



Evaluation in Physical Education Learning for Mentally Retarded Students during the Covid-19 Pandemic

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Abstract

This study aimed to determine the implementation of evaluation in Physical Education, Sports, and Health learning during Covid-19 Pandemic at a Special Need School in Cimahi City. This research is descriptive research. The method used was a survey method using a questionnaire for collecting data. The subjects of this study were all teachers of mentally retarded students at a Special Need School in Cimahi City, including 11 teachers, selected through a total sampling technique. The instrument used was a close ended questionnaire. The data analysis technique used quantitative descriptive analysis stated in percentages. The results of the survey of the implementation of evaluation in PJOK learning at a Special Need School in Cimahi City included 0% (0 teachers) in the "very poor" category, 45, 45% (5 teachers) in "poor" category, 36.36% (4 teachers) in "fair" category, 9.09% (1 teacher) in "good" category, and 9.09% (1 teacher) in "very good" category. This research is expected to be useful for researchers, schools, and teachers of mentally retarded students, and can create a more effective and efficient Physical Education learning for mentally retarded students.

INTRODUCTION

Children with special needs are born with special needs that are different from humans in general, so they require special services (Abdullah, 2013; Dermawan, 2013). A person with intellectual disabilities is specific that he is a mentally retarded person. Children with mental retardation tend to be less concerned about their environment, both within the family and the surrounding environment. Society, in general, recognize mental retardation as mental retardation.

Children with significant intelligence are below average and are accompanied by an inability to adapt to behavior that appears during development. He also said that children with mental retardation have academic barriers in such a way that their learning services require curriculum modifications to suit their particular needs. (Sari et al., 2017). In line with this, children with mental retardation have obstacles in processing learning in general. However, although children with mental retardation have these obstacles, it does not close the opportunity to receive proper and appropriate education both at home and especially at school, so that children with mental retardation have a bright future, just like children in general. (Kesumawati & Damanik, 2019).

During this covid-19 pandemic, every activity of the community from all fields is limited to breaking the virus spread chain, including hampered educational activities (Budiman, 2021). Of course, this is a serious problem about how we provide learning to mentally retarded students who need special services according to their needs. One of the impacts of the COVID-19 pandemic is the difficulty of evaluating physical education learning for mentally

retarded students.

Evaluation is an interpretation or assessment of student growth and development that is directed at the goals or values set out in the curriculum. Thus the purpose of the assessment is to obtain material or data as evidence about the ability or success of students. In addition, it is also helpful for teachers as a measuring tool to assess the effectiveness of teaching experiences, learning process activities as well as methods and techniques of teaching approaches used. Assessment plays a critical role in the teaching and learning process, among others, to determine and determine the learning progress and development of students after completing the teaching and learning process within the specified period.

Based on the problems that have been described previously, the research is considered very important to do. Furthermore, the research carried out is related to the Evaluation of Physical Education Learning for the mentally retarded during the Covid 19 Pandemic.

METHOD

The research method used is the descriptive quantitative research method. The purpose of this research is to make a systematic, factual, and accurate description or description of the facts, nature, and relationships between the phenomena being investigated. (Sugiyono, 2017). The population in this study were all 11 mentally retarded teachers at SLBN-A Citeureup, Cimahi City. The sampling technique used in this study is the total sampling technique (Fraenkel & Wallen, 2008).

The research instrument used was a questionnaire or questionnaire with a likert scale given to all mentally retarded teachers

carrying out online learning activities. This questionnaire contains students' understanding of learning and evaluation in online physical education that they have been living in so far.

Data analysis can be done if all data has been collected. The data that has been collected is then processed and analyzed using statistical techniques so that a conclusion can be drawn. Therefore, the data obtained from the measurement results are processed using statistical formulas.

RESULTS AND DISCUSSION

Statistical descriptive of research data on the Evaluation of Physical Education Learning for Mentally retarded in the Covid-19 Pandemic Period at SLBN-A Citeureup, the lowest score (minimum) was 117.00, the highest score (maximum) was 149.00, the mean (mean) was 128.54, the maximum score was 128.54. median (median) 124.00, frequently occurring value (mode) 122.00, standard deviation (SD) 10.06344.

