

Development of Authentic Assessment Instruments of Football Passing, Dribbling, and Shooting Skills in Physical Education, Sports and Health Learning in Senior High School



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ABSTRACT: This study aims at developing an instrument for authentic assessment of physical education, sports, and health learning outcomes on the basic movement skills of football games for senior high school students because the assessment of learning outcomes is very important in learning activities. The research method uses Research and Development (R&D) using a 4-D research model consisting of four steps, namely: (1) Define, defining by conducting a preliminary study of product needs, (2) Design, designing by compiling assessment rubrics adjusted to the curriculum, KI (core competencies) / KD (basic competencies), and materials, (3) Development, developing by validating with CVR (Content Validity Ratio) and reliability using Alpha Cronbach and ICC (Intraclass Correlation Coefficients), (4) Dissemination, product distribution for practitioner use. The subjects in this study were students of class XI of SMA Muhammadiyah Ponjong and SMAN 1 Depok, Special Region of Yogyakarta. The result of this study is the development of an authentic assessment instrument product of the basic motion of the football game. The results of the proof of validity using CVR (Content Validity Ratio) showed the results of 1, and the proof of reliability using Alpha Cronbach and ICC (Intraclass Correlation Coefficients) obtained the results of product trials at SMA Muhammadiyah Ponjong of r alpha cronbach = 0.770 and r ICC = 0.751. The large-scale test of the product was carried out at SMAN 1 Depok with the result of r alpha cronbach = 0.914. Therefore, the results of the proof of validity and reliability show that the product development of authentic assessment instruments for Physical Education, Sports and Health learning outcomes in basic football movement skills has a high level of reliability so that it can be used as an authentic assessment instrument.

KEYWORDS: development, assessment instrument, learning outcomes, football

I. INTRODUCTION

Learning process is a process in which there are interaction activities between teachers and students, and there is reciprocal communication that takes place in educative situations to achieve a learning goal. The online learning system is a learning system without face-to-face meetings between teachers and students, but online using the internet network (Asmuni, 2020). Educators must also maximize their teaching time so that it requires learning models such as e-learning and blended learning to meet the loss of teaching time due to other activities that must be done by the teacher besides teaching (Huda et al., 2019).

Invasion Game is to master or defend the object of the game so that it is always on the team by passing or dribbling, and trying to get the object of the game from the opposing team by blocking, obstructing or seizing it to prevent or make a goal. Several studies have shown benefits in addition to developing movement skills from invasive games such as game knowledge, decision making and technical skills such as football, basketball, or handball in school learning (Fernando and Jose: 2015). The big ball invasion game is widely favoured by the public because it is easy and done by many people so it makes a person happy, and it is fun to do, one of which is football.

According to Yiannis (2013:1), "football is the most popular sport the world with millions of people involved in amateur and professional levels". Syukur & Soniawan (2015) asserts football is a game that requires a lot of energy, intelligence on the field spurs enthusiasm, while providing joy through togetherness in a team. Football is a sport played in teams of eleven people in a squad. Rollin (2019) states football is a sport played by two teams of 11 (eleven) players each. Football games have the goal of scoring as many goals as possible against the opponent's goal. To play football, the field, ball and goal are needed as a means of playing. Players use any part of their body except their hands and arms, try to aim the ball at the opposing team's goal and only

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the goalkeeper is allowed to touch the ball using his hands and can only do so inside the penalty area surrounding the goal. The team that scores the goal wins.

In order to be able to play football, players must master football techniques because without mastering the basic techniques of playing football well, a person cannot play according to football rules. The basic techniques in playing football are dribbling techniques, heading techniques, gastric kick techniques, passing techniques, blocking techniques, goalkeeping techniques, tackling techniques and body charge techniques Hidayat, (2017:30). Football always offers beauty in every corner both in terms of training and matches, football must also be required to have good technical, physical, mental and strategic skills Festiawan (2019). According to Suprayitno & Damanik (2016), in optimizing basic football technique skills in addition to mastering techniques, students must also have independence, parental support, and good achievement motivation. Because whatever the existence of student independence, parental support and achievement motivation still have a very close influence on basic football technical skills.

