



Teacher's perception toward psychomotor assessment apply Mutual Adaption Approach at junior school in Makassar, Indonesia

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Abstract: The main aim of this study was to ascertain teacher perception toward psychomotor learning assessment for junior school students in Makassar Indonesia based on the Mutual Adaptation Approach. This study employed a case study approach to investigate eight teachers who, were taking the physical education subject at eight different schools. The result revealed that the psychomotor assessment during the teaching session was well developed. However, there are was a small number of teachers cannot use the Mutual Adaptation Approach in order to improve their assessment learning performance. In addition, this finding suggested that the Mutual Adaptation Approach is suitable as a standard tool for assessing curriculum implementation of the Physical Education subject especially for psychomotor.

Keywords: Curriculum implementation, mutual adaptation approach, physical education, psychomotor assessment.

Introduction

The assessment of physical education is considered very important to determine the effectiveness of a learning process. Various types of the exam were conducted in order to obtain the outcome of the assessment in learning, depending on which area to be examined. Assessment refers to a process of collecting, analyzing and interpreting the data (McArdle, 2010; Julismah Jani, et al., 2014). The process to determine the development, progress as well as the students, achievement can be used as a supplementary measure to improve the quality of teaching and learning. The assessment can also be interpreted as an integration of gathering information, interpreting data or put a value on that information and makes decisions based on the interpretation made of such information (Julia & Margaret, 2010; Drake, 2012). The Assessment also includes a systematic process in the collection and data analysis to determine whether or not the objectives have been achieved (Mosston & Ashworth, 2002; Orland & Barak, 2010).

The curriculum in Indonesia desperately needs to be modified to follow the needs of the community, future challenges and the needs of the progress of sciences and technology. Education is run to anticipate the various things to the demands of the future glories of students as global citizens and deep-minded and able to act on the characteristics of local potential (Hayat & Yusuf, 2010). In an

effort to improve the quality of education, the teachers should implement the curriculum in every school. The implementation of the curriculum should be done based on the characteristics and the system of a country, the country need to be responsive and dynamic (Mulyasa, 2009). Furthermore, the implementation of the curriculum needs to undergo a change and development of the people in accordance with the advancement of technology in the era of globalization (Students of the Institute Jakarta State University; 2010; Hayat & Yusuf, 2010).

Education in Indonesia requires a continuous curriculum implementation to maintain its effectiveness. This is the main agenda embodied in vision and mission of the ministry of education in Indonesia in enhancing the quality of education, developing the student success and fulfilling the needs of the country in order to achieve the international standard (Winarno, 2009; Tilaar, 2012). In the curriculum implementation, teachers at the school play a pivotal role in the advancement of the student work, student academic achievement and personality at the school level (Sukmadinata & Erliana, 2012). The implementation of the curriculum should be directed and should be linked to the development of knowledge, skills, attitude development, as well as the value of student personal development and student duties as citizens (Sukmadinata & Erliana, 2012). The education system in Indonesia claimed that a teacher has duties and responsibilities for the implementation of curriculum to advance and achieve the learning outcomes (Sukmadinata & Erliana, 2012). For the implementation of the curriculum is a major determinant of teachers at various levels of education (Pusbangsijian, 1999). The implementation of curriculum aims to improve the teaching quality and outcomes in schools (Julia & Margaret, 2010; Hasan; 2012). Curriculum development is a determinant of the future and this is expected to be done in Indonesia in an effort to produce students' achievement and its implications for the nation's progress. No matter if it is successful or not, learning outcomes strongly influence how the teachers carry on the curriculum in schools (Sutikno, 2004).



The physical education subject should be conducted through continuous assessment for a student that involving the psychomotor competence (Ministry of Education and Culture, 2013; Koswara, 2013; Norkhalid Salimin, et al., 2013). However, the teachers who maintain the physical education subject are still ignoring the third of competencies that should be done in the implementation of curriculum in schools. Moreover, the majority of teachers has not effectively conducted proper assessment activities in school. Those teachers experience a lack of academic skills since their backgrounds were not in the field of physical education subjects as outlined by the curriculum guidance (Yusrana Sport's Site, 2011). Meanwhile, the Human Development Index (HDI) stood at around 17.2 percent or equal to 69.5 percent of teachers carry on the teaching that is not linked to their area of interest (Mutohir, Cholik & Maksum, 2007; Education and Teacher Professional Training, 2008).

