



THE EVALUATION OF PHYSICAL EDUCATION TO ENHANCE TEACHING PROGRAM IN SCHOOLS.

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Abstract

The problems of this paper are that the implementation of physical Education in schools should be done in line with the conducted curriculum, teaching program, the implementation of teaching evaluation is in accordance with the expectation, so that the experiences acquired can be fully beneficial.

The purpose of this paper is to find the understanding and comprehension toward physical education teachers that the implementation of teaching evaluation will support upcoming teaching programs.

The finding and discussion chapter in this paper explains test, measurement and evaluation, physical exercise, teaching program and evaluation in physical education which can enhance teaching programs.

The bottom lines of this paper are as follows:

1. It is compulsory to do systematic and planned evaluation toward students in physical education teaching.
2. By doing this physical evaluation, it will make easier for teachers to plan the teaching programs that are appropriate for them.

It can be suggested that:

1. A PE teacher should make written and planned materials before they come into classroom.
2. A PE teacher should present materials or programs to students that are based on the approved programs.



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CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. Background

In carrying out the development in the field of education needs to be further expanded and enhanced awareness of the nation to implement evenly education, so implemented education can be directed to the essential part and tailored to the needs of society as consumers of the execution of the education. In accordance with the opinion of Selamat Santoso (1979, p 1) it is expected to be directed to the education system that is both functional education to the development of a nation that has a good personality and is a basic criterion in realizing national development. Furthermore, with the enactment of Law No. 2 of 1989 on National Education system which is the only source of reference and guidance to make the education system in Indonesia, especially those related to educational personnel, educational institutions, as well as faculty, Hasan Fuat (1989, p 40).

School is one of the educational institutions that will conduct teaching process process directed to functional and appropriate education, focused and integrated in accordance with its intended purpose, so that Indonesia can achieve national development through education.

Physical education is one portion of the subjects given to the students. In accordance with the applicable curriculum for this, it is given that the physical education of the students is one of the important education (major), because, generally, the result of the study of motor skills learning stating that the results will support the learning of other subjects. Moreover, the process of teaching and learning that occurs in the physical education students experience a variety of changes in both the behavior and the skills of the sport itself.

In order to achieve the goal of physical education implemented in schools, it should be carried out in accordance with the applicable curriculum, teaching programs, and the evaluation of teaching in accordance with what is expected so that the experiences gained can be used well.

B. Statement of Problems

In performing the test, measurement and evaluation in schools, it is often to result misunderstanding between the evaluations performed and conducted teaching programs which give less support relationship to student learning outcomes, and the values are less than satisfactory and also the teacher as mentor get less positive information , it is thus raised several issues including :

1. Will the good teaching and learning process improve student-learning outcomes?



2. Will the evaluation of the motor skills improve teaching programs in schools?
3. Will the meeting taking place once a week bring good evaluation?

C. Limitation of the Study

In this simple paper, so that no misunderstanding, the scope of the discussion to evaluation of motor skills will improve the process of teaching students in the school program.

D. Significance of the Study

To solve the problem raised by the scope of the discussion, the purpose of the discussion is to gain insight and understanding of the physical education teachers, that the evaluation of the students will support further programs.

BAB II

DISCUSSION

A. Definition of Test, Measurement, and Evaluation

Definition of test, measurement and evaluation are often used erroneously, even interpreted in the same ways and just thought about the implementation of the test course. Then they provide value in the form of quantitative, whereas each of the terms has a specific meaning. Suharismi (1986, p. 3) measuring is comparing something with a quantitative measure, judge determines something bad with good size which is qualitative. While the second includes an evaluation measurement and assesment steps. According Arma Abdullah, (1983, p . 3 - →4) , the test is a tool to obtain information about a person , the measurement is a method or process of collecting data or information that has been made through test scores and achievement -shaped, while the evaluation is a process that is carried out to determine the price or value through tests and measurements . So with such an evaluation in education is a process of assessing the achievement of educational goals.

Evaluation in physical education is very important to have because it has specific purposes, as proposed by, Jont Committee, (1984, p. XV) that the evaluation of a process of systematic collection of data or information to determine the value of something that is implemented programs. Means of evaluation in physiical education is a good data collection activities in the teaching process as well as the teaching is done. In accordance with the explanation put forward previously, before conducting the evaluation should be preceded by tests and measurements in accordance with the implementation of the programs, so it the result of the evaluation can be used as a guideline for teachers and education managers to the next activity.

