

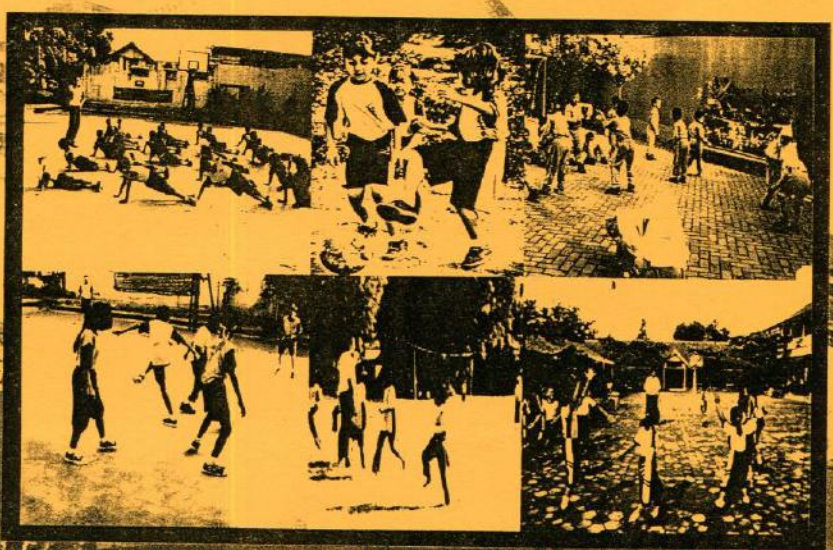
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ASSESSMENT IN SPORT AND PHYSICAL EDUCATION HEALTH

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ABSTRACT

Quality physical education programs should consistently assess the physical, cognitive, and affective domains in order to assist in the development of physically educated children. Historically, physical educators have systematically evaluated the physical skills of their students, but have not assessed the cognitive and affective skills as consistently. Assessment results provide documentation of student learning and achievement. The current educational reform movement has appropriately begun to hold teachers more accountable for student learning and therefore has encouraged quality assessment in the cognitive and affective realms. However, teachers often overlook these two domains when assessing student learning. This article discusses issues and challenges related to assessment in these three areas, offers solutions to overcoming challenges, and provides practical examples for use in assessing KTSP curriculum students.

Keywords: Assessment, Physical education

A. Preliminary

Assessment in physical education is essentially a measuring instrument to determine how far the objectives of teaching that have been set can be achieved when students experience learning activities. So the assessment is direct evidence, proof or empirical evidence about the levels of achievement goal is the ability and skills possessed students.

Learning objectives and outputs the results of studying physical education are two things that are closely related. Learning objectives of the forms or certain categories of learning outcomes. The output result of learning in physical education among other aspects of cognitive competence, competence and affective aspects of psychomotor aspects of competence.

By knowing the purpose of physical education teachers will be able to determine which ones should be diajarkan material that would support appropriate curriculum goals, other than that purpose will also help teachers to choose appropriate methods and techniques in conducting an assessment of the levels of achievement. Thus the objective can be regarded as a criterion in conducting the assessment. Learning objectives and outputs the results of studying physical education are two things that are closely related. Learning objectives of the forms or certain categories of learning outcomes. The output result of learning in physical education among other aspects of cognitive competence, competence and affective aspects of psychomotor aspects of competence.

In the system of national education goals of physical education and health as well as education sport in general, both curricular objectives and instructional purposes, using Bloom's taxonomy clarification.

According to Bloom (Orlich, 2007:67-69), most objectives fit into three broad instructional areas: the cognitive, affective, and psychomotor domains. Classification of learning outcomes according to Bloom's Benjamin consists of three domains, namely the cognitive, affective domain, psychomotor domain.

Educational context competency covers three aspects namely aspects of knowledge, skills and attitudes (Wenrich, 1974: 38). To determine the extent to which learners achieve the competencies as a result of physical education obtained, then, in the context physical education, the third aspect of the focus becomes the object of measurement. In other words, the cognitive aspect in question is related to the knowledge which is the ability to

think in physical education and related affective attitudes, interests and sportsmanship (*sportpersonship*) degree in physical education, and psychomotor related to muscle movement.

