



Implementation of Assessment of Physical Education Learning Results on Junior High School Teachers

**Mimi Yulianti^{1✉}, Leni Apriani², M. Fransazeli Makorohim³, Sri Rezeki Ameliana⁴,
Jumadi⁵**

Pendidikan Jasmani Kesehatan dan Rekreasi, FKIP, Universitas Islam Riau, Indonesia¹²³⁴
SMPN 1 Siak Hulu, Kampar Riau Indonesia⁵

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Abstract

The purpose of this study was to determine the implementation of the assessment of physical education learning outcomes in public and private junior high schools in Siak Hulu district, Kampar regency. The research design used is descriptive quantitative. The population in this study were all physical education teachers in public and private Junior High Schools in Siak Hulu District, Kampar Regency that consisted of 9 schools with 19 physical education teachers. The sample of this study were all population all physical education teachers of public and private Junior High Schools in Siak Hulu district, Kampar regency. The technique for selecting a sampling of this research was saturation sampling. The data was collected by distributing questionnaires as an instrument of this research to all samples. The data analysis technique used in this research presents descriptive statistics with percentages results. Based on data processing and data analysis, the researchers conclude that the assessment of learning outcomes of this study is approximately 87% average score with very good category.

How to Cite

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✉ Correspondence address :
E-mail: mimipenjas@edu.uir.ac.id

INTRODUCTION

Sports and Health Physical Education (PJOK) in the scope of education is an integral part of the education system. According to Law No. 3 of 2005 on the National Sports System, article 1 paragraph (11), "sports education is physical education which is carried out as part of a regular and continuous educational process to acquire knowledge, personality, skills, health and physical fitness". In its implementation, physical activity is used as a learning experience and it is through that experience that students grow and develop to achieve educational goals. In other words, physical education is a process of physical activity and at the same time to improve physical skills.

According to Law No. 3 of 2005 on the National Sports System article 4, "National sports aim at maintaining and improving health and fitness, achievement, human quality, instilling moral values and noble morals, sportsmanship, discipline, strengthening and fostering national unity and integrity. , strengthening national resilience, and uplifting the dignity and honor of the nation ".

In order to achieve these goals, comprehensive steps are needed between learning preparation, the learning process and the assessment of learning outcomes. It is an integral part and cannot be separated from one another.

As a planning process, the assessment of learning outcomes is also a conscious effort to find out how far the goals have been achieved. Talking about the term assessment of learning outcomes, according to the SISDIKNAS Law on National Education Standards article 64 paragraph (6) "the assessment of learning outcomes for groups of physical, sports and health subjects is carried out through: a) observing changes in behavior and attitudes to assess psychomotor development and students' affection; and b) tests, and / or assignments to measure the cognitive aspects of students ".

Physical education subjects in schools are subjects that must be applied in the curriculum and must be studied by students, so that students can be directly involved in carrying out physical activities systematically, forming physical growth, developing potential movement skills, fostering self-confidence, as well as forming and achieve achievements during the learning process.

Assessment of learning outcomes is the process of giving values to the learning outcomes achieved by students with certain criteria. That what is assessed is the learning outcomes of stu-

dents, the learning outcomes of students are essentially changes in behavior (cognitive, affective, and psychomotor). The final purpose of the assessment is as feedback for the teacher to improve the teaching and learning process.

In the teaching and learning process, a teacher assesses students from various aspects. The assessment is divided into 3 aspects, namely: 1) cognitive aspects, 2) affective aspects, and 3) psychomotor aspects. All of these aspects are applied at every level of education including junior high school (SMP). It is hoped that students will be able to carry out the assessments that have been applied.

Based on observations made by researchers on Physical Education teachers in Public and Private Junior High Schools in Siak Hulu District, Kampar Regency, it was found that there were Physical Education teachers who had not carried out a comprehensive assessment of cognitive aspects in the assessment process. When practicing in the field, the teacher carries out the assessment only in the affective and psychomotor aspects, while in the cognitive aspect assessment, it can only be done in learning theory in the classroom. The teacher should have observed the attitudes and behavior of students during the learning process, long before taking practical values begins.

In addition, there are physical education teachers in carrying out assessments without looking at the processes carried out by students such as in the psychomotor aspect, in the assessment of this psychomotor aspect in the form of basic movement skills and the ability to act that students have. This shows that the assessment process has not been carried out optimally because the overall assessment process has not been carried out.

