

**ACK
2016**

The 7th Asia Conference on Kinesiology

Asian Health through Kinesiology

Final Program

Songdo Campus, Incheon National University, Incheon, Korea
11~14 November 2016

- Host** Asia Conference on Kinesiology Organization Committee, Korean Academy of Kinesiology, Korean Association of Certified Exercise Professionals
- Supervision** Preparatory Committee for Foundation of Asian Society of Kinesiology, Korea Institute of Physical Education Evaluation, Incheon National University Sports Science Research Institute
- Sponsor** Incheon Metropolitan City, Korea Tourism Organization, Incheon Tourism Organization, National Research Foundation of Korea, Korea Sports Promotion Foundation, Tianjin University of Sport, Korean Alliance for Health, Physical Education, Recreation, and Dance

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The 7th Asia Conference on Kinesiology

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/// The History of the Asia Conference of Kinesiology (ACK)

- 2010 May 29** COEX, Seoul, KOREA
The 1st Northeast Asia Conference on Kinesiology
- 2011 May 20~23** Seoul National University, Seoul, KOREA
The 2nd Northeast Asia Conference on Kinesiology
- 2012 May 20~23** Seoul National University, Seoul, KOREA
The 3rd Northeast Asia Conference on Kinesiology
- 2013 Aug 12~13** Dalian University of Technology, Dalian, CHINA
The 4th Northeast Asia Conference on Kinesiology
- 2014 Nov 7~9** National Taiwan Sport University, Taiwan
The 5th Northeast Asia Conference on Kinesiology
- 2015 July 17** Shin-Matsudo Hotel, Chiba, Japan,
The 1st Meeting of the Preparatory Committee for the Foundation of the Asian Society of Kinesiology (PCFASK)
- 2015 July 18~19** Ryutsu Keizai University, Chiba, Japan
The 6th Northeast Asia Conference on Kinesiology
- 2015 July 19** Ryutsu Keizai University, Chiba, Japan
The Declaration of Promoting the Foundation of Asian Society of Kinesiology
- 2016 Feb 17~18** Burapha University, Thailand
The 2nd Meeting of the Preparatory Committee for the Foundation of Asian Society of Kinesiology (PCFASK)
- 2016 Feb 17~18** Burapha University, Thailand
The 2nd Meeting of the Preparatory Committee for the Foundation of Asian Society of Kinesiology (PCFASK)

A MESSAGE FROM THE CHAIRPERSON



Dear Friends, Colleagues, Guests and Students:

As the Chair of the Organizing Committee of the Asia Conference on Kinesiology (ACKOC), I would like to welcome you here with a huge round of applause to thank you for your participation in the 7th Asia Conference on Kinesiology (ACK 2016) in conjunction with the 17th World Congress for Asian and Korean Kinesiologists (WCKAK 2016). I am also very pleased, as the Chairperson of the Preparatory Committee for the Foundation of the Asian Society of Kinesiology (PCFASK), to see the establishment of the Asian Society of Kinesiology (ASK) during this conference.

Today, we have with us a number of esteemed guests whom I would like to introduce to you. Despite facing difficult circumstances, they have each made significant contributions in organizing the past six Northeast Asia Conferences on Kinesiology (NACK), which have been important moments in the history of the ASK.

First, I would like to introduce two people who traveled with me to China, Japan, and Taiwan in their efforts to propose an academic conference among countries who commonly use the term “運動”.

- ▶ Kwanghai Kim, Ph.D., Professor Emeritus at Inha University, the President of the Korean Academy of Kinesiology, Korea
- ▶ Kihong Kim, Ph.D., Professor at Yongin University, Korea

Then, there is another guest who supervised all of the events during the 1st, 2nd, and 3rd NACKs held in Korea,

- ▶ Jong Sung Park, Ph.D., Professor at Myongji University, the Executive Director of the Korean Association of Certified Exercise Professionals, Korea.

Next, I would like to introduce one of my colleagues who has consistently supported NACK and who played a major role in inviting a NACK representative to be a guest speaker at the symposium during the 63rd Annual Meeting of the Japanese Society of Physical Education, Health, and Sport Sciences. Additionally, he was involved in inviting many renowned Japanese scholars to the ACK 2016.

- ▶ Michiyoshi Ae, Ph.D., Professor at Nippon Sport Science University, Emeritus Professor of the University of Tsukuba, the President of the JSPHSS, Japan.

The next guest is the person who hosted the fourth NACK,

- ▶ Wen-xue Yuan, Ph.D., Professor at Dalian University of Technology, China.

The next guest is the Vice Chairperson of the PCFASK, who also oversaw the fifth NACK, which was held at the National Taiwan Sport University,

- ▶ Frank J.H. Lu, Ph.D., Professor at Chinese Culture University, Taiwan.

The next guest is also the Vice Chairperson of the PCFASK who hosted the sixth NACK, which was held at Ryutsu Keizai University in Chiba, Japan,

- ▶ Shumpei Miyakawa, MD, Ph.D., Professor at the University of Tsukuba, Japan.

I would also like to extend my sincerest gratitude to Kando Kobayashi, Ph.D., Professor Emeritus at the University of Tokyo, who will deliver the advisor's lecture at this conference, as well as to other esteemed guest speakers who have been gracious enough to join us here. I would like to convey my appreciation and amity to the members of the PCFASK who assisted in founding the Asian Society of Kinesiology, and I would also like to express my gratitude to the ACKOC members who spared no effort in preparing for the ACK 2016.

It is my hope that the ASK can make a significant contribution in firmly establishing an academic foundation for kinesiology and widening the career paths of those majoring in kinesiology. I am also hopeful that the official journal of the Asian Society of Kinesiology will be published regularly and become recognized as a world-renowned academic journal. I believe it is desirable to hold the ACK annually, so we've been dedicated in preparing for the next five ACKs: ACK 2017 in Daegu, 2018 in Taichung, 2019 in Yogyakarta, 2020 is to be determined, and 2021 in a Japanese city or Guam (organized by Japan). I look forward to seeing your active participation in these conferences. It is important for kinesiologists to be recognized as health experts who deal with human movements such as exercise, sports, and physical activity, or in other words, kinesis. Anyone who can move, including patients, can be a subject of a kinesiologist. I hope that we establish an Integrated Kinesiologist Qualification System (IKQS) to help students with their employment needs. It is my wish that this system can be expanded globally so that it can serve as the impetus for a World Congress of Kinesiologists, where kinesiologists from various countries can congregate.

I would like to humbly request that those participating in the ACK 2016 be faithful to their individual roles as problem-solvers in regard to pursuing the lofty goals mentioned earlier. Finally, I hope all of the participants engage in meaningful discussions and share new knowledge and experience in this conference while also enjoying the ambiance of Incheon and the rest of Korea before returning back home safely. Thank you.

Jung Sok Oak, Ph.D.

Chairperson of the ACKOC and PCFASK

Members of Asia Conference on Kinesiology Organization Committee (ACKOC)

Chairperson

Jung Sok Oak Ph.D., Dankook University

Executive Director

Jong Sung Park Ph.D., Myungji University

Kwang Hoi Kim Ph.D., Inha University

Co-Chairperson

Deog Jo Jung Ph.D., Seowon University

Frank Jing-Horng Lu Ph.D., Chinese Culture University

Ki Jin Kim Ph.D., Keimyung University

Ki Kwang Lee Ph.D., Kookmin University

Kyung Rul Chung Ph.D., Korea Institute of Industrial Technology

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Suh Jung Kang Ph.D., Sangmyung University, Korea

Min Chul Kim Ph.D., Incheon National University

Young Ho Kim Ph.D., Seoul National University of Science and Technology

Hyo Bum Kwak Ph.D., Inha University

Suk Ho Lee Ph.D., Texas A&M University-San Antonio

Jae Hyun Park Ph.D., Korea National Sport University

Jin Hee Seo Ph.D., Baekseok University

Staff

In Hwa Yoo Dankook University

Da Yoon Kim University of Tsukuba

Han Hee Park Korea University

Sang Woo Woo Seoul National University of Science and Technology

Hyeong Keun Kim Korea University

**Calendar of the ACK 2016:
November 11 (Fri) ~ 14 (Mon), Incheon National University**

FRIDAY, NOVEMBER 11, 2016

10:00~17:00	Registration
13:30~14:20	Workshop
14:30~15:40	Certification symposium: Certification of ACSM, NSCA, and NATA
15:50~17:20	Certification symposium: Asian countries' certificates
18:00~19:00	3rd Meeting of PCFASK
19:00~20:00	Joint meeting of guest speakers and members of PCFASK

