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IMPLEMENTATION OF PSYCHOMOTOR ASSESSMENT ON LIFE SKILLS LEARNING PROGRAM PACKAGE

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Abstract

Purpose of the study: The purpose of this article is to provide information about the description of the assessment process to assess students' psychomotor abilities in craft life skills in the Package A Program with locations in PKBM Al Ishlah, Central Jakarta.

Methodology: The research method used descriptive qualitative. Data is collected through qaqan questionnaires, interviews, and documentation. The results of the data collection show that educators more often apply the assessment process in the practice of making handicrafts in the package a program. Documentation is used to analyze the psychomotor assessment instruments used by educators.

Main Findings: The results of this study are assessment processes that help teachers to see the work of students, students will produce handicrafts.

Applications of this study: A Program with locations in PKBM Al Ishlah, Central Jakarta.

Novelty/Originality of this study: The researcher also provides recommendations to educators to use the assessment process with a rubric assessment so that the results are more credible and valid.

Keywords: *Implementation, Assessment, Psychomotor, Instruments, Life Skills.*

INTRODUCTION

The national education system according to Law No.20 of 2003 (Undang-Undang, 2008), consists of formal education, non-formal education and formal education. Educators have a strategic role in achieving the quality of education, both educators in formal education and educators in non-formal / community education, or even educators in informal education. Achieving the quality of education/learning, makes educators need to have various abilities, including the ability to effectively evaluate learning.

In the Package A program, assessment is important. The learning outcomes/achievements of the learning community / package a assistants can only be known if an assessment of the learning outcomes of the learning community / assisted citizens has been assessed. Through evaluation, educators can assess the progress of the learning community / assisted citizens, both physical developments which is generally diverse in age as the characteristic of non-formal, psychological, cognitive, affective, and psychomotor education, so that educators can improve/enrich learning if learning objectives have not been achieved. Evaluation for students / assisted citizens can be a tool to recognize their abilities, and if seen as lacking, then the students / assisted citizens will be motivated to learn better so that their learning outcomes become better. Evaluation for leaders of educational institutions can stimulate the quality of the learning process, and support the facilities needed so that the quality of learning increases (Paro et al., 2009; Twigg, 2003).

Assessment in the scope of learning Package A in the PKBM Daarul Azhar Education Foundation Bekasi, as the concept of Benjamin Bloom (Eisner, 2000) which includes three domains, namely the domain of cognitive abilities, affective domains, and psychomotor domains (El-Sayed & El-Sayed, 2012; Snelson, 2010; Zaghloul, 2001). Cognitive assessment in the Package A Program in PKBM Al Ishlah, Central Jakarta, relates to the ability of the assisted citizens to think rationally or to be capable of reasoning with the built-up people. The attitude aspect is a pattern of action that remains in the assisted citizens in responding to all things that occur in the lives of the assisted citizens (Mairesse, Macharis, Lebeau, & Turcksin, 2012; Marshall & Reason, 2007). Attitude is a predisposition of feelings and actions that are consistent with oneself (Commins & Fagin, 1954) Prisoner residents, generally take consistent actions to pay attention to educators' explanations because of their desire to have knowledge and have a graduated Package A. As for the arts and skills, such as making crafts or other life skills, psychomotor assessment is carried out.

Most educators prefer to assess three aspects at once, namely cognitive, affective and psychomotor aspects, in measuring the skills of students / assisted citizens in work, including in the making of handicrafts. In making handicrafts/life skills, the inmates are required to have three domains at the same time, namely the right knowledge, attitudes and skills. This shows that the psychomotor domain also cannot be separated from the cognitive and affective domains. Winkel (2004) states that "the learning process experienced by students, produces changes in knowledge, understanding, in the fields of values, attitudes and skills.

Learning in PKBM Al Ishlah, Central Jakarta is carried out through the subjects given based on Package A curriculum, and life skill programs appropriate consideration to the needs of the learners. Making handicrafts as a form of life skill

must be mastered by Package A Program student, with the aim that the inmates are able to be skilled in fulfilling their own needs, especially after they return in the middle of people's lives.