Menuru Scriven (1967 , 314) introduces two forms of evaluation of the teaching in schools , the formative evaluation performed during the learning process takes place and summative evaluation conducted at the end of a certain period of teaching , such as at the end of the semester . While now added again with sub summative evaluation conducted after a run of material, such as mid- semester. Objectives to be achieved in carrying out the evaluation according to Rakajoni, (1986, p . 3) is to determine the status of student achievement , and then compared with an internal or internal criteria , and also to determine the potential of students that can be used as a basis for drawing conclusions . Means the physical education teacher must know the objectives to be achieved and not run away from the prevailing curriculum. The objectives and evaluation forms are known to be run by the students before teaching process is executed so that students can realize the activity , so that in the evaluation of students are not disadvantaged . Thus in evaluating a teacher must know very well the basic principles of:

- a. Teachers as mentors must know the basic capabilities of the students, so it is not wrong in doing the evaluation, thereby increasing the production of skill.
- b. Before evaluating teachers as educators need to know what should be evaluated , for what will be evaluated , and who will be evaluated, as well as whether it has been executed in accordance with the program so far , with such results will be achieved will be obtained as expected ,

B. Skills in Sports

Basically , carried out physical education in schools has been poured on the Guidelines , (1983 , p.62) physical education needs to be further enhanced and promoted as a way of fostering physical fitness and spiritual , as well as the necessary efforts to increase achievement in any sport . Here can be seen in physical education in schools is very important enhanced, due to high achievement in a sport is the main basis of the teaching program given in schools so the students are expected to have the abilities and skills in a variety of sports. Ability here , according to Robert N. Siregar , (1980, p . 34) that a person's physical ability to perform an activity as a whole and lasting stability while the skill is Drajad than success (success) in achieving appropriate and effective manner . Meanwhile, according to WS. Winkel, (1987, p . 48-49) that skill is a series of motion in a particular order. Mean skill in the exercise is the ability to coordinate the



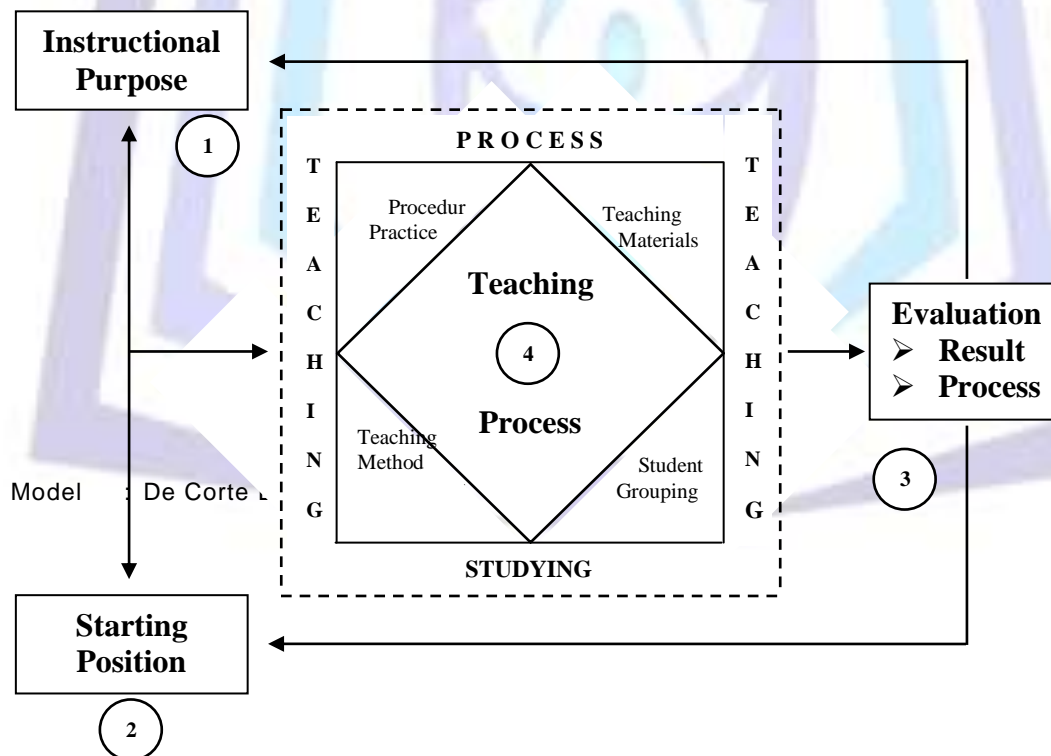
movement of a person in an integrated and focused, while the ability is much more emphasized to general as well as holistical explanation.