Assessment of student learning outcomes in physical education and health sports, teachers are required to carry out comprehensive assessment of learners, both in terms of his understanding of the materials or teaching materials that have been given (cognitive aspect), as well as in terms of appreciation (affective aspect) and experience (psychomotor aspects), so that the three aspects that should be targeted in any assessment activities, namely: (1) whether learners are able to understand all the material or subject matter that has been given to them?, (2) whether learners are able to live it? , (3) whether the subject matter that has been given already to illustration students concretely in practice or in everyday life?

Learning outcomes according to Nana Sudjana (2009: 22) are the abilities that students have after he received the experience of learning. According Romiszowki (Mulyono Abdurrahman, 2003: 38), the learning result is output (outputs) of an input processing system (inputs). Input from these systems form a variety of information, while the output is the change in behavior which is used as an indicator that students have learned these events can vary from the most sederhana to very complex. Changes in behavior as evidence of learning in physical education outputs that can be clarified into the dimensions or certain categories which each have a formal characteristics. The system of national education goals of physical education and health as well as education sport in general, both curricular objectives and instructional purposes, using Bloom's taxonomy clarification. According to Bloom (Orlich, et al, 2007:67-69), most objectives fit into three broad instructional areas: the cognitive, affective, and psychomotor domains. Classification of learning outcomes by Benjamin bloom's composed of three domains (domains), namely the cognitive, affective domain, psychomotor domain.

B. Discussion

1. Definition of Physical Education and Health Sport.

According to Pettifor (1999:134) physical education provides learners to practice an active and healthy life by providing a range of learning experiences a neat and systematic. He asserted that this experience should be able to enhance the development of the mastery of motor skills, fitness and pengetahuan based on health, confidence in being active and can appreciate manfaat physical activity. In other words physical education equip learners space to form a completely solid (whole child) that is directed at the development aspects of cognitive, affective and psychomotor. This comprehensive concept agree with pendapar Deur (1995:156) who argue that physical education is part of a comprehensive education program development and contribute to the overall development of students through movement experiences. This opinion is consistent with the fact that physical education is a learning process that aims to develop specific knowledge, kemampuan and understanding and promoting physical fitness. (Capel, 2000:73). However the focus is on learners and the development of physical prowess rather than on physical activity.

Furthermore, Freeman (1997) explained that physical education is education aimed at physical activity. Physical education is different than other fields because it rested on the overall development of the individual. The field of physical education members attention to the quality of physical, mental and emotional. This is consistent with the philosophy of physical education that emphasized elements of physical, emotional, spiritual and intellectual potential in building an individual. This opinion has been expressed by specialists in physical education Mathews who said physical education provide education by using physical means, he is actually involved with educational outcomes are also not the dominant character of the physical but also mental and social development (1973:3). According to Nixon and Jewett (1983: 27) physical education is one aspect of the overall education process regarding the development and use of individuals who voluntarily motion capabilities and useful, and response are directly related to mental, emotional and social.

Based on these opinions in mind that physical education is one aspect of the overall educational process of students through physical activities are carefully designed, carried out consciously and programmed in an effort

to improve the ability and physical and social skills as well as the development of intelligence. Indeed physical education helps individuals to fitness, knowledge and attitudes that contribute towards optimal development and welfare of plenary (well being) (Wuest & Bucher, 2009:29). Gallahue (1996:79) asserts that physical education to spend a portion of the day schooling for large muscle activities that encourage and build "learning to move" and "learning through movement." This opinion is consistent with the model of Thomas Lee and Thomas (1998:246) and Siedentop model (1994:23), which focuses on the same elements.

Physical education helps students develop and fully realize the potential that exists in learners. Gabbard, LeBlanc and Lowy (1994:267) instill development as a "total child". Development of fully involving the development and learning through physical activities that build the three aspects: cognitive, affective and psychomotor. Illustrated in Figure 1. The following describes the construction of these three aspects.

