

UNDERSTANDING TEACHERS OF PJOK TOWARDS PHYSICAL EDUCATION AND AUTHENTIC ASSESSMENT OF ELEMENTARY SCHOOL IN KOTABUMI

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Abstract

Physical education, sports and health (Physical Education) is a subject in which students are given the opportunity to learn through systematic physical, sport and health activities. Physical education learning achievement carried out in elementary schools can be influenced by several supporting factors, one of which is determined by the ability of PJOK teachers in teaching and assessing students' abilities. Authentic assessment is an assessment that is measured significantly from student learning outcomes in the realm of attitudes, knowledge and skills. The purpose of this study was to determine the understanding of PJOK teachers about physical education and authentic assessment in the city of Kotabumi, North Lampung. This type of research uses quantitative descriptive with the number of respondents as many as 30 PJOK teachers who are members of the KKG in Kotabumi. The data collection was carried out in January-May 2021 via google form. The calculation of the data is done by categorizing the data into categories of very understanding, understanding, not understanding, and very not understanding. The results obtained are the understanding of physical education teachers about physical education and sports by 43% very understanding and 57% understanding and understanding of physical education teachers about the purpose of physical education and sports by 37% not understanding. PJOK teachers' understanding of the application of authentic assessment is that 53% understand the knowledge aspect, 70% understand the attitude aspect and 45% do not understand the skill aspect. Conclusion: PJOK teachers' understanding of the implementation and objectives of physical education learning is in a good category. PJOK Elementary School teachers' understanding of authentic assessment is in the good category. However, in understanding the application of the three aspects of authentic assessment, it has not been maximized, because PJOK teachers are still carried away with the conventional assessment system.

Keywords: *Understanding of PJOK teachers, Physical Education, Authentic Assessment*

Introduction

According to the KBBI (2020) education is a process of changing one's attitudes and behavior in everyday life. Education taught in schools is incomplete if it does not discuss sports and health physical education (Penjasorkes) because students are given the opportunity to learn through systematic physical, sport and health activities. Physical education according to Tapo (2012) is defined as an educational process designed through physical activity to improve physical fitness, develop motor skills, sportsmanship, and emotional intelligence as well as knowledge and behavior of healthy and active living.

The importance of Physical Education is taught in schools because it can help shape the intellectual and individual-social development of students. The function of Physical Education in addition to shaping the body of students, can also make students apply the skills acquired in Physical Education subjects into everyday life. According to Soebarna Akhmad (2017) said that students who do not understand Physical Education and Health learning well can make students less able to think critically and creatively so that they cannot be practiced in their daily lives. If students do not understand physical education learning, students only know that physical education lessons are only for sports,

In the physical education learning process, physical education teachers are expected to be able to teach basic movement skills, techniques and strategies for games and sports, internalizing values (sportsmanship, honesty, cooperation, etc.) (Hariadi 2013). schools because there is still a lack of understanding of PJOK teachers on the concept of Physical Education and the lack of sports equipment and infrastructure for implementing Physical Education learning (Bangun, 2016).

The problems in the Physical Education learning process are revealed in Hariadi's research (2013) which says that Physical Education taught in elementary schools is a basic movement in sports but in practice PJOK teachers emphasize more on coaching sports than the learning process from Physical Education. Physical education learning achievement carried out in elementary schools can be influenced of several supporting factors, one of which is determined by the ability of PJOK teachers in teaching and assessing students' abilities. According to Tomoliyus (2013) stated that PJOK teachers still have the view that physical education and physical education learning is only able to improve physical abilities, while attitudes and knowledge skills are still not paid attention to.. Therefore PJOK teachers need to understand these two aspects in order to achieve the goals of Physical Education. Appropriate learning for students will make the assessment process good. Good grades can influence these students to be

enthusiastic in learning. For this reason, PJOK teachers need to understand physical education and the assessment system used.