In curriculum and program development for physical education teaching emphasis on movement or physical activity based on the level of growth and development of students, namely the formation of the basic motion , attitudes and habits in elementary education as well as develop knowledge skills in secondary education, (Physical Education and Health, 1991, things: 1) . To determine the achievement of curriculum and programs pengajarar, then an educator needs to conduct an evaluation sustainable manner, It was clear how important the role of teachers and educational leaders in planning and developing teaching programs in schools, so that students who master the skill of various sport by itself will improve physical fitness, as well as make it easier

C. Teaching Program

Program according Hamreus (1971) is a systematic planning to improve the quality of an activity that continued with the implementation of evaluasi as feedback , meaning the program is part of a process - a process that will be carried out continuously, which ended with an overall evaluation of the material further programming . While teaching according Morrill (1971, p , 22) is an activity in which a person deliberately altered and in control with the intention to behave or react to situations in the process. So thus teaching program is a systematic and planned manner to identify, a set of materials and learning strategies followed by evaluation with a view to achieve a goal.

Managing teaching well is not the result of a combination of natural talent, personality traits and experiences. It can indeed play a role, but would not provide a guarantee of good quality teaching with expertise in planning and managing the teaching. Each learning process was unique, because it shows the variation between units of teaching and other teaching units, between teachers that one with other teachers. Despite the uniqueness and variety of variations but still there is found a number of the same basic elements, with roads linking one element to another element in the form of a model. The model in the learning process developed by many experts, one example of the learning model developed by E. De Corte, although there are weaknesses weaknesses but can be used as a handle in planning and managing the teaching in physical education at schools



Principal elements contained in the capital must be reviewed one by one and to think about how to carry it out, here is essential to the foresight of one teacher to be able to plan and manage instruction that can be executed properly. Especially in changing the behavior of the students is very desirable for careful planning, which is adapted to the prevailing curriculum because the curriculum is a guideline to create a program.

D. Evaluation of Sport Skills will Improve Teaching Programs in School

One of the very important issues facing teacher education in general and physical education in particular is



how to assess student learning outcomes so well that the students themselves are not harmed. Education is an ongoing process that is influenced by many, both factors from within and outside factors such as students, it is clear by Saparina Sadli (1986, p. 126) which states that, in principle, there are several factors that will determine the success of a person in learning and practice, including the factor of personality, motivation, intelligence, environmental, as well as teaching and evaluation program given. Thus the evaluation given to students may not notice the results only, without regard to the program before the program and the process of teaching learning results obtained (Ratal, 1984, p: 233-234). Here clearly illustrated before evaluation must hold a teaching process that is based on programs that have been developed previously, because the starting point is based on the evaluation of the processes previously.

One of the components in order to achieve the goal of physical education in the school curriculum, physical education teachers are expected to actually have the ability to plan, implement, and can carry out the teaching process with good evaluations. According to Suharsimi (1986, page 8) function evaluation to determine the extent of a successful program implemented, while function tests are done to measure the ability of students and to measure the success of the teaching program.

From the description presented, the evaluation in sports skills programs will increase further, when to determine the extent of the skills mastered by students, is highly dependent on the results of the run. The achievement of a good program is determined by several factors: the teacher factor, the method given, curriculum, facilities and evaluation forms are given to the students. There are three steps that must be followed in order to achieve a good evaluation, namely:

1. Stage 1 preparation, here making teaching programs in the form of materials, methods, media, and the objectives to be achieved, as well as the initial capability that belongs to the students so that we can look after the evaluation is done whether it has obtained the goal to be achieved.
2. Phase 2 implementation, we stay in this stage has been implementing a plan that we arrange, by adjusting the circumstances that occur in the field.
3. Phase 3 evaluation, at this time we do the assessment. Basically, this assessment must be conducted in accordance with the teaching program, the goals we set beforehand, so that we can plan future activities based on the evaluation we have done it. Thus evaluation is very important because with the implementation of good evaluation we will be able to establish or further enhance the teaching program.

CHAPTER III

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the descriptions that have been disclosed in the previous chapter, here it can be concluded that:

1. In the course of teaching sports skills to students who conducted important to have an evaluation of planned, ranging from the first meeting until the end of the teaching process (continuous assessment) both formal and non-formal.
2. With an evaluation based on established guidelines and based on the capabilities of the students will be easy to plan the program and further improvement of the teaching process.

B. Suggestion

Based on the description presented earlier and conclusions based on those above, it can be recommended:

1. To be a teacher or faculty member a written plan of what materials will be taught, as long as this teacher or faculty felt no need to make any preparations before teaching when knowing the topics that will be taught.
2. It is expected to do teaching based on programs that have been established, so it will be easier to do the evaluation and will further enhance the teaching program. Here is also expected that physical education teachers to improve exercise ability both in skills and in planning the teaching program so that the process is carried out to the students no doubt.

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