The physical education subject is one of the lowest in its achievement and not able to achieve student success (Center for Education and Sports Physical, 2006; Ministry of Youth and Sports, 2010). This is due to the fact that there are still many teachers in the assessment process do not adhere to the curriculum guidelines and the objectives of the assessment component in accordance with the outcomes of the teaching and learning of physical education (Yusuf, 2012; Muslich, 2014). Other researchers such as Margono and Mukholid (2013), Kristiyanto, Liskustyawati and Satyawati (2013), found that the teachers had low scores in the assessment because they did not understand which component that would be assessed in the assessment process, especially for the competencies in theory psychomotor in learning the result. Finally, this problem leads to the difficulties for teachers in an effort to make an assessment of the school. Consequently, it was revealed that the students still showed very low achievement based on the decision of learning outcomes of the curriculum in physical education subject (Mahendra, 2013; Priya, 2011; Rusli et al., 2007; Suhartini, 2010).

This study is expected to provide benefits to the Indonesian government, in accordance with the objectives contained in the national education philosophy Indonesia, this research is crucial for educational quality improvement, especially in identifying the determinants that led to the low quality of physical education curriculum subjects. The results could be used for consideration and improvement of physical education teaching. The outcome of this study is also expected to provide an explanation in order to improve the psychomotor assessment quality of physical education teachers

in Indonesia that are still considered very low. The outcome of this study may ensure the teacher to obtain enough knowledge, such as skills and abilities in assessing the physical education learning based on the guidance of education curriculum at junior school (Ministry of National Education, 2012).

The implementation of curriculum in Indonesia as a whole is certainly not without reason, however a variety of factors, especially for improving the development of education science and information technology. In the era of science and education as well as the development of information technology and the impact of globalization as it is today is the era of educational change that will take effect rapidly (Wells, et al., 2005; Min-hang, 2009; Rahim, 2013). Abdul Rahim Hamdan (2012), state that the curriculum is an aspect that includes the entire of public education activities.

Therefore, the implementation of physical education curriculum is a strategic step in the face of globalization and the demands of Indonesian people in the future (Ministry of Education and Culture, 2013). Meanwhile, the quality education curriculum is a determinant aspect of human resources as well as the progress and success of a nation. However, the physical education subject is not a lot of success if not supported by the curriculum implementation of effective, high quality and teachers should have a high commitment (Kirk, 2010).

Psychomotor Competence:

In psychomotor competencies, the assessment is done on the skills in the game, the achievement of the components of physical fitness as well as achieving the motor movement. This illustrates that the teaching of physical education needs to involve physical activity as well as to stimulate the development of fitness and motor skills mastery itself (Bahneman, 1996; Mahendra, 2013). Mahendra (2013), declare that psychomotor assessment can provide feedback regarding the achievement of every student. Components in psychomotor competence include motion and skill, physical and motor abilities, organ function improvement. Assessing skills that involve techniques of the game, the rules of the game, a technique, which is carried out in motion the use of the body, such as head, feet and hands (Siedentop, 2007).

Psychomotor aspects can have a positive impact on the ability of student's movement. Assessment can be done to determine the achievement of goals in the physical education subjects and provide feedback to the teacher and the school. Provides an opportunity for both teachers and administration to



change teaching strategies and ensure the learning outcomes expected to be achieved (National Association for Sport and Physical Education, 1995). Psychomotor competencies in physical education subject able to maintain and improve fitness and health, mastering the basic of motion and skill in the game. The next, practicing physical education and health while participating in various physical activities. Physical education can contribute in combating the decline in physical activity levels of students or adolescence (Pate, O'Neill & McIver, 2011; Slingerland & Borghouts, 2011).

Mutual Adaptation Approach:

Teachers should utilize Mutual Adaptation Approach to open up more space in the implement of assessment that is better suited to help increase the role of teachers in implementing the assessment of physical education curriculum. Teachers need to continue to focus sufficient for the assessment of the implementation process of the physical education curriculum in schools in Indonesia requires the modification (Supartono 2004; Center for Curriculum and books of the Ministry of Education and Culture, 2013).