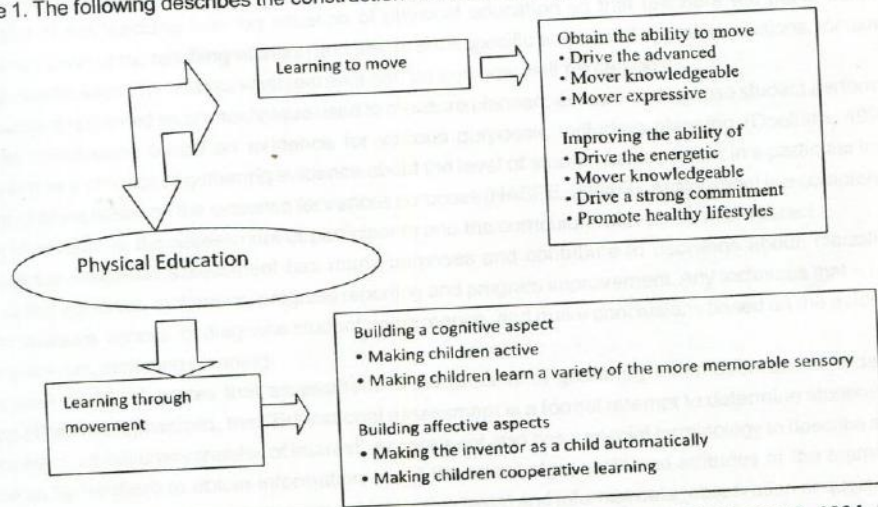


Figure 1. Physical Education Model Development (Gabbard, C., LeBlanc, E. & Lowy, S. 1994. *Physical education for children: building the foundation.*)

The advantages of physical education management development model above shows paradigm in physical education among educators that are traditional to the physical education building. The new paradigm is regarded as a child in terms of individuals who integrate psychomotor, cognitive and affective. Of the few opinions on the definition of sport physical education and health above conclusions of physical education is a learning process designed to develop motor skills (psychomotor), knowledge (cognitive), affective through physical activity.

1. Understanding Assessment

Satterly described the assessment of education as the term "omnibus" which includes all the processes and products that describe the nature and level of learning students, the level of correspondence with the intent and purpose of teaching and its relationship to an environment designed to facilitate learning (1989: 3). This is a global description and at the same time limit, but did not say what actual assessment. In the limiting factor is only related to learning, and this is obviously viewed by Satterly as an aspect of education. But there is another assessment made at the schools and educational institutions that may not be covered by the term learning, for example for the behavior, attitudes, and personal.

Rowntree (1977: 4) proposed assessment in education can occur when one person in some kind of interaction, directly or indirectly with the others, realized gain and interpret information about the knowledge and understanding

of the capabilities and attitudes of others. Broadfoot (in Bob Carroll, 1994: 4) all persons continue to make decisions as part of everyday life and can not be avoided do not therefore surprising that it happened at school.

According to Rowntree (Bob Carroll 1994: 5) the difference between assessment and evaluation, the two terms are often used synonymously because evaluation also means placing value on something in the education community. Evaluation is usually used in conjunction with the program, curriculum, courses or instruction, whereas, the assessment used in conjunction with the student.

The existence of a very close relationship between student assessment and program evaluation and effectiveness of teaching and courses. Bob Carroll stressed that the evaluation of physical education lessons shows clearly that the evaluation of the overall lesson is determined by the assessment in terms of student achievement, behavior and effort (1994: 5). According to Bob Carroll (1994: 5) assessment is an important and integral part of the teaching-learning situation of physical education so that teachers will make continuous assessment as part of the teaching situation and also to set a specific and formal appraisal sessions, for example, tests and examinations for assess what learners can do and how well he can do it.

Assessment is defined as any technique used to measure planned, assess, or diagnose student performance, and make conclusions based on evidence for various purposes, including planning (Doolittle, 1996:36). Assessment as a process of gathering evidence about the level of student achievement in a particular task and make conclusions based on the evidence for various purposes (NASPE, 2004:3). Assessment is a comprehensive process which implies the assessment of participants and the curriculum with those who interact.

In physical education assessment has many purposes and contribute to decisions about: classification, diagnosis and guidance, motivation, progress reporting and program improvement. Any technique that is planned to use to measure, assess, or diagnose student performance, and make conclusions based on the evidence for various purposes, including planning.

Anderson (2003: xi) states that assessment is the process of gathering information to make decisions. Popham (1995:3) emphasized, that 'Educational assessment is a formal attempt to determine students' status with respect to educational variables of interest'. Assessment also has a special terminology to describe activities undertaken by teachers to obtain information about the knowledge, skills and attitudes of the learners. The collection of data through a formal assessment (objective tests) and informal data (observation or questionnaire) including this assessment activity (Marsh, 1996:213). Huba and Freed (2000:8) defines assessment as the process of collecting and testing information to improve the clarity of understanding about what has been learned by the learner from his experiences. For Anderson (2003:15) assessment measures are closely linked to decision making. Increasing the number of events from the assessment of decision making about the fate of learners, the more serious consequences and its implications in the long term.

