



Authentic Assessment in Physical Education

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ABSTRACT

This study raised the phenomenon regarding the application of authentic assessment in the physical education learning process in Makassar City. This study aims to describe the application of authentic assessment both for the Affective, Cognitive and Psychomotor domains. The sample in this study were 10 physical education teachers in Makassar City. To obtain research data in this study carried out by observation, interviews, and documentation. The results of this study are that of the three domains of attitude, knowledge and skills in the application of authentic assessment, only one domain has not been implemented optimally, namely the assessment for the realm of attitude (affective), so that in the application of authentic assessment, the realm of attitude cannot be explained in detail. . Meanwhile, for the elaboration of knowledge (cognitive) assessment in the application of authentic assessment, each teacher has been able to describe and apply the concept of authentic assessment, although it is not as good as the application of authentic assessment for the assessment of the skill (psychomotor) domain, each psychomotor domain has been able to describe each student's skills into the authentic assesment.

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INTRODUCTION

The 2013 curriculum is the curriculum currently used in Indonesia. Achievement of student goals as a whole is a benchmark for graduates expected through the implementation of the 2013 curriculum. The 2013 curriculum underwent significant changes from the previous curriculum. The elements that underwent changes include (1) graduate competency standards, (2) process standards, (3) content standards, and (4) assessment standards. Changes in graduate competency standards state that all levels of education require a balance of soft skills and hard skills which include attitudes, knowledge and skills competencies (Setyorini, 2016). Students will become more creative, able to think



critically, have a positive attitude, and be able to put into practice the knowledge they have acquired if the 2013 Curriculum is presented in scientific learning packaging. As an evaluation of the learning outcomes, the teacher must be able to present data on physical education learning outcomes that come from authentic assessments. This is in line with what was expressed by (Wiggins, 2014) "The teacher's work includes verifying, assessing student productivity, evaluating teaching results. Every teacher must remember that some students learn faster than others.

In implementing the 2013 curriculum, each teacher is expected to be able to apply authentic assessments in the learning process that is carried out. Authentic assessment is a distinctive feature of the 2013 Curriculum assessment, which is an assessment method that is able to describe the true abilities of students through an integrated assessment of the learning process and student learning outcomes as a whole covering aspects of attitudes, knowledge, and skills (Mustafa et al., 2019).

Based on preliminary research on teachers in the Makassar area, it is clear that Penjasorkes teachers still have limited knowledge of authentic assessment, which has an impact on how often they apply it in the learning process. Their lack of understanding also contributes to the lack of understanding among physical education teachers, with regard to the way physical education and sports education are studied differently.

Physical Education (PE) is a scientific discipline that uses sport or physical activity to achieve educational goals holistically, so as to achieve the expected health and educational goals, which include knowledge, skills, and attitudes (Mustafa, 2020). One of the goals of incorporating physical education into the classroom is to help students realize their full potential and develop their talents in ways that will benefit them later in life. Physical, sports and health education in schools is an important part of the academic education system that helps the nation to achieve the goals of the 21st century, namely holistic development for students (Yli-Piipari, 2014). The nuances of complete education in the development of physical, spiritual and social aspects must exist in learning physical education.

It is hoped that education that involves physical exercise will be able to provide relevant learning experiences to students. Compilation of fun physical education programs with the aim of fostering students' physical fitness and giving them the opportunity to feel comfortable playing sports. Where this is intended so that students are more interested in participating in physical activities. This is in accordance with what was expressed by Suherman in Soebarna, that the physical education learning experience obtained by students at school is basically a process of instilling educational values through physical activity and sports provided by the teacher, which in the end these good habits can be practiced by students in the daily life of students in society throughout their lives.

Implementing a curriculum created by the government as a guide for educators in creating learning experiences for students will help achieve the educational goals aspired by the government. According to the government announcement regarding the 2013 curriculum, educators are encouraged to promote student-centered learning. Through the certification program, the government has designed training to accommodate more qualified and professional teachers. The desired learning outcomes, which are regulated

by the Graduation Standards (SKL) through the use of Authentic Assessment, have not changed significantly even though the 2013 Curriculum certification and training program had been implemented several years ago.

