

Psychomotor Assessment Construction in Teacher Learning Tools in Junior High Schools

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Abstract: The independent curriculum is a curriculum that implements a learning approach based on the development of students to suit their interests and talents. The independent curriculum focuses on essential material, character development, and student competency. They are achieving student learning outcomes by carrying out cognitive, affective, and psychomotor assessments. This research aims to reveal: (1) learning tools prepared by teachers, (2) planning for psychomotor assessments, and (3) barriers for teachers to prepare psychomotor assessments. The research method uses a qualitative approach that reveals social phenomena completely and holistically, data collection techniques are triangulation techniques and source triangulation. The research results show; (1) the teaching module prepared by the teacher: (a) the learning tools are in accordance with the independent curriculum, (b) the designed psychomotor assessment is not integrated with the learning objectives, (c) the learning objectives are focused on the cognitive domain and do not yet indicate the psychomotor domain, (2) psychomotor assessment planning: (a) the psychomotor assessment designed by the teacher does not provide an explanation of what activities students must carry out, (d) the psychomotor assessment designed by the teacher does not differentiate between students' abilities (differentiation), (e) the form of the instrument and assessment technique is not yet clear, and (f) the indicators for the psychomotor assessment rubric are still not clear, (3) the obstacles for teachers to prepare psychomotor assessments: (a) the majority of teachers still do not understand the learning and assessment provisions in the independent curriculum, (b) the results of training as driving teachers for writing objectives In learning, there are still differences in perception in preparing learning objectives, (c) psychomotor assessment documents are still manual and use Excel, (d) there is a lack of attention to the design of psychomotor assessments because students' report cards for assessment are one that focuses on cognitive values, so that psychomotor values are not included only as a note.

Keywords: implementation, psychomotor assessment, learning tools

1. Introduction

Education is an important essence for the development of human resources. Today's global world affects various lives, thus requiring adaptation and synergy from education stakeholders. The needs and demands of the world of work in the global era impact the quality of graduate output that can adapt to the worldwide world. Thus there needs to be a transformation of education to meet the demands of the global world. ([1]that the 4 (four) main components of education 4.0 include: (1) competence, the formation and development of professional student competence (2) teaching and learning strategies, using learning models that can develop knowledge, skills, attitudes and technology-based learning (3) technology and information, the educational process uses information technology-based communication (4) infrastructure, there is credible and innovative access and (5) stakeholders, building effective communication, active and broad collaboration with stakeholders Four These components must be the basis for consideration by all interested parties in implementing educational transformation. The world of work requires a balance of three intelligences, namely cognitive, affective, and psychomotor. These three intelligences are contained in the National Education System Law Number 20 of 2003.

[2]that the realization of national education goals is the existence of three changes in student behavior related to intellectual intelligence (cognitive, psychomotor) and personality (attitude). [3]that students must have three balanced intelligences in order to become quality individuals. Implementation of the realization of these three intelligences with transformation in planning, implementation and learning assessment. Teachers must be able to design learning that suits students' needs. [1]that quality education can be identified in the aspects of didactic processes, learning content, and the quality of teachers as learning agents. The teacher's lesson plans must be documented in the learning tool. [4]that the teacher's role in compiling learning tools is very important, so teachers must always innovate as part of the teacher's pedagogical competence. Innovation in learning tools so that teachers teach in class more effectively and efficiently, and the quality of learning increases. [5]that

learning tools are the basis for teachers to manage the class, students, learning process, assessment as a whole, so that they form one complete unit. [6]that the provisions of the independent curriculum provide flexibility to teachers in planning assessments and implementation times. Teachers must have competence in preparing assessment plans that suit students' needs.

The results of searching the documentation for learning tools show that teachers are more focused on the cognitive domain. Lack of good design in affective and psychomotor aspects. Teachers should design learning experiences that are balanced between cognitive, affective, and psychomotor. [3]that teachers are not yet fully aware that for the balance of left and right brain function, other intelligence stimuli are needed, not just cognitive intelligence stimuli of students. The domain of psychomotor intelligence is less than optimally developed. [3][7]that psychomotor is an activity that involves open physical movements and aims to develop students' potential. The results have long-term impacts. [8]explains that the educational process must be able to provide opportunities for psychomotor learning experiences that are appropriate to the potential and abilities of students. With a good learning experience, students will be able to integrate with a social system that continues to change. Students can adapt to the integration between students and society, the way society accepts and respects individuals

The focus of this research is how teachers design learning tools, especially psychomotor assessment designs. This research aims to reveal: (1) learning tools prepared by teachers, (1) planning for psychomotor assessments, and (3) barriers for teachers to prepare psychomotor assessments. The urgency of this research is that psychomotor assessment design is essential for measuring student learning outcomes related to skills. Students who have good skills are the basic capital for sustainability in playing the role of a competent and characterful young generation.