Based on the frequency distribution in Table 1, the evaluation of physical education learning for mentally retarded students during the covid-19 period at SLBN-A Citeureup can be presented in Figure 1 as follows:

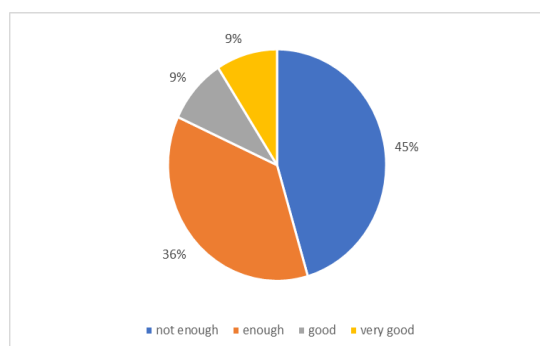


Figure 1. Histogram of Physical Education Learning Evaluation for mentally retarded students during the Covid-19 Pandemic

Based on Figure 1, it shows that the evaluation of Physical Education Learning for mentally retarded students during the Covid-19 pandemic is in the "not enough" 45.45% (5 teachers), "enough" is 36.36% (4 teachers), "good" is 9.09% (1 teacher), and "very good" is 9.09% (1 teacher). Based on the average score, which is 128.54, the Physical Education Learning Evaluation for mentally retarded students during the Covid-19 pandemic is in the "enough" category.

It can be concluded that most of the physical education teachers at SLBN-A Citeureup, Cimahi City, on the teacher's cognitive factors related to the evaluation are in the sufficient category. Cognitive is a domain that emphasizes the development of intellectual abilities and skills, the cognitive domain has six aspects, namely knowledge, understanding, application, analysis, synthesis, and evaluation.

Teacher's Cognitive Factors related to Evaluation

Statistical descriptive of Physical Education Learning Evaluation for mentally retarded students in the Covid-19 Pandemic period based on the teacher's cognitive factors related to the evaluation, the lowest score (minimum) was 30.00, the highest score (maximum) was 39.00, the mean (mean) was 33.72, the middle score (median) 34.00, the most frequent value (mode) 30.00, standard deviation (SD) 3.22.

Based on Table 2 and Figure 2 above, it shows that the Evaluation of Physical Education Learning for Mentally Impaired Students in the Covid-19 Pandemic Period based on teacher cognitive factors related to evaluation is in "not enough" of 27.27 % (3 teachers), "enough" at 36.36% (4 teachers), "good" at 27.27% (3 teachers), and "very good" at 9.09% (1 teacher).

Based on the average value, which is 33.72, Evaluation of Physical Education Learning for Mentally Impaired Students in the Covid-19 Pandemic Period based on the teacher's cognitive factors related to evaluation in the "enough" category.

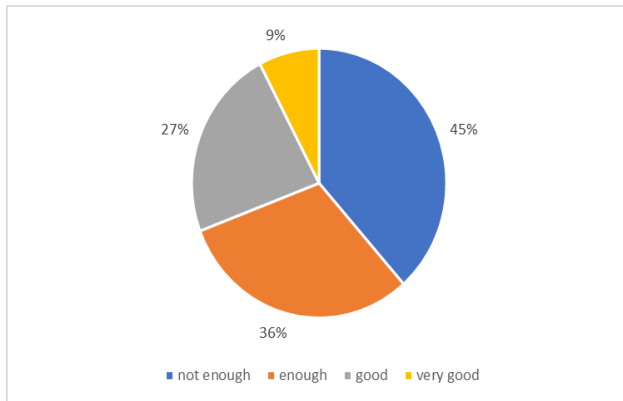


Figure 2. Histogram of Learning Evaluation based on Teacher's Cognitive Factors

Assessment Aspect Factors in PJOK Learning

Statistical descriptive of Physical Education Learning Evaluation for mentally retarded students during the Covid-19 pandemic based on assessment aspects in PJOK learning the lowest score (minimum) 31.00, highest score (maximum) 38.00, average (mean) 33.18, middle value (median) 33.00, frequently occurring value (mode) 33.00, standard deviation (SD) 1.77.

Evaluation of Physical Education Learning for Mentally Impaired Students in the Covid-19 Pandemic Period based on assessment aspects in PJOK learning can be presented in Figure 3.

Based on Figure 3, it shows that the Evaluation of Physical Education Learning for Mentally Impaired Students in the Covid-19 Pandemic Period based on assessment aspects in PJOK learning is in the "not enough" of 27, 27% (3 teachers), 63.63% (7 teachers), "good" 0% (0 teachers), and

9,09% "very good" (1 teacher). Based on the average score, which is 33.18, the Evaluation of Physical Education Learning for Mentally Impaired Students in the Covid-19 Pandemic Period based on assessment aspects in PJOK learning is in the "enough" category.