This study should be conducted to identify the role of Mutual Adaptation Approach in making modifications during implement assessment of the physical education curriculum in schools. This situation is causing researchers interested in reviewing the role of Mutual Adaptation approach in the implementation of assessment physical education curriculum can help teachers' skills in conducting environmental suitability in school (Samsudi, Rokhman & Nugroho, 2008; Supriyanto, 2013).

Because by opinion Snyder, Bolin and Zumwalt (1992), Marsh and Willis (2007), suggest that the use of Mutual Adaptation Approach is a teaching that is useful to equip teachers to implement the assessment subject in schools. In the implementation of this approach physical education curriculum allows modification and creativity of teachers according to their ability and provide a comfortable environment for implementing assessment to students in the class (Pratama, 2013; Margono & Mukholid, 2013).

Specifically, the objectives of this research are to identify the implementation of physical education curriculum at the Junior School by focusing on teachers in psychomotor assessment apply Mutual Adaptation Approach.

Material and Methods:

The research methodology is to propose a method used by researchers in research data collection

(Arikunto, 2010). The purpose of this study was to examine the depth implementation of the physical education curriculum at the junior school Makassar, Indonesia.

The study design was undertaken using a qualitative approach, which aims to describe in depth the implementation of the physical education curriculum in junior school. That is, a qualitative approach that involves the use of words and do not use numbers or algebraic symbols. (Branen, 1997). Qualitative research has been selected to elaborate the implementation of the physical education curriculum in the subjects among teachers. Merriam (2009) stated that the qualitative research focus on experience and knowledge, discoveries and insights and views of research participants can give a great contribution to the world of education. A qualitative method can explain to person's experience and knowledge in-depth and thoroughly regarding Mutual Adaptation Approach in the physical education subject.

Interview Data

Strauss and Corbin (1998), argues that a qualitative approach is the best interview approach used to understand something that is widely known phenomenon. Interview in the qualitative approach used to obtain new insights and also obtain extensive and in-depth information that may be difficult to run with a quantitative approach. Stake (1978), Lincoln and Guba (1985), says that only an interview using a qualitative approach can explain the views of teachers and get more understanding and information about the situation to be studied extensively, detail and in-depth. Therefore, the researcher will provide a detailed explanation of the research findings so that readers can compare the truth with their condition. According to this aspect, of alternative generalization, the findings of this study may be applied to other conditions of the readers to be on the condition that (Creswell, 2011).

Examining the Validity of Interview:

In an attempt to verify the validity of the interview instruments, the content validity was employed with the expert in physical education curriculum. This validity is compulsory to ascertain whether the instrument used can accurately measure the concept (Creswell, 2011). Thus, this study uses the content validity to determine which items were suitable to measure the lesson plan in the implementation of physical education curriculum. Accordingly, the expert checks the items related to their sentence structures, focus and terminologies.

**Sample and Population:**

The sample of the population for this research consists of physical education subject teachers who teach in junior schools in Makassar, Indonesia, a total of eight physical education teachers were identified as a population. The researchers had gone to all the above-mentioned schools and met stood face to face with all eight probable respondents. Out of four respondents, there were only four respondents who, were willing to cooperate and agreed to become subjects for this study. Therefore, the researcher interviewed the four respondents for the data collection purpose. Four respondents managed to complete all the given interview and therefore become respondents for this study. With a total of completed instruments, the researchers acquired four of the whole sample of the district's Physical Education teachers. This proportion is sufficient to represent the total population in Makassar. As stated by Creswell (2011), the minimum sample obtained from a qualitative study is, at least one of the total number of research population. Sampling procedure as mentioned above, this study had also employed purposive sampling to choose the sample of this study. This type of purposive sampling was chosen since its easily manageable nature and fulfil the requirement of the research sampling method (Jones, Brown & Holloway, 2013). This sampling method can also be used on respondents who are willing to cooperate with the researchers. In essence, the sample is also considered is homogeneity of respondents that consisted of similar teachers who are into a physical education subject.