According to the 2013 curriculum training documents, authentic assessment, also known as "performance", "appropriate", "alternative", or "hands-on" assessment, examines students' actual (genuine) achievement in various areas. The document also further explains that authentic assessment is a type of evaluation that aims to measure or demonstrate students' knowledge and skills by applying them to actual situations (real life assessment). According to the three definitions contained in the 2013 curriculum training paper, authentic assessment is a type of evaluation that is able to measure and describe all components of student talent as a whole and intact.

However, due to the teacher's lack of knowledge in applying the idea of authentic assessment, what is happening in the field regarding the application of the assessment process with an authentic concept has not been properly adhered to by teachers, especially physical education teachers. Therefore, it is important for physical education teachers to participate in learning related to authentic assessment so that they can evaluate their own teaching and recognize and understand the success of the learning process for students in an authentic way. In order to improve the education level of students, especially physical education, authentic assessment is also used as a report to the school principal. The report on the findings of the learning process assessment given to the school principal is an authentic assessment, but it can also be in the form of a report that can be given to parents of students as evidence of the development of student learning outcomes and the existence of a learning process, so that parents can control their children's learning outcomes while following learning process at school.

Physical education teachers are required to carry out an assessment process in the form of psychomotor aspects, cognitive aspects, and affective aspects with the aim of achieving learning outcomes from developing core competencies one to four core competencies (KI 1-4), which are then transmitted to basic competencies, using authentic assessment described in this study. This needs to be pursued further as a form of research because as already mentioned, assessment is the most crucial process used by each teacher to report learning outcomes from students and assessment can be used as a form of evaluating the learning process. In addition, authentic assessment is an assessment process that must be used by all teachers in evaluating all components of achievement of learning outcomes as well as the two components of authentic assessment. So that a teacher can report all aspects of a student's learning outcomes by using authentic assessment.

In fact, the purpose of this research is to describe how authentic evaluation is applied to cognitive, emotional, and psychomotor aspects. With the aim of this research, we can indirectly gain an understanding of how authentic assessment is carried out by teachers in the learning process, especially physical education learning, and the results of this research can be used as evaluation material by the government to maintain the process of evaluating learning outcomes, especially physical education. at a high standard. Because there is an imbalance in the implementation of the assessment process that does

not apply the assessment process to all components of the achievement of learning outcomes listed in the content standards in the form of Core Competencies and Basic Competencies, this becomes significant and if left unchecked will have an impact on the assessment process which is not in accordance with the objectives of achieving the 2013 curriculum and national education goals.

METHODS

Teachers in the city of Makassar, especially those who adopted the 2013 curriculum in the physical education learning process at school and established an authentic assessment were the subjects of this study. The type of research used is qualitative research in accordance with the problems studied. Given the limited time, the researcher only took a sample from a population consisting of 10 high school physical education teachers in Makassar City. Purposive random sampling is a sampling strategy used by researchers to calculate the number of samples. Proposive sampling is a sampling technique that uses certain criteria. The steps applied in this study are:

a. Observation

At the research location, data was collected by direct observation. The process of using authentic assessment in the evaluation of cognitive, affective, and psychomotor elements was observed by researchers as observation material.

b. Interview

Questions about the use of authentic assessment in physical education learning, especially the assessment of cognitive, affective, and psychomorphic aspects, were carried out by researchers to informants (teachers).

c. Document collection

Collecting and observing documents from the results of psychomotor, cognitive, and affective tests that have been used by teachers in the assessment process in physical education learning.