SATURDAY, NOVEMBER 12, 2016

08:00~10:00	Presentation for Young Investigator's Awards(Oral)
08:00~10:00	Mini-Oral Presentation for Young Investigator's Awards(Poster)
10:20~11:00	Plenary session
11:00~11:40	Inaugural meeting of ASK and Chairperson's proposal
12:30~13:10	Free communication/Poster
13:30~14:20	Oral presentation
13:30~14:20	Special lecture
14:00~15:30	Certification symposium: Basic strategies for establishing the integrated qualification system
14:30~16:20	Highlighted symposium
16:30~18:00	Opening ceremony
18:00~19:00	Welcome reception: Meeting of students & Kinesiologists

SUNDAY, NOVEMBER 13, 2016

08:00~09:00	Oral presentation
09:00~10:00	Workshop
10:00~11:00	Workshop
09:10~11:10	Highlighted symposium
11:30~12:10	Plenary session
12:30~14:30	Workshop
13:30~14:10	Free communication/Poster
14:20~15:05	YIA-Oral final presentation
15:05~15:45	Advisor's lecture
16:00~17:30	Closing/Awards ceremony
18:00~20:00	Banquet

MONDAY, NOVEMBER 14, 2016

09:00~10:00	Evaluation meeting of ACK 2016
10:00~11:30	Cooperation meeting for ACKs in the future
13:00~14:00	Tour of Incheon National University
14:00~17:00	Seoul city tour

of the Preparatory Committee of Foundation for the Asian Society of Kinesiology (PCFASK) gives a presentation on basic strategies for establishing the Integrated Kinesiologist Qualification System (IKQS). After that, 7 appointed debaters who have presented each country's certification programs in advanced certification sessions, express their opinions on the proposed IKQS. A comprehensive discussion with all participants of this session will follow.

102 14:00~14:05

Co-Chair: Sukho Lee. *Texas A&M University-San Antonio, USA.*

103 14:00~14:05

Co-Chair: Jung Sok Oak. *Dankook University, Korea.*

104 14:05~14:15

Basic strategies for establishing the integrated kinesiologist qualification system

Jung Sok Oak. *Dankook University, Korea.*

105 14:15~14:50

Appointed debating

Young Sub Kwon. *Humboldt State University, USA.*

Sae yong Lee. *Yonsei University, Korea.*

Govindasamy Balasekaran. *Nanyang Technological University, Singapore.*

Zin-Rong Lin. *National Chung Cheng University, Taiwan.*

Takashi Fukuda. *University of Tsukuba, Japan.*

Rungchai Chaunchaiyakul. *Mahidol University, Thailand.*

Kihong Kim. *Yongin University, Korea.*

106 14:50~15:30

Comprehensive Discussion

Oral Presentation (1): Health and Fitness

Saturday, November 12, 2016, 13:30~14:20,

Room: Convention Center 101

107 13:30~13:35

Co-Chair: Suh Jung Kang. *Sang Myung University, Korea.*

108 13:30~13:35

Co-Chair: Sho Onodera. *Kawasaki University, Japan.*

109 13:35~13:45

Executive function and weight loss for overweight and obese young people in fitness camp

Xia Xu. *Wuhan Sports University, China.*

110 13:45~13:55

Health literacy status of obese adolescents and its influential factors in Haoqian weight loss training campus

CHUNYAN Li. *Wuhan Sports University, China.*

111 13:55~14:05

Influence of dual-mode exercise intervention on the healthy behaviors of middle-aged and elderly women

Chunhua Zhang, Yongmei Shu, Huan Liu, Yansong Li. *Shanghai University of Sport, China.*

112 14:05~14:15

The important role of assessment in learning physical education in Indonesia

Guntur Setiyono. *Yogyakarta State University, Indonesia.*

Oral Presentation (2): Sports and Human Performance 1

Saturday, November 12, 2016, 13:20~14:20,
Room: Convention Center 103

113 13:20~13:25

Co-Chair: Jung Jun Park. *Pusan National University, Korea.*

114 13:20~13:25

Co-Chair: Philip Graham-Smith. *Aspire Academy, Qatar.*

115 13:25~13:35

Effects of two weeks of betaine supplementation on apoptosis and oxidative stress after exhaustive endurance exercise

Ming-Ta Yang, Shu-Cheng Lin, Li-Hui Chien, Kang-Hao Lu, Kuei-Hui Chan. *National Taiwan Sport University, Taiwan.*

116 13:35~13:45

Relationship between hydration status and the fluid consumption of tennis athlete

Cerika Rismayanthi. *Yogyakarta State University, Indonesia.*

117 13:45~13:55

The effect of fencing specific training on national female team fencers

JINWOOK CHUNG. *Institute of Sports Science, Korea.*

118 13:55~14:05

Comparison of kinematics and kinetics in lower extremity between short- and middle-turns during carved skiing

Jun Seok Kim, Tserenchimed Purevsuren, Choijamts Batkhishig, Won Man Park, Kyungsoo Kim, YoonHyuk Kim. *Kyunghee University, Korea.*



운동사대회

The 7th Asia Conference on Kinesiology, 2017

The important role of assessment in learning physical education in Indonesia

Guntur Setiyono

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① earticle에서 제공하는 모든 저작물의 저작권은 원저작자에게 있으며, 학술교육원은 각 저작물의 내용을 보증하거나 책임을 지지 않습니다.

② earticle에서 제공하는 콘텐츠를 무단 복제, 전송, 배포, 기타 저작권법에 위반되는 방법으로 이용할 경우, 관련 법령에 따라 민, 형사상의 책임을 질 수 있습니다.

www.earticle.net

AOK2016-110: Convention Center 101, 12/11/2016 13:45-13:55

Health literacy status of obese adolescents and its influential factors in Haoqian weight loss training campus

CHUNYAN LI, Wuhan Sports University, China.

[Purpose]

Health literacy can be defined as an individual's capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. The purpose of this research was to examine and assess the health literacy status of obese adolescents in Haoqian weight loss campus and its influential factors.

[Methods]

A questionnaire survey was conducted in 150 obese adolescents (average BMI = 35.28 kg/m²), which contained three aspects: health knowledge (20 questions, 20 marks), health behavior (17 items) and health skills (11 questions, 11 marks).

[Results]

The total score of health knowledge was 14.86±3.03 (equivalent to 74.3 points), the awareness rate was 42.86%; the individual diet and health behaviors were formed, but the mental balance, public health behavior, personal exercise habit and awareness needed to be strengthened; the overall score of health skills was 9.75±2.12 (equivalent to 88.6 points), the full mark rate was 53.85%. The higher education level for individuals, the more attention and investment for schools, and the higher degree of education, healthy life style and regular exercise habit for parents were the positive factors.

[Discussion]

Health literacy of obese adolescents should be improved, and the personal initiative to learn health knowledge and skills, the emphasis of school, the improvement of the family living style, and the cultivation of physical activity habits are the effective ways to enhance the health literacy of obese adolescents.

* I confirm that ethical consideration is given to my research.

Keywords:

health, literacy, adolescent, obesity

AOK2016-111: Convention Center 101, 12/11/2016 13:55-14:05

Influence of dual-mode exercise intervention on the healthy behaviors of middle-aged and elderly women

Chunhua Zhang, Yongmei Shu, Huan Liu, Yansong Li, Shanghai University of Sport, China.

[Purpose]

Through 12 weeks of intensive guidance and 12 weeks of self-exercise, the purpose of this study was to provide a scientific basis for the practice of dual-mode exercise intervention.

[Methods]

Recruited 70 dance lovers (50-69 years old women) as the subjects. 12 weeks of intensive guidance, the subjects were guided by experts and trained in the community; 12 weeks of self-exercise, the subjects followed exercise prescription issued by experts. Before and after the exercise intervention, they were tested by the Health Self-Evaluation Questionnaire. Statistical analysis was carried out using SPSS18.0, adjusted with the chi-squared test.

