

EVALUATION OF PHYSICAL EDUCATION LEARNING IN ELEMENTARY SCHOOL

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Abstract

Evaluation is an important part of the learning series, as well as in the physical education learning series. Even from the evaluation process carried out in schools, a teacher will get a picture of the learning achievement. Therefore, the purpose of this study is to determine the level of perception, understanding, application and achievement of the process carried out by physical education teachers at the primary school level in the evaluation of physical education learning. The method used is descriptive quantitative with a survey approach. The instrument used is in the form of a questionnaire (questionnaire) distributed to all physical education teachers in SD in Cibiru District, totaling 30 people. The data analysis technique used is a quantitative descriptive analysis as outlined in percentages. The results of this study showed that the level of perceptions of physical education teachers in the evaluation of physical education learning in elementary schools in Cibiru District, namely there were 6.67% (2 teachers) in the very high category, 26,66% (8 teachers) in the high category, 36.67% (11 teachers) in the medium category, 23.33% (7 teachers) in the low category and 6.67% (2 teachers) in the very low category. Thus, it can be concluded that most of the physical education teachers' perceptions of the evaluation of physical education learning in SDs in Cibiru District, Bandung City are moderate with the amount of 36.67%.

Keyword: Physical education, learning evaluation, Elementary School

INTRODUCTION

Physical education is one of the learning materials implemented in schools ranging from elementary to high school (Juditya S, Suherman A, Ma'mun A, & Rusdiana A, 2020). Physical education learning provides many opportunities for all students to carry out direct motion activities (Juditya & Aprilia, 2018). One of the achievements of physical education learning carried out in schools is being able to contribute to the ability of students to have various experiences of movement and to contribute to the physical development of students as a whole and to have an impact on students' abilities in critical thinking, socializing and abilities in emotional maturity (Suherman, 2015); (Syamsulrizal, Marlina, & Ifwandi, 2019). In addition, the achievements of physical education learning can form the ability of leadership, empathy and cooperation which are part of the achievement of the affective aspects (Widiyatmoko & Hudah, 2017).

The achievement of physical education learning can be illustrated by the existence of an evaluation process carried out by a teacher (Hera Yuniartik & Nasuka, 2017). Evaluation is one of the most important parts of the learning process aiming to measuring students' abilities. The success of the learning process and can be used by Physical Education teachers in improving the learning process (Kay & Knaack, 2007), even (Winarno, 2004); (Wardhana, Asim, & Widijoto, 2017) reveal that evaluation is useful for providing an overview of the achievements of a lesson and providing an overview to be used as a basis for policy making in assessing a learning process (Sukardi, 2014); (Widiastuti, 2015); (Nurhasan, 2011). one of the evaluations carried out on Physical Education learning in the implementation of the 2013 curriculum, namely by authentic based assessment (Soebarna S, Juditya S, 2017); (Aiman, 2016).

Seeing the importance of an evaluation process in Physical Education learning, it is an obligation for a teacher to carry out an evaluation process with the aim of providing an overview of learning outcomes. However, so far we still find various perceptions, understandings, various applications and processes among physical education teachers, especially in elementary schools in Cibiru sub-district, Bandung city. Therefore, the purpose of this study is to find out how much the level of understanding, perception, implementation process and achievements in the evaluation of physical education learning, especially at the elementary school level.

METHOD

As stated above, the purpose of this study is to determine the level of understanding, perception, application process and evaluation achievements of physical education learning at the elementary school level. Referring to the purpose of this research, the research method used is descriptive quantitative method with a survey approach. The research instrument used in this study was a questionnaire distributed to 30 physical education teachers in Cibiru sub-district, Bandung city. The research data analysis used is descriptive quantitative analysis expressed in percentages.

RESULT

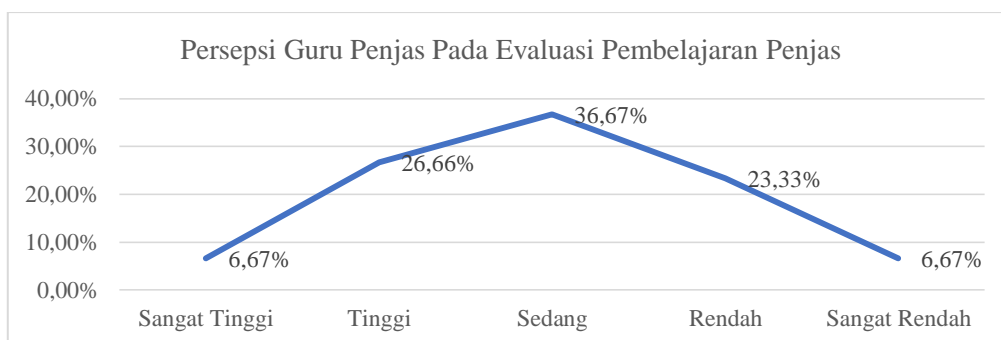


Figure 1. Graph of the Perception Level of Physical Education Teachers in the Evaluation of Physical Education Learning