To improve the ability to use basic movements, a routine exercise and evaluation is needed. Evaluation is carried out to determine weaknesses or mistakes made by students. Appropriate and accurate evaluation of data is needed, to obtain the data, an assessment instrument is needed. The goal is to find out/explore the skills information obtained from students. Ridwan (2014:201) assessment is an effort to collect data which is then processed for policy making of an educational program. In teaching and learning activities, educators/teachers conduct assessments by collecting facts and student learning documents to improve learning planning.

Assessment is defined by Yusuf (2015:14) as a systematic and continuous process or activity to collect information about the process and learning outcomes of students in order to make decisions based on certain criteria and considerations. Authentic assessment is an assessment approach that requires students to display attitudes, use knowledge, and skills obtained from learning in real situations Hamid, (2015:6). Authentic assessment is an appropriate instrument to assess students in carrying out physical activities because it is in accordance with their abilities in actual playing conditions.

Authentic assessment is used to assess or measure a person's ability in the context of a real match or sport not the learner's ability to display separate skills. In accordance with the Implementation of Educational Assessment, the educational assessment standard according to (Regulation of the Minister of Education and Culture number 23 of 2016) is a standard regarding the scope, objectives, benefits, principles, mechanisms, procedures, and methods of assessing student learning outcomes used as a basis for assessing student learning outcomes in primary and secondary education.

Physical education or often called Physical Education, Sports and Health is a discipline that is mostly assessed as skills. In accordance with (Regulation of the minister of education and culture number 23 of 2016), skills assessment is an activity carried out to measure the ability of students by applying knowledge in performing certain tasks. So far, Physical Education, Sports and Health teachers only assess a person's skills from the success of performing a skill using a test tool that only assesses his level of ability in mastering a skill, for example, David Lee's football skill test. The test only measures the skill level of students in mastering basic techniques. However, in practice after the teacher conducts an assessment, it usually stops there without conducting further assessments related to behavior in activities when playing real football.

On the basis of facts and some opinions, in the background of the problem. Researchers are interested in compiling a study whose main focus is an effort to assess the level of effectiveness of the use of basic football moves in students of SMAN 1 DEPOK through performance-based assessment. Therefore, the researcher would like to review the research entitled "Development of Authentic Assessment Instruments for Football Passing, Dribbling, and Shooting Skills in Physical Education, Sports, and Health Learning in Senior High School".

II. METHOD

The research used in this paper is R&D research (Research and Development). Amile and Reesnes (2015:297) states that Research and Development (R&D) is a research method used to produce certain products, and test the effectiveness of those products. This study aims to produce a product that is a needs analysis and to test the effectiveness of the product so that it can be useful for teachers who teach Physical Education, Sports, and Health, especially for football big game material. This research resulted in an Authentic Assessment Instrument on the Application of Basic Motion. Sugiyono (2016: 407) enhances Research and Development (R&D) is a research method used to produce certain products and test the effectiveness of these products in learning Physical Education, Sports, and Health in Class XI. The trial subjects were conducted to all students of SMAN 1 Depok in the 2021/2022 academic year of class XI with a total of 100 people.

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III. DISCUSSION

The design used in this study is a 4-D (Four-D) development model. The use of the 4-D development model is to make it easier for researchers to conduct research systematically because it is carried out sequentially without passing each stage. 4-D is a development model with four development steps, namely the 4-D model consisting of Define, Design, Development, and Disseminate. This 4-D model was chosen because it aims to produce products in the form of authentic assessment instruments for Physical Education, Sports, and Health learning outcomes on basic movement skills of football games.

1. Define

The initial stage in this development is Define, which is to conduct a definition or initial study for high school Physical Education, Sports, and Health teachers, especially in Kab. Gunungkidul about the teacher's understanding of authentic assessment and the needs of the instrument so that it is in accordance with the analysis of product needs and in accordance with the target.