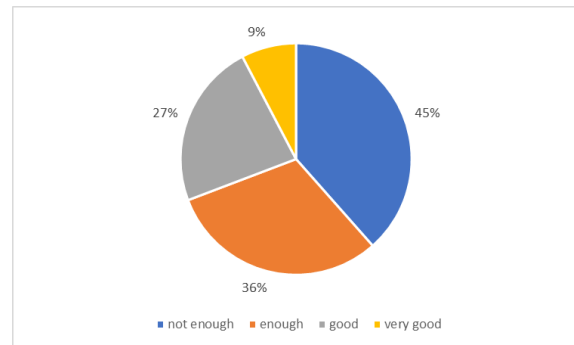


Figure 3. Histogram of Learning Evaluation based on Assessment Aspect Factors in PJOK Learning

Self-assessment is a systematic procedure and includes activities to collect, analyze, and interpret information that can be used to draw conclusions about the characteristics of a person or object.(Amirono & Daryanto, 2016;. Assessment is also a "procedure, method and use of various assessment tools to obtain information about the extent to which student learning outcomes or competencies (a series of abilities) are achieved.(Darmadi, 2011).

Factor Evaluation Procedure

Statistical descriptive of Physical Education Learning Evaluation for mentally retarded students in the Covid-19 pandemic period based on the evaluation procedure factor, the lowest score (minimum) was 56.00, the highest score (maximum) was 72.00, the average (mean) was 61.63, the median was 58.00, frequently occurring value (mode) 56.00, standard deviation (SD) 6.31.

Figure 4 shows that the evaluation of Physical Education Learning for mentally retarded students in the Covid-19 Pandemic period based on the evaluation procedure factor was in the "not enough" of 54.54% (6 teachers), "enough" by 9.09% (1 teacher), "good" by 27.27% (3 teachers), and "very good" by 9.09% (1 teacher). Based on the average score, which is 61.68, Evaluation of Physical Education Learning for Mentally Impaired Students in the Covid-19 Pandemic Period based on the evaluation procedure factor in the "enough" category.

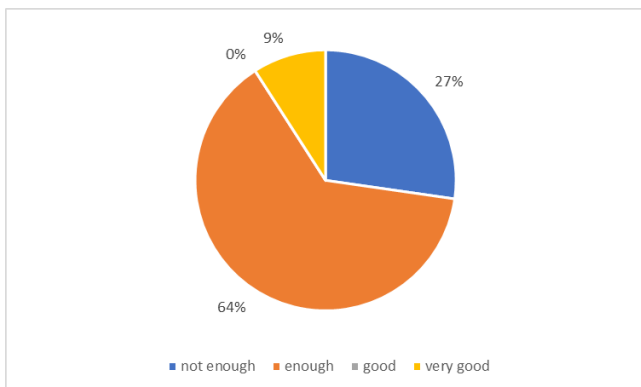


Figure 4. Physical Education Learning Evaluation based on Evaluation Procedure Factors

The success of the evaluator will also influence the success of an evaluation activity in carrying out the evaluation procedure. The procedure in question is the main steps that must be taken in evaluation activities, which consist of (1) evaluation planning, (2) evaluation implementation, (3) data processing, (4) data interpretation, (5) reporting results (Arifin, 2015).

Evaluation is one of the measuring tools that can be used at every level of education to determine students' achievement in a lesson. Evaluation is held to collect and combine data with standard goals to be

achieved so that it can be used as a basis for decision-making. Evaluation certainly cannot be separated from learning activities. One of them is in learning adaptive physical education. Adaptive physical learning is learning that prioritizes modified physical activities for children with special needs and makes it easier for them to learn physical education. Children with special needs have limitations/disabilities that cannot be equated with other normal children (Dermawan, 2013; Desiningrum, 2017; Solihin, 2016).

During this covid-19 pandemic, every activity of the community from all fields is limited to break the chain of virus spread, including educational activities being hampered. Online learning during the Covid-19 pandemic has obstacles and constraints, namely limited internet access and limitations in operating online features. "Online learning is a learning system that is not carried out face to face but uses a platform that can help the teaching and learning process that is carried out even though it is distanced. The purpose of online learning is to provide quality learning services in a massive and open network to reach more and more enthusiasts of the learning space. (Sourial et al., 2018).

In addition, children with special needs have some physical, mental and social limitations. Like mentally retarded students who have limitations in thinking (Anindhito, 2020). This, of course, affects the level of implementation of the evaluation of adaptive physical education learning during the Covid-19 pandemic.

CONCLUSION

Based on the data analysis and discussion results, it can be concluded that the Physical Education Learning Evaluation for

mentally retarded students during the Covid-19 pandemic is in the poor category. This should be a concern, especially for educators in schools with special needs, and must increase awareness that evaluation in learning is very important.

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