



The accuracy of PJOK in Service Teachers Designing Assesment: A Case Study of Long Jump

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ABSTRACT

One branch of sportis athletics and it was explained that getting maximum results in this sport is of course influenced by one's physical abilities. **Purpose:** to measure the accuracy of the psychomotor assessment instrument developed by the PJOK teacher on long jump material. **Methods:** Two teachers subject participated in this study. Documentation method used in this study then were analyzed used four indicators. **Results and discussioin:** The assessment instrument developed by the subject is still not sufficient to assess students' long jump abilities. Each item needs to be specified further to make it easier for the observer. **Conclusion and Implications:** The developed instrument is not appropriate so it needs for the further. It is necessary to have workshop activities to train PJOK teachers to develop assessment instruments. **Limitation and recommendation:** This study is only limited to the development of long jump psychomotor assessment. So, it is necessary to further develop psychomotor instruments in other sports

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INTRODUCTION

Physical education is an integral part of the goals of education in Indonesia which aims to develop students' potential through physical activity. Physical activity for students is carried out through the intervention of a professional PJOK teacher. Professional demands refer to three competencies, namely personality, pedagogic, social, and professional (UU RI Nomor 14 tahun 2005).



One of the teacher competencies that has implications for students is pedagogical competence. This competency requires teachers to design, process learning, develop students, and evaluate learning outcomes. To find out the teacher's success in carrying out learning, of course, requires proper evaluation on an ongoing basis. This evaluation aims to determine the success of the planned learning objectives and their use in improving the learning process (Permendikbud RI Nomor 53 tahun 2015; Prodjjo, 2015).

In conducting evaluations, PJOK teachers need to pay attention to three aspects of assessment, cognitive, affective, and psychomotor (Lieberman & Houston-Wilson, 2018; Mustafa, 2021). Ideally in conducting an assessment, a teacher needs to refer to basic competencies as a minimum standard that must be achieved. In conducting the assessment, mastery of psychomotor concepts and skills is obtained through practical activities.

Physical education learning in schools includes athletics, games, rhythmic activities, aquatics, outdoor activities, development activities, and health. These activities consist of several sports including big ball games, small ball games, gymnastics, and athletic sports, as well as games in the water and material in class. This is in accordance with Article 40 paragraph 2a of the National Education System, the realization of which is through the creation of fun learning and all of which require continuous assessment.

One branch of sport that is considered the mother of all branches is athletics (Hafidz, et al., 2021; Ridwan & Sumanto, 2017; Sukirno, 2018). Furthermore, it was explained that getting maximum results in this sport is of course influenced by one's physical abilities. The long jump is one of the number jumps besides triple jump, high jump and pole vault. The goal of the long jump is to jump as far as possible by moving the whole body from certain points to another, by running as fast as possible then refusing, flying in the air and landing, achieving the longest jump distance.

Long jump learning is part of the physical, sports and health education curriculum in schools which is taught from elementary to secondary levels. The purpose of this material is taught to improve the physical fitness of students and the acquisition of satisfactory learning outcomes. To achieve a long jump distance, the jumper must first understand the basic elements of the long jump.

From the observations made by the researchers, data was obtained that many PJOK teachers were enthusiastic about providing long jump athletics material. This is because the long jump material is also popular with students because its implementation is easy compared to sports games (Ridwan & Sumanto, 2017). Students are required to perform long jump movements sequentially according to the long jump stages so as to produce the maximum jump distance. Of course, it is based on the four phases of the long jump movement including prefix, repulsion, hovering and landing (Adisasmita, 2002; Nurmai, 2004; Ridwan & Sumanto, 2017).

Students' interest in doing the long jump is of course directly proportional to the continuous assessment process carried out by the PJOK teacher. In fact, there are still teachers who evaluate long jumps by their students at random. The teacher only focuses on giving the final grade, not through scoring and has implications for subjective

judgments. This situation indicates the need to design an appropriate evaluation to assess students' psychomotor performance in long jumps.

Curriculum changes certainly require teachers to follow the changes that occur, especially in the preparation of teaching modules which include psychomotor assessment. Psychomotor assessment is included in the technical assessment when doing the long jump which is based on (1) prefix, (2) repulsion, (3) hovering, and (4) landing. This is where the role of the PJOK teacher designs appropriate psychomotor assessments to measure the success of the learning objectives achieved. So the purpose of this study was to measure the accuracy of the psychomotor assessment instrument developed by PJOK teachers on long jump material.

