

# Survey Implementation Evaluation Of Physical Education

*by* Article Scan

---

**Submission date:** 27-Jan-2021 09:56AM (UTC+0700)

**Submission ID:** 1495059615

**File name:** isi\_Evaluation.pdf (703.77K)

**Word count:** 2854

**Character count:** 16115

## Survey Implementation Evaluation Of Physical Education

**Budiman Agung Pratama; Slamet Junardi**

Students Postgraduate Program Jakarta State University, Indonesia

Email: [uccuph88@gmail.com](mailto:uccuph88@gmail.com)

### Abstract

*This research is aimed to know the evaluation implementation of physical education in Junior high school and MTs of Mantup subdistrict 2013/2014. Using non experimental design technique, the data interpretation using questionnaire, observation, and documentation. The population of this research was all of physical teacher in Junior high school and MTs of Mantup Subdistrict 2013/2014 amounts 10 people. Instrument in the form of questionnaires and observation sheets have high levels of validity 0.962 and reliability 0.756. Analysis of experimental data using a percentage formula then the results in consultation with the percentage norm tables.*

*The research result showed in teacher evaluation implementation in Junior high school and MTs in Mantup Subdistrict 2013/2014. Designed evaluation before implemented evaluation of 84,6% included "good" category, give the aspects that was evaluated of 83,8% included "good" category, implanted the progress of result evaluation of 85,6% included "good" category. The research result showed through direct observation and documentation implementation evaluations, designed evaluation before implemented evaluation of 80,9% included "good" category, give the aspects that was evaluated of 54,6% included "low" category, implanted the progress of result evaluation of 38,8% included "very low" category.*

*The conclusion of this research is physical education in Junior high school and MTs of Mantup generally included "good" basis of knowledge, application directly to the category of "very low" but the application evaluation implementation to the category of "very low" or haven't implemented the evaluation well and haven't agree with evaluation escort of physical education that had been set by National Education Standards.*

**Key words:** *Evaluation, Physical Education*

### INTRODUCTION

Under the provisions of the Law of the Republic of Indonesia No. 20 of 2003 on National Education System in Section I of Article 1, paragraph (2) in which is discussed on National Education. National Education is education that is based on Pancasila and the Constitution of the Republic of Indonesia in 1945 were rooted in religious values, the Indonesian culture and responsive to the demands of the changing times. Physical education is the most important part of the overall educational attainment of the goal that the pattern of use of physical activity. The purpose physical education include goals to be achieved in terms of cognitive, affective, and psychomotor. Cognitive aspects that can be interpreted as covering intellectual functions such as understanding, knowledge and ability to think. Affective can be interpreted as aspects related to feelings, moral and emotional (ability to receive, respond to and belief). Psychomotor can be interpreted as aspects related to motor skills such as gestures, speech and behavior (Wahjoedi, 2000: 40). One of the learning process is an evaluation of learning activities to assess the success of the learning process. In the evaluation of learning in particular subjects physical education not out of several stages, namely: design evaluation, give the aspects that was evaluated and progress of result evaluation. The purpose of teaching the subjects were subjected to evaluation physical education established through the Government Regulation (PP) No. 19 of 2005,

Article 64, paragraph (6), it is stated that the assessment of learning outcomes physical education group of subjects is done through observation of the behavior and attitudes to assess motor development and affective student and replicates, or the assignment to measure the cognitive aspects of students. Meanwhile, according to the National Education Standards Agency (BSNP), on the Subject Group Assessment Guide for Physical education (2007: 2) are is design evaluation, give the aspects that was evaluated and progress of result evaluation. Winarno (2004: 9) the value given is based on data obtained from the measurements in accordance with the conditions of the student. So can be seen that, the evaluation physical education is very complex. This is often makes a teacher difficulties in doing so are not oriented to the evaluation of the target of evaluation can be said "gives the value don't match". Based on the reasons mentioned above in this study will learn about the "Survey of the Implementation Evaluation of Physical Education.

### METHOD

This research approach is a quantitative description, which describes a particular phenomenon. By using questionnaires, observation and documentation as well as the use of non-experimental design. According Maksum (2008: 16), descriptive research is to describe the research conducted symptom, phenomenon, condition or event. While quantitative research according Arikunto (2002: 10), as the name suggests is a much required to use numbers from data collection, interpretation of the data. The population in this study were the teacher SMP and MTs District of Mantup (N=10). Instrument data collection using questionnaires and observation sheets were tested for validity and reliability. Quantitative data and the already known percentage calculations then interpreted in a descriptive sentence according Arikunto (2008) as shown in the following table:

**Table 1. The Norm interpretation Answers Respondents**

Category	Percentage
Good	76 % – 100 %
Fire	56 % – 75 %
Low	40 % – 55 %
Very Low	< 40 %

analysis using the percentage formula as:

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

Description:

P: Percentage

n: frequency or the number of cases

N: The total number or the number of times an individual (Maksum, 2009:9).