[Results]

(1) Before exercise intervention, after intensive guidance and self-exercise, subjects through the diet control weight, the percentages were 22.6%, 47.2% and 28.3%. (2) The percentages after intensive guidance and self-exercise: Subjects who felt it was easier to climb stairs account for 77.4% and 54.7%, who felt increased strength in arms come to 64.2% and 35.8%, and those in legs 58.1% and 41.9%. (3) During intensive guidance and self-exercise, the percentages of subjects followed the exercise prescription were 94.3% and 81.3%; subjects who would insist in strength training after intensive guidance account for 92.5% after self-exercise accounted for 79.2%. Results of different exercise intervention stages, in addition to the leg strength feeling, chi-square test results showed that there were significant differences.

[Discussion]

During the dual-mode exercise intervention: (1) People adjust their diet and lifestyle in different degree, more and more people take exercise into account when they eat too much; (2) People's self-evaluations of daily physical activity, upper limb strength were increased significantly, and they are not prone to fatigue; (3) People recognize the benefits of strength exercise, understand the role of exercise intervention in health promotion and trust the prescription of self-exercise.

* I confirm that ethical consideration is given to my research.

Keywords:

exercise intervention, self evaluation, intensive guidance, healthy behaviors, strength exercise

AOK2016-112: Convention Center 101, 12/11/2016 14:05-14:15

The important role of assessment in learning physical education in Indonesia

Guntur Setiyono, Yogyakartá State University, Indonesia.

[Purpose]

Physical education in Indonesian schools is known as learning named physical education and health (Penjasorkes). Penjasorkes is learning that is complex and unique given in elementary school, junior high, and high schools. It is complex because penjasorkes as a subject in which there are various dimensions to each other interrelated and determine appropriate applicable curriculum, while it is unique because penjasorkes has a characteristic that is in the process of much focuses on material of physical exercise guided by the teacher, through the material game and sport with the support of tools and facilities.

In order to collect evidence of student achievement in the school the teacher conduct an assessment involving measurements on physical education learning materials. Implementation of student learning outcomes assessment in physical education subjects will go well if supported by teachers who already have knowledge and understanding of the assessment and how to prepare a suitable tool material characteristics. The ability to execute an assessment of learning outcomes in students is one of the professional skills to be mastered by the teacher. Success in the assessment of learning outcomes will be largely determined by the ability of the teacher in constructing the measurement tool, and using a measuring instrument that has been constructed it in the right way, and the ability to analyze data information generated by the measuring instrument. If your overall ability was not controlled by the teacher, it will most

likely an error in the measurement of learning outcomes, which in turn would result in losses for the students.

This paper aims to examine how; (1) the role of physical education teachers in Indonesia in carrying out the assessment of learning outcomes of their students, (2) the efforts made physical education teachers in increase the quality of learning through assessment, (3) the factors supporting and hindering the efforts of physical.

* I confirm that ethical consideration is given to my research.

Keywords:

assessment, PE, learning

ADJ2016-115: Convention Center 101, 12/11/2016 13:25-13:35

Effects of two weeks of betaine supplementation on apoptosis and oxidative stress after exhaustive endurance exercise

Ming-Ta Yang, Shu-Chong Lin, Li-Hui Chien, Kang-Hao Lu, Kuei-Hui Chan. National Taiwan Sport University, Taiwan.

[Purpose]

To investigate the effects of two weeks of betaine supplementation on apoptosis and oxidative stress after exhaustive endurance exercise.

[Methods]

In a counterbalanced, crossover design study, ten health male were asked to intake betaine (1.25 g of betaine mixed in 350 mL of sport beverage, twice per day) or placebo (350 mL of sport beverage) for 2 weeks. All participants completed graded exercise test to exhaustion on treadmill for determination of maximal oxygen consumption (VO_{2max}) before supplementation, and then completed the exhaustive endurance exercise test at the intensity of 80% VO_{2max} after 2 weeks of supplementation. Two trials were separated by at least 3 weeks. Venous blood samples were drawn before, immediately after and 3-h after the exhaustive exercise to determine lymphocytes count, the phenomenon of apoptosis and mitochondrial transmembrane potential (MTP), as well as the concentrations of thiobarbituric acid reactive substance and protein carbonyl. Data was analyzed by two-way ANOVA repeated measures. The institution review board of the Fu Jen Catholic University approved the research protocol.

[Results]

There was no significant difference in the phenomenon of apoptotic lymphocytes after two weeks of betaine treatment among before, immediately and 3-h after the exhaustive endurance exercise. However, the phenomenon of apoptotic lymphocytes in participants with placebo treatment at immediately after and 3-h after exercise was significantly higher than before exercise. The phenomenon of apoptotic lymphocytes in participants with betaine treatment was significantly lower than in placebo treatment at immediately after and 3-h after the exhaustive endurance exercise. However, there were no significant differences in other variables between treatments.

[Discussion]

This efficacy of anti-apoptosis with betaine trail might result from suppression of inflammatory response rather than oxidative stress after 2 weeks of betaine supplementation.

* I confirm that ethical consideration is given to my research.

Keywords:

lymphocytes, TBARS, MTP

ADJ2016-116: Convention Center 101, 12/11/2016 13:25-13:45

Relationship between hydration status and the fluid consumption of tennis athlete

Cerika Rismayanthi. Yogyakarta State University, Indonesia.

[Purpose]

The purpose of this study is to identify the relationship between hydration status and fluid consumption in tennis athletes. With this consumption pattern, it is expected that the fluid in the body in the training/match does not extend 2%, for the value more than 2% makes the body performance decreases of 10%.

[Methods]

This study uses mixed method design, for the data sampling and processing are performed by two methods, qualitative and quantitative. The data collected comprises fluid consumption, hydration status, drinking habit consisting of the frequency, the type and the source of drink, and the knowledge about fluid. Drinking habit and water consumption and the knowledge of fluid are measured by using questionnaires "Food Beverage" (questionnaires of drink) and hydration status can be seen using color graphic.

[Results]

According to the result of the study presented, it can be taken some conclusions as follows; (1) There are 3 types of fluid which are frequently consumed by respondents, mineral water, milk and tea; whereas there are 5 types of fluid belonged to the category of occasionally consumed which are pure fruit juice, pure vegetable juice, packed fruit juice, soft drink without soda, and non-alcoholic drink. There are 6 types of fluid included in never or rarely consumed by the respondents which are low fat milk, soft drink, low-sugar soft drink, coffee with cream and sugar, hypotonic/isotonic drink, and energized drink. (2) Hydration status of Tennis Athletes is mostly experiencing dehydration (50%). Of 8 athletes; 1 (12,5%) respondent has good hydration status, 4 (50%) respondents experience dehydration, and 3 (37,5%) respondents have high-level dehydration. (3) There is no significant relationship between the amount of fluid consumption and hydration status of Tennis Athletes Training Camp of Special Region of Yogyakarta.

[Discussion]

Hydration level can be measured from excreted urine color. This is the guideline to identify whether a person is suffered from acute dehydration or not. In order to verify that human body is not lack of liquid, everyone can check it from excreted urine color. The level of urine color shows the liquid condition and liquid balance within body.

* I confirm that ethical consideration is given to my research.

Keywords:

hydration status, fluid consumption, tennis athletes training camp of special region

Saturday Afternoon, November 12, 2016

The important role of assessment in learning physical education in Indonesia

발행기관
간행물
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페이지
저자
언어
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The 7th Asia Conference on Kinesiology, 2017 (2016.11) 바로가기

pp.82-83

Guntur Setiyono

영어(ENG)

<https://www.earticle.net/Article/A302582>



제목

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urpose] Physical education in Indonesian schools is known as learning named physical education and health (Penjasorkes).
njasorkes is learning that is complex and unique given in elementary school, junior high, and high schools. It is complex because
njasorkes as a subject in which there are various dimensions to each other interrelated and determine appropriate applicable
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structing the measurement tool, and using a measuring instrument that has been constructed it in the right way, and the ability

음성듣기

음성지원 및 들!

to analyze data information generated by the measuring instrument. If your overall ability was not controlled by the teacher, it will most likely an error in the measurement of learning outcomes, which in turn would result in losses for the students. This paper aims to examine how: (1) the role of physical education teachers in Indonesia in carrying out the assessment of learning outcomes of their students, (2) the efforts made physical education teachers in increase the quality of learning through assessment, (3) the factors supporting and hindering the efforts of physica

키워드

assessment PE learning

저자

Guntur Setiyono [Yogyakarta State University, Indonesia]

발행기관

발행기관명 대한운동사협회 [Korean Association of Certified Exercise Professionals]

출판연도 1999

분야 의학>재활의학

소개

본회는 운동사의 자질을 향상하고, "저출산고령사회의 운동실천운동체고, 국민체력증진, 질병예방, 의료비절감, 국민건강보형제장개선" 등을 목표로 "신체활동의 여건 조성" 및 "국민 개개인의 체력적 특성에 적합한 안전하고 효과적인 운동프로그램의 개발?보급" 활동을 통하여 국민건강생활의 질적 향상에 기여함을 목적으로 한다. 본회는 위의 목적을 달성하기 위하여 다음 각 호의 사업을 한다. 1. 국민체력증진에 관한 사항 2. "신체활동 여건 조성" 및 "운동실전의 계몽"에 관한 사항 3. 운동프로그램 개발·보급에 관한 사항 4. 운동사들의 자질향양 및 권익옹호에 관한 사항 5. 운동사들의 취업알선·소개 등에 관한 사항 6. 기타 본회의 목적 달성에 필요인 사항

간행물



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**Important Role In Learning Assessment Implementation of Physical
Education in Indonesia
by
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Abstract

This study aims to determine: (1) planning the implementation of assessment in teaching physical education teachers; (2) how the implementation of assessment in teaching physical education in Indonesia.