In Permendikbud No. 23 of 2016 it is stated that educational assessment standards are seen from the scope, objectives, benefits, principles, mechanisms, procedures and methods. Educational assessment is a process of collecting and processing information to measure the achievement of student competencies. The Ministry of Education and Culture (2013) defines authentic assessment as an assessment that is significantly measured from student learning outcomes in the realm of attitudes, knowledge and skills, significant in this case is a comprehensive assessment to obtain complete information regarding student learning progress. Supardi (2015) said that authentic assessment is one of the assessments of student learning outcomes that are required to show achievement and learning outcomes such as abilities in real life and forms of performance or work results. From this definition, the authentic assessment given by a teacher to students is the pure value of the students' efforts by looking at the efforts and results of students.

In fact, in the application of authentic assessment, the teacher only gives grades only by looking at the learning outcomes while the process is not assessed even though the teacher is required to be able to assess students from all aspects, namely the attitudes, knowledge and skills of students (Hariadi, 2013). According to Kunandar (2013) authentic assessment has several characteristics including measuring aspects of learning, carried out after and when learning takes place, using various sources and existing techniques, taking assessment data not only through tests, but also through giving assignments related to Daily life and assessment are also not only judged by quantity but also quality, such as the knowledge and expertise of students.

In the PJOK teacher skills test, they still prioritize the abilities of students.

When practicing sports, PJOK teachers only assess the results achieved by students by looking at the final results (Hariadi, 2013), here the skill assessment does not look at the abilities of students in attitudes and knowledge.. Based on Soebarna Akhmad's research (2017) the results of the study show that PJOK teachers still do not understand authentic assessment so that it has an impact on authentic assessments, this is influenced by the understanding of PJOK teachers who have not been able to distinguish between physical education and sports education learning so that students have more mastery of sports skills not a holistic physical education education process

The lack of understanding of PJOK teachers on physical education learning and its assessment is influenced by several things, namely the lack of understanding in preparing learning outcomes assessment instruments so that it cannot be done optimally (Kamiludin and Maman Suryaman, 2017). The assessment is carried out by paying attention to the knowledge and movement skills aspects of the students, while the attitude aspect is not paid attention to, because the PJOK teacher does not bring up the attitude objectives in the lesson plan. This is what makes students not assessed holistically and also the purpose of this authentic assessment is not achieved.

Teacher's understanding is not only related to the understanding of physical education but also plays a role in the assessment of students. This research was conducted in Kotabumi Lampung because the researcher wanted to know the understanding of PJOK teachers about Physical Education and Authentic Assessment. Based on the description above, the question arises, "How do elementary school PJOK teachers in Kotabumi, North Lampung understand physical and physical education? and "how do elementary school PJOK teachers understand authentic assessment in Kotabumi, North Lampung?" The aims of this study were (1) to find out the understanding of PJOK teachers about physical education and sports in Kotabumi, North Lampung; (2) knowing the understanding of PJOK teachers about authentic assessment in Kotabumi, North Lampung.

Method

This study uses quantitative descriptive with the aim of describing the understanding of elementary school PJOK teachers in Kotabumi, North Lampung on authentic assessment and physical education and sports. The method used is survey by using a questionnaire instrument. Sampling technique using purposive sampling using variables in this study is the understanding of PJOK teachers in the application of authentic assessment and

Physical education subjects that are applied in elementary schools. Data collection was carried out on 30 PJOK teachers who were members of the Teacher Working Group (KKG) in Kotabumi, North Lampung. Data collection was carried out during January-May 2021 through forms shared in groups whatsapp. The instrument to measure the level of understanding used a questionnaire containing questions related to the understanding of PJOK teachers on authentic assessments and physical education and sports. The questionnaire given is closed and uses a scale/ikert namely questions using four alternative answers, namely for

positive questions are: strongly agree (SS) with a score of 4, agree (S) with a score of 3, disagree (TS) with a score of 2, and strongly disagree (STS) with a score of 1, while the answers to negative questions are: strongly agree (SS) with a score of 1, agree (S) with a score of 2, disagree (TS) with a score of 3, and strongly disagree (STS) with a score of 4. The following is a grid questionnaire in this study.