2. Research Method

The research uses descriptive qualitative methods with the data collection through observation, documentation, and interviews. The research settings of visionary schools are at SMPN 1 Gresik, SMPN 4 Jombang, and SMPN 2 Mojokerto. [9] that the strategies used by qualitative researchers to meet the criteria for data validity are credibility, checking information, triangulation, data collection techniques (observation, interviews, and documentation), and reflecting on research notes. This aims to deepen understanding of the phenomenon and can guide and inform it to be expanded into quantitative or mixed-method research.[10] that data analysis is to provide an overview of phenomena by selecting, sorting existing data, synthesizing main concepts according to the research focus, mapping key concepts, and proving or verifying data. The research procedure carried out was analyzing the learning device documents that had been created by the teacher, confirming with the teacher regarding the psychomotor assessment that had been carried out.

3. Findings and Discussion

The interview is the primary data source that was given to 45 teachers. The interview was conducted at SMPN 1 Gresik, SMPN 4 Jombang, and SMPN 2 Mojokerto. The observation and documentation are used to support the interview results. Some of the teachers analyzed were adapted to the research objectives, namely Mathematics, Sports, Science, Language, and Religion teachers, where 15 teachers were taken from each school to be analyzed through interviews.

(1) Learning tools prepared by the teacher:

Based on the results of the analysis of learning tools that have been prepared by teachers in several different subjects, it shows that:

- a) The learning tools are by the independent curriculum, which gives teachers the freedom to innovate in compiling learning tools. The Merdeka Curriculum provides schools with flexibility in developing learning tools. The point is that in preparing a learning plan there are learning objectives, learning implementation, and assessment.
- b) The designed psychomotor assessment is not integrated with the learning objectives, the teacher has not clearly described the relationship between the learning objectives and the psychomotor assessment. The assessment results have not been measured because the rubric is incomplete.
- c) The learning objectives focus on the cognitive domain and do not yet address the psychomotor domain, this is a fundamental change from the independent curriculum from the previous curriculum (K13). The Merdeka Curriculum for formulating teacher learning objectives focuses on the cognitive domain because the psychomotor domain is not included in filling in report cards, and the assessment is integrated with the cognitive domain. The size of the distribution score depends on school policy (cognitive domain 60%, psychomotor domain 40% cognitive domain 70%, psychomotor domain 30%).

When teachers formulate learning objectives based on K13, the formulation must be clear because there

are bills in the report card. In K13 psychomotor values are in the form of descriptions of the abilities achieved by students..

(2) Psychomotor assessment planning:

Based on the results of the analysis of learning tools and the results of interviews regarding psychomotor assessment planning, it can be shown that:

- a) The psychomotor assessment designed by the teacher is not yet clear on what activities students must carry out. Psychomotor assessment is an implementation of the knowledge students gain during learning. Based on the documentation of learning tools prepared by the teacher, there is no description of what activities students carry out to strengthen their knowledge.
- b) The psychomotor assessment designed by the teacher does not differentiate between students' abilities. The independent curriculum assessment is used as the basis for determining learning strategies. The results of the initial assessment are used as the basis for diagnosing students' abilities. However, the psychomotor assessment plan prepared by the teacher applies to all students without distinguishing between student characteristics.
- c) The form of instruments and assessment techniques are not yet clear. The learning tools prepared by the teacher are learning plans related to learning objectives (cognitive and psychomotor domains), learning steps, and learning assessments. Merdeka's curriculum policy states that learning and assessment are a unified whole for developing students' potential. However, the assessment aspect is not equipped with assessment techniques that describe students' activities for psychomotor development and the form of instruments for the basis of assessment is not clear using rubrics, checklists, or anecdotal notes..
- d) The indicators for the psychomotor assessment rubric are still unclear. Rubrics are a type of assessment instrument that is widely used by teachers for product, project, practice, and observation assessment techniques. The rubric describes what aspects are assessed along with indicators of achievement or completeness of learning outcomes. However, the results of research from teaching module documents and interviews show that the rubric used as a basis for assessment is not clear about the aspects that are assessed hierarchically.