Student achievement in following the teaching of physical education in schools can be known through the assessment carried out by the teacher. These aspects are very important in the assessment carried out by the teacher is the planning and implementation of assessment of student learning outcomes.

The method used is descriptive method. The subjects were 22 physical education teachers who are already certified high school in Yogyakarta by using purposive random sampling. Collecting data using questionnaires. Data were analyzed using descriptive analysis.

Results of the study are: (1) planning assessment in physical education teaching done by teachers at 22 high schools in Yogyakarta Special Region as a whole is 76.36% or categorized as good; (2) the conduct of the assessment in physical education teaching done by teachers in 22 high schools in Yogyakarta Special Region as a whole is 82.42% or categorized as very good.

Keywords: Critical role assessment, Physical Education

A. Introduction

Physical education in Indonesia is one of the lessons presented in schools, ranging from elementary school through high school. The important role of physical education in schools is to give students the chance to be directly involved in a variety of learning experiences through physical activity were selected and implemented in a systematic manner (RusliLutan, 2001: 17).

Physical education is an integral part of the overall education, aims to develop the aspect of physical fitness, motor skills, critical thinking skills, social skills through physical activity that is planned systematically selected in order to achieve educational goals. A group of subjects in the curriculum of physical education students are required to master a competency standards.

In order to collect evidence of student achievement should be done through the assessment of student competence test. The competency test subjects was conducted in the middle and end of learning by involving students as examinees. Implementation of this assessment will go well if supported by teachers who have the ability and knowledge on how to prepare and use a measuring tool, especially in the aspects of planning and carrying out an assessment of student learning outcomes according to the characteristics of the material.

Planning and implementation of assessment by teachers, among others in constructing the measurement tool, and using a measuring instrument that has been constructed it in the right way, and analyze the data information generated by the measuring instrument. Assessment should provide information to teachers

to improve their teaching and help students achieve the development of learning optimally.

Problems often faced physical education teachers in Indonesia in assessment lies in the validity and reliability of measuring instruments used. Preparation of the measuring instrument is still very limited knowledge and understanding of teachers of each school. The assessment results are often affected by the subjectivity of the teacher as a rater for the assessment carried out without the involvement of other teachers as a collaborator.

Based on the above background, so in this study needs to examine how the conduct of the vote an important role in learning physical education in Indonesia is focused on the planning and implementation of assessment of student learning outcomes that have been implemented by the teacher.

B. Literature Review

1. Definition Assessment

The term assessment is a translation of the term assessment, instead of the term evaluation. Department of Education (1994) "assessment is an activity to provide a variety of information on an ongoing basis and thorough about the process and results have been achieved by students". The word "complete" means that the assessment is not only aimed at mastering one particular field, but includes aspects of knowledge, skills, attitudes, and values (DjemariMardapi, 2012: 4). Assessment should be viewed as one of the important factors that determine the success of the process and learning outcomes, not only as the means used to assess learning outcomes, Assessment should be able to provide information to teachers to improve their teaching abilities and help learners achieve optimal learning progress. DjemariMardapi (2004: 7) states that the assessment system used in every educational institution should be able to: (a) provide accurate information; (b) to encourage students to learn; (c) motivate educators to teach; (d) improving the performance of the institution; (e) improving the quality of education.

The critical role of learning outcomes assessment is to determine student learning capian (Jennifer L. Fisette et.al. 2009: 33). Arter, J. (11:2011) states learning outcomes are as follows: Learning outcomes are statements of what a learner is expected to know, understand and / or be able to demonstrate at the end of a period of learning. They make explicit the results of learning and are usually defined in terms of a mixture of knowledge, skills, abilities, attitudes and understanding. Ratings are all the ways that are used to assess the performance of individuals or groups (Tagat, 1987). The assessment process includes gathering evidence about the achievement of learners. This evidence is not always obtained through testing alone, but can also be collected through observation or self-report (DjemariMardapi, 2012: 4).

2. Planning and Assessment of Physical Education in Learning

Assesment can actually be implemented properly to search for desired information, the draft assessment needs to be made for it, the more complete assessment of the design of the design / design mature. The design/ very

important indicators serve as a basis and guide teachers in making measurements (Depdiknas, 2001: 57).

Implementation of the assessment is a process to look at the learning outcome has been achieved by students. Sudjana (1989: 8) states "Given the importance of assessment in determining the quality of education, efforts to implement ratings let consider several perinsip and assessment procedures". From the above quotation perinsip in question are: 1) to assess the learning outcomes designed such that let apparent abilitas (skills), which must be assessed, assessment materials, assessment tools, assessment and interpretation; 2) assessment of learning outcomes be of an integral part of teaching and learning process. This means that assessment always be carried out at any time of the learning process so that the continuous implementation; 3) to obtain the objective of learning outcomes and achievement as well as their students' abilities, assessments must use a variety of assessment tools and comprehensive nature; 4) assessment of the results let study and follow up.

Data assessment results are very useful for teachers and for students. Therefore, it should be noted regularly in a special note of the progress of students. According to Nana Sudjana, (1989: 9) procedure that can be relied upon in carrying out the process of assessment of student learning outcomes namely: a) establish or reinforce teaching purposes; b) review the teaching materials based on the curriculum and syllabus of subjects; c) develop assessment tools, both the test and non test; d) use the assessment results according to the purpose of the assessment.

Assessment of learning outcomes is a measure of the teaching-learning process of students who have done it, here useful to assess. Sudjana (2001: 282) states: "To assess the short-term learning outcomes generally in use achievement test. The tests used in the assessment of learning outcomes is based approaches (criterion referenced test) the development of tests and processing the results associated with a clear educational purpose ". Furthermore, based BSNP, (2006: 49) "The assessment is done to determine whether learners have successfully mastered a basic competence refers keindikator. Assessment performed on the learning time or after the learning took place, an indicator can be captured with multiple valuation techniques. If the value of the learner's achievement indicators equal to or greater than the minimum completeness criteria, it can be said that the learners have completed the indicator. When all the indicators have been completed, it can be said the students have mastered basic competencies in question. Thus, learners can interpret diinter has mastered Competency Standards and subjects.

If the indicator of a number of core competencies which have been thoroughly studied over the next basic competence by following remedial indicator unfinished. Conversely, if the value of the indicator of a basic competence is smaller than the minimum completeness criteria, it can be said that the students had not yet completed the indicator. If the number of indicators of an unfinished basic competence equal to or more than 50%, the students have not been able to learn the basic competencies of the next.

3. Types of Assessment

Teachers in conducting the assessment process first started to plan the assessment so that the results can be achieved can measure what is being assessed by the National Education Standards (2007: 8) states "Type Rate Based on the scope of competence, measured as described in Regulation No. 19 of 2005 that the Assessment Results learning by Educators consist of the daily tests, midterm replay, replay the end of the semester, and replicates the increase in class".

Assessment achievement of learning outcomes at the level of higher cognitive (higher-order thinking), according Nitko and Brookhart (2007: 208) required tests (task) which requires learners to use their knowledge and skills in new situations (new or novel situations). Thus learners are not only required to understand, but until able to analyze, evaluate and create.