Based on the description of the background, it can be specifically stated the formulation of the problem under study, namely: How is the implementation of the assessment of physical education learning outcomes in Public and Private Junior High Schools in Siak Hulu District, Kampar Regency?

Based on the formulation of the problem above, the purpose of this study is to determine the implementation of the assessment of learning outcomes for physical education in State and Private Junior High Schools in Siak Hulu District, Kampar Regency.

Based on the research objectives, this research is expected to be useful as: As input for physical education teachers in carrying out assessment of learning outcomes of physical education learning in schools, As input for the education office of Siak Hulu, Kampar Regency regarding

the ability of Penjaskesrek teachers in assessing learning outcomes students, as a guideline for the achievement of physical education learning in Junior High Schools (SMP)

Research that has been conducted by Hadiputra, et al (2019) with the title "Teacher performance in analyzing the results of evaluation on physical education and health learning in Vocational High Schools". The purpose of this study was to evaluate the implementation of the Physical Education and Health assessment at SMK Blitar City. The results of this study were all teachers determined the assessment of aspects of attitudes, knowledge, and skills as a reference for students' final grades. Attitude aspect assessment is carried out by observing students during the learning process and State Vocational High Schools add the attendance results as a reference for attitude assessment. The assessment of the knowledge aspects of all teachers carries out with respective techniques to their students. The assessment of the aspects of psychomotor knowledge by all teachers is carried out by giving practical tests to each student. The final score of students is done by analyzing the results of the scores on all aspects based on the formula that has been planned by each teacher.

Assessment has a limited scope, meaning that this assessment includes one aspect that must be assessed, such as student learning outcomes in certain aspects. This assessment is internal, only the teacher can make the assessment, while other parties are not allowed to do the assessment. As according to Seng, et al in (Komarudin, 2016) "assessment is all forms of information collection by teachers, where teachers collect data about their students, analyze and synthesize them, interpret them, and use them in the classroom to make decisions".

According to (Sudjana, 2014) "appraisal is the process of giving or determining value to certain objects based on certain criteria". Meanwhile, according to (Haris, 2012) "assessment is an activity carried out by the teacher to obtain objective, continuous, and comprehensive information about the process and learning outcomes achieved by students, the results used as a basis for determining further treatment".

Based on the explanation of some of the opinions of the experts above, it can be seen that the assessment is that the teacher makes a decision by assessing the learning abilities of students, through the process and student learning outcomes. So that with the assessment, students know the learning abilities they have during the learning process.

In general, the purpose of the assessment is to know the overall information both the results and the learning process to monitor the learning progress achieved by students. According to (Surnarti, 2014) the cognitive components assessed include the level of memorizing, understanding, applying, analyzing, and evaluating.

(Haris, 2012) "the purpose of the assessment is to determine the progress of student learning, to improve and increase student learning activities as well as to provide feedback. In general, learning outcomes are changes from within each individual by interacting with the environment to get changes in cognitive, affective, and psychomotor aspects. According to (Haris, 2012) "learning outcomes are everything that belongs to students as a result of their learning activities". Meanwhile, according to Hamalik in (Haris, 2012) "the results of learning patterns of actions, values, understandings and attitudes, as well as apperception and ability".

According to (Purwanto, 2014) "learning outcomes can be explained by understanding the two words that make it up, namely "results" and "learning". The definition of results (product) refers to an acquisition as a result of carrying out an activity or process that results in changing the input functionally. Meanwhile, learning in a broad sense is all personal contact with the environment by causing changes in behavior".

Based on the explanation of some of the opinions of the experts above, it can be concluded that learning outcomes changes in student behavior or skills and attitudes acquired by students after receiving those given by the teacher, so that students are able to understand, master or apply knowledge in everyday life.

In general, physical education is an educational program to encourage the development of motor skills, physical abilities, knowledge, reasoning, appreciation of values, and habituation to a healthy lifestyle which aims to stimulate balanced growth and development. According to (Rosdiani, 2014) "physical education is an educational process that utilizes physical activity to produce holistic changes in individual quality, both physically, mentally and emotionally".