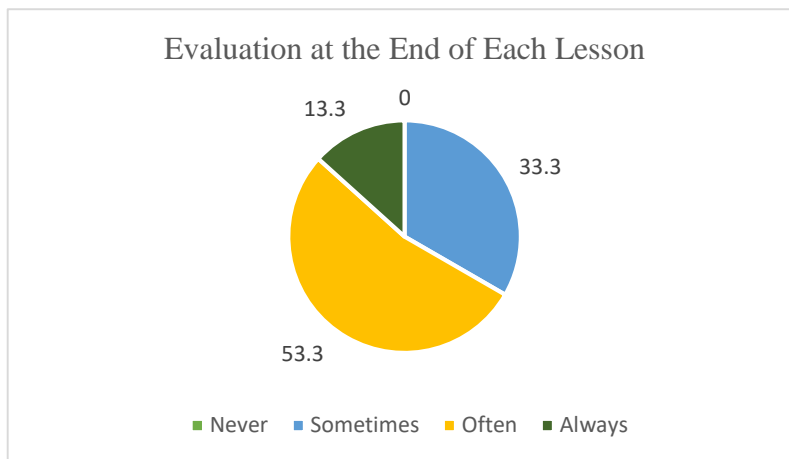


Figure 1. Evaluation at the End of Each Lesson

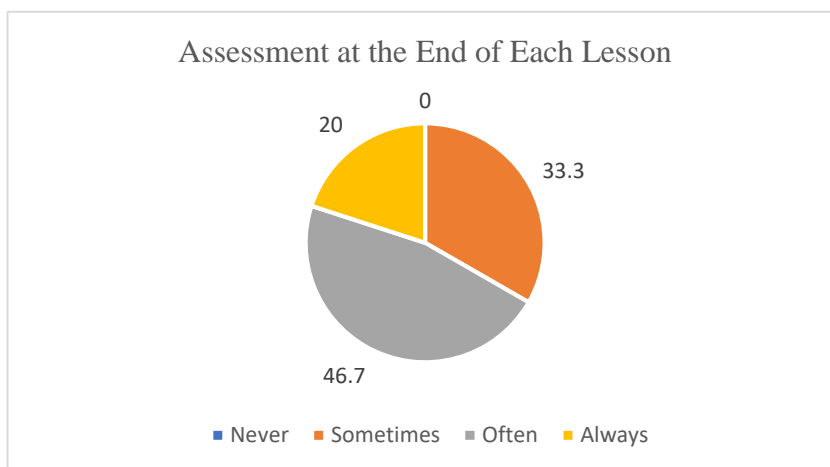


Figure 2 . Assessment at the End of Each Lesson

From the following data, almost all teachers conduct assessments and evaluations to students at the end of each lesson. Thus, it can be concluded that the teacher needs data or information to assess the ability of students in the basic movement skills of the football game.

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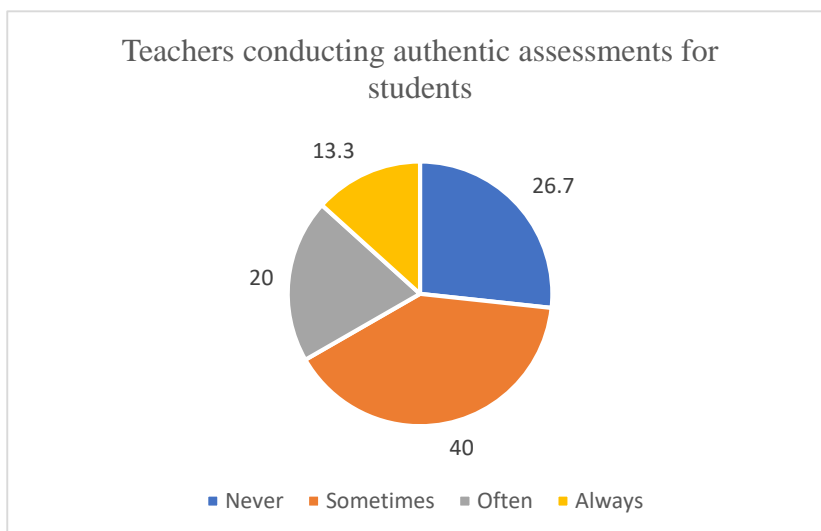


Figure 3. Authentic Assessment of Learners by Teachers

From the following diagram, it can be concluded that 20% of teachers have never conducted authentic assessments. Therefore, it is necessary to provide education and knowledge to teachers about authentic assessment so that the product can be used in accordance with its function and teachers who use the product have no difficulty in using the product.

