

## The Implementation Method in Senior High School Physical Sports and Health Education Teacher to The Assessment of Learning Outcomes (Revision of Curriculum 2013) in Pemalang District

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### Abstract

This study to determine the implementation methods in Senior High School physical sports and health education teacher to the assessment of learning outcomes (revision of Curriculum 2013) in Pemalang District. The research method used is descriptive with survey, observation and documentation methods. The subjects of this study were Senior High School in Pemalang District, consisting of 19 schools, both public and private. The results of the study show that (1) the implementation of the assessment of Curriculum 2013 related to learning devices states that it is appropriate with a percentage of 84%, (2) the implementation of the assessment of Curriculum 2013 related to attitude assessment, knowledge assessment, and assessment of skills in the appropriate category with a percentage of 79.1%, (3) the difficulties of the physical sports and health education teacher related to the assessment of Curriculum 2013 are (a) making the lesson plan (RPP) too complicated (b) the dishonest students when making evaluations between friends, (c) the results of the oral and written tests not harmonizing so the results are out of sync.

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## INTRODUCTION

Education is an effort made by the government to improve the quality of education by developing the full dimension of Indonesian human beings who are moral, moral, ethical, and behavioral (Prastyo, and Muhammad, 2015). Education carried out to increase one of them is physical sports and health education. According to Khudori (2015), physical sports and health education are subjects that must be taken and implemented by students in each education unit. Education in the context of the Curriculum 2013 is oriented to produce Indonesian people who are productive, creative, innovative, and practical (Mualifin, Sugiharto, and Soekardi, 2014).

The curriculum is an educational pattern determined by the education unit (Irfan, Sugiharto, and Hidayah, 2017). The curriculum is also an essential aspect in efforts to improve the quality of education (Sultoni, and Tuasikal, 2015). According to Rokim, and Nurhayati (2016) the curriculum greatly influences the progress of the education system in Indonesia, so the curriculum must be changed periodically to suit the dynamics of user needs.

The curriculum that has ever existed in Indonesia, i.e., Lesson Plan 1947, Decomposed Lesson Plan 1952, Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994, and Supplement of Curriculum 1999, Competency-Based Curriculum 2004, Education Unit Level Curriculum 2006, and Curriculum 2013 (Nugrahawati, and Indahwati, 2015).

Curriculum 2013 is the latest curriculum currently being carried out by educational institutions in Indonesia. According to Kunandar (2014) Curriculum 2013 uses a learning model that is directed at the scientific approach and authentic assessment. Setiawati, Kismini, and Rochana (2017) stated that assessment is a process of documenting, through the process of measurement, knowledge, skills, attitudes, and beliefs of students.

Subagio, Soegiyanto, and Soekardi (2015) assessment is an effort to obtain comprehensive information about the progress of student learning outcomes. Curriculum 2013 assessment

includes authentic assessment, self-assessment, portfolio-based assessment, repetition, daily tests, midterm tests, end of semester tests, national examinations, school examinations (Octaviansyah, Rahayu, and Handayani, 2014).

Curriculum 2013 covers three aspects, namely the assessment of attitudes, knowledge, and skills according to the SKL to be achieved (Mansur, 2015). Whereas Setiadi (2016) Curriculum 2013 requested that teachers in the school conduct an assessment in three domain domains, i.e., cognitive, affective, and psychomotor.

According to Wahyuni, and Indahwati (2015), the knowledge component uses three assessment techniques, i.e., written tests, oral tests, and assignments. The skill component uses three assessment techniques, i.e., practice tests, project tests, and portfolio (Subagio, Soegiyanto, and Soekardi, 2015)

The researcher made preliminary observations at Public Senior High School 1 Petarukan, Public Senior High School 2 Pemalang, and Senior High School PGRI Taman, Pemalang stated that the teachers of physical sports and health education did not fully understand assessment of Curriculum 2013.

Based on the background above, the researcher will analyze about: (1) making learning media according to Curriculum 2013 of physical sports and health education Senior High School in Pemalang Regency, (2) the implementation of the assessment Curriculum 2013 of physical sports and health education Senior High School teachers in Pemalang Regency, (3) The difficulties experienced by physical sports and health education, Senior High School teachers in Pemalang District in the application of the assessment curriculum 2013 of learning outcomes.

## METHODS

This research method is descriptive research with a survey, observation, and documentation methods. The population in this study were 19 schools, Senior High Schools both public and private in Pemalang District.

This research method is descriptive research with a survey, observation, and documentation methods. The population in this study were 19 schools, both public and private Senior High Schools in Pemalang District.

