

**The Implementation of Physical Education Learning Evaluation at Junior High School Level in Dayun District Siak Regency**

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Article Info

Article History :

Received January 2019

Revised March 2019

Accepted August 2019

Available online September 2019

Keywords :

Evaluation, Physical Education

Abstract

Penelitian ini bertujuan untuk mengetahui pelaksanaan evaluasi pembelajaran pendidikan jasmani di tingkat SMP Sederajat Se-Kecamatan Dayun Kabupaten Siak. Jenis penelitian yang dilaksanakan ini yaitu penelitian deskriptif. Populasi dalam penelitian ini adalah seluruh guru pendidikan jasmani di tingkat SMP Sederajat Se-Kecamatan Dayun Kabupaten Siak dengan jumlah guru 12 orang, sedangkan teknik penarikan sampel menggunakan total sampling sehingga keseluruhan populasi dijadikan sampel. Instrumen penelitian ini adalah berupa angket tertutup yang jawabannya sudah dinyatakan dan responden tinggal memilih salah satu alternatif jawaban tersebut dengan menggunakan skala likert. Kesimpulan penelitian ini ialah pelaksanaan evaluasi pembelajaran pendidikan jasmani di tingkat SMP sederajat se-Kecamatan Dayun Kabupaten Siak sudah berjalan dengan sangat baik dengan nilai rata-rata dari keseluruhan skor angket adalah sebesar 76,38%.

Abstract

This study aims to determine the practice of evaluation of physical education learning at the level of junior high school in Dayun District, Siak Regency. The research was a descriptive research. The data obtained from 12 junior high school physical education teachers in Dayun, Siak Regency. The instrument of this research was a closed questionnaire whose answers had been stated and the respondent had to choose one of the alternative answers using a Likert scale. The conclusion of this study is that the practice of the evaluation of physical education learning at the junior high school level in Dayun, Siak Regency has been running very well with the average score of the overall questionnaire is 76.38%.

INTRODUCTION

The education of every citizen is indispensable for all modern society. The most formal education takes place in the classrooms, where the teaching-learning processes involve intensive verbal communication between teachers, teacher and students, and among the students (Zannin & Zwirtes, 2009). Principally, education process is a conscious treatment conducted by adults (teacher) to immature individual (student) in order to reach maturity as expected (Zannin & Zwirtes, 2009).

Physical education is an integral part of overall education which aims to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, logic, emotional stability, moral attitude, healthy lifestyle, and the introduction of a clean environment. Physical education is one of the formal subjects that have been given from elementary to high school levels. Physical education is a "tool" of education or referred to as one of the educational media that, in the process, can actualize the goals of education as well as civilization (Sofiarini, 2016). The role of physical education is very essential in providing opportunities for students to be actively involved in various learning experiences through certain health, physical, and sports activities which are then carried out systematically. The debriefing of the learning experience is directed at fostering better physical growth and psychological development, while at the same time forming a healthy and fit life-long lifestyle.

Physical education is not only an isolated physical development activity but is also required to be in the context of general education (Muhainifah, 2017). The process is conducted consciously and involves systematic interaction between the perpetrators to achieve the goals that have been set. A mistake that is often found is that many people assume that physical education only consists of sports activities. At school, physical education is considered a subject that only relies on physical stuff. Even worse, there is a tendency that physical education teachers only develop physical (psychomotor) skills, without developing other aspects.

To be able to run successfully and smoothly, the physical education learning process is largely determined by several elements including teachers, students,

curriculum, facilities and infrastructure, objectives, methods, supporting environment, and assessment. Moreover, the teacher plays the most important role in determining the success of the learning process (Purnama, 2017).

The teacher delivers learning material with a greater portion of time for physical practices or drilling and conducts assessments based merely on psychomotor abilities. For example, the teacher gives high marks to students who can do volleyball passings more than others in the Braddy Volley Test without the regard to assessing the students' cognitive and affective aspects when performing the activity. Whereas in physical education, there needs to be an assessment of the four aspects of cognitive, psychomotor, affective and physical (Utami, 2011).

Based on the results of observations in several junior high schools in Dayun District, Siak Regency, there were a small number of schools that still did not pay attention to the provisions in the practice of physical education learning evaluation process, particularly in preparing the written assessment as ownership documents. Those phenomena occurred due to the inappropriate background of the teachers (not their field).

Most teachers do not design their grading systems in a neatly written documentation, so it seems likely that the evaluation conducted by the teacher is not well planned. In fact, there is an impression that daily assignments or tests can be given at any time and can be used as a safety weapon when the teacher is unable to teach.

In physical education teacher pedagogics, various competencies must be possessed by teachers, it is exemplified in planning and arranging learning instructions, making instruments and conducting evaluations, carrying out mentoring tasks and developing educational potential. These elements will be adjusted to the applicable curriculum. Not only mastering the theoretical learning materials from the college, but the practice is also needed in the field as an practice of the theory of the knowledge the teacher possesses.