After the researcher made the statement items based on the grid, the researcher distributed a questionnaire as a valid and reliable test stage to respondents in other places with a total of 30 respondents, with the aim of testing whether the statement items in this study were valid and reliable or not. The results obtained are from 36 questions there are 18 valid questions and the reliable value is 0.750. The validity and reliability tests were carried out from October to December 2020. The data calculation was carried out by categorizing the data into categories of very understanding, understanding, not understanding, and very not understanding. The purpose of categorization is to place individuals into separate groups in stages according to a continuum based on the attributes being measured" (Azwar, 2012). To make the categorization required the theoretical mean and population standard deviation units. The standard deviation is calculated by looking for a range of scores, i.e. the maximum possible score obtained by the respondent is reduced by the minimum score that may be obtained by the respondent, then the score range is divided by six (Azwar, 2012). The following is the formula used to make categorization in this study.

Instrument Maximum Score = Number of questions x largest scale score
 Minimum score Instrument = Number of questions x smallest scale score
 Theoretical mean (\bar{p}) = (maximum score + minimum score) / Population
 Standard Deviation (σ) = (maximum score - minimum score) / 6
 Based on calculation above, each respondent will be classified into four categories as follows.

Table 1. Four Category Formula

Score Range	Category
$X > +1\sigma$	Tall
$< X < +1\sigma$	High enough
$-1\sigma < X$	Low Enough
$X < -1\sigma$	Low

Result and Discussion

Characteristics of Respondents

Based on what was obtained in the field the number of participants in this study as many as 30 PJOK teachers who are members of the PJOK teacher KKG in Kotabumi. The number of respondents who are male as many as 18 people and 12 people with female gender. The last education of respondents in this study was Bachelor of Education.

Table 2. Characteristics of Respondents

Name	Typ ^e Sex	Teaching place	Final study
Respondent1	L	Xaverius Elementary School Kotabumi	Bachelor Education
Respondent 2	L	SDN 04 Tanjung Aman	Bachelor Education
Respondent 3	L	SDN 03 Kelapa Tujuh	Bachelor Education
Respondent 4	L	SD Negeri 6 Kelapa Tujuh	Bachelor Education
Respondent 5	L	SDN 05 Kelapa Tujuh	Bachelor Education
Respondent 6	P	SDN 1 Rejosari Kotabumi	Bachelor Education
Respondent 7	L	SDN 1 Rejosari	Bachelor Education
Respondent 8	L	SDN.1 Kotabumi Tengah.	Bachelor Education
Respondent 9	L	SDN 2 Kelapa Tujuh	Bachelor Education
Respondent10	P	SDN 03 Gapura	Bachelor Education
Respondent 11	L	Insan Robbani Integrated Islamic Elementary School	Bachelor Education
Respondent 12	P	SDN 2 Trimodadi	Bachelor Education
Respondent 13	L	SDN 1 Sribasuki	Bachelor Education
Respondent14	P	SDN 01 Talang Bojong	Bachelor Education
Respondent15	L	Daarul Hasanah Islamic Elementary School	Bachelor Education
Respondent16	L	SDN 04 Tanjung Aman	Bachelor Education
Respondent17	P	SDN 04 Kelapa Tujuh	Bachelor Education
Respondent18	L	Soekarno Hatta Elementary School in Kotabumi	Bachelor Education

