

# Development of Attitude Instrument Assessment in Physical Education Learning for Tanjung Balai, Islamic School

Hasanul Fadhilah Marpaung <sup>(1)</sup>  
 Postgraduate, Universitas Negeri Medan  
 North Sumatera, Indonesia  
 E-mail : hasanul.fadhilah@gmail.com

Amir Supriadi <sup>(2)</sup>, Tarsyad Nugraha <sup>(3)</sup>  
 Postgraduate Lecturer  
 Universitas Negeri Medan  
 North Sumatera, Indonesia

**Abstract-** This study aims to find out: (1) Describing the conditions and potential instruments of attitude assessment that exist and are used today. (2) Producing attitudinal assessment instruments on sports and health physical education learning. (3) Test the level of validity and reliability of attitude assessment instruments that will be developed in sports and health physical education learning. The subjects of this study were students who attended Islamic senior high school in Tanjungbalai .Then each school is represented by two classes consisting of 20 students. The selection of students who were the subjects of the study used the Random Sampling method. The type of research carried out by the researcher is R & D and using the 4 D Models. Then the validation is an expert validation that assesses the instrument in several aspects with values as follows: (1) Objectivity: 93.75 (2) Construction: 93.75% (3) Language: 75% (4) Clarity: 93, 75% (5) Practicality: 100%. Until the overall average is obtained: 91, 25% and the assessment criteria obtained are very valid.. So it is feasible to be used as a tool to assess the attitude of students in school during the learning process of teaching.

**Keywords:** *development, instrument, assessment, attitude*

## I. INTRODUCTON

Physical education is one form of the education process. However, it is more focused on the educational process of physical activities that are planned systematically, which aims to develop and enhance individuals organically, neuromascularly, perceptually, cognitively, and emotionally, within the framework of the national education system. .

Physical education in sports and health can be said as subjects that are able to apply all the assessment processes as a whole. According to Arikunto (2011: 15) "The realm of assessment of a learning outcome process is divided into 3 aspects namely, Cognitive, affective, Psychomotor". All three areas of assessment can be done during the Physical Education learning process.

Having an instrument, a teacher can be seen working professionally and fully understanding that each teacher is required to make a full assessment of students in their subjects (ie cognitive, affective, and psychomotor) in accordance with Ministry of Education Regulation No. 16 of 2007. So that raises the credibility of teachers towards students and coworkers.

Measuring this aspect of student attitudes, it is necessary to develop a valid and reliable assessment instrument. The assessment instrument is a tool used by educators to collect data. There are also those who declare the instrument as written guidance on interviews, observations, or list of questions prepared to obtain information from respondents (Gulo, 2005: 123).

Based on the description above, researchers are interested in conducting research on "Development of Attitude Assessment Instruments in Learning Physical Education Sports and Health in The Islamic Senior height school Tanjungbalai".

## II. METHOD

The type of research conducted by researchers is research and development namely the research methods used to produce certain products, and test the effectiveness of these products.

This type of research is different from other educational researches because the aim is to develop products based on trials to then be revised to produce products that are suitable for use. This research is useful to produce an assessment instrument in an effort to facilitate teachers in the use of appropriate and quality assessment instruments.

## III. DISCUSSION

Assessment is a systematic process to determine the value of something (goals, activities, decisions, performance, processes, people, objects, and others). While measurement is a term related to the concept of valuation.

Thoha (in Krisnawati, 2013) defines measurement as an attempt to find out the state of something as it is that can be quantified. This can be obtained by means of a test. Measurement can also be interpreted as activities to measure something. In essence, this activity is comparing something with or something else (Sudijono, 2011).

Discipline is a management action to encourage members of the organization to meet the demands of various provisions. According to Ivonne A (2013: 675) discipline is a form of

training that seeks to improve and shape the knowledge, attitudes and behavior of employees so that a person voluntarily tries to work cooperatively with others increasing his work performance

Honest understanding in terms of language is to acknowledge, say, or provide information that is in accordance with what actually happened / reality. In terms of language, honesty can also be referred to as an antonym or even the opposite of lies which means to say or even give information that is not in accordance with the truth

The definition of responsibility in general is human awareness of behavior or acts both intentional and unintentional. Responsibility also means acting as an expression of awareness of the obligation

These three attitudes are used as variables in research with the type of research and development, and the research design uses 4-D models belongs to Thiagarajan as shown in Figure 1.

The 4-D (Four-D) development model is a development model of learning tools. The development model of the Four-D Model was suggested by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974. This model consisted of 4 stages of development namely Define, Design, Develop, and Disseminate or adapted into a 4-D model, namely a. difine (definition), b. Design (design), c. Develop (development), and d. Disseminate (spread)

*a) Stage I: Define*

The define stage is the stage for defining and defining learning requirements. This define phase includes five main steps, namely front-end analysis, student analysis (learner analysis), task analysis, concept analysis and formulation of learning objectives (specifying instructional objectives).

*b) Stage II :Design*

The design phase aims to design learning tools. Four steps must be taken at this stage, namely: (1) preparation of standard tests (criterion-test construction), (2) media selection in accordance with the characteristics of the material and learning objectives, (3) format selection (format selection ), namely reviewing the formats of existing teaching materials and determining the format of teaching materials to be developed, (4) making an initial design according to the chosen format

*c) Stage III : Develop*

The development stage is the stage to produce development products which are carried out through two steps, namely: (1) expert appraisal followed by revision, (2) development trial

*d) Stage IV :Disseminate*

dissemination process is a final stage of development. Dissemination phase is carried out to promote development products to be accepted by users, both individuals, a group, or the system. Manufacturers and distributors must be selective and work together to package material in the right form.