In this matter the researcher tried to figure out the practice of learning evaluation of physical education at the level of junior high school in Dayun Subdistrict, Siak Regency. In the practice of physical education,

evaluation is one of the important competencies that must be possessed and mastered by a teacher in the learning activities.

Learning evaluation is a set of activities designed to measure the effectiveness of the overall learning system (Sudaryono, 2012). Further, (Purwanto, 2012) said that evaluation in teaching-learning is a planned activity and is carried out continuously.

Furthermore according to Rosdiani in Ismail, Simanjuntak, & Triansyah (2017) there are three points in evaluating the learning process; (1) evaluation of the learning process is carried out to determine the overall quality of learning, including the preparation stages of the learning process, the practice of the learning process, and assessment of learning outcomes, (2) evaluation of the learning process is carried out by: (a) comparing the learning process conducted by the teacher with the standard process, (b) identifying teacher performance in the learning process in accordance with teacher competencies, and (3) evaluation of the learning process focuses on the overall performance of the teacher in the learning process.

From the excerpt above it is understood that the evaluation of learning is carried out on the subject teacher who provides learning material. Evaluation is performed thoroughly on the competence of the teacher including the preparation stages of the learning process, the practice of the learning process, and the assessment of learning outcomes.

An evaluation needs to meet several requirements before being applied to students which are later reflected in the form of behavior. The conditions to meet are as follow: (1) valid, (2) reliable, (3) objective, (4) balanced, (5) distinguishing, (6) norms, (7) fair, and (8) practical (Sukardi, 2011). It means that when undergoing the evaluation process, the teacher must first prepare the appropriate test equipment corresponding with the material that has been taught to students in the classroom, hence the tests performed are balanced with students' abilities and are fair and objective.

The evaluation process must be carried out comprehensively so that the results can truly be used as a basis for determining the quality of a program (Falaahudin & Sugiyanto in Zainur & Gazali, 2019). This means that the evaluation is made as a whole to

assess the supporting elements of a program.

Learning evaluation is delivered as a whole process that involves all aspects of competence in the assessment consisted of cognitive, psychomotor, and affective abilities (Ministry of National Education, 2008). The evaluation system includes a set of activities of designing and conducting evaluations, analyzing and following up on the results of the assessment, and reporting on the assessment. In relation to the criteria of success, the evaluation results are grouped into four categories: excellent, very good, good, and not good. Ideally, the evaluation results are expected to attain the excellent category.

METHODS

This study employed a descriptive method that provides an overview of the object under study with a survey using questionnaire as the research instrument. The data source was obtained from physical education teachers at the junior high schools (and equivalent institutions) in Dayun Subdistrict, Siak Regency. A total of 12 people from 10 schools were taken. 10 of the teachers were public servants and two others were honorary teachers. The source of research is presented in table 1.

Table 1. Data Source

Nama Sekolah	PE Teacher Numbers
SMP N 01 Dayun	2
MTs Bustanul Ulum	1
SMP N 02 Dayun	2
Pesantren Nurul Yakin	1
SMP N 03 Dayun	1
SMP N 04 Dayun	1
SMP N 05 Dayun	1
MTs Bahrul Ulum	1
MTs Al Azhar	1
SMP N 1 Satu Atap Dayun	1
Total	12

The instrument administered in this study was a questionnaire. The questionnaire used was a closed questionnaire where the options of answers were provided and the respondent only had to choose one of the alternative answers using a Likert scale. The making of the questionnaire was based on the indicators that had been determined by breaking them down into statement items.

Data collection techniques used by the researchers were as follows:

Observation. Observation technique was used to review the location of research and to find out issues related to the research title to be studied. Researchers underwent observation and conducted a note-taking by using observation sheets. Observation sheet was used to register the physical education learning process in the subject schools.

Literature Study The literature was used to gain the concepts and theories needed in this research, particularly related to the practice of Physical Education learning. References in this study were obtained from books and journals.

Questionnaire. Questionnaire technique referred to a list of written questions that were compiled based on the research problem. The questionnaire was delivered to respondents to be answered per the alternative answers provided, which were intended to identify the ability to implement physical education learning practice. The questionnaire can is presented in table 2.

Table 2. Questionnaire on Learning Practice

Domain	Sub Indicator
Cognitive	Knowledge
	Comprehension
	Application
	Analysis
	Synthesis
Affective	Evaluation
	Receiving
	Responding
	Valuing
Cognitive	Organizing
	Characterizing
	Knowledge
	Comprehension
	Application
Cognitive	Analysis
	Synthesis
	Evaluation

After the data

and information needed were collected, a descriptive analysis was carried out to identify the implementation of the learning practice by research subjects. All the respondents' responses were calculated into percentages to present the position of each problem studied.

The calculation of the percentage of respondents' responses was carried out using the following percentage formula (Sudijono, 2011).

RESULT AND DISCUSSION

The learning evaluation of physical education is one of the absolute requirements for teachers in achieving the learning objectives that have been given. The teacher can find out whether the learning objectives have been achieved or not through his ability to evaluate which students have succeeded and which students should acquire remedial learning.