Respondent19	L	Soekarno Hatta Elementary School in Kotabumi	Bachelor Education
Respondent 20	L	SDN Curup Guruh	Bachelor Education
Respondent 21	P	SDN 02 Kotabumi Kotabumi	Bachelor Education
Respondent 22	P	SDN 07 Tanjung Aman	Bachelor Education
Respondent 23	P	SDN 05 Kelapa Tujuh	Bachelor Education
Respondent 24	P	SDN 06 Mulang Maya	Bachelor Education
Respondent 25	P	SDN 05 Mulang Maya	Bachelor Education
Respondent 26	P	SDN 03 Kota Alam	Bachelor Education
Respondent 27	L	SDN 08 Tanjung Aman	Bachelor Education
Respondent 28	P	SDN 2 Tanjung Aman	Bachelor Education
Respondent 29	L	Ibn Rushd Islamic Elementary School	Bachelor Education
Respondent 30	L	SDN 05 Wonomarto	Bachelor Education

Understanding Physical Education

Table 3. Categories of Physical Education

Category	Score Range
Very Understand	$x > 24$
Understand	$20 < x < 24$
Do not Understand	$16 < x < 20$
Very not Understand	$x < 16$

Physical Education Knowledge

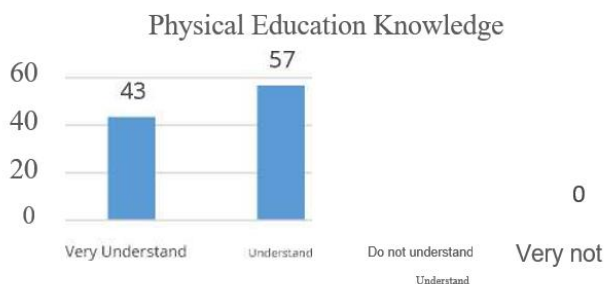


Figure 1. Physical Education Knowledge

Based on the results of a survey of PJOK teachers in Kotabumi, North Lampung, it was found that the understanding of PJOK teachers towards PENJASORKES was good with the results obtained that 43% understood very well, and those who understood 57%.

Physical Education Learning Objectives

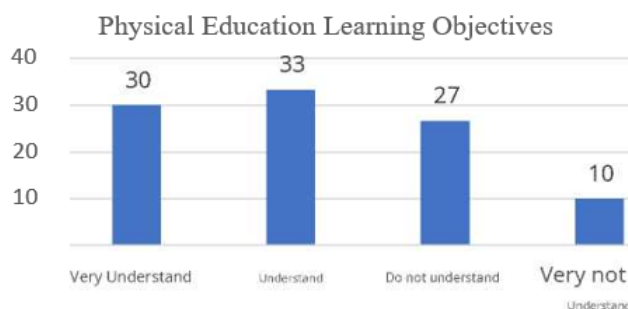


Figure 2. Physical Education Learning Objectives

Based on the data above, it shows that the understanding of PJOK teachers is Kotabumi North Lampung regarding the learning objectives of PENJASORKES are very understanding 30%, understanding 33%, not understanding 27% and not understanding 10% very well.

Understanding authentic assessment

Table 4. Authentic assessment categories

Category	Score Range
Very Understand	$x > 30$
Understand	$25 < x < 30$
Do not Understand	$20 < x < 25$

Really don't understand	x<20
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Authentic appraisal knowledge

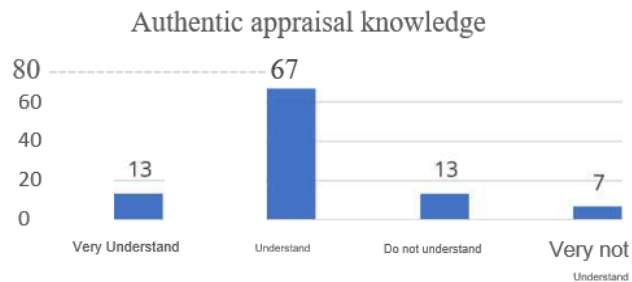


Figure 3. Authentic Appraisal Knowledge

Based on the presentation on the diagram it was found that knowledge PJOK teachers about authentic assessment, namely 13% Very understand, 67% Understand, 13% do not understand, and 7% do not understand very well.