Cognitive Domain includes the results related to the recall or recognition of knowledge and the development of intellectual abilities and skills. The method is often used in measuring the cognitive aspect is the written and oral tests. Scott (1993: 146) states that variations may be made in developing a written test, i.e; multiple-choice, sentence completion, listing, true-false, matching, essay, and modified forms.

Things that need to be prepared in designing tests on aspects of knowledge are: (a) determine and develop the number and types of test items; (b) determine and select the destination to be measured; (c) to analyze and determine the content of the test objectives; (d) develop an outline of the content for the construction of the test items; (e) constructing the test items; and (f) create table plans to select an item test (Patrick, 2008: 29-38).

Rate mastery of competencies aspect or psychomotor skills of students in physical education courses do with performance assessment (performance assessment) (Metzler, 2005: 178). In order to know the achievements of competency-based learning involves the use of a system of competency assessment. Hayton and Wagner (1998: 71) states the performance assessment is a technique that is Likely to be used in a competency-based system Because both the system and the technique have a focus on the criterion of activities or outcomes.

According Stiggins, R (1997: 34) states "performance assessments call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered." Wiggins, G (1993: 57) stresses the need for more unique display performance effectively and creatively. Besides the task can be given repetition of tasks or problems that are analogous to the problems encountered. It is important in the assessment of performance is by observing and add capabilities learner performance.

In order to minimize the subjectivity factor fairness in assessing the performance capabilities of learners, usually rater or appraisal of more than one person so that the expected results of their assessments become more valid and reliable. In addition, the implementation of the assessment required an assessment guidelines that aim to facilitate the assessor in assessing the level of subjectivity that can be suppressed. Rubric is a guideline of a product assessment. Rubric or criteria are guidelines for scoring a clear and agreed upon by teachers

and students (Zainul, 2005: 9). This guide explains to teachers and students about the existing standards in performance (Winter, 1996: 47).

Assessment on the affective domain in physical education is very important because most of the activity involves interaction with other people and only through social interaction do the learning quality of students attaining the goals (Vicki Worrell, 2002: 9). According to Bloom (Orlich, et al. 2007: 58) divides the affective domain as follows: (1) acceptance (receiving / attending), the willingness to recognize the existence of a phenomenon in its environment, the teaching of the shape of getting attention, discipline, lazy nature should be avoided; (2) response (responding) to react to the phenomena that exist in the environment, for example, students are motivated to learn more, satisfaction in giving feedback; (3) awards (valuing), relating to price or value applied to an object, phenomenon, or behavior, students here do not just want to accept the values taught but have been enabled to assess a concept or phenomenon, which is good or bad, including also their thoroughness; (4) organization (organization) combines different values, resolving conflicts, responsible, and establish a system of consistent value for general repairs; (5) characterization based on the values, that the integration of all value systems that have been owned by someone, which affects personality and behavior patterns. For example: self-confidence, discipline, engaging, has a value system that controls his behavior so that a characteristic of his style.

Rate affective aspects in physical education subjects should be emphasized to internalize the values of the attitude of students in the form of cooperation shown in the process of practice, games (Grineski, S. 1989: 21). Physical education activities full of opportunities to teach psychosocial skills such as teamwork and sportsmanship (Tomme& Wendt, 2003: 68). According to Vicki Worrell (2002: 7) effective assessment in this domain requires objective measurement of the elements of one of the elements that affective interpersonal interaction such as sportsmanship as the destination of student learning in physical education. Sportsmanship is to sportsman that people who can take a loss or defeat without complaint or victory without overbearing and who treats his opponents with fairness, generosity, and polite (Keating, 2001: 12).

4. Definition Physical Education

Physical education, which the curriculum is called in parallel with other terms become Physical Education, Sport and Health, is one of the subjects presented in schools, from elementary through high school. According to Ali Maksum (2009: 17) physical education is an integral part of the overall education, aims to develop the aspect of physical fitness, motor skills, skills of critical thinking, social skills, reasoning, emotional stability, moral action, healthy lifestyles and the introduction of environmentally clean through physical activity that is planned systematically selected in order to achieve educational goals.

In the opinion of Jewett and Nixon (1995: 27) physical education is one aspect of the overall educational process with respect to the development and use of individual voluntary movement abilities and are useful as well as directly related to the response to mental, emotional and social. According Pettifor (1999:

134) provides a physical education students to practice active and healthy life by providing coverage of learning experiences that an orderly and systematic. And stressed that the experience should improve the mastery of motor skills development, fitness and pengetahuan based health, confidence in being active and can appreciate the benefits of physical activity. In other words, physical education equip students space to form a solid basis entirely (whole child) that is directed at the development aspects of cognitive, affective and psychomotor.

This concurs with the overall concept Deur (1995: 156) who believes physical education is part of a comprehensive education program to contribute to the development and the overall development of students through experiences movement. This opinion is in line with the fact that physical education is a learning process that aims to build knowledge, kemampuan and understanding as well as promoting physical fitness (Capel, 2000: 73). Nevertheless, the focus is on the students and the development of physical prowess rather than on physical activity. In fact, physical education is a field of study that is quite spacious, with a point of concern is the increase in human movement. More specifically, with regard to the relationship between human movement and other educational area: the relationship of the development of the physical body with mind and soul.

Focus on the influence of the physical development of the region's growth and development of other aspects of the human being that is what makes it unique. As expressions Robert Gensemer, (1990: 157) of physical education termed the process of creating "a good body for a mind or soul." That is, in a good body 'expected' also contained a healthy soul, in line with the maxim of the ancient Roman: "Men there in corpore sano". Based on the foregoing, physical education as an integral part of the overall education has a role as a foundation for the development of the child. Thus, physical education can develop the full potential of the child that the organic aspect, perceptual, cognitive, social and emotional

C. Research Methodology

This research is a descriptive study with a qualitative approach. The use of qualitative methods is intended to illustrate the process of planning and assessment in teaching physical education teachers. These research subjects are physical education teachers who have been certified in a special region of Yogyakarta number of 22 respondents. Subject retrieval techniques purposive research using random sampling. Data collection techniques by questionnaire. Data were analyzed using descriptive analysis techniques.

D. Research Result

Based on data collection techniques that have been determined to assist in obtaining accurate data on the implementation of assessment in teaching physical education, then the data will be described here comes from respondents studies teacher to 20 items of questions include: (1) planning the implementation of assessment in teaching physical education by the teacher; (2) the implementation of assessment in teaching physical education in Indonesia.

1. Planning Assessment of Physical Education in Learning by Teachers.

Initial procedures undertaken by teachers in the conduct of assessment is planning. In this planning includes planning, preparing, organizing, inspection results of the assessment, processing, analysis and utilization of the results of the assessment and preparation of learning in accordance with the principles/ techniques of assessment and the demands of content standards and competency standards that have been set up so that a series of assessment activities arranged systematic.

Through research by administering questionnaires to 22 physical education teacher at the high school in Yogyakarta, then it can be described real conditions of planning the assessment of physical education teachers in each school year is underway as stated in the following table.

Table 1
Respondents Teachers About
Preparation Planning Assessment of Physical Education
in Each Year Lessons by Curriculum

No	Answer	Numbers of respon	%
1	Yes	21	95,45
2	Sometimes	1	4,54
3	No	0	0

Based on table 1 shows that almost all respondents teachers, 21 people admitted always create an assessment plan for the field of study of physical education in every school year is underway and the first person of respondents said sometimes create an assessment plan in each school year, while the answer has not devised a plan assessment does not exist.

In preparing the assessment plan should ideally based on aspects of the assessment of competence in accordance with the basic indicators of achievement should be cognitive, affective and psychomotor domains based on the curriculum. Clearly the preparation of an assessment plan can be seen in the following table:

Table 2.
Respondents Teacher of Physical Education
Assessment Plan on the basis of the assessment Aspects

No	Answer	Numbers of respon	%
1	Yes	19	86,36
2	Sometimes	2	9,09
3	No	1	4,54

Associated with aspects of basic aspects of the teacher in the planning of ratings opinions among teachers are very diverse. The diversity in detail can be seen through the table 2. From table shows that 19 respondents always based on the evaluation aspects in preparing an assessment plan. 2 respondents stated sometimes based on aspects of the assessment as well as one of the respondents are not based on aspects of assessment in the planning that judgment.