Meanwhile, according to (Husdarta, 2011) "physical education is a process of education through physical activities, games or sports that are selected to achieve educational goals". And according to the opinion (Rahayu, 2013) "physical education is an educational process that utilizes physical activities that are planned systematically aimed at developing and improving individuals organically, neuromuscularly, percep-

tually, cognitively, and emotionally, within the framework of the national education system”.

Based on the explanation of some of the opinions of the experts above, it can be concluded that physical education is a learning process that is directed to carry out physical and health activities, namely to improve physical fitness, behave in a healthy life, sportsmanship, knowledge and builds self-confidence and mental health owned by each individual.

According to (Rosdiani, 2014) in general, the benefits of physical education in schools include the following: 1) Fulfilling children's needs for movement Physical education is indeed a child's world and is in accordance with children's needs. The more fulfilled the need for movement in the growing period, the greater the benefit for the quality of growth itself. 2) Introducing children to the environment and their potential Physical education is the time to "do". Children will prefer to "do" something rather than just having to watch or listen to other people while they are learning. By playing and moving children really learn about their potential in this activity the children try to recognize their surroundings. 3) Instilling the basics of useful skills The role of physical education in elementary schools is quite unique, because it helps this develop the basic skills needed by children to supervise various skills in later life. 3) Channeling excessive energy Excess energy needs to be channeled so as not to disturb the balance and behavior and mentality of the child. After the excess energy is channeled, the child will regain his balance, because after resting, the child will return to renew and restore his energy optimally. 5) It is an educational process simultaneously, both physically, mentally and emotionally. Correct physical education will make a very significant contribution to the overall education of children. The real results obtained from physical education are complete development, including physical, mental, emotional, social and moral aspects.

METHODS

This research will be conducted at Public and Private Junior High Schools in Bukitraya Siak Hulu Subdistrict, Kampar Regency and will be carried out in February 2021. This research uses a survey method, according to (Iskandar, 2010). "A survey is research conducted through direct observation of a symptom or collection of information from large and small populations, but the data studied is data from a sample that partly represents. The characteristic of this re-

search is that the research data is collected from respondents using a questionnaire. According to (Yusuf, 2007) "the questionnaire comes from Latin: questionnaire, which means a series of questions related to a certain topic, given to a group of individuals with the intention of obtaining data". Meanwhile, according to (Sugiyono, 2016) "a questionnaire is a data collection technique carried out by giving a set of questions or written statements to respondents to answer".

Based on the explanation of the research method, data collection in this study used observation, interview, literature and questionnaire techniques.

The instrument used in this study was a questionnaire, in the form of a statement developed in accordance with the research objectives and the statement did not make it difficult for the respondent. According to (Kusumawati, 2015) "a research instrument is a tool selected and used by researchers in their activities to collect data so that these activities become systematic and simplified".

Data collection was carried out using a Likert scale according to (Rahmawati, 2014), namely by giving questionnaires to respondents, and respondents choosing one of the following answers: Strongly Agree (SS) = score 4, Agree (S) = score 3, Disagree (TS) = score 2, Strongly Disagree (STS) = score 1.

According to Arikunto in (Kusumawati, 2015) "population is the entire research subject". According to Singarimbun in (Iskandar, 2010) "population is the total number of analysis units that have the characteristics to be predicted". The population in this study were all physical education teachers at State and Private Junior High Schools in Siak Hulu District, Kampar Regency, which consisted of 10 schools.

According to (Yusuf, 2007) "the sample is a portion of the population that is selected and represents that population. Meanwhile, according to (Iskandar, 2010) "the sample is a portion of the population drawn in a representative or representative of the population concerned or the small part observed".

The sample in this study were all physical education teachers at State and Private Junior High Schools in Siak Hulu District, Kampar Regency, totaling 19 people. The sampling technique for physical education teachers in this study is saturated sampling. According to (Sugiyono, 2016) "saturated sampling is a sampling technique when all members of the population use the sample".