How to create an authentic assessment



Figure 4. How to Make an Authentic Assessment

From the diagram above, the results show that the way to make authentic assessments of PJOK teachers is 18% very understanding, 42% understanding, 32% not understanding, 8% very clueless.

Application of authentic assessment

Knowledge Aspect

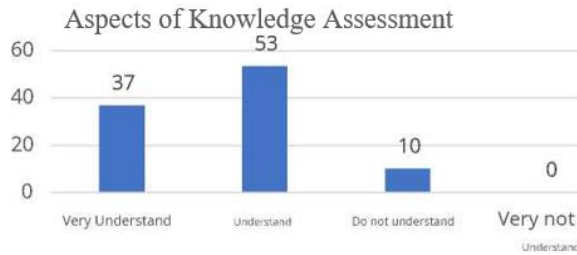


Figure 5. Aspects of Knowledge

Based on the diagram presentation, it was found that the PJOK teacher's understanding of the knowledge assessment aspect was 37% very understanding, 53% understanding, 10% not understanding.

Attitude Aspect

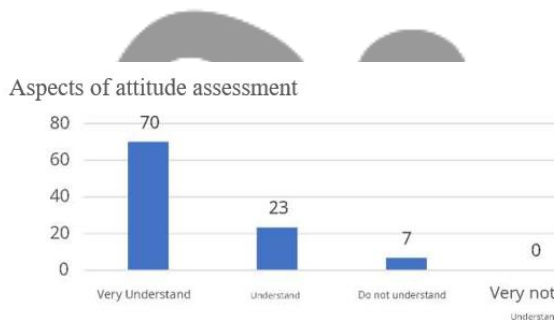


Figure 6. Aspects of Knowledge

From the presentation of the results of the diagram, it was found that the understanding of PJOK teachers about aspects of attitude assessment was 70% very understanding, 23% understood, 7% did not understand.

Skill Aspect

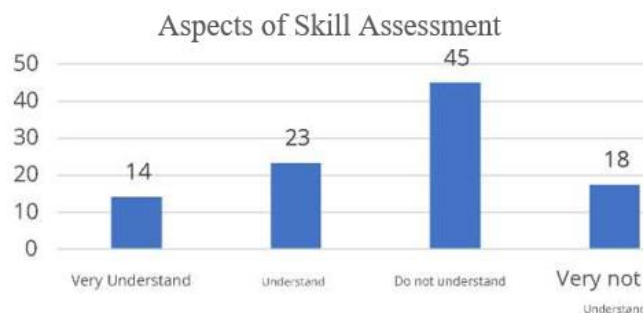


Figure 7. Aspects of Skill Assessment

Based on the results of the presentation of the diagram about the understanding of the PJOK teachers regarding the skills assessment aspect, 14%

understood very well, 23% understood, 45% did not understand, and 18% did not understand very well.

Discussion

Physical education is a learning designed through physical activity to improve physical fitness, develop motor skills, sportsmanship, and emotional intelligence as well as knowledge and behavior of healthy and active living. Good physical fitness can be formed from physical activity that students do everyday through sports, structured physical activity can affect oxygen in the body

so that it can help individual muscle work, if students are able to apply regular physical activity in daily life it can affect the productivity of students (Wibowo, C. and Dese, 2019). Physical education learning achievement carried out in elementary schools can be influenced by several supporting factors, one of which is determined by the understanding of PJOK teachers in physical education and assessing the ability of students.

The understanding of PJOK teachers in Kotabumi, North Lampung about the implementation of Physical Education and Health is included in the good category. Different from the research results Azhari, H. (2020) who said that the understanding of PJOK teachers was quite good because in the implementation of PJOK learning the teachers still did not understand the material and also the characteristics of students. From the results of research conducted in West Lampung, it was found that PJOK teachers understand the characteristics of students, are able to make learning designs, are able to carry out learning in a conducive manner and are able to carry out continuous learning evaluations (Hermawan R, 2020).