Regulation of the Minister of National Education Number 20, 2007(Kementerian Pendidikan dan Kebudayaan , 2007) on Standards for Educational Assessment, states that one of the principles is a sustainable and comprehensive assessment. This means that the assessment of the competence of educators Package Program A, covering various aspects of assessment and carried out with the appropriate valuation techniques to monitor the development of the ability of citizens to learn / inmates. Various aspects of the assessment include cognitive (knowledge), psychomotor (skills), and affective (attitude). To be able to design and implement psychomotor assessment in accordance with the assessment standards, educators must have the knowledge, understanding, and adequate capability in developing psychomotor assessment tools.

Spenciner, Cohen, & Cohen (2002) suggested that both inside and outside the classroom, the students are expected to be able to demonstrate integrated skills and behavior, and performance appraisal when conducting multiple learning naturally (Witte, 2012). Managing learning in life skill subjects Package A PKBM Al Ishlah Program in Central Jakarta, especially in making handicrafts in accordance with the curriculum 2013 which aims to equip the learners/inmates, so that they are able to have a mental attitude to work seriously, and are able to make product skills, in the form of paper crafts, paper technology, paper processing, and aquaculture. The fourth domain is expected to improve the competency of the skills that students need to have so that they can produce good crafts.

Making skills/handicrafts is closely related to the work of thought and hands that produce products to meet the functional requirements with regard to the principles economical, and aesthetically related to the daily needs (Paresti, Nuswantari, Sukri, & Chaerudin, 2017). Community members of PKBM Al Ishlah in Central Jakarta, in the Package A Program are guided to be able to develop life skills that are based on the potential of the local area. Learners are guided to make handicraft objects both through training in personal, social, and academic skills by considering regional potential, culture, and regional economic needs. As Mulyasa (2014) explained, the skill is something that is owned by an individual to perform a task or job. Educators as responsible for learning have an important role in optimizing the potential of students.

In managing learning, educators tasks in addition to planning and implementing the learning process in accordance with the syllabus and lesson plans, as well as measuring the ability of learners through assessment. Assessment can determine the extent to which students have mastered learning. The educator is the right person to do the assessment, educators as responsible for learning activities are considered to know the progress of the development of learners. In addition, educators are assumed to be able to plan appropriate assessments of learning objectives. Barnawi (2012) asserts that assessment is a systematic process or activity and sustainable to collect information about the process and results of the student is a systematic process or activity and sustainable to collect information about. Therefore, assessment is very important for the successful implementation of learning.

Psychomotor assessment is an assessment related to skill or ability to act after a person has received a particular learning experience. Psychomotor assessment is an assessment of actions or skills that are effectively used to gather information about forms of behavior or skills that are expected to appear in self-learners. Psychomotor assessment is used by observing the activities of students in doing something. These assessments ask students to demonstrate and apply knowledge to the context according to the criteria set (Kunandar, 2013). Psychomotor related subjects according to Singer in the guidebook for developing the Psychomotor Assessment Tool are more oriented to moving subjects and emphasize physical reactions and hand skills(Singer & Chen, 1994).

Chusmir, Koberg, & Mills (2001) states that learning procedures that focus on achieving psychomotor aspects include several steps, namely: (1) establishing the goal of the practice of making crafts; (2) analyze skills in detail and sequentially; (3) demonstrating skills along with a brief description of the need to pay attention to important points by focusing on the main competencies needed to complete the work and difficult parts; (4) provide opportunities for students to try or practice accompanied by supervision and guidance; (5) Providing an assessment of students. The learning outcomes of the psychomotor domain according to Smith Myles et al (2002) appear in the form of individual skills and abilities. The results of psychomotor learning are the continuity of cognitive and affective learning outcomes.

Assessment of students' skills in learning handicrafts must be able to reflect the real abilities of students, as well as compliance with the learning objectives to be achieved. Skills assessment on handicraft subjects was conducted to determine the competence of learners' achievement, proficiency in completing and monitoring their progress (Mahtonami, 2018). The Techniques create handicraft skills assessments generally carried out in the form of practices, products, projects, and portfolios. Sumaryanta, Mardapi, Sugiman, & Herawan (2018) assessment of psychomotor skills includes reflection movements, basic movements, perceptual abilities, physical movements, skilled movements and non-discursive communication. Buttler (1972) divides psychomotor learning outcomes into 3 namely specific responding, motor charring, and using rules. In responding to the specific level learners are able to respond to things that are physical in nature or do a single skill, for example holding paper. In the motor charring learners are already able to combine more than two basic skills into one combined skill such as weaving paper.