(3) Barriers to teachers preparing psychomotor assessments:

There are several obstacles experienced by teachers in constructing psychomotor assessments, especially on learning tools, among others:

- a) The majority of teachers still do not understand the learning and assessment provisions in the independent curriculum. The implementation of the Independent Curriculum which is equipped with a Learning and Assessment Guidebook, in schools teachers do not understand it well due to lack of literacy and difficulties in preparing psychomotor assessments which must be able to identify the techniques and instruments that are needed. Selected for psychomotor learning outcomes.
- b) The results of training as a driving teacher for writing learning objectives, there are still differences in perceptions in preparing learning objectives. The Merdeka Curriculum does not specify in detail how learning and assessment will take place. One of them is preparing learning objectives that focus more on cognitive. The Merdeka Curriculum provides freedom and flexibility in arranging learning tools.
- c) The psychomotor assessment design document is still manual and uses Excel. Value processing is still manual using Excel. There is no effective application of technology so that it can be assessed practically and efficiently.
- d) Lack of attention to the design of psychomotor assessments because students' report cards for assessment are one and focus on cognitive values, so psychomotor values are not included only as notes. The psychomotor assessment provisions in the independent curriculum do not have a separate place for psychomotor learning outcomes, so there are differences in schools, some are put together to be averaged, some are divided proportionally, and some are not used. Based on this, the results of the psychomotor assessment become the teacher's notes only.

Research findings show that teachers in designing psychomotor assessments are not clear about what activities students are carrying out, this will have an impact on non-optimality in implementing the assessment. Cognitive learning experiences that are strengthened by psychomotor learning experiences will improve students' skills in solving problems. [11]that assessment is an important aspect of learning and is a series of systematic, ongoing activities to provide information about the learning process and student learning outcomes. As argued by [12]students in everyday life will face various problems in the classroom, at home, and in society that demand correct solutions. Teachers must develop students' competencies and life skills. [3]that high psychomotor abilities possessed by students will have an impact on high work capacity. Professional teachers

must be able to face the demands and challenges of learning, master how to teach, and understand what is being taught to students.

Research findings show that the rubric for student assessment is not clear about the aspects being assessed, this can hurt the learning outcomes achieved because teachers do not have a strong basis for giving scores, the weight of the final grade and it tends to be subjective. In the opinion of [8] quality education must be able to provide open, flexible, and efficient information about student learning outcomes. [13] that the teacher's important role in learning is to make changes in behavior that are by learning objectives. Teachers must be able to provide stimuli to students according to the desired changes. An effective strategy for achieving behavioral changes that are in line with learning objectives is through assessment. [6] that the learning tools prepared by the teacher also need to have an assessment plan that is equipped with techniques, instruments, and ways of carrying out the assessment, because the results of the assessment are used as a basis for consideration for achieving learning objectives and learning follow-up

4. Conclusion

Assessment is a learning activity that aims to obtain information, evidence, and feedback on the achievement of learning objectives. Thus, teachers in designing psychomotor assessments must be measurable, fair, proportional, valid, and trustworthy. A clear psychomotor assessment design will be able to determine how much students implement their knowledge. The results of the psychomotor assessment will be used as material for the teacher to consider when preparing the next psychomotor plan. A good learning experience related to psychomotor assessment has a positive impact on students' need to participate in the global world. Students need educational services that have an impact on increasing cognitive, affective, and psychomotor competencies. So the learning tools constructed by teachers must be able to provide educational meaning and improve the quality of learning.

Teachers must truly understand the learning domain to operationally formulate changes in student behavior. The psychomotor domain is related to students' physical actions, improving students' skills and achievements. Teachers must be able to design assessments in a clear, valid, and measurable way so that students can carry them out well as a cognitive implementation of what they have gained from learning. The results of the research recommend that for psychomotor assessments to be easy for teachers to carry out, well documented, measurable, and transparent, there needs to be research related to technology-based psychomotor assessments.

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