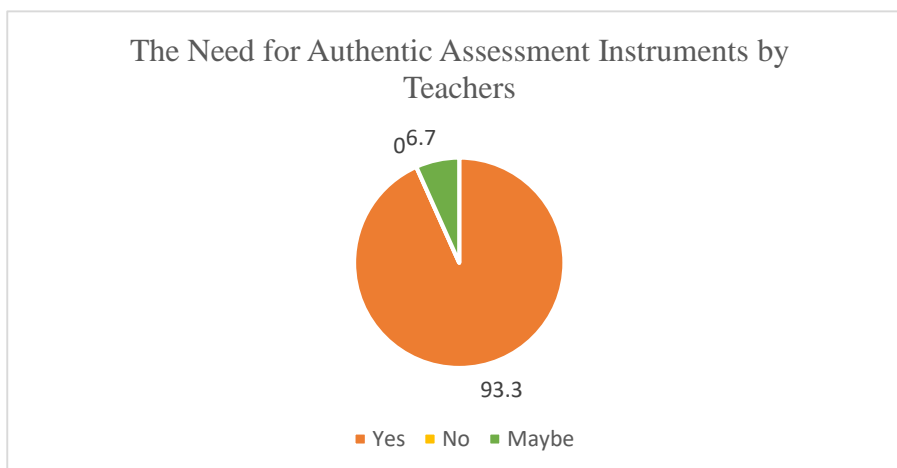


Figure 4. The Need for Authentic Assessment Instruments by Teachers

The initial study of the product needs to produce information according to 15 Physical Education, Sports and Health teachers 93.3% requires an authentic assessment instrument of the basic movement skills of the football game in Physical Education, Sports and Health learning so that the product can be developed in accordance with the needs of Physical Education, Sports and Health teachers about an authentic assessment instrument.

2. Design

The grids/components in the instrument are arranged based on KI (core competencies) /KD (basic competencies) and RPP (lesson plan) delivered to students so that they are in accordance with learning materials, competencies, indicators, and sub-indicators. By starting with competencies to be measured such as top service, bottom service, etc. Followed by the indicators include initial attitude, implementation, and final attitude. And the sub-indicator contains a description of motion in accordance with the rules of motion and expert theory.

The next development step is the creation of assessment rubrics, making adjustments to instrument items that have been adjusted to the criteria, which are adjusted to the abilities and knowledge of students. In addition, the manufacture of instruments is carried out with the consideration of various material experts in accordance with their fields, namely football games. So that, it can create a quality instrument that can be used in accordance with its function.

3. Development

The instrument that has been made is then validated by a material expert and the evaluation of the football game is in accordance with the steps of the research method so that the need for validation by the expert to determine the feasibility of an

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instrument is used to assess. The validated instrument sheet is then duplicated according to the number of students to be tested with easy assessment by the teacher.

4. Disseminate

The finished product is then packaged in book form. In the book, there are guidelines for using and how to use the instrument. Books are designed in such a way that they are easy to carry and interesting to use. The book is then distributed in the form of a soft file or hard file so that it is easy to use and easy to disseminate.

IV. CONCLUSION

Based on the data analysis and discussion, the conclusions of the development research conducted are as follows:

1. Physical Education, Sports and Health Teachers in SMA Muhammadiyah Ponjong Gunungkidul District and SMAN 1 Depok Sleman District understand the authentic assessment model of Physical Education, Sports and Health learning outcomes on the basic movement skills of the football game.
2. Produce authentic assessment instrument products for learning football motion skills in Physical Education, Sports and Health learning that are valid and reliable because the product has proven validity and reliability by obtaining a very good score and is feasible for an assessment instrument.
3. Produce authentic assessment instrument products for Physical Education, Sports and Health learning outcomes to measure the psychomotor ability of basic movement skills of football games in Physical Education, Sports and Health learning.
4. Produce an authentic assessment instrument product that is complete, qualified, and easy to use in the assessment of Physical Education, Sports and Health learning outcomes on basic motion skills of playing football.
5. Produce a complete and validated authentic assessment rubric structure.

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