Result and Discussion:

In Indonesia, the implementation of physical education curriculum in the assessment always emphasized the psychomotor competence. Assessment of psychomotor competencies to perform semester exams or in the form of a mid-semester as the rules and certain criteria. The first step to planning teaching activities that need to be a teacher's assessment is to determine learning outcomes to be achieved. Teachers make assessment decisions in the allocation of teaching hours in writing the appropriate teaching syllabus (Metzler, 2000). He said that there were many important aspects to plan a teaching as determinants of teaching purposes such as facilities and infrastructure, method, time and activity of teaching.

These studies find that the quality of the psychomotor assessment of physical education teachers with use Mutual Adaptation Approach in schools classified both. These findings report that they know how to make the Mutual Adaptation

Approach in assessing physical education subject especially for psychomotor competence. The Mutual Adaptation Approach helped make explicit the new task demands for explanation and evidence and helped students succeed in psychomotor assessment. The depth of student success and success led teachers to believe that Mutual Adaptation Approach would be good work in their classrooms.

By doing this teacher will be given priority for learning assessment the class in school. This research underscores that teachers can indeed be actively involved in the psychomotor of assessment, in this case the psychomotor of assessment Junior schools physical education curriculum. While teachers had some of them serious, they engaged in a Mutual Adaptation Approach effort to create a curriculum to address assessment concerns.

Psychomotor Assessment:

Psychomotor assessment is an assessment sets out in a practice or exercise to achieve the learning outcomes that are to know the advantages and disadvantages of student skill after attending classes conducted by teachers (Darst & Pangrazi, 2006; Metzler, 2000).

According to R1, it is necessary to give a value subjectively in the practice of skills or psychomotor of students. By this teacher, there are various criteria that will be assessed in psychomotor such daily skills and ways is plays.

Its psychomotor I see from the daily activity skills play. The daily activity such ways he plays, he skills, likes to play his friend together or he would continue to very good play the ball...it is usual for children/students (interview/R1).

Analysis of these data found that psychomotor assessment conducted by R1 is conducted based on the rules and criteria established by the curriculum implement Mutual Adaptation Approach. According to R1, learning assessment has accorded with the syllabus of physical education. R1 has ability to use Mutual Adaptation approaches and to remember the students with their names would facilitate the teacher's assessment such as psychomotor assessment.

As the syllabus, assessment of psychomotor or skills...It means that children's psychomotor, a state of students during the learning takes place is where we can assess. If such these is skill in other meeting or like big ball game there are 3, football, basketball and volleyball, did so, later after psychomotor assessment carried all I held



the assessment of use Mutual Adaptation Approach (interview/R1).

For R2, duties and responsibilities a teacher of physical education should make sure Mutual Adaptation Approach or use modification and see the psychomotor achievement of students practice in the field. But, he thinks the assessment made is a process value that starts from the first meeting until the end of the meeting.

I use modification approach because every meeting I assess, there is a process value, not the final value, starting from the first to the end of meeting (interview/R2).

Meanwhile, R2 said as an example of the psychomotor assessment activities as mentioned by R2 such as if students want to study the physical education, certainly down the field to chakram throw practices, it means that students really want to chakram learn. If it does not go down on the field, mean score psychomotor competence assessment is not good for them, because I do not want to study a physical education.

So down is always stored in the psychomotor memory as the face of often invisible and remembered. According to R2 I would give full psychomotor value...it is no problem. But, at least, they exist on the field near here to show skills doing chakram throw (interview/R2).

Analysis of these data found that psychomotor assessment conducted by R3 is conducted based on the rules and criteria established by the curriculum. He believes that learning assessment has an accord with the syllabus of physical education. R3 that has the ability to remember the students with their names would ease the student's assessment such as psychomotor assessment.

Assessment of psychomotor or skill, It means that children's skills known, there will appear new moods, a skill, a state of students during the psychomotor physical education learning takes place is where we can assess psychomotor. If all today I assess psychomotor is not difficult for me (interview/R3).

This study found that R3 assessing the psychomotor competence to see the student's psychomotor or skill. This teacher took the initiative to make a skill exam with a score to determine the aspects that will be assessed. For example, R3 sets and makes Mutual Adaptation Approach basketball for students to assess the psychomotor competence.