Based on the presentation of the data above, it shows that the perception of physical education teachers on the evaluation of physical education learning in SD throughout Cibiru District is 6.67% (2 teachers) in the very high category, 26.66% (8 teachers) in the high category, 36.67% (11 teachers) in the medium category, 23.33% (7 teachers) in the low category and 6.67% (2 teachers) in the very low category.

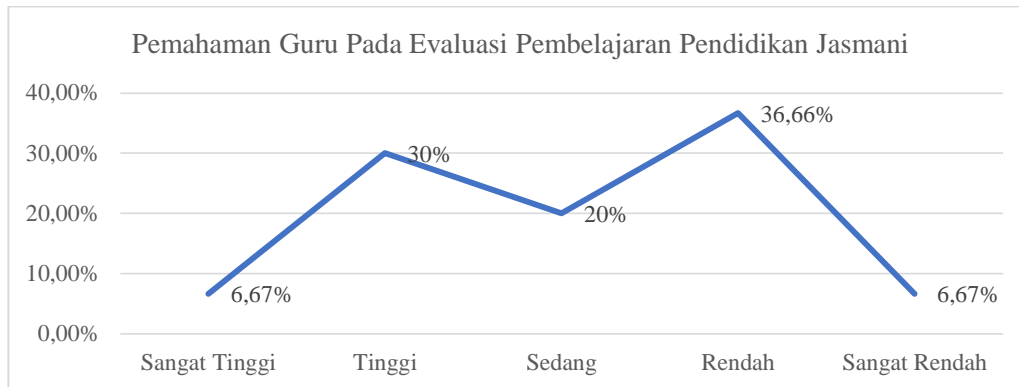


Figure 2. Graph of Teacher's Level of Understanding in Physical Education Learning Evaluation

Based on the explanation of the data above, the perception of physical education teachers on the evaluation of physical education learning related to understanding was 6.67% (2 teachers) in the very high category, 30% (9 teachers) in the high category, 20% (6 teachers) in the medium category , 36.66% (11 teachers) in the low category, and 6.67% (2 teachers) in the very low category.

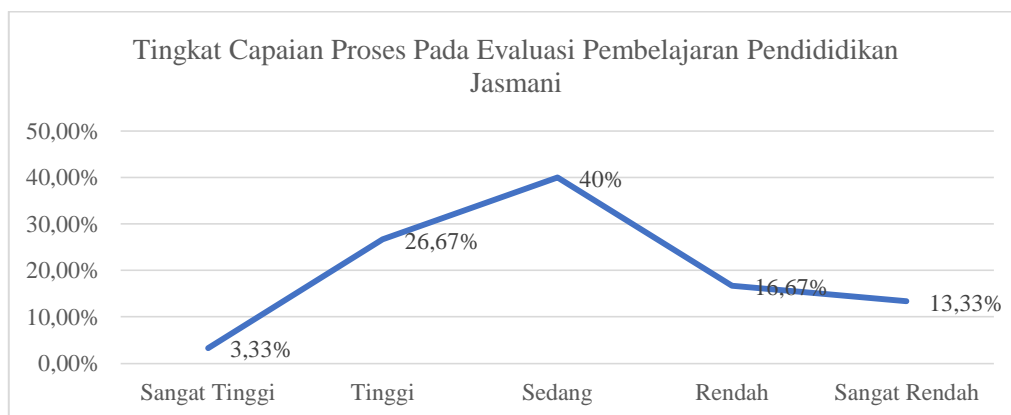


Figure 3. Graph of Process Achievement Level in Physical Education Learning Evaluation

Based on the explanation of the data above, the perception of physical education teachers on the evaluation of physical education learning related to process outcomes was 3.33% (1 teacher) in the very high category, 26.67% (8 teachers) in the high category, 40%

(12 teachers) in the medium category, 16.67% (5 teachers) in the low category, and 13.33% (4 teachers) in the very low category.