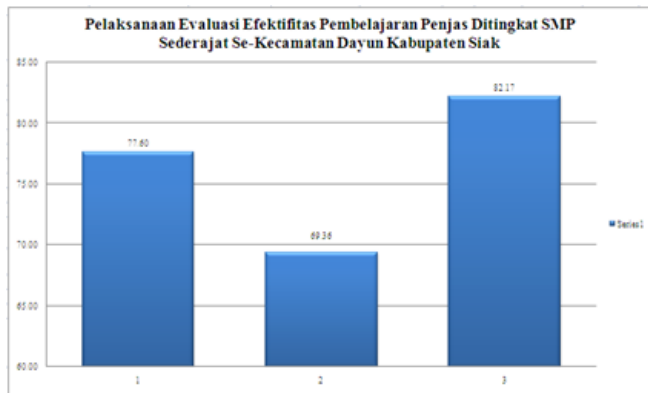
From the results of the evaluation, the teacher can figure out the next steps to improve his teaching style or methods to be carried out later in order to achieve the learning objectives. The responses of 12 research respondents about physical education teacher competencies in carrying out learning evaluation of physical education at the level of junior high schools in the Dayun Sub-District of Siak Regency are portrayed by the frequency distribution of scores from all questionnaires filled out by the relevant teachers as presented in table 3.

Table 3. Frequency Distribution of Scores

No	Interval	Frequency	Relative Frequency
1	19 - 24	3	8%
2	25 - 30	1	3%
3	31 - 36	2	5%
4	37 - 42	5	13%
5	43 - 48	7	18%
6	49- 54	17	45%
7	55 - 60	3	8%
Statement total		38	100%

all the indicators in the questionnaire on the implementation of learning evaluation of physical education at the level of junior high school in Dayun Subdistrict, Siak Regency, it can be seen that the average competency of physical education teachers in carrying out the evaluation of physical education learning at the junior high school level, Dayun Sub-district, Siak Regency is classified as very good with an average value of 76.38% which lies in the range of 76% - 100% in the assessment criteria.

Based on the data above, it can be concluded that the implementation of physical education learning evaluation at the level of junior high school in Dayun District of Siak Regency has been classified as very good. The description of the results of this study can be summarized on a histogram based on all the research indicators as follows:



Picture 1. . The Mean of Indicators

To examine the validity of the questionnaire the r was examined. If the r count is greater than the r table the questionnaire is considered valid, and otherwise, if the r count is lower than the r table then the questionnaire is invalid. The results of the questionnaire validity test of 9 other physical education teachers from the study sample show that from 42 questionnaire trials, there were 40 valid questionnaires and 2 dropped questionnaires, with a questionnaire reliability value of 0.998.

The results of the study depict the responses of the PE teacher respondents to cognitive indicator was around 77,60%, affective indicator the average score was 69,36%, and psychomotor indicator obtained approximately 82,17%. Based on the calculation of the mean value of all indicators, it reached the final result of 76.38%. This indicated that the implementation of physical education learning evaluation at the level of junior high schools in Dayun Sub-District of Siak Regency was classified in the very good category.

Based on the data analysis carried out in this study, it is understandable that the implementation of learning evaluation of physical education at junior high school levels in Dayun Sub-District of Siak Regency

was quite maximal despite the proportion did not reach 100%. It suggested that the effectiveness of learning evaluation in physical education can still be improved for the better. The quality certainly should be maintained, and the teachers should be given the training on professional development, especially to physical education teachers in Dayun Sub-District. Expressed in clear, concise language is the result of data analysis to answer research questions including theory, facts, and opinions based on previous researches that were related.

DISCUSSION

Teacher competence in assessing students is certainly very useful for the said students, as (wahjoedi, 2001) notes that by going through with the evaluation process, students will be able to know the level of their success after receiving the learning process from the teacher. The results obtained through evaluation (assessment) have the probability of satisfactory or unsatisfactory for the students.

Albeit the evaluation results of physical education learning at the level of junior high schools in Dayun Sub-district of Siak Regency only reached 76.38%, this will certainly motivate teachers to be able to improve their teaching methods and provide a better evaluation techniques for students, both by attending workshops and by looking for literature on teacher development internet and media.

The results of the study showed very good results indicating that the competence of physical education teachers in carrying out learning evaluation of physical education subject at the level of junior high schools in Dayun Sub-District of Siak Regency was good. Nevertheless, the results achieved has not reached 100%, hence in the field observation of the evaluation process, the teacher competence needs to be maximized for a better future.

A research conducted by (Ismail et al., 2017) shows that the role of principal was essential to improve teacher performance in the implementation of learning practice, particularly in providing the sports facilities and infrastructure. One of the causes of the lack of learning implementation undertaken by teachers is the inadequate sports facilities and infrastructure at the schools that hampered the process.

Furthermore, in research by (Herliana, 2017) it is noted that school principals can also provide policies that support the physical education learning process such as establishing the facilities needed for the teaching and learning activities.

CONCLUSION

The evaluation of physical education learning at the level of junior high school in Dayun Subdistrict of Siak Regency has been carrying out very well with an average value of the overall questionnaire score of 76.38%.

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