MATERIALS AND METHODS

This research was conducted on 35 PJOK teachers who took part in the 2022 teacher professional education program (PPG). The subjects were selected who developed teaching modules on long jump basic competencies. The subjects in this study were coded as SP and this research was a qualitative descriptive study which aimed to analyze the phenomenon (Arikunto, 2019) of PJOK teachers in designing psychomotor assessments based on the independent curriculum.

Data was collected through the documentation method based on teaching modules developed by PJOK teachers. The developed teaching module contains psychomotor assessment designed by PJOK teachers and then analyzed based on the teacher's accuracy in designing it. The data obtained were analyzed based on indicators of the long jump technique, namely (1) prefix, (2) repulsion, (3) hovering, and (4) landing.

RESULTS AND DISCUSSION

Of the 35 PJOK teachers who developed teaching modules to participate in the 2022 teacher professional education program (PPG), two PJOK teachers developed teaching modules on the long jump competency. The two teachers are coded as SP_1 and SP_2 and are described as follows.

1. Subject SP_1

Subject SP_1 developed a long jump teaching module with indicators of practicing the concept of the basic movement patterns of the squat style long jump through modified sports games and or traditional sports. The form of the test used is a psychomotor assessment with the criteria of being skilled at performing prefix, fulcrum, hovering, and landing techniques. Subject SP_1 determined three criteria, namely (1) students could perform the prefix technique correctly, (2) students could perform the hovering and landing techniques correctly, and (3) students could perform the prefix technique to landing correctly.

Subject SP_1 also set an assessment rubric using a Likert scale, namely 3, 2, and 1 for the teacher to give an assessment of the long jump movement carried out by students. The results of the development of the psychomotor assessment developed by SP_1 are presented in Figure 1 below.

EVALUASI PEMBELAJARAN
(ES KETRAMPILAN)

Materi : Pola gerak dasar lompat jauh gaya jongkok

Kelas : V

No	Muatan pelajaran	Kompetensi Dasar	Tujuan Pembelajaran	Indikator	Bentuk Tes	Tingkat Kesukaran	No Soal
1	Lompat jauh (awalan, tolakan, melayang, mendarat)	4.3 Mempraktekkan pola gerak dasar lompat jauh melalui permainan/olahraga yang dimodifikasi dan atau olahraga tradisional	Setelah mengamati demonstrasi, siswa kelas 5 mampu mempraktekkan tahapan lompat jauh gaya jongkok menggunakan metode problem based learning dengan benar	4.3.1 Mempraktikkan konsep pola gerak dasar lompat jauh gaya jongkok melalui permainan/olahraga yang dimodifikasi dan atau olahraga tradisional	Terampil melakukan teknik awalan, tumpuan, melayang, dan mendarat	C 6	1-3

Tes Ketrampilan

No 1	No 2	No 3
Siswa dapat melakukan teknik awalan dan tolakan dengan benar	Siswa dapat melakukan teknik melayang dan pendaratan dengan benar	Siswa dapat melakukan teknik awalan hingga pendaratan dengan benar

Rubrik Penilaian

Nama siswa	Ketrampilan	Mampu melakukan teknik dengan baik	Mampu melakukan teknik cukup baik	Mampu melakukan teknik kurang baik	Skor
	1. Siswa dapat melakukan teknik awalan dan tolakan dengan benar	3	2	1	
	2. Siswa dapat melakukan teknik melayang dan pendaratan dengan benar	3	2	1	
	3. Siswa dapat melakukan teknik awalan hingga pendaratan dengan benar	3	2	1	
	Jumlah Skor				

Figure 1. Subject SP_1 lesson plan

2. Subject SP_2

Subject SP_2 developed a long jump teaching module with learning objectives after observing the video (C) students (A) can practice long jump athletic movements (B) properly and correctly independently (D). The form of the test used is a psychomotor assessment with the criteria of being skilled at performing prefix, repulsion, position in the air, and landing techniques. In the psychomotor assessment, students are asked to perform a specific long jump hanging in the form of a demonstration. The results of the development of the psychomotor assessment developed by SP_1 are presented in Figures 2 and 3 below.

Penilaian Keterampilan

a. Lembar Pengamatan Proses Gerak spesifik start lari jarak pendek

1. Instrumen Penilaian dan Pedoman Penskoran

- Siswa diminta untuk melakukan gerak spesifik lompat jauh gaya menggantung dilakukan dalam bentuk demonstrasi yang dilakukan oleh peserta didik secara individu. Menggunakan matras sebagai alat modifikasi dari bak pasir.

2. Petunjuk Penilaian

- Berikan tanda cek (√) pada kolom yang sudah disediakan, setiap peserta didik menunjukkan atau menampilkan gerak yang diharapkan.