## Results

### *Frequency Response Evaluation Design.*

The results of respondents' answers to the evaluation design can be seen in the table:

**Table 2. Evaluation Design**

Variables	Indicator	Percentage	Category
<b>Evaluation Design</b>	a. Preparation grating	91,2%	Good
	b. Preparation of Instrument Evaluation	77,9%	Good
	Total	84,6%	Good

Evaluation of the design table in junior high school and MTs as Mantup subdistrict in 2013/2014 which includes the preparation of the lattice evaluation and compilation of evaluation instruments can be seen that 91.2% of the category in BothPreparation grating lattice evaluation and 77.9% good category in preparing the evaluation instrument. From the above data concluded that the design evaluation of physical education teacher can be categorized good as 84.6% is designing an evaluation in accordance with the regulations set by the government.

### *The Frequency Response of Aspects That Was Evaluated*

The results of respondents' answers to the presentation of the evaluation results can be seen in the following table:

**Table 3. Aspects That Was Evaluated**

Variables	Indicator	Percentage	Category
<b>Give the Aspects That Was Evaluated</b>	1. Cognitive aspects	93,8%	Good
	2. Affective aspects	73,9%	Fair
	3. Psychomotor aspects	82,5%	Good
	4. Processing Evaluation	85%	Good
	5. Total	83,8%	Good

From the table presenting the results of the evaluation at junior high school and MTs as Mantup subdistrict in 2013/2014 that includes cognitive, affective, psychomotor and processing results of the evaluation can be seen that 93.8% in the good category when evaluating the realm Cognitive 73, 9% in the category Fair evaluating the affective domain, 82.5% in the good category when evaluating psychomotor domains, and 85% in the good category when processing results of the evaluation. From the above data concluded that the presentation of the results of the teacher evaluation can be categorized Well since 83.8% is

presenting the results of the evaluation in accordance with the regulations set by the government.

*The Progress of Result Evaluation Frequency Response*

The results of respondents' answers to the progress of result evaluation can be seen in the following table:

**Table 4. Progress of Result Evaluation**

Variables	Indicator	Percentage	Category
<b>Progress of Result Evaluation</b>	Remedial	88,7%	Good
	Diagnosis of Learning Difficulties students	82,5 %	Good
	Total	85,6%	Good

From the table progress of result evaluation at junior high school and MTs as Mantup subdistrict in 2013/2014 which include remedial teaching and diagnosing students' learning difficulties can be seen that 88.7% of the category good in teaching remedial actions and 82.5% in the good category while diagnose students' learning difficulties. From the above data concluded that the progress of result evaluation physical education teachers can be categorized good as 85.6% have done a progress of result evaluation in accordance with the regulations set by the government.

While below contains the results of observations of teachers in junior high school and MTs as Mantup subdistrict in 2013/2014 in implementation conducting an evaluation of physical education.

*Frequency Observations Design Evaluation.*

Observations of the respondents in the evaluation planning can be seen in the table:

**Table 5. Design Evaluation**

Variables	Indicator	Percentage	Category
<b>Evaluation Design</b>	Preparation grating	85%	Good
	Preparation of Instrument Evaluation	76,6%	Good
	Total	80,9%	Good

Evaluation of the planning table in in junior high school and MTs as Mantup subdistrict in 2013/2014 which includes the preparation of the lattice evaluation and preparation of evaluation instruments can be seen that 85% in the good category in preparation lattice evaluation and 76.6% in category both in preparing the evaluation instrument. From the above data concluded that the design evaluation of physical education of teacher an be categorized Good in 80.9% is designing an evaluation in accordance with the regulations set by the government

*Frequency Observations of Aspects That Was Evaluated.*

The results of observations of the respondents to the presentation of the evaluation results can be seen in table:

Table 6. Aspects That Was Evaluated

Variables	Indicator	Percentage	Caregory
<b>Give the Aspects That Was Evaluated</b>	a. Cognitive aspects	70%	Fire
	b. Affective aspects	46,4%	Low
	c. Psychomotor aspects	63,8%	Fire
	d. Processing Evaluation	38,3%	Very low
	Total	54,6%	Low

From the table presenting the results of the evaluation at junior high school and MTs as Mantup subdistrict in 2013/2014 that includes cognitive, affective, psychomotor and processing results of the evaluation can it can be seen that 70% of the category fire when evaluating cognitive aspects, 46.4% in category Less Well currently evaluating the affective domain, 63.8% in category Just when evaluating psychomotor domains, and 38.3% in the category very low when processing results evaluation. From the above data concluded that the presentation of the results of the evaluation conducted penjasorkes teachers can be categorized as 54.6% low. Not to present the results of the evaluation in accordance with the regulations set by the government.

