The fact shows that some of the teachers use Mid-test and final test. Accomplishment of skills assessment in learning process is categorized into very good. The fact shows that teachers rarely do skills assessment, the score is gained from teachers' prediction toward each student through attendance and attitudes note. Skills score often occurs in score rubric, but the tools and instrument are unknown.

Assessment is a systematic form of effort to gather information to make judgments and decisions [8]. In the process of assessment learning is the process of gathering and processing information to measure the achievement of student learning outcomes. In line with Winarno in the teaching and learning process, the evaluation or assessment process contributes to the achievement of education goals and

objectives in general, as well as physical education [9]. Assessment is an integral part of the learning process, therefore, assessment practices must be aligned with instructional objectives [10]. Stiggins also argues that assessment in learning can provide information for students to see progress [11]. In parts of the world such as the American assessment process has been done authentically. Authentic assessment is a common assessment among physical education teachers in the United States of America [12].

Attitude assessment is carried out by all subject teachers of guidance and classroom teachers, as well as school residents. Attitude assessment is assessed by the main assessor and supporter, the main assessor is carried out by the subject teacher for 1 semester and the guidance teacher, classroom teacher for 1 semester, as well as supporting assessors carried out by themselves and between friends. The findings in the field indicate that the availability of attitude assessment rubrics in the learning implementation plan is good, the teacher in carrying out the attitude assessment is also quite good. But the fact in the field found that most PE teachers in Malang City Vocational High Schools did not conduct an attitude assessment, attitude values were obtained from the assessment of the teachers of Guidance, Civic Education, and Religion.

The field conditions are the same as the facts that have been stated by Markle & O'Banion that there are still very few teachers who conduct affective assessment well in the field [13]. Setiadi also shows that there are still many teachers experiencing difficulties in carrying out assessments in the Curriculum 2013, especially difficulties in attitude assessment [14]. Cahyono constraints in the implementation of assessment include difficult planning, implementation has not run smoothly, attitude assessment that must pay attention in detail to each student [15].

Timing is the thing that determines the implementation of the attitude assessment process. Maybe some teachers show that the time to share the role of teaching and assessing is not ideal. During the learning process the teacher is often very focused on teaching so that the attitude assessment process is not carried out. Such conditions make the objectivity of the assessment disturbed, there are students who are observed well, there are also students who are not observed.

Attitude assessment in learning PE is a series of activities designed to measure the attitudes of students as a result of a learning program. The main use of attitude assessment as part of learning is a reflection (reflection) of the understanding and progress of the attitude of students individually. Judging from the PE learning objectives ideally a PE teacher must assess as a whole without exception, especially aspects of attitude. Attitude assessment in PE learning can be assessed by observations / observations made by PE teachers, homeroom teachers and BK teachers, through self-assessment carried out by asking students to express their strengths and weaknesses in behavior, and assessment between friends by the way each student assess the behavior of his friends. Interpersonal assessment can encourage: (a) the objectivity of students, (b)

empathy, (c) appreciate diversity / difference, and (d) self-reflection.

Knowledge assessment is an assessment to measure students' abilities in the form of factual, conceptual, procedural, and metacognitive knowledge, as well as low to high level thinking skills. This assessment is related to the achievement of Basic Competence in Third Main Competence conducted by subject teachers. In addition to knowing whether students have achieved learning completeness, also to identify weaknesses and strengths of students' knowledge in the learning process. Techniques in knowledge assessment are written tests in the form of essays, multiple choices, right-wrong, oral tests namely quizzes and question and answer, and assignments to either groups or individuals.

Field findings indicate that the availability of knowledge assessment rubrics in the learning implementation plan has been very good, but the tendency of teachers to make questions in the form of essays with key answers that are not clear, and has not represented a high level of thinking of a student. PE teachers in carrying out knowledge assessments on the implementation of learning have been very good, but some teachers still rely on Mid-test and Final test to get the value of knowledge. It is possible that teachers rarely compile a knowledge assessment rubric, and do not understand how to guide the scoring of description questions so that the description questions are not equipped with clear scoring guidelines. When a rubric of description questions without a rubric can lead to subjective and unreliable elements. Without a clear reference to the assessment score, the assessment cannot be controlled properly so that the equality of the value of each student is doubtful.

Gierl & Lai in general the quality of the items is determined through a field trial process so that the character of each item can be evaluated [16]. Lissitz & Samuelsen analysis of the items used can be one of the validation efforts based on empirical data analysis [17]. Thus the teacher of PE can collect questions with good quality (valid and reliable) in the Problem Bank or in each Lesson Plan so that they are ready to be used whenever needed.

Skill assessment is an assessment conducted to assess the ability of students to apply knowledge in performing certain tasks to measure the achievement of basic competencies in Fourth Main Competence. Skill assessment techniques include assessment of practices, projects, portfolios, or products. In assessing the skills of students are required to demonstrate a particular competence according to Basic Competence of physical education .

The findings indicate the availability of skill assessment rubrics in the learning plan is very good. The tendency of almost all skill assessment rubrics among teachers is the same and has not been completed with scoring. Whereas the implementation of learning assessment is very good, but the facts in the field are found by some teachers who have not conducted skills assessment, the value obtained from the teacher's prediction of each student through attendance and

behavioral notes. Often skill values appear in the recap of values and reporting values, but no tools and instruments are used. The field conditions are the same as the results of the study by Kamiludin & Suryaman [18], the implementation of the assessment of learning outcomes is still not in accordance with the standards, the problems in the implementation of assessment include time, teacher understanding, teacher productivity, teacher care and teacher mindset..

IV. CONCLUSION

PE teachers of SMK-SMA in Malang City mostly do not conduct attitude assessments, attitudes values are obtained from the assessment of guidance counselor, teachers of Civic Education, and teachers of Religion. Knowledge assessment has been arranged and done very well, but teachers tend to make questions in the form of essays with unclear answer keys, and have not represented a high level of thinking of a student. Some teachers also still rely on mid-test and final test to get the value of knowledge. Skill assessment has been prepared and implemented very well. But the skill assessment rubric that was compiled almost entirely between teachers was the same and not yet completed with scoring. Often the value of a skill appears in the report value, but the teacher does not clearly write down the tools and instruments used.

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