Rubrik Penilaian Keterampilan Gerak Spesifik

No	Indikator Penilaian	Hasil Penilaian				Skor	Nilai
		Sangat Baik (4)	Baik (3)	Cukup (2)	Kurang (1)		
1	Awalan						
2	Tolakan						
3	Posisi di udara						
4	Mendarat						
Skor Maksimal (12)							

Figure 2. Subject SP_2 lesson plan

- Rubrik Penilaian lompat jauh gaya menggantung
1. Sikap Awalan
 - a. Dilakukan dengan lari secepat-cepatnya ke arah papan tumpuan
 - b. Tidak mengubah kecepatan saat akan bertumpu pada papan tumpuan
 - c. Tidak mengubah langkah saat akan bertumpu pada papan tumpuan
- Skor sangat baik jika : tiga kriteria yang dilakukan secara benar.
 Skor baik jika : hanya dua kriteria yang dilakukan secara benar.
 Skor cukup jika : hanya satu kriteria yang dilakukan secara benar.
 Skor kurang jika : tidak ada kriteria yang dilakukan secara benar.

Figure 3. Subject SP_2 lesson plan 2

From the design of the psychomotor assessment, it shows that there are deficiencies in the assessment designed by the subject. Each subject showed standard instruments whose measurements required further scrutiny. Ideally in assessing the long jump technique, there are 4 technical indicators that need to be assessed, namely prefix, repulsion, takeoff and landing. The subject should design each technique with sub-indicators which are developed as follows.

1. Long jump prefix technique
 - a. Done by running to increase the speed slowly until the fastest towards repulsion.
 - b. Run on the path provided
2. Repulsion Technique
 - a. Starting with the heel and ending at the toes of the strongest foot.
 - b. The body when leaning forward and not upright.
 - c. Body leaning slightly forward.
 - d. Eye direction forward.

3. Hovering Technique

There are three styles, namely kicking style, sailing style, and hanging style. Of the three styles, the most difficult is having to maintain balance.

4. Landing

The landing position is that both legs are directed forward straight by lifting the thighs up, the body is bent forward, and both hands are forward. The position of the palm that lands is the heel first then slowly until the fingers and hands are straight ahead.

According to Puspitasari (2016) explains the assessment technique in the evaluation of long jump long jump learning is theoretically based on

1. All jumps in the long jump must be measured from the place of the former landing in the tub to the pedestal beam. The measuring method must be perpendicular to the support line or its extension. In this case, the measurement is taken from the side of the landing mark closest to the pedestal beam and then pulled straight to the side of the pedestal beam that is close to the long jump tub.
2. Measurement of the jump in the long jump is carried out by measuring judges who usually consist of 2 (two) people.
3. Measurement of the jump in the long jump will be carried out if the jump is declared valid or meets the requirements for a good and correct jump.

4. The measurement of the jump in the long jump is taken from the end of the fulcrum closest to the sandbox, up to the start of the landing.
5. If the jumper walks backwards after making a jump in the long jump, what is measured is the distance when the jumper is backwards. Therefore, in this case when after jumping, the jumper must walk forward.
6. When measuring the jump in the long jump, try to be as precise as possible because a difference of just one cm will have an effect.
7. The tool used to measure the distance of the jump must be the same or there is only one measuring tool where the results of the jump will be recorded by the teacher.

Determining the appropriate psychomotor assessment implies students' mastery of the long jump material being taught. Students who are able to jump long distances can of course do repulsion on two legs to reach the greatest distance (Hafidz, et al., 2021; Nurfauzan, 2018). For this reason, a valid psychomotor assessment instrument needs to be developed which is useful in conducting assessments for students.

As explained by Sujarwanto & Rusilowati (2015) good assessment instruments need to be developed to produce valid and reliable instruments. The benefit is that it can measure the psychomotor abilities of its students objectively based on appropriate evaluation guidelines.

CONCLUSION

From the results of the above study, it can be concluded that the psychomotor assessment developed by the subject is still not correct. This is based on the sub-indicators that should appear, besides that the long jump assessment rubric that is developed needs to be further detailed to make it easier for observers to make an assessment. In addition, the instruments previously used must be tested to determine validity and reliability. Practical psychomotor assessment instruments provide convenience for PJOK teachers in conducting assessments, especially for elementary school students.

To support teacher competence in developing psychomotor assessment it is important for teachers to participate in training activities in the framework of developing psychomotor assessment. The results can be discussed with the MGMP PJOK in their respective regions and conduct a limited trial to determine the validity and reliability of the psychomotor assessment instrument.

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CONFLICT OF INTEREST

The authors declare no conflict interest

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