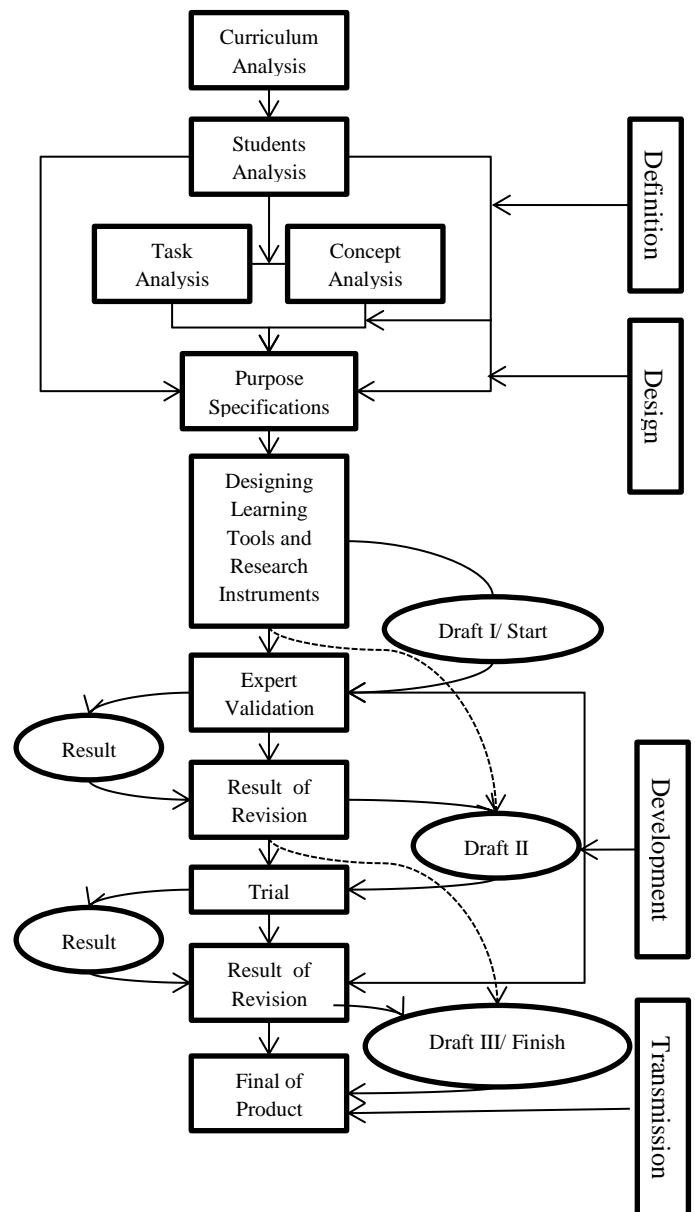


Figure 1. Research design uses 4-D models belongs to Thiagarajan

IV. CONCLUSION AND SUGGESTION

A. Conclusion

the results obtained in this study can be stated that:

1. The attitude assessment instrument developed is capable of displaying a more comprehensive attitude assessment process in the physical and physical education learning process, especially in disciplined, honest and responsible attitudes.
2. Then referring to the results of the validation carried out by several methods the results obtained are as follows:

- a. The results of the experts' validation of the components of the instrument (1) Objectivity (2) Construction (3) Language

(4) Clarity (5) Practicality. Obtained a very valid rating category

b. The results of the validation of the items of attitude assessment instruments that are being developed by experts are very valid categories of assessment

c. Then the process of empirical validation of the items developed attitude assessment instruments can also be concluded to have a very good level of validation so it is feasible to be used as a tool to assess student attitudes at school during the teaching and learning process.

In other words, the instrument developed was very suitable for use in islamic senior high school in Tanjungbalai in particular, and all schools in general.

#### *B. Suggestion*

1. Sports and health physical education teachers must first look at the characteristics of students when they are going to teach a material so that the teaching-learning process can run well and have the responsibility to expand the latest knowledge not only how to teach but also in the student assessment process

2. To other researchers who want to conduct similar research, development can be started from increasing the number of attitude variables to be studied such as self-confidence, tolerance and so on. Then by adding the number of validators to test the instrument you want to develop

#### REFERENCES

- [1] AgusSalim (2012). *Psikologi Perkembangan Peserta Didik*. Bandung :Remaja Rosdakarya.
- [2] FitryWahyuni (2017). Pengembangan perangkat pembelajaran berbasis model pembelajaran berdasarkan masalah untuk meningkatkan kemampuan memecahkan masalah matematika di smpnegeri 3 sunggal. *JurnalMES* : 2528 - 436
- [3] Hasibuan&Mujiono.(2016). *Belajar Dan Mengajar Yang Menarik Dan Menyenangkan*.Jakarta : Rajawali Pres.
- [4] Nurgiyantoro, Burhan. (2011). *Penilaian Pembelajaran Bahasa*. Yogyakarta: BPFE.
- [5] Nurgiyantoro, Burhan. (2011). *PenilaianPembelajaranBahasa*. Yogyakarta: BPFE.
- [6] Thiagarajan, S. Semmel, D.S &Semmel, M.I (1974). *Instructional Development For Training Teachers Of Expectational Children*. Leadership Training Institute / Special Education. University Of Minnesota.
- [7] Widodo DS (2009). Prilaku Manusia Dan Cara Penghitungannya. *Jurnal Prilaku Sosial*, 2 (2) : 219-230.
- [8] Widagdo, (2012). *Masalah Dan Prilaku Anak Terhadap Pengaruh Lingkungan*, Jakarta :Sagung Seto
- [9] Winarno M ( 2015). *Panduan Proses Pembelajaran Kreatif dan Inovatif*. Jakarta : Publisher.
- [10] Zulfikar (2008). *Penguatan kejujuran dalam Islam* Bandung : Al-fal'h Cipta