*The Progress of Result Evaluation Frequency Response*

The results of respondents' answers to the progress of result evaluation <sup>1</sup> can be seen in the following table:

Table 7. Progress of Result Evaluation

Variables	Indicator	Percentage	Category
<b>Progress of Result Evaluation</b>	Remedial	42,5%	Low
	Diagnosis of Learning Difficulties students	35 %	Very low
	Total	38,8%	Very low

From the table progress of result evaluation at junior high school and MTs as Mantup subdistrict in 2013/2014 which include remedial teaching and diagnosing students' learning difficulties can be seen that 42,5% of the category low in teaching remedial actions and 35% in the very lowcategory while diagnose students' learning difficulties. From the above data concluded that the progress of result evaluation physical education teachers can be categorized very low as 38,8% have notpresent the results ofthe evaluationin accordancewith theregulations setby the government.



## DISCUSSION

### *Design Evaluation*

Based on the analysis of a questionnaire completed by the respondent, the results showed that for each aspect of the design include the evaluation, preparation and evaluation lattice formulation of evaluation instruments can already be said to be good for 84.6% of teachers penjasorkes has designed an evaluation in accordance with government regulations. While the analysis of the results of observations on the design of the evaluation showed that 80.9% of teacherspenjasorkes has designed an evaluation in accordance with government regulations. This shows that between filling questionnaires and observations in the field evaluation there is a match, so the design of the evaluation can be categorized as "good", because the teacher has designed an evaluation penjasorkes before carrying out the evaluation in accordance with the rules set by the government.

The data also reinforced by documents such as a syllabus and lesson plans obtained from each school. So that in almost all aspects of the design of teacher evaluation has not yet prepared grating evaluation and evaluation instruments in accordance with the guidelines.

### *Presentation of Results of Evaluation*

Based on the analysis of a questionnaire completed by the respondent, the results showed that for each aspect of the presentation of the results of the evaluation include, cognitive, affective aspects, psychomotor aspects, and process evaluation results can already be said to be good for 83.8% of teachers in evaluating all physical education aspect is in conformity with the objectives and process evaluation results based competencies are in accordance with the rules set by the government. While the analysis of the results of observations on the presentation of the results of the evaluation showed that the teachers in presenting the results of the evaluation of only 54.6% in accordance with the rules set by the government. This shows that between filling questionnaires and observations in the field evaluation no conformity, thus presenting the results of the evaluation can be categorized not good, because most of the teachers do not present the results of the evaluation in accordance with the objectives and unprocessed physical education based competence in accordance with the rules set by the government.

From the observation is for all aspects of the teacher to evaluate psychomotor but only on the basis of ability in accordance with SK and KD., While for general proficiency psychomotor (physical fitness test, coordination, agility, and balance) is never done. Later on cognitive and affective aspects of almost all of the teachers are not doing it because they think the value of the affective and psychomotor aspects just as the value of supporting Likewise for the processing results of the evaluation based on documents provided by the teacher the processing of the data is not based on competence or just one aspect that is processed. So for the presentation of the results indicators in the evaluation of teachers have not been able to perform optimally in accordance with the rules set by the government.

*The Progress of Result Evaluation Frequency Response*

Based on the analysis of a questionnaire completed by the respondent, the results showed that for each aspect of the progress evaluation included, giving remedial and diagnose students' learning difficulties can be said to be good for 85.6% of teachers in providing remedial to students who have not reached setandar competence and diagnose learning difficulties are in accordance with the rules set by the government. While the analysis of the results of observations on the progress evaluation can be said to very low because only 38.8 %% teachers in providing remedial student and diagnose students' learning difficulties. This shows that between filling questionnaires and observations in the field of learning evaluation no conformity, thus categorized as "very low" in providing progress evaluations to students who have not reached the expected standard of competence.