Ideally the planning of physical education assessment should refer to the provisions specified in the educational unit level curriculum, which refers to the passing standard. This means that every teacher required by the applicable curriculum in preparing the assessment plan which includes competency standards. To know more clearly seen table:

Table 3
 Respondents Master of Planning Assessment of Learning Outcomes
 with reference to the Graduation Competency Standards in accordance with
 Curriculum

No	Answer	Numbers of respon	%
1	Yes	20	90,90
2	Sometimes	2	9,09
3	No	0	0

See above table recognized that most of the 20 respondents always based on competency standards in accordance with the curriculum in preparing the assessment plan and appropriate standard of competence and competence basic accordance with its implementation plan, while 2 respondents said occasionally based on competency standards in planning assessment.

Basically every planning assessment that has been collated by the physical education teachers used to support the implementation of assessment in teaching and learning in schools, in terms of teacher assessment plan is intended as a guideline for the implementation or assessment process in the semester in question. For that teachers need to use assessment indicators. More details regarding the assessment indicators can be seen in the following table:

Table 4
 Respondents Master of Planning Assessment
 Based on the indicators contained in the Basic Competence

No	Answer	Numbers of respon	%
1	Yes	15	68,18
2	Sometimes	7	31,81
3	No	0	0

From Table 4 shows that 15 respondents mentioned the need to plan learning outcomes assessment in physical education learning based on the indicators contained in the basic competencies and 7 respondents said occasionally, and no states do not need. Ideally the planning assessment is basically intended to support the teaching and learning process of the students who do well in class and in the field, because it is through votes that have been designed based on the applicable regulations, the teacher will be more focused in carrying out the learning process.

The success of the above assessment planning greatly affects the smooth implementation of teaching learning while recognizing the difficulties faced by students, for the implementation of the teaching of teachers is essential to be guided by an assessment plan has been formulated in the draft lesson plans, so that the level of mastery of an indicator can be seen clearly. Regarding the implementation of the assessment in the Physical education teaching by preparing an assessment rubric can be seen in the following table:

Table 5
 Respondents Teachers About Planning Assessment
 of Physical Education Students in Learning to Develop Sections

No	Answer	Numbers of respon	%
1	Yes	19	86,36
2	Sometimes	2	9,09
3	No	1	4,54

From the above table shows that 19 respondents guided and made rubric Assessment in physical education lessons and 2 respondents said occasionally made but one respondent states do not make it.

2. Assessment of learning in Physical Education

Implementation of assessment in teaching physical education as a series of interaction processes of teaching and learning is done by teachers and students together to be effective and efficient if all components in the learning process of mutual support, which includes: an element of students, curriculum, teachers, infrastructure and the environment as well as their assessment of teaching methods appropriate for teaching success is not possible apart from the assessment process without the support of various other elements.

Through research by administering a questionnaire with 15 questions to the item 22 physical education teacher at the high school in Yogyakarta then it can be described real conditions of the conduct of the assessment carried out in teaching physical education teacher, was stated in the following table.

Table 6
Respondents Teachers About Using Assessment Techniques
in Teaching Physical Education In accordance with the draft study plan

No	Answer	Numbers of respon	%
1	Yes	21	95,45
2	Sometimes	1	4,54
3	No	0	0

Based on the above table shows that 21 respondents in the assessment exercise using the technique assesment, 1 respondents sometimes and nothing that states do not need to use valuation techniques contained in the draft learning plan. One thing that the next concern is the teaching method is very important in determining the effectiveness and efficiency of physical education learning process, moreover it is known that the teaching of physical education not only in class but also in the field, so that a method is a method frequently do demonstrations. To find out more see the following table:

Table 7
Respondents teacher about using demonstration method is often used in Physical Education Learning

No	Answer	Numbers of Respon	%
1	Yes	20	90,90
2	Sometimes	2	9,09
3	Yes	0	0

The table above shows that in general teachers use the demonstration method in teaching physical education, namely 20 respondents said yes, then 2 respondents also said that sometimes. Learning implementation requires physical education in the teaching activity of students because the students have to move the practice to better understand the material presented, but of course the difficulties that teachers face teaching objectives are not achieved with the optimal expected.

The difficulty faced by teachers in the implementation of the assessment has been prepared both formative and summative, not due to the factor of a teacher's ability to apply these indicators in basic competencies that exist, because teachers

often do not do well so that the assessment that has been planned is not made, plus the lack of means and infrastructure. For more details can be seen in the following table.

Table 8
Respondents Master of One difficulty in the implementation of the Assessment In Physical Education is a limitation Infrastructures

No	Answer	Numbers of Respon	%
1	Yes	1	4.54
2	Sometimes	2	9.09
3	No	19	86.36

According to the table above suggests that one respondents said the difficulty, and two respondents said they had sometimes and 19 respondents said no. Supposedly the condition of the difficulties faced by teachers in the assessment of physical education be overcome by the ability of the systems and procedures for assessment so that teachers can carry out an assessment of physical education in accordance with the expected goals and on the other hand the students were able to master the various indicators of well, although there are students who do not follow ratings carried out by the teacher, it can be overcome with a solution to make your own equipment. More details can be seen in the following table:

Table 8
Respondents Teachers About Fighting Limitations Infrastructures in Physical Education By Making Your Own Equipment

No	Answer	Number of Respon	%
1	Yes	18	81.81
2	Sometimes	2	9.09
3	No	2	9.09

The table above suggests that the response of the teachers on tackling limited facilities and infrastructure in teaching physical education could be solved by making sports equipment itself, so the 18 respondents said yes, and 2 respondents stated that sometimes can be done, as well as two respondents stated did not make it. In connection with the implementation of learning outcomes assessment conducted by physical education teachers in the field, the researchers also conducted a study of students in various schools to find out the consequences of the implementation of teaching physical education applied in schools. The concern here is that students who do not want to follow the implementation of assessment in teaching physical education, and teachers typically provide guidance to the student. For more details can be seen in the following table:

Table 9
Respondents Teacher of Guidance Provision is made against students who do not want to follow in Learning Assessment of Physical Education

No	Answer	Number of Respon	%
1	Yes	20	90.90
2	Sometimes	2	9.09
3	No	0	0

According to the table above explains that 20 respondents claimed to give guidance to students and 2 respondents stated that sometimes do, which means in accordance with the existing situation. Regarding the implementation of the assessment of learning outcomes that have been prepared by the teacher can be seen in the following table:

Table 10
Respondents Master of Overall Assessment Learning Outcomes Physical Education which has been developed and implemented

No	Answer	Number of Respon	%
1	Yes	20	90,90
2	Sometimes	1	4,54
3	No	1	4,54

Based on the above table shows the 20 respondents teachers continually assess the overall assessment that has been developed and implemented in the activities of physical education teaching and learning process, one respondent stated sometimes and 1 respondents said not to do it. As for the assessment of student learning outcomes according to plan the implementation of learning every day can be seen in the following table:

Table 11
Respondents Teachers on the Implementation of the Student Learning Outcomes Assessment of Physical Education Learning Every Day.

No	Answer	Number of Respon	%
1	Yes	12	54,54
2	Sometimes	9	40,90
3	No	1	4,54

Based on the table it is clear that 12 respondents have assessed their existing learning program and has been implemented every day 9 respondents admit sometimes and one person said never do the votes every day. Even though not all teachers to assess learning and teaching programs every day, but the actual assessment aims to determine the level of students' ability to master the learning objectives that have been set in accordance with the standards of competence and basic competences. More details can be seen in the following table:

Table 12
Respondents Teacher Assessment to determine the level of ability of students to the Competency Standards and Basic Competence

No	Answer	Number of Respon	%
1	Yes	22	100
2	Sometimes	0	0
3	No	0	0

Based on the above table shows the 22 respondents stated that the assessment is intended to determine the level of mastery and the ability of students to standards of competence and basic competences are concerned.

During the implementation of the teaching is done by teacher assessment planning guide has been prepared based on the prevailing regulations, the teaching goes well, and through the assessment of the level of student mastery learning materials will be known the teacher clearly, so that it can take a variety of

corrective actions. To find out more about the level of student mastery of the subject matter can be seen from the following table:

Table 13

Respondents Mastery Level Teacher of Students against each lesson materials Lesson Unit above 75% is included in the Physical Education Learning

No	Answer	Number of Respon	%
1	Yes	19	86.36
2	Sometimes	2	9.09
3	No	1	4.54

According to the table above is known in general the level of student mastery of the study materials for each unit of physical education lessons in a class that has made the implementation of teaching by teachers, namely 19 respondents of teachers said students having mastered the lesson material above 75% then 2 respondents stated sometimes - sometimes, and one person of respondents said no.