The instruments used in this study were observation, interviews, and documentation. Instruments are prepared based on indicators that are defined and used to find and collect data directly from the sample. Observation instruments are arranged based on existing indicators to find and collect information from samples through observations on samples. The documentation study instrument is by looking at asset data that is in the school and arranged and sorted according to predetermined indicators.

The data sources in this study are (1) headmaster, (2) physical sports and health education teacher.

Data analysis and interpretation used by researchers in this study are steps of source triangulation and triangulation of data collection techniques through (1) data collection, (2) data reduction, (3) data display, and (4) conclusions to get study results then construct the results of the study into the study conclusions in the form of descriptive conclusions to answer established study questions.

## RESULTS AND DISCUSSION

### Analysis o Learning Media

The results of media learning indicator analysis in the form of a syllabus, lesson plan (RPP), annual program, semester program, minimum completeness criteria (KKM), score list, and overall attendance list are seen based on the assessment interval.

**Table 1.** Analysis Based on Learning Media

Range (%)	Criteria	Average presentation of standards assessment (%)
84-100	Very appropriate	16
68-84	Suitable	84
52-68	Enough suitable	0
36-52	Less suitable	0
20-36	Not suitable	0
	Total	100

Table 1 shows that 84% of physical sports and health education (PJOK) teachers in Pemalang District stated that teachers in Curriculum 2013 learning media were in suitable with the directions and instructions of Curriculum 2013 evaluation standard and 16% stated that they were very appropriate. Then it can be interpreted that physical sports and health education teachers (PJOK) have carried out learning media by the standard assessment in the implementation of the assessment of Curriculum 2013.

### Documentation

Documentation analysis from observations about media learning in Senior High Schools consisting of 19 schools in Pemalang District both public and private, obtained the following data.

Table 2 shows that from the data on the observation of learning media documentation in Senior High Schools consisting of 19 schools in Pemalang Regency, two schools make learning media in the form of lesson plans (RPP) and syllabus but still incomplete. The two schools are SMA Diponegoro and SMA Hasyim Ashari.

**Table 2.** Observation Results of Learning Media Documentation

Observations and research variables	School	Description of observations		
		Complete	Less complete	Incomplete
Syllabus	19	17	2	-
Lesson plan (RPP)	19	17	2	-
Annual program	19	19	-	-
Semester program	19	19	-	-
Minimum completeness criteria (KKM)	19	19	-	-
Score list	19	19	-	-
List present	19	19	-	-

Media learning analysis states that media learning consists of several sub-indicators, i.e., syllabus, lesson plan (RPP), minimum completeness criteria (KKM), annual program,

semester program, score list, and attendance list. Furthermore, to find out the percentage of sub-indicators can be seen in Table 3.

**Table 3.** Indicators of Learning Media

Indicator	Sub-indicator	Percentage of indicators (%)	Criteria	Average sub-indicator criteria (%)
Learning media	Syllabus	74	Suitable	84
	Lesson plan (RPP)	89	Very appropriate	
	Minimum completeness criteria (KKM)	88	Very appropriate	
	Annual program	85	Very appropriate	
	Semester program	92	Very appropriate	
	Score list	74	Suitable	
	List present	88	Very appropriate	

Table 3 states that in the analysis of learning media consisting of the implementation syllabus is suitable with the implementation of Curriculum 2013 = 74%, lesson plan (RPP) is very appropriate with the implementation of Curriculum 2013 = 89%, minimum completeness criteria (KKM) are very appropriate with the implementation of Curriculum 2013 = 88%, annual program is very appropriate, with the implementation of Curriculum 2013 = 85%, semester program is very appropriate with the implementation of Curriculum 2013 = 92%, score list is suitable with the implementation of Curriculum 2013 = 74%, attendance list is very appropriate with the implementation of Curriculum 2013 = 88%.

**The Results of Analysis of The Implementation of The Assessment, Namely in The Form of An Assessment of Attitudes, Knowledge, and Skills**

The results of the analysis of the implementation of the assessment, namely in the form of an assessment of attitudes, knowledge, and skills as a whole are seen in Table 4.

Table 4 shows that 79.1% of physical sports and health education (PJOK) teachers in Pemalang District stated that the teacher had carried out assessment process of Curriculum 2013 by the directions and evaluation standard instructions of Curriculum 2013 and 20.9% stated very appropriate. Then it can be interpreted that physical sports and health education (PJOK) teachers have carried out assessments by what

has been determined in the assessment standard in Curriculum 2013 evaluation process.