Assess the practice or skill, assessment skill is important and in assessing the psychomotor... their skills should also be assessed with used

the Mutual Adaptation Approach (interview/R3).

While the R4 in the process of learning assessments also make modifications permanent. Among them, reducing the number of students in assessing they're learning so active in teaching the game to create the maximum.

Remarkable that the usual field eee...eee...fixed so I reduce the number of players...yes...the number of players active players so children do. Several balls a lot of people then subtracted players. Yes modification in terms eee...anu participants, how to create it to...he...he...what's it called learning (interview R4).

Components that should require R5 have innovative and creative attitude to carry out assessment activities by running Approach Mutual Adaptation particularly on the score and time in the game. It is according to R5 students in large numbers until the required modifications.

If in a field assessment to be modified, but still we explain to the child that the actual calculation of the number 25. It is this time we are a little bit, but the son of many so the timing is modified, so that implement assessment remain modified (interview/R5).

R6 describe that psychomotor competence assessment students must be active to learn or play team in the field. R4 believes that students active and remain with cooperation their friends in the team game. Among the cooperation skill given to their friends that is so gets value for psychomotor competencies, caused there are team cooperation in psychomotor skill assessed. According to R6;

For psychomotor competency assessment based on the value of skill practice...assesses students at any time, the gift of value is also associated with the presence of students during the field playing for psychomotor. R6 feels with actions to provide value based on the presence of students during classes of physical education curriculum subjects to their daily psychomotor skill, ways he plays and a great skill throw javelin (interview/R6).

However, R7 said that as a permanent teacher can not follow in accordance with the curriculum standard he cannot be used Mutual Adaptation Approach. R4 still confuses to determine its own criteria that will be achieved by adjusting the state of school are very limited of teaching facilities and infrastructure. According to him, there are not abilities and skill it to make the modification.

I am teachers we can't follow the curriculum that indeed appropriate. I cannot be used modification because there are no skill



it...cannot because if we see the condition of school is different from other schools. How in terms of facilities and infrastructure, especially in the modification (interview/R7).

Assessments to R8, according to their own lesson plan reported to the school principal that the conduct of assessment is not in accordance with his plans. R8 also have to talk to the school principal about teaching materials and equipment are not complete. Therefore, this teacher have always asked school principals to be instructional material and equipment physical education equipped but never fulfilled by the school principal. R8 also stated that he was an old teacher, but was left behind and found difficulty in the case involving the assessment of Mutual Adaptation Approach or make modification.

Frankly irregular, but I said to the principal, I have this pack lesson plan but, I do not follow that practice. It is here there is no nothing, yet complete tool pack sport, if the bill said existing tools but never came. I do not I want headmaster ... but I want exercise equipment now. This is my senior teacher, but a lot harder to miss and I pack including modifications in the value I do not know like it (interview/R8).

Conclusion:

This research gives a good implication for teacher and also policy makers. First, of all the policy makers must ensure that teacher must be well trained in order to implement a policy in subject physical education. In Indonesia teaching and learning is giving more priority for curriculum implementation. In order to ensure that the learning

assessment process is going according to Mutual Adaptation Approach, teachers also should have changed their choice of curriculum implementation rather than still choosing learning assessment (Ihsan & Hasmiyati, 2011).

In addition, curriculum implementation seems to be throughout the semester. In this case, the teacher must be given priority for that. So, the policy makers should make this curriculum model Mutual Adaptation Approach and introduced curriculum implementation which can be done throughout the semester. By doing this, the teacher will be given priority for learning assessment the class in school. Our account underscores that teachers can indeed be actively involved in the psychomotor of assessment, in this case, the psychomotor of assessment middle school physical education curriculum. While teachers had some of them serious, they engaged in a Mutual Adaptation Approach effort to create a curriculum to address assessment concerns.

Based on interviews, Mutual Adaptation Approach occurred when the teacher saw her students being successful with the psychomotor assessment. By the teacher, the Mutual Adaptation Approach in the curriculum implementation helped what appeared to be a very challenging task and still difficult within the grasp of her students. The Mutual Adaptation Approach helped make explicit the new task demands for explanation and evidence and helped students succeed in psychomotor assessment. The depth of student success led teachers to believe that Mutual Adaptation Approach would be good work in their classrooms.

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