Teachers must be serious in developing this assessment problem. Issues related to assessment of the implications or due to, among others, related to (1) the ethical aspects of assessment, (2) preparation of learners to do the assessment, and (3) accommodation and standardization. Astin (1993:2) define the assessment with the underlying consideration for the purpose of collecting information whose function is intended for learners, staff, and institutions. Functions refer to the social goals of the university, namely to facilitate and develop the learners' learning, develop a limited knowledge, and contribute themselves to the social and community interests. On the basis of this goal, Astin (1993:2) distinguish between two different activities: (1) simply gather information (measurements), and (2) utilization of information for the benefit of the development of institutions and individuals in it.

On the other side of Gipps, 1996 (Headington, 2000:21) asserts, are not beyond the assessment of teaching and learning, but are in dynamic interaction in it. Headington (2000:21) quotes from DES (1988) defines assessment as the overall method used to estimate or assess the performance of individuals or groups. Hoy & Gregg (1994:4) stated that assessment is a way of thinking about the learning process. Assessment not stages that occur prior to teaching but occur during the process of analyzing the information to improve the effectiveness

of teaching with the principal purpose: (1) placement (placement), (2) teaching (instruction), and (3) communication (communication). According to Popham (1995:7) the reason for the need to conduct the assessment, is to: (1) diagnose the strengths and weaknesses of learners, (2) monitor the learning progress, (3) gives the attributes of value, and (4) determine the effectiveness of teaching.

From some of these opinions can be concluded 4 (four) main points related to the actions of assessment in physical education sport and health: (1) assessment requires that information is systematically collected, can be analyzed, and integrated into learning, (2) The main purpose of the assessment process in physical education is to interpret the differences in learning patterns of learners, (3) assessment can help physical education teachers focusing on teaching strategies for efficient and precise, and (4) assessment is basically a process ongoing in collecting information data rate in the learning achievements of students.

2. Assessment Objectives in Physical Education

Assessment of learning is a process or a formal effort to collect information related to important variables of learning as an ingredient in decision making by teachers to improve students' learning processes and outcomes (Herman et al., 1992:95; Popham, 1995:3). Important variables in question includes at least lack of knowledge, understanding, skills and attitudes of students in teacher learning obtained by various methods and procedures for both formal and informal, as proposed by Corner (1991:2-3) as follows. *"A general term enhancing all methods customarily used to appraise performance of an individual pupil or group. It may refer to a broad appraisal including many sources of evidence and many aspect of pupil's knowledge, understanding, skills and attitudes; An assessment instrument may be any method and procedure, formal or informal, for producing information about pupil"*.

The main purpose of the use of assessment for learning (classroom assessment) is to help teachers and students in professional decision making to improve learning. According to Popham (1995:4-13) assessment aims among others to: (1) diagnose the strengths and weaknesses of students in learning, (2) monitor student progress, (3) to determine levels of student ability, (4) determine the effectiveness of learning, (5) influencing public perceptions about the effectiveness of learning, (6) evaluate performance of classroom teachers, (7) clarify the teacher-designed learning goals. The use of appropriate types of assessment that will determine success in accessing information relating to the learning process. Selection of assessment methods should be based on the target information to be achieved. The information in question is achieved student learning outcomes.

Stiggins (1994:3,67) suggested five categories of learning outcome targets that deserve to be fundamental in determining the type of assessment that will be used by teachers. The five learning outcomes are: (1) knowledge outcomes, is the substance of students' acquisition of knowledge of a subject (2) reasoning outcomes, which show students' skills in using his knowledge in the conduct of reason (reason) and solve a problem. (3) skills outcomes, the ability to demonstrate specific accomplishments related skills based on mastery of knowledge. (4) product outcomes, the ability to make a particular product based on the acquisition of knowledge (5) affective outcomes, the achievement of certain attitudes as a result of studying and applying knowledge.