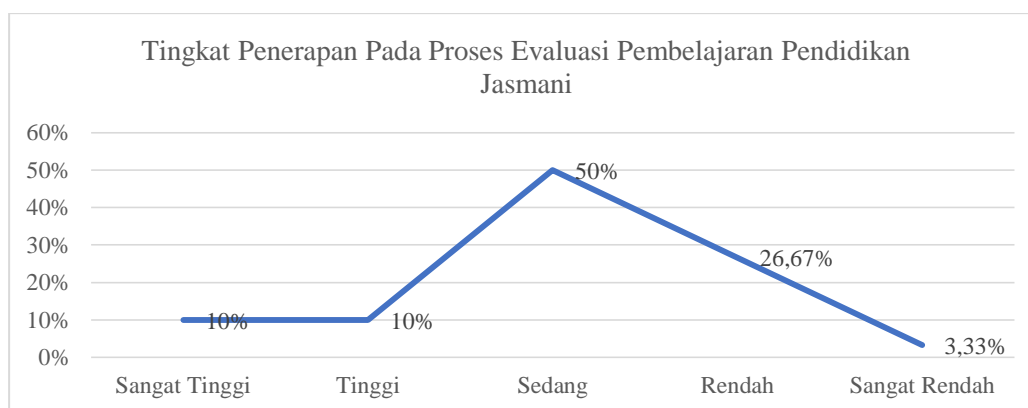


Figure 4. Graph of Application Level in Evaluation of Physical Education Learning

Based on the explanation of the data above, the perception of physical education teachers on the evaluation of physical education learning related to implementation is 10% (3 teachers) in the very high category, 10% (3 teachers) in the high category, 50% (15 teachers) in the medium category, 26,67% (8 teachers) in the low category, and 3.33% (1 teacher) in the very low category

DISCUSSION

The research results obtained in this study indicate the diversity of levels of perception, understanding, process achievements and the application of an evaluation of physical education learning in schools, especially at the primary school level in one area in the city of Bandung. For the aspect of teacher understanding on the physical education learning evaluation of 30 physical education teachers there were 2 teachers in the very high category, 9 teachers in the high category, 6 teachers in the medium category, 11 teachers in the low category, and 2 teachers in the very low category. For the aspect of teacher perceptions on the evaluation of physical education learning, 2 teachers were in the very high category, 8 teachers in the high category, 11 teachers in the medium category, 7 teachers in the low category and 2 teachers in the very low category. The aspect of the process of implementing the evaluation of physical education learning obtained 3 teachers in the very high category, 3 teachers in the high category, 15 teachers in the medium category, 8 teachers in the low category, and 1 teacher in the very low category, the last one for the aspect of achievement of the educational learning evaluation process physical education obtained 1 teacher in the very high category, 8 teachers in the high category, 12 teachers in the medium category, 5 teachers in the low category, and 4 teachers in the very low category.

The diversity of levels of understanding, perceptions, process outcomes and the application of evaluation of physical education learning is caused by several factors that

determine their diverse level of understanding such as educational background, years of service, experience in evaluating learning, and the amount of training that teachers even participate in. the level of professionalism of the teachers themselves (Ayuni, 2016); (KRISDIANTO, 2017). The level of understanding of a teacher on the evaluation of physical education learning will have a big impact on the process of implementing the learning evaluation he does (Peakasa, 2015). (Zainul Arifin, Junaidi, & Kurniawan, 2020) revealed that one indicator of the level of professionalism of a teacher can be seen from the level of understanding in the evaluation process. In fact, there are several aspects that will influence the formation of a teacher's perception in the evaluation of physical education learning, the first is that there is experience, stimulus or information that is often received, attention to an object and someone's need for an object (Sismadiyanto, 2013). Slameto (2010) states that perception itself is a process of entering and receiving information into the brain while (Alwi, 2003) states that perception is a person's process of knowing several things that are received by the senses. the better a teacher's perception of an object in this case is the evaluation of physical education learning, will have an impact on the application and achievement of the evaluation process itself (Zainal Arifin, 2015).

The evaluation process carried out in schools is basically to be used as a basis for a teacher to improve the quality of teaching and the quality of the evaluation process carried out by a teacher. This can be seen from the teacher's ability to understand, receive stimuli and apply the evaluation process itself (Winkel WS, 2005).

CONCLUSION

Judging from the results of the study it can be concluded that physical education teachers in the Cibiru sub-district, Bandung city still have various levels of understanding, perception, process achievement and application in the evaluation of physical learning.

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