The purpose of learning PJOK is to see the development of children's skills, both physically, motorly, and attitudinal. Knowledge and understanding of the importance of physical activity related to health and well-being can increase motivation to engage in physical activity activities to develop various movement skills (Wibowo in Wijayanto, 2021). Based on the research that has been conducted on PJOK teachers in Kotabumi, northern Lampung, it was found that the understanding of PJOK teachers towards PJOK learning objectives is included in the good category because teachers are able to understand aspects of Physical Education learning objectives.

The understanding that PJOK teachers have regarding knowledge about Physical Education is included in the good category because the teacher understands the meaning of Physical Education, but for the purpose of learning Physical Education, PJOK teachers do not understand well, so the obstacles that are often found during the implementation of learning are PJOK teachers having difficulty understanding the material and characteristics of students.

Application in authentic assessment is seen from three aspects, namely aspects of knowledge, attitudes, and skills. PJOK Elementary School teachers in

Kotabumi, North Lampung still have a lack of understanding related to authentic assessment, namely the teacher has an understanding that the skill aspect is the dominant thing to be assessed when learning Physical Education and Health, while the attitude and knowledge aspects are still not assessed evenly. The same thing was obtained from the results of research conducted in Merauke that in the application of authentic assessment from the aspects of knowledge, attitudes and skills included in the good category, but PJOK teachers felt that in the application of authentic assessment there were still many obstacles so that the implementation was not in accordance with the assessment standards (pass 2018).

Unlike the case with the results of research conducted in the city of Cimahi that the application of authentic assessment in the aspects of knowledge and movement does not experience difficulties or is considered easy because it can be judged from the motion during practice and the tests given, while according to Soebarna (2017) says that PJOK teachers have difficulty in assessing aspects of attitude, this is because in the assessment, teachers sometimes focus more on the movement aspect, so that the attitude aspect cannot be assessed to the maximum. Research conducted in Kulon Progo also revealed the same thing that PJOK teachers' understanding of authentic assessment was still low because teachers only assessed students' cognitive and psychomotor abilities (PA Wibowo, 2013).

Based on research conducted in Bantaeng Regency, it was revealed that PJOK teachers had implemented authentic assessments to assess attitudes, knowledge, and skills by observing, asking, trying, reasoning, and communicating well, but PJOK teachers' understanding of the use of scoring in authentic assessment was still lacking. (Rahmat, R., et al 2019).

PJOK teachers' understanding of authentic assessment knowledge of PJOK teachers in Kotabumi, North Lampung is included in the good category, this is because PJOK teachers are able to understand that authentic assessment is an assessment that is carried out comprehensively in terms of attitudes, knowledge and skills. Meanwhile, research conducted in Janapria District showed that PJOK teachers had difficulty understanding authentic assessments because of the many aspects that had to be assessed, this made PJOK teachers only quote from existing guidebooks. Another thing that was obtained was that PJOK teachers had difficulty understanding three aspects at once, making the assessment incomplete. According to (Amri, A.

PJOK teachers' understanding of authentic assessment still has problems because PJOK teachers are still bound by conventional assessments. Conventional assessment is an assessment that only assesses the quantity of values, while the quality of students or the learning process is not assessed. The time used to evaluate the three aspects simultaneously is still difficult to implement because the time for implementing learning is deemed insufficient, so that in the application of an authentic assessment of the three aspects, namely aspects of attitude, knowledge, and skills, it is still not evenly distributed.

Discussion

Based on the results of research conducted in Kotabumi, North Lampung, it can be concluded that the understanding of PJOK teachers about the implementation and objectives of physical education learning is in a good category. PJOK Elementary School teachers' understanding of authentic assessment is in the good category. However, in understanding the application of the three aspects of authentic assessment, it has not been maximized, because PJOK teachers are still carried away with the conventional assessment system.

Suggestions that can be given by the author for further research are that in the future it is hoped that more specific variables can be used because the research team feels that there are many limitations in data collection, this is because the research team cannot meet directly with respondents due to the Covid-19 pandemic.

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