**Table 4.** Analysis of Standards Assessment (Assessment of Attitudes, Knowledge, and Skills)

Range (%)	Criteria	Average presentation of standards assessment (%)
84-100	Very appropriate	20.9
68-84	Suitable	79.1
52-68	Enough suitable	0
36-52	Less suitable	0
20-36	Not suitable	0
	Total	100

**Analysis of Attitude Assessment**

The attitude assessment analysis consists of several sub-indicators, i.e., self-assessment, and assessment between friends. Furthermore, to find out the percentage of sub-indicators can be seen in Table 5.

**Table 5.** The Indicator of Attitude Assessment

Indicator	Sub-indicator	Percentage of indicators (%)	Criteria	Average sub-indicator criteria (%)
Attitude assessment	Self-assessment	81	Suitable	80.5
	Assessment between friends	80	Suitable	

Table 5 states that the analysis is related to attitude assessment, i.e., self-assessment = 81%, and evaluation between friends = 80%.

**Analysis of Knowledge Assessment**

Knowledge assessment analysis consists of several sub-indicators, i.e., assessment of written tests, assessment of oral tests, and assessment of assignments. Furthermore, to find out the percentage of sub-indicators can be seen in Table 6.

**Table 6.** Percentage of Knowledge Assessment

Indicator	Sub-indicator	Percentage of indicators (%)	Criteria	Average sub-indicator criteria (%)
Knowledge assessment	Written tests	74	Suitable	76.7
	Oral tests	80	Suitable	
	Assignment	76	Suitable	

Table 6 states that the analysis is related to knowledge assessment, i.e. written test = 74%, and oral test = 80%, and assignment = 76%.

**Analysis of Skills Assessment**

Analysis of skills assessment consists of several sub-indicators, i.e., performance appraisal, project appraisal, and portfolio assessment.

**Table 7.** Percentage of Skills Assessment

Indicator	Sub-indicator	Percentage of indicators (%)	Criteria	Average sub-indicator criteria (%)
Skills assessment	Performance assessment	88.7	Very appropriate	80.4
	Project appraisal	77.6	Suitable	
	Portfolio assessment	75	Suitable	

Table 7 states that the analysis is related to skills assessment, i.e., performance appraisal is appropriate = 88.7%, and project appraisal is appropriate = 77.6%, and portfolio valuation is appropriate = 75%.

**The Results of The Analysis of The Difficulties Faced by Physical Sports and Health Education Teacher**

Based on the results of interviews with physical sports and health education teachers in Pemalang District, teachers also experienced

difficulties in conducting Curriculum 2013 evaluation process, among others:

1. Making a lesson plan (RPP) that is considered too much, so it takes time besides the facilities and infrastructure of schools that do not support such as LCD, and there are schools that do not have a field for sports so that implementation in the field is not in accordance with the plans made on the lesson plan (RPP).
2. The attitude assessment process is also an obstacle because students are less severe and dishonest in conducting the assessment process between friends, so the teacher has difficulty doing the assessment process.
3. The process of assessing knowledge is in the form of oral assessment, the process takes too much time, and the results obtained are not appropriate with the time of the written test.
4. Performance appraisal process, i.e., students are less active in carrying out learning especially on volleyball material and soccer material on daughters and portfolios assessment because not all teachers keep student documents in full.

The assessment process also experienced difficulties, because many physical sports and health education teachers were unable to operate the computer, so at the time to entry score, the teacher concerned cannot.

**CONCLUSION**

Based on the results of the research and discussion, conclusions related to the implementation of the assessment of Curriculum 2013 on learning physical sports and health education (PJOK) in Pemalang Regency obtained the following results: (1) the implementation of assessment Curriculum 2013 related to learning media stated that a presentation of 84% was included in the appropriate category, and 16% stated it was very appropriate, (2) the implementation of assessment Curriculum 2013 related to attitude assessment, knowledge assessment, and skills assessment with presentations of 20.9% including very appropriate categories, and presentations of

79.1% with suitable categories, (3) related to difficulties, that is (a) making too many lesson plans (RPP), so that it takes time apart from the facilities and infrastructure of schools that do not support such as LCD, and there are schools that do not have a field for sports, so that implementation in the field is not appropriate with plans made on the lesson plan (RPP), (b) the attitude of the assessment process, also an obstacle, because students are less severe, and not honest in carrying out the assessment process between friends, (c) knowledge assessment process in the form of oral assessment, (d) performance appraisal process, i.e., students, are less active when carrying out learning, especially in volleyball material and soccer material on daughters, as well as portfolios assessment, because not all teachers keep student documents in full, (e) the assessment process is also experiencing difficulties because many physical sports and health education teachers were unable to operate the computer, so at the time to entry score, the teacher concerned cannot.

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