For the five categories of learning outcomes above, Stiggins (1994: 83) offers four basic types of assessment methods. The four methods are: 1) Selected Response Assessment, including into it multiple choice (multiple-choice items), true-false (true-false items), match or matches (matching exercises), and short answer (short answer fill-in items), (2) Essay Assessment, in this assessment, students are given several complex issues that require a written reply in the form of exposure of the solutions to those problems, (3) Performance Assessment, is a direct measurement of student achievement demonstrated in the learning process. Assessment is mainly based on observation and evaluation of the process where a skill, attitude, and the product is shown by the students, (4) Personal Communication, Assessment, including into it are the questions posed teacher during lessons, interviews, conversations, conversation, and discussion that requires the emergence of students' skills in expressing the answer / idea eliminated include affective aspect of character behaviors such as feelings,

interests, attitudes, emotions, or values. Affective domains determine the success of one's learning (Popham, 1995:175). People who do not have a particular interest in the subject is difficult to achieve an optimal kerhasilan studies. Someone who is interested in a subject is expected to achieve optimal learning outcomes. According to Krathwohl (1961) when traced almost all the objectives have cognitive affective component.

Herman, Aschbacher, and Winters (1992:247) stated that two (2) The most basic purpose, namely to (1) determine the extent to which learners have mastered the special knowledge or skills (goal content), (2) diagnose the weaknesses and strengths learners and to design appropriate teaching (process goals). Program assessment means to meet the objectives diagnosis and placement, formative in the context of planning instruction, and summative assessment for the end of the entire teaching. Related to the first goal, the assessment should be focused on learning outcomes by using answer choice test (multiple choice) and direct assessment of the project or product work of learners. For the second objective, the assessment focused on concerns about understanding why learners make mistakes, so that what is needed is information about the process rather than learning outcomes. Therefore the proper techniques used include interviews, observation, documents, and journal self-study or evaluation, a questionnaire about behavior, and learners' thinking about their learning.

From the description it can be concluded principal objective assessment of physical education is to determine the level of student achievement (assessment of learning) on competence: 1) the cognitive aspect to determine the extent to which learners have mastered the special knowledge or skills (goal content) sports and health-related knowledge . 2) affective aspects namely: (a) identify how students' responses about physical activity that will be taught in physical education, (b) determine the level of sportsmanship in physical education students, (3) aspects associated with psychomotor or physical skill to measure the level of physical fitness and mastery of sports skills (sports skills).

3. Assessment Principles

What is meant by the principles in this article are the guidelines or guidance in conducting assessment in order to achieve the expected functions. Assessment in physical education depart from the basic assumption that all attributes in a person can be measured. In addition to the physical dimensions or skills, cognitive abilities concerning the nature of personality, basically everything can be measured. However, the measured attribute is just a sample or samples that are considered to represent the properties in question as a whole.

The principle of assessment refers to assessment standards of education elementary and secondary education levels. These principles include:

- 1) correct, it means the valuation is based on data that reflect the abilities measured. Therefore, the instruments used need to be arranged through the procedure as described in the guide to have evidence of validity and reliability.
- 2) Objective, meaningful assessment is based on clear procedures and criteria without being influenced by the subjectivity of assessors. Therefore, in order to improve the objectivity of the assessment, teachers use rubrics or guidelines for giving scores to the responses of learners over a matter of description and test item practice or performance.
- 3) Fair, means the assessment is not beneficial or detrimental to learners with special needs as well as differences in religious background, ethnicity, culture, customs, socioeconomic status, and gender. These factors are not relevant in the assessment, therefore it should be avoided so as not to affect the outcome assessment.
- 4) Integrated, means the assessment by educators is one component of the learning activities. In this case the results of the assessment is really used as a basis for improving the process of learning held by learners. If the assessment shows that many students who failed, while the instrument that meets the qualitative requirements, means the learning process is less good. In such cases, educators have to improve the plan and / or implementation of learning.

5) Open, meaningful assessment procedures, assessment criteria, and basic decision-making can be known by the parties concerned. Therefore, educators informed of procedures and assessment criteria to students. In addition, interested parties can access the procedures and criteria for assessment and the basis of valuation used.

6) Comprehensive and sustained, meaningful assessment covers all aspects of competency using a variety of appropriate assessment techniques, to monitor the development of the ability of learners. Therefore, the assessment is not solely to assess the achievements of learners but must cover all aspects of learning outcomes for the purpose of mentoring and coaching.