After the data was collected through a

questionnaire, data analysis was carried out, namely each response result was calculated as a percentage. The calculation of the percentage of responses to responses using the formula Sudijono (2011: 43) is as follows:

$$P = \frac{f}{N} \times 100\%$$

Information :

P = Percentage number

f = Frequency

n = Total number of respondents

Tabel 1. Assessment Norms

Interval Persentase	Value Scale	Information
85% - 100%	A	Very Well
75% - 84%	B	Good
60% - 74%	C	Enough
40% - 59%	D	Less
0% - 39%	E	Failed

(Rahmawati,2014)

RESULTS AND DISCUSSION

After the research data is described per indicator aspect, the next step is to find the overall average score in order to know the level of implementation of the assessment of physical education learning outcomes in public and private junior high schools in Siak Hulu District, Kampar Regency. Later the score is compared with the percentage criteria that have been described. For more details, the average score for each aspect of the implementation variable for the assessment of physical education learning outcomes in public and private junior high schools throughout Siak Hulu District, Kampar Regency.

Recapitulation of Average Respondents' Answer Scores on the Implementation of Physi-

cal Education Learning Outcomes Assessment in Public and Private Junior High Schools in Siak Hulu District, Kampar Regency Viewed From All aspek of Indicator

Indikator	Rata-rata
Aspek kognitif	86%
Aspek afektif	89%
Aspek psikomotor	86%
Rata-rata	87%

After the calculation is done, the average score of the implementation of the overall physical education learning outcome assessment is 40%. Based on the assessment criteria, the score of 87% is in the range of 85%-100 in the very good category. Therefore, based on the assessment criteria, namely the light level, it can be said that the implementation of the assessment of physical education learning outcomes in public and private junior high schools in Siak Hulu District, Kampar Regency.

Based on the results obtained, it shows that the implementation of the assessment of learning outcomes of physical education in public and private junior high schools in Siak Hulu District, Kampar Regency is categorized as very good. This situation is reviewed by all aspects of existing indicators, starting from the cognitive aspect of the teacher in providing an assessment in terms of the thinking ability of students and the learning process followed by students, the affective aspect in providing an assessment is seen from the attitudes carried out by students in the learning process while from the psychomotor aspect the teacher conducts an assessment of the skills or skills possessed by students. These results indicate how big the level of implementation of the assessment of physical education learning outcomes in public and private junior high schools in Siak Hulu District, Kampard Regency and the factors that influence it.

Table 1. Learning Outcomes of Physical Education in Public and Private Junior High Schools in Siak Hulu District, Kampar Regency, in terms of all indicator aspects.

INDICATOR	SS		S		KS		TS		T O T A L SCORE	
	F	%	F	%	F	%	F	%	F	%
Cognitive Aspects	133	47%	148	52%	4	1%	0	0%	285	100%
Affective Aspects	119	57%	89	43%	1	0%	0	0%	209	100%
Psychomotor Aspects	102	45%	123	54%	3	1%	0	0%	228	100%

Source : Statistical Count Results For 2021

Every teaching and learning process definitely requires an end result. The learning process will not be known for sure if there is no assessment. It can be said that assessment is an inseparable part of various aspects of the teaching and learning process. Assessment is a way to monitor learning progress and find out how far the teaching goals can be achieved by students. The results of the study (Indra, Hadiputra, & Winarno, 2019) found "All Physical Education teachers in Blitar City gave final grades as student report in Physical Education learning, based on the values obtained from aspects of attitudes, knowledge, and skills. From these three aspects, the teacher has determined the weight of each aspect of the assessment and there are three schools that determine the final grades of students by adding the results of the UTS and UAS assessments. In addition (Mustafa, Winarno, & Supriyadi, 2019) found in a study conducted "the implementation of the assessment of PJOK knowledge and skills during semester 1 at a public junior high school in Malang city with a sample of nine schools on average can be said to be "good", has not reached the category very good because there are still gaps between the material planning in the RPP and the assessment document records".

Based on the results of the research that has been done, it can be seen that the assessment of physical education learning outcomes measured through the aspects of assessment developed into a questionnaire and physical education teachers have shown that the implementation of the assessment of physical education learning outcomes in Public and Private Junior High Schools in Siak Hulu District Kampar Regency is very good in assessing the learning outcomes of physical education with an average value of 87% which lies in the value range of 85 - 100%. This means that overall physical education teachers already understand about the assessment of physical education learning outcomes on assessments made for students.

CONCLUSION

Based on data processing and data analysis, the conclusion in this study is the Implementation of Assessment of Learning Outcomes of

Physical Education in State and Private Junior High Schools in Siak Hulu District, Kampar Regency with an average of 87% with a very good category.

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