Assessment of the level of success that is characterized by the mastery of learning units as teaching guides every day, it must be done so that the teacher learning difficulties faced by students anticipated immediately. This should be a concern for ratings success is highly dependent on student interest, ability and motivation), curriculum (understand the various indicators), teachers (mastery of the material, method and approach), facilities and infrastructure and the environment as a contributing factor.

The successful implementation of assessment in teaching physical education marked by the achievement of the objectives of the various aspects of the domain to be carried out correctly in accordance with the time and the applicable provisions, in order to know objectively the level of success in teaching physical education are realized in the learning process and learning outcomes which has been achieved by students. When the student's mastery level below 75% of the indicators achievement of completeness, it is done is to carry out remedial teacher. For more details can be seen in the following table:

Table 14

Respondents Master of Mastery Level Students under 75% of Achievement Indicators completeness then implemented Remedial

No	Answer	Number of Respon	%
1	Yes	21	95.45
2	Sometimes	1	4.54
3	No	0	

The table above suggests that 21 of the respondents had to do remedial to overcome this, but one of the respondents still expressed sometimes be done according to the situation of course is usually done by the concerned. Assessment of learning outcomes is done of course through the assessment procedures contained in the draft preparation of teaching, this can be seen in the following table:

Table 15

Respondents Teachers on Assessment of Learning Outcomes made through assessment procedures contained in the draft lesson plans

No	Answer	Number of Respon	%
1	Yes	17	77.27
2	Sometimes	4	18.18
3	No	1	4.54

The table above illustrates that 17 respondents said yes, and 4 respondents said sometimes and one respondent stated Not performing the procedure according to design lesson plans. The assessment results are collected and analyzed in accordance with the criteria used in accordance with aspects of assessment tailored to the thoroughness of the analysis of learning outcomes. To more clearly seen in the following table:

Table 16

Respondents Teacher of Conduct Analysis Assessment in accordance with aspects- aspects of the assessment (Psychomotor and Cognitive Affection)

No	Answer	Number of Respon	%
1	Yes	19	86,36
2	Sometimes	2	9,09
3	No	1	4,54

The table above suggests that the 19 respondents to analyze assessment in accordance with aspects of assessment and 2 respondents said occasionally, as well as the first respondents did not do it. Furthermore, regarding the follow-up (remedial) committed against students when a basic competency earned only reaches below 75%. This can be seen in the following table caption:

Table 17

Respondents Master of Follow-Up Rate (remedial) students who reach a value below 75% of the basic competency.

No	Answer	Number of Respon	%
1	Yes	20	90,90
2	Sometimes	1	4,54
3	No	1	4,54

The table above suggests that 20 respondents said yes, do the follow-up remedial and 1 respondents said occasionally, and 1 respondents said not to do it. Follow-up assessments (remedial and enrichment) is done of course for process improvement results of the assessment of each student is analyzed based on the analysis of an individual assessment of the (people). To that can be seen in the following table:

Table 18

Respondents Master of Follow-Up Assessment (Remedial and Enrichment) on the basis of the Individual Rating Analysis

No	Answer	Number of Respon	%
1	Yes	21	95,45
2	Sometimes	1	4,54
3	No	0	0

The table above suggests that the 21 respondents stated that they follow-up remedial and enrichment based on a valuation analysis of the individual, and one respondent stated sometimes just do it. Remedial and enrichment is carried out based on the achievement of indicators obtained by the students, which refers to the minimum completeness criteria. For more details can be seen in the following table:

Table 19
 Respondents Teachers on Students expressed Remedial / Enrichment based on the achievement of indicators that refer to the minimum completeness criteria

No	Answer	Number of Respon	%
1	Yes	21	95,45
2	Sometimes	0	0
3	No	1	4,54

The table above suggests that 21 respondents admitted students stated remedial or enrichment based on the achievement indicators and refers to the minimum completeness criteria, and one respondent said no.

E. ANALYSIS OF DATA

The research data on the implementation of the assessment in the subjects of physical education done by teachers described, further analysis of all aspects of planning learning outcomes assessment, and implementation of the assessment of learning outcomes that have been prepared and presented based on the responses of respondents.

1. Planning Assessment In Teaching Physical Education Teachers.

Based on research data in the field that has been described above on the planning assessment of learning outcomes of physical education, it can be affirmed that the teachers of physical education in general has done the planning assessment of learning outcomes both formative and summative assessment in physical education according to applicable regulations.

Planning assessment of learning outcomes is one of the tasks that must be prepared by physical education teachers to guide the learning process in every school year in progress carried out by 21 respondents, while one respondent admits occasionally.

Planning learning outcomes assessment must comply with various aspects of the pre-determined scoring system, which is focused on the domain of cognitive, affective and psychomotor reality 19 respondents always use these aspects, 2 respondents said sometimes and 1 respondents who do not use aspects above.

Aspects that teachers use can also be based on the Graduation Competency Standards appropriate curriculum that is a requirement of completeness of student learning outcomes, the results are 20 respondents who guided competency standards and 2 respondents said sometimes relied competency standards.

Planning assessment of learning outcomes certainly are prepared based on the indicators developed that is based on basic competencies, the result is 15 respondents using it, and 7 respondents said occasionally. To facilitate the assessment of learning outcomes should teachers make reference more clear, measurable and visible progress of students in various aspects of assessment. Field data to show that the 19 respondents to make an assessment rubric, 2 respondents said occasionally, and one respondent states to make it but not every subject. Here are the results of analysis of respondents teacher in planning learning assessment of physical education can be seen in the table the following analysis:

Table 20
Analysis Planning Assessment of Physical Education in Learning

No	Question	Classification Answer		
		Yes (2)	Some times (1)	No (0)
1	Are you already planning your assessment of learning outcomes in each year physical education lessons?	21	1	0
2	Are you planning physical education learning outcomes assessment using cognitive, affective and psychomotor?	19	2	1
3	When planning the assessment was guided by whether you are Competency Standards in accordance with the curriculum?	20	2	0
4	Are you planning physical education learning outcomes assessment based on the indicators contained in the Basic Competence?	15	7	0
5	Do you plan to prepare learning outcomes assessment rubric?	19	2	1
Amount		84	14	2

Based on the data table 20 are then tabulated the frequency and processed in percentage as the formula, (Sudijono, 2008: 43), namely Responder (F) divided by (N) is the number of respondents $\times 100$. Responder (teachers) who chose the answer "YES" by 84 score (the score obtained = F) and multiplied by the weight value (yes = 2), then $84 \times 2 = 168$. Then Number Problem (5) multiplied by Weight Value (2), and then multiplied again by Total Respondents (N = 22), then $5 \times 2 \times 22 = 220$ (Score Max). Then in the search percentages are: Responder (F) divided by (N) is the number of respondents $\times 100\%$. Thus, $168/220 \times 100 = 76.36\%$. Based on the calculation results with the percentage seen that the planning assessment by teachers at 22 high schools in Yogyakarta as a whole is 76.36% or better categorized.

3. Assessment of Physical Education in Learning

See the presentation of research data on the implementation of assessment in teaching physical education at the top can be affirmed, that the 21 respondents physical education teachers have done a study using valuation techniques suitable contained in the draft lesson plans, one of the respondents answered sometimes and no statement do not use it.

Implementation of learning physical education can not be separated from the various approaches and methods used by teachers to achieve the goals set in the curriculum that is used. The method is often used by teachers is the method of demonstration. The results suggest 21 respondents use the demonstrations as a method often used in learning, and one respondent stated sometimes, in addition to other methods.

Seen yet optimal learning implementation as expected it is due to the difficulties faced by teachers so that teaching is not fully realized. One of these difficulties is the lack of facilities and infrastructure. The result is one of the respondents stated Yes, 2 respondents said occasionally, and 19 respondents said no, then linked to efforts to overcome the difficulties of facilities and infrastructure 18 respondents claimed to make its own equipment, and 2 respondents said sometimes and 2 of respondents said no.

Against guidance will be given to students result 20 respondents said yes, and 2 respondents said occasionally give it.

The implementation of a series of activities of the assessment of teachers to determine the extent of basic competencies can be controlled by the student in the learning process that involves various aspects such as knowledge, attitudes and skills based on the existing provisions so that the accumulated mastery of students on the subject matter as a whole.