7) Systematic, means the assessment carried out in a planned and phased to follow the standard steps. Therefore, the assessment was designed and carried out by following the procedures and principles set forth. In class assessment, for example, subject teachers of physical education and sport to prepare an assessment plan together with the draft syllabus and teaching programs (RPP).

8) Beracuan criteria, means the valuation is based on the size of the achievement of competency. Therefore, assessment instruments have been prepared with reference to the competence SKL (graduate competency standards), SK (competency standards), and KD (basic competencies). In addition, decision-making based on attainment of predetermined criteria.

9) Accountable, means the assessment can be accounted for, both in terms of techniques, procedures, and results. Therefore, the assessment carried out by following the scientific principles in the assessment and decisions have an objective basis.

4. Assessment Techniques

In accordance with the characteristics of this group of subjects, then the valuation technique refers to the aspect considered, which is a technique to measure the cognitive, affective, and motor skills of learners. For this purpose, the valuation technique may take the form of written test, a test action / performance, and observation of behavior.

1) Cognitive Learning Outcomes Assessment

The result of studying physical education sport and health that are associated with more cognitive ability and thinking process and this is differentiated into the deepest levels simple up to higher levels. Assessment of cognitive learning outcomes of students in physical education sport and health aspects of students' cognitive competence in students' knowledge in relation to sport (knowledge of sport) and students' knowledge in relation to health (knowledge of health) can be measured on the ability level of thinking that is; levels of memory, levels comprehension, application levels, levels of analysis, synthesis levels to the most complex level is the level of evaluation. Measurement of cognitive learning outcomes of students in physical education and sport kesehatan dapat use of assessment techniques in the form of a knowledge test (knowledge test).

Tests knowledge of health and exercise is important in the measurement (Mathews, 1972:11). In tests this knowledge will be obtained information about the understanding of the skills, techniques, rules, strategies can be evaluated using a written test. Knowledge of health, practice, and attitudes should be assessed using a knowledge test. Information gathered from the written test can be used to determine the condition of the students, and to indicate the strengths and weaknesses of learning that may exist.

Implementation of assessment can be done in the learning process (formative testing) or on akhir learning (summative test). Summative tests are usually conducted in the form of general tests or semester exams with assessment tools in the form of a written test of cognitive levels as follows.

(a) Knowledge Test Memory Level Physical Education

Test knowledge of physical education at the level of mere memory requires students be able to reveal the back capabilities associated with the fact ingatannya sports history, understanding the concept of sport, deskripsi about sports as a medium of instruction in physical education.

(b) Knowledge Test Comprehension Level Physical Education

Test knowledge of physical education at the level of understanding requires students to be able to understand, differentiate and explain the facts, the relationship between concepts and other values that are just remembering. The ability of understanding which include the ability.

(c) Knowledge Test Application Level Physical Education

Test knowledge of physical education at the level of application requires students to be able to apply theoretical knowledge into practical activities that real.

(d) Level Physical Education Knowledge Test Analysis

Test knowledge of physical education at the level of analysis requires students to have really knowing theory and specific techniques in sports so that students are expected to do work against analysis. Task analysis capabilities which include the identification and analysis of the elements of motion theory or rules in sports.

(e) Physical Education Knowledge Level Test Synthesis

Test knowledge of physical education at the level of synthesis as a continuation of analytical thinking requires students to be able to categorize, connect and combine, explain and predict the things that are associated with elements of movement and sport rule.

(f) Knowledge Test Physical Education Assessment Level

Test knowledge of physical education at the level of assessment requires students to be able to conduct an assessment of the various regulatory issues and motion in sports.

2) Affective Learning Outcomes Assessment

In order to assess student learning outcomes at the affective aspects of ability we can not measure students' affective or feelings directly but can be interpreted in the presence or absence of affect, positive or negative (the direction and affective) that emerged and the emergence of affective intensity of the actions or opinions of student / person (Darmiyati Zuchdi, 2008: 54).