RESULTS AND DISCUSSION

From the results of interviews with 10 physical education teachers in the city of Makassar regarding the assessment of affective aspects, several teachers revealed the same thing, namely that they found it difficult to carry out the assessment process, and sometimes the assessment process for the affective domain was forgotten because it focused on supervising movement activities carried out by teacher. Even if it is assessed in the end, it is less objective and less ideal. According to them, the biggest challenge faced by physical education teachers is the large number of students, so that teachers cannot do their best in evaluating affective values in the learning process.

From the results of interviews related to the assessment of cognitive aspects, teachers generally do not experience significant difficulties. This conclusion is based on interview results, the majority of physical education teachers more often use tests—both written and oral—in assessing students' cognitive abilities. So that teachers feel that by doing these various things it is easier to provide an assessment of the level of students'

(cognitive) knowledge related to physical education learning material. Meanwhile, based on the results of interviews related to the assessment of cognitive aspects, teachers find it easier because learning physical education is a learning process that is more inclined to the movement aspect, so that the assessment is easier than the affective and cognitive domains. Why is that? According to the teachers I interviewed, analyzing the learning process with the picomotor domain was easier for them because they were more used to doing it than assessing the affective or cognitive domains.

As we all know, authentic assessment is a procedure that must be used by physical education teachers as well as all other teachers employed in schools that use the 2013 curriculum. All physical education teachers must carry out an assessment of the three domains of achievement of learning outcomes, namely the realm of attitude, knowledge, and skills as listed in the core competencies and basic competencies in content standards. PJOK learning assessment places more emphasis on process evaluation, although outcome evaluation also needs attention (Suherman, 2014). PJOK requires the use of learning evaluation, which can take the form of self-assessments, peer assessments, teacher observation assessments, portfolios, or teacher and student conversations (Hortigüela-Alcalá et al., 2021).

However, the challenge as seen in the research findings is that very few physical education teachers are able to evaluate the attitude domain because learning physical education involves learning through and about motion. Even in the learning process, physical education consists of three stages of activity, namely the initial activity stage (warm-up), core activity, and final activity (cool-down). When viewed from the three stages in physical education learning, it can be said that most student activities lead to motor aspects (movement), so teachers tend to experience difficulties in making assessments related to affective aspects (attitudes).

As for cognitive assessment, although teachers are still limited to using LKS (Student Worksheets) for cognitive assessment, there are no difficulties at all for teachers when assessing skills. However, at this time the assessment of the skill aspect is still based on the assessment of the results of the mastery of technical skills, not evaluating the mastery of the aspects of motion in physical education learning materials.

Because of the importance of assessing the three aspects above, the Physical Education teacher in the city of Makassar must of course carry out an assessment according to what is specified in the standard assessment method in the 2013 curriculum because these three categories are required by a teacher to carry out an assessment.

CONCLUSION AND SUGESTION

Based on the results of the research which included observation, interviews, and collection of documents related to authentic assessment of 10 physical education teachers in Makassar City, the following conclusions can be drawn: 1) Physical education teachers in Makassar City do not know and have problems in assessing attitude aspects, so that authentic assessments for the affective domain have not gone well and are still not in accordance with assessment standards; 2) Physical education teachers in Makassar City are already capable and accustomed to conducting authentic assessments related to cognitive values, due to the availability

of various media that can be used as material to measure students' cognitive abilities; 3) Physical education teachers in Makassar City are essentially able to carry out authentic assessments in the skill domain easily and in accordance with the principles of skill (psychomotor) assessment. This is because basically the aspects of motion are more emphasized in physical education learning.

To be able to achieve an authentic assessment process that is in accordance with the standards set in the 2013 curriculum, there are several things that can be done, such as: 1) Assessment of the attitude domain should involve class teachers, religious teachers, or guidance and counseling teachers so that they can assist physical education teachers in carrying out assessments. If the assessment of the attitude domain is forced on physical education teachers, it will have an impact on biased assessments; 2) Because so far physical education teachers have had difficulties in making assessments, especially those related to affective aspects, the government should develop or create a special rubric for authentic assessment of the three categories (affective, cognitive and psychomotor).

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