Assessment is done to the overall learning program, from planning and implementation, so that if the results of the implementation of the assessment (formative) for the unit lessons can not be mastered by all students in a class, the teacher is required to be repeated the lesson presentation as detailed in the units of the lesson in question. But it proved to be only 20 respondents who conduct an overall assessment of learning outcomes, and 1 respondents sometimes and 1 respondents who did do it.

Assessment of learning outcomes of the lesson plan that is to be done each day teachers considering teaching unit is a guide to teach every day, ie 12 respondents constantly, 9 respondents sometimes and 1 person respondents have never done an assessment of the unit lessons, arguing that the assessment is done at the end of the semester or the increase in class just so unknown levels of student achievement overall.

Each teacher is required to conduct formative assessment and summative against a series of teaching programs that have been developed previously by the applicable regulations, and 22 respondents teachers recognize the assessment is useful to know the level of ability of students to Competence Standard and Basic Competence already established in the subject matter in question.

The level of student mastery of the study materials for each unit of the lessons of Physical Education who has done 19 respondents stated that mastery over 75%, while two respondents stated sometimes and one respondents stated not in the sense of mastery can be reached in under 75% of the lesson material.

Furthermore, regarding the student's mastery level below 75% of Achievement Indicators completeness only 21 respondents who carry out remedial about a student, and one respondent only occasionally. Then appraisal conducted through the same procedure as contained in the unit planning lesson, namely 17 respondents doing so, while 4 respondents sometimes and 1 respondents again did not do so.

Regarding the analysis of both aspects votes psychomotor, affective and cognitive 19 respondents constantly in judgment, and 2 respondents sometimes as well as one of the respondents are not at all. Next is the follow-up assessments were done in order to address and improve the quality of student learning outcomes, it is known that 20 respondents follow up remedial to a basic competencies by the students under 75%, and 1 respondents occasionally, and 1 person of respondents said no.

Follow-up is either Remedial and Enrichment Analysis is based on assessment of the individual, it turns out 21 respondents out of 22 teachers are doing is based on the analysis, but one respondents only occasionally do so. As for students who otherwise remedial (students below standards) or Pengayan

(students above standard) do based on the minimum completeness criteriaproven to be 21orang respondents based on minimum completeness criteria. but there is still one respondent out of 22 teachers who do not use the benchmark. Here are the results of the analysis of teacher respondents in the implementation of physical education learning assessment can be seen in the table the following analysis:

Table 21
Analysis Assessment of Physical Education in Learning

No	Question	Classification Answer		
		Yes (2)	Some Times (1)	No (0)
1	At the time of conducting the assessment of learning outcomes if you use the technique in accordance with the assessment contained in the draft lesson plans?	21	1	0
2	Do you think the method is often used in physical education lessons is the method of demonstration?	20	1	0
3	Difficulty you have experienced in conducting assessments Physical Education one of which is the limited facilities and infrastructure	1	2	19
4	Your attempt to overcome the limitations of facilities and infrastructure in the implementation of physical education assessment by making your own equipment	18	2	2
5	To students who do not want to follow the implementation of physical education assessment normally if you will provide guidance to the student?	20	2	0
6	Do you make to the overall assessment of learning outcomes assessment has been prepared and implemented them?	20	1	1
7	Have you been doing the appropriate assessment of learning outcomes lesson plan every day?	12	9	1
8	Is the assessment was intended to determine the level of students' abilities to standards and basic competencies?	22	0	0
9	Secara umum tingkat penguasaan siswa terhadap bahan pelajaran untuk seti ap satuan, diatas 75% termasuk pelajaran Pendidikan Jasmani.	19	2	1
10	In general, the level of student mastery of the study materials for each unit, above 75%, including Physical Education lessons.	21	1	0
11	Assessment of learning outcomes as you do of course through the procedure and assessment techniques contained in the draft lesson plans.	17	4	1
12	Do you conduct a valuation analysis in the aspects of psychomotor, affection and cognition?	19	2	1
13	Follow-up Remedial students do you know when a Basic Competence gained students achieve below 75%.	20	1	1
14	Follow-up assessment remedial and enrichment carried you on an analysis assessment of the individual.	21	1	0
15	Students who otherwise Remedial or enrichment by you is based on the achievement of indicators obtained by the students, which refers to the minimum completeness criteria	21	0	1
Amount		272	28	28

Based on the data table 21 are then tabulated the frequency and processed in percentage as the formula, (Sudijono, 2008: 43), namely Responder (F) divided by (N) is the number of respondents X 100. Responder (teachers) who chose the answer "YES" 272 score (the score obtained = F) and multiplied by the weight

value (yes = 2), then $272 \times 2 = 544$. Then the Number of Problem (15) multiplied by Weight Value (2), and then multiplied again by Total Respondents (N = 22), then $15 \times 2 \times 22 = 660$ (Score Max). Then in the search percentages are: Responder (F) divided by (N) is the number of respondents $\times 100\%$. Thus, $544/660 \times 100 = 82.42\%$.

Based on the results of a calculation by the percentage shown that the conduct of the vote in the learning pendidikan physical done by teachers at 22 high schools in Yogyakarta as a whole is 82.42% or categorized as very good.

F. DISCUSSION

Based description research data presented, it can be served interpretation of data carried out on the overall assessment of physical education at the starting point of the description and analysis of data covering all aspects of planning and assessment by the teacher in the learning aspects of the implementation assessment by a physical education teacher.

1. Planning Assessment of Physical Education in Learning

As outlined that the success of the assessment must begin by planning the assessment so the learning process is carried out on the students will be more focused and at the same time facilitate the assessment process, both formative and summative, because the marking plan is based on basic competencies that will be used in learning. Teacher ratings of planning guided by the established provisions, namely indicators of achievement of learning outcomes are being formulated or developed by a committee of educators or education units in each school year. Because basically planning meant absolutely can guide teachers in the assessment exercise Depdiknas. (2001: 57) asserts: "order execution votes can actually be implemented properly to search for desired information, it needs to be made planning (design / design) were overcooked. Plan is a guide for the assessment exercise. Therefore, the more complete assessment of the plan, the more smoothly the implementation of the judgment".

Further aspects that must be considered is the preparation of teachers in planning assessment tools, information collection through a host of evidence demonstrating achievement of learning outcomes of students, processing and use of information about the learning outcomes of students. Observing the provisions of the above it is clear that every capable and competent teachers are required to make an assessment of the school year planning that goes through the syllabus and further developed in the draft lesson plans, so as to guide the implementation of learning physical education.

The success of physical education assessment can not be separated from the ability of teachers develop programs teaching semester and program units also determine the success of achieving teaching objectives to be expected, because of the absence of the standard of teaching has clear implementation will not be targeted and tersistematis but teachers only teach based on a desire that does not mean improving the quality of education itself.

2. Assessment of Physical Education in Learning by Teachers

Implementation of a series of learning assessment in the implementation of the planned physical education teachers based on the Basic Competence and indicators of achievement set by the applicable curriculum, is none other than the implementation of the assessment of learning outcomes amid the teaching and learning process involving students.

Implementation of assessment in teaching physical education have been formulated through the semester program and program units are sometimes subject teachers face many difficulties affecting the achievement of learning goals that must be anticipated. Through the research found 4.54% of respondents face difficulties with limited facilities and infrastructure while the demands of the curriculum must complete a variety of basic competencies and indicators that have been set, so the 9:09% of respondents said sometimes problematic to meet the demands of the curriculum.

Limited facilities and infrastructure in the teaching of physical education can be fulfilled through the activity of teachers and students create simple tools to exploit the environment as confirmed by Samsudin. (2008: 59) states:

"The lack of facilities and infrastructure owned Physical education schools require physical education teachers to be more creative in gudgeon and optimize the use of existing facilities and infrastructure. Creative teacher will be able to create something new, or modify existing ones. but presented in a way that is more attractive, so that children feel happy to follow the physical education lessons given ".The successful implementation of teaching the teachers reflected on the ability of students' mastery of subject matter as a whole, so that students can understand and answer any questions correctly and accurately.

F. CONCLUSION

Based on the data processing is done in the discussion of the assessment exercise in physical education teaching by teachers who have been presented above, it can be formulated some conclusions end of the study as follows:

(1) planning the learning assessment in physical education conducted by teachers at 22 high schools in Yogyakarta as a whole is 76.36% or better categorized: (2) conduct assessments in physical education teaching done by teachers at 22 high schools in Yogyakarta as a whole is 82.42% or categorized as very good.

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