Measurement of affective behavior is shown to the group of students in order to obtain information about the status of a special secra class to know the trend of interest such as the state of teaching students, and students' attitudes toward teaching physical education. Measurement of affective behavior in physical education can be classified into the category of measurement (categories of measures) (David K. Miller, 2001: 265) as follows:

Interest inventory (Interest inventories) how students' interest tendency toward physical education programs can be expressed with an interest inventory. This instrument is useful for taking pictures up interest used to plan an appropriate program with programs in accordance with the interests of students. Likes and dislikes of an individual for certain activities and programs presented in the Inventory of interest that can be used in selecting activities to be taught and in developing new programs. Based on the measurement results can also be expressed in response to an interest inventory can be interpreted as a picture of a person's attitude on student learning.

Attitude Inventory (Attitude inventories) as well as an interest inventory answered himself by respondent. Attitude is a readiness to do that is still on a mental level that is mentioned in terms of mental predisposition to do. However, the real behavior can be interpreted as a reflection of attitude. A group of statements are usually reported by the average response. Less or more than five responses can be used.

Attitude has a variety of objects, such as attitudes toward physical education lessons. Attitude stretched between two poles ranging from negative pole to pole discrepancy indicates that positif favorite shows. The more the tendency for someone to love an object, the more positive attitude. Attitude inventory were on the second measurement was understandable tendency to move in a continuum line. The tendency to move in attitude between the two poles and then to turn towards the more positive or more negative. Such changes

are called change that is consistent (congruent). Conversely changes in attitudes can occur from positive to negative or vice versa from negative to positive (in konguren).

Inventory sportsmanship (Sportsmanship), the inventory is also filled by the respondent. This instrument focused on several aspects such as sportsmanship perilaku ketaan a person against the rules, acceptance of defeat or victory with honor and readiness to feel satisfied when doing something good for groups or even against the opposition. Sportsmanship is often also considered as part of our character are the viewing of a person while engaged in games or situations. In addition to strengthening the measurement results can be in collaboration with lemabar observations on those aspects that will be measured in sportsmanship.

Measurement scale used to measure the affective characteristics are Likert scale, because the most widely used Likert scale. Likert scale is relatively easy preparation, can have high reliability and has been adapted successfully to measure various characteristics of affective (Darmiyati Zuchdi, 2008: 54). Likert Scale shape in the form of a statement prepared by the five kinds of responses on a continuum that indicates the degree of "feeling" the respondent about the statement.

3) Psychomotor Learning Outcomes Assessment.

The result of studying the motion in physical education teaching is done through measurements conducted to determine the extent of achievement of competence that has been done students. Measurement of psychomotor learning outcomes or student movement in Penjasorkes can use assessment techniques shaped the practice tests or performance tests (performance test). Practice or test the performance of the students were asked to demonstrate their performance in physical activity or to perform a variety of motor skills tests in accordance with the standards of competence and basic competence of subjects of physical education and sports.

Performance tests in physical education, sports, and health are intended to measure psychomotor ability learners. Psychomotor ability generally includes physical fitness, agility, and coordination are elements in motor skills, in addition to performance tests are also done specifically to illustrate the skills in physical education and sports such as soccer-playing skills, skills to play ball basketball, volleyball playing skills and so forth. Psychomotor ability learners should be measured every complete a particular competency.

Forms of motor skills tested include the general physical ability (physical fitness), agility, and coordination. Physical fitness can be measured with various tests of physical fitness according to age and developmental level of learners (select one). Agility can be measured with a variety of agility tests appropriate to age and developmental level of learners (select one). Tests of coordination can be developed by educators to measure the ability to coordinate eyes, hands, and feet. Coordination test is a measurement tool developed to measure the coordination of learners in general.

Observation of the performance can also be conducted to collect data, so that it can be seen how far the learner has mastered a competency based performance shown after learning of physical education, sports, and health. Observations were done on psychomotor competence using observation sheets.

Observations performed psychomotor competence during the learning process of physical education, sports, and health guidelines are guided by observations. Observation of these competencies include: frequency, time, motion that is displayed during the performance of learners performance. The results are recorded for use as one of the learning process and rating assessments consideration learners.

4) Assessment Procedure

Assessment procedures the subjects of physical education sport and health using the following steps.