While the observations and statements of turns remedial teacher for students with learning difficulties have never done and the students who have not reached the standard of competence is considered to have reached, the reason they are lazy to do the diagnosis of learning disabilities siswa. Jadi on the implementation of the progress evaluation can not be done procedural by the teacher, so it can be said to progress the implementation of the evaluation is not in accordance with the rules set by the government.

**CONCLUSION**

The conclusion of this research is physical education in Junior high school and MTs of Mantup generally included "good" basis of knowledge, application directly to the category of "not good" but the application evaluation implementation to the category of "not good" or haven't implemented the evaluation well and haven't agree with evaluation escort of physical education that had been set by National Education Standards.

**REFERENCES**

- Arikunto, S. (2002). *Prosedur Penelitian Suatu Pendekatan Praktek*, Yogyakarta: Rineka Cipta.
- Arikunto, S. (2008). *Prosedur Penelitian Suatu Pendekatan Praktek Edisi Revisi* Jakarta: Rineka Cipta.
- BNSP, (2007). *Panduan Penilaian Kelompok Mata Pelajaran Jasmani Olahraga dan Kesehatan*.
- Maksum, A. (2008). *Metodologi Penelitian Olahraga*, Surabaya: Unesa University Press.
- Maksum, A. (2009). *Metodologi penelitian Olahraga*. Surabaya: Unesa University Press
- Peraturan Pemerintah Republik Indonesia Nomor 19 (2005) Tentang Standar Nasional Pendidikan. (<http://peraturan+pemerintah+nomor+19+tahun+2005>). Diakses pada tanggal 14 Maret 2013.



- 5 Undang-Undang Republik Indonesia Nomor 20.(2003) Tentang Sistem Pendidikan Nasional, Jakarta: Biro Hukum dan Organisasi Sekretariat Jendral Dep<sup>13</sup>temen Pendidikan Nasional
- Wahjoedi. (2000). Landasan Evaluasi Pendidikan Jasmani dan Olahraga, Jakarta: Raja Grafindo Persada.
- 9 Winarno, ME. 2004. Evaluasi Dalam Pendidikan Jasmani Dan Olahraga. Jakarta: Center For Human Capacity Development.

# Survey Implementation Evaluation Of Physical Education

## ORIGINALITY REPORT

8%

SIMILARITY INDEX

5%

INTERNET SOURCES

6%

PUBLICATIONS

4%

STUDENT PAPERS

## PRIMARY SOURCES

- |   |   |    |
|---|---|----|
| 1 | Bety Rahayu, Suparwoto. "The Effectiveness of Subject Specific Pedagogy based on Guided Discovery with E-learning to Improve Students' Problem Solving Skills", Journal of Physics: Conference Series, 2019<br>Publication          | 1% |
| 2 | Submitted to Universiti Malaysia Sarawak<br>Student Paper   | 1% |
| 3 | <a href="http://jurnal.stikeskusumahusada.ac.id">jurnal.stikeskusumahusada.ac.id</a><br>Internet Source   | 1% |
| 4 | <a href="http://ejournal.ihtdn.ac.id">ejournal.ihtdn.ac.id</a><br>Internet Source   | 1% |
| 5 | <a href="http://repository.usd.ac.id">repository.usd.ac.id</a><br>Internet Source   | 1% |
| 6 | Ardyansyah Arief Budi Utomo. "Pengaruh latihan alternate leg bound dan double leg speed hop terhadap explosive power otot tungkai pada atlet bola voli putra Universitas PGRI Madiun", Journal Power Of Sports, 2018<br>Publication | 1% |

7	"e-Learning, e-Education, and Online Training", Springer Science and Business Media LLC, 2020 Publication	1 %
8	riesalatuna.wordpress.com Internet Source	1 %
9	pasca.um.ac.id Internet Source	<1 %
10	Submitted to Xavier University Student Paper	<1 %
11	mail.ijlter.org Internet Source	<1 %
12	pt.slideshare.net Internet Source	<1 %
13	Zulma Zulma. "Pengaruh Kesegaran Jasmani melalui Senam Sribu pada Siswa Kelas V SD N 21 Batang Anai Kabupaten Padang Pariaman", JPPI (Jurnal Penelitian Pendidikan Indonesia), 2017 Publication	<1 %
14	M.Ageng Aidil Ramdhon, Hartati Hartati, Sri Sumarni. "Push Up Development Test Instruments Based On Sensor Technology", Kinestetik : Jurnal Ilmiah Pendidikan Jasmani, 2020 Publication	<1 %

---

Exclude quotes	Off
Exclude bibliography	Off

Exclude matches	Off
-----------------	-----