1. Determination of Assessment Objectives

Determination of objective assessment is the first step in a series of final overall assessment of the educational unit. Valuation lattice is an integral part of planning the learning activities in the form of syllabus

and learning implementation plan (RPP). In the syllabus shows the relationship between SKKD, subject matter / learning materials, indicators of achievement KD, time allocation, learning resources and assessment techniques, and forms of the instrument used. Assessment techniques and instruments form can be written in one column, and can also be written in a different column. To assess the achievement of competency standards within one semester, educators designing the assessment for the semester. Lattice test load SKKD end of the semester, and indicators of achievement that can be used as the basis for preparing a test at the end of the semester. Lattice semester final test can be designed with a written test and a test load practice.

2. Formulation of Indicators of Achievement

Indicators of achievement developed by educators based on the KD subjects by considering the following:

- (a) The formulation of indicators of the operational use of the verb, (b) each KD developed two or more indicators, (c) each indicator can be made more than one item instrument, (d) indicators have the benefit of or relating to aspects of everyday life.

3. Preparation Instruments.

Instruments used in the assessment include testing and nontes. The steps for preparing instruments and techniques adapted to the characteristics of grain shape instrument.

- (a) Preparation of Written Test, which consists of several processes; notice requirements for the preparation of a written test, both from the aspect of matter / content / concept, construction, and language, referring to the indicators of achievement; choose the form of granules according to the indicators, such as form filling, description, multiple choice or other; create an answer key and / or guidelines score.
- (b) Preparation of Observation Guidelines, consisting of the process, refer to the indicators of achievement, identify measures of behavior or activities that are observed, determine the scale model is used, the rating scale (rating scale) or a check list (check list); create a rubric / scoring guide.
- (c) Preparation of Instruments Nontes, nontes instrument can be a guidance interview and / or inventory. The steps for preparing guidelines for interviews and inventories were as follows: referring to the indicators of achievement; select statement / question that does not demand a response that contains the social bias (social desirability) is high; provide a statement that does not refer to things that are true or false; determine the type of scale is selected and the guidelines score.

4. Instrument Review

Assessment instrument in writing, orally or in deed need to be analyzed both qualitatively and quantitatively. Qualitative analysis was conducted in a rational way with peers, while the quantitative analysis carried out statistically by using the data the test results.

a. Review Instrument In Qualitative

Analysis of qualitative instruments performed by reviewing or reviewed an assessment instrument that has been made. Studies include the substance of the content, concepts, and language used. Based on the results of its review revisions made to the item about the less good.

b. The Quantitative Study of Instruments

Analysis of quantitative instruments designed to search for evidence of validity and reliability of instruments. The analysis also calculated the level of difficulty and resources about the different grains. In the context of criterion reference assessment, analysis of grains about more focused on learners absorption analysis and the sensitivity of grain to the learning process. Test item qualifies as a test item is the item approach criteria that can not be done before the process of learning but the students managed to do after the learning process. Sensitivity index can be calculated by finding the difference between the number of students who answered correctly in the final test (after the learning process)

and the large number of students who answered correctly in the initial test and then divided by the total number of test participants.

5) Processing and interpretation of assessment.

1. Processing Assessment Results

The test results, observations, and assignments then analyzed to determine the value of each learner. Once a test result data, measurement, observation, and / or assignments, educators further process the data with the following steps:

Group the results of measurement / assessment based on competency For the subjects of physical education, sports, and health can be classified on the basis of psychomotor competencies that include physical fitness, agility, and coordination. Cognitive competence involves the application of techniques and tactics, knowledge about physical education, sports, and health. Affective competence includes sportsmanship, honesty, discipline, responsibility, cooperation, confidence and democratic. Affective competence that berkaitan with healthy behavior into special notes and used as consideration increases or graduation.

2. Interpretation of measurement results

Learners who have a score of less than 75 (74 down) had to undergo remedial to reach the limit criterion of good. Learners who have a qualitative value is, and less need for further remedial program can be re-evaluated during the remedial process.

C. Conclusion

This article has attempted to take a realistic look at some of the primary barriers keeping the physical educator from conducting effective assessment. The crucial issue addressed was that of extreme time pressures. By implementing one or more of the solutions provided, it is likely that quality assessment can begin to occur. Conducting assessment during the formative period, utilizing peer assessment, distributing assessment across the curriculum, and integrating technology into assessment are all realistic solutions to the issue of time pressure. Ultimately, implementation should lead to the strengthening of the program, which is the primary structure upon which the entire KTSP curriculum is built. Through this process, the student.

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