The results of research conducted by Badriyah (2010) indicate that that the effective assessment of learning will be used when using the portfolio. But from the results of interviews with 12 educators in PKBM Al Ishlah, Central Jakarta, data showed that portfolio valuation is rarely used because of less efficient. Educators often apply the assessment process in the practice of creating handicraft students. Therefore, this paper is intended to explain the assessment process in the psychomotor domain in the practice of making crafts for elementary school students. Additionally, this article will discuss the factors that impede psychomotor assessment in practice creating crafts students.

METHOD

This study uses descriptive qualitative research methods, with the aim to describe the skills learning activities that are being implemented. Through qualitative description, the implementation of the assessment process in the handicraft activities of the inmates/learners Package A can be described and interpreted in accordance with the situation. Data is collected through qaqan questionnaires, interviews and documentation. The results of the data collection show that educators more often apply the assessment process in the practice of making handicrafts in the Package A program. Documentation is used to analyze the psychomotor assessment instruments used by educators.

RESULT AND DISCUSSION

Based on the results of the assessment process psychomotor inmates, the most commonly used is to assess the implementation in the practice of making these handicrafts. This is done because this assessment is most relevant to the process step-by-step practice of making crafts. This assessment is more credible because educators can see directly at each stage of the process of making handicrafts from the paper, which are combined with the results of the work that has been made. The detailed assessment process is carried out on all stages of the development of the skills of the students, as evidence of the psychomotor abilities of the students, including the time spent completing it, the accuracy of forms and compliance with established standards educators, as well as the effectiveness and efficiency of the materials used and the steps in making product skills made by students, can be assessed for their quality and likewise the results or final products of the students' skills.

Educators carry out the assessment process with the following steps: (1) set goals in accordance with the scoring system that is recorded in the learning plan (2) educators make assessment grids according to the competencies to be achieved by students, (3) make the instrument assessment process accompanied by a rubric assessment, (4) the educator carries out the assessment process using direct observation techniques, (5) the educator does not intervene in the activities of inmates/learners when making handicrafts, (6) if the craft is not finished, then the materials hand-crafted is stored in the room and the process of making crafts continued at the next meeting, (7) the educator also evaluates the product, (8) after the educator gets the score data, then the educator processes, analyzes and interprets the results of the assessment, (9) reports the assessment results used in accordance with the requirements reported in a transparent manner to the learners. The factors that become obstacles in the assessment process are: (1) If the number of students is too many, the educator/instructor has difficulty doing the assessment process. (2) The need for more power because the educator/instructor must pay attention to one by one in the process of making students' work

Based on the results of interviews with several teachers by making handicrafts that are woven, collage, origami, recycled used goods, drawing, coloring, playing dough, forming hand puppets, necklaces, and bracelets. Making handicrafts collected as a result or product in the assessment of the decision making process works.

DISCUSSION

Educator / Instructor Package A in PKBM Al Ishlah, Central Jakarta, conduct the assessment process to measure psychomotor ability learners. The assessment process is carried out with a general assessment technique, namely setting goals according to what is written in the learning plan, making the assessment grid in accordance with the competencies that must be mastered by the learners.

The assessment was also conducted by observing directly the students/inmates when they practice making handicrafts. Observations on psychomotor aspects are needed to carefully analyze every student, with adequate observation techniques and tools. According to Sibilio, observation of the psychomotor domain must include three elements, namely:

1. Knowledge of the phase of psychomotor development. Psychomotor development is similar to the needs of students according to their age, and characteristics of students in accordance with the objectives of these skills activities, morphological aspects, attitudes, and habits of the body in terms of the phase of auxology and psychomotor development of students.
2. The initial definition of goals and methods of observation: what, how, when, where, with what.
3. Determine the phase and time of observation specifically in the educational research.

There are general criteria that are important to consider when making observations.

1. The context of a situation that might occur,
2. Awareness of observer habits and evaluation results;

3. The need to understand the subjective aspects of psychomotor habits.

The process of assessing the observation of psychomotor aspects of students is not only useful for the purposes of measuring paper skills by students but also useful for analyzing the diversity of the skill acquisition by each learner according to the perspective of the researcher.

The process of evaluating the psychomotor aspects of students also provides an opportunity for educators to coordinate with each other among instructors, about approaches, and the appropriate learning methodology. In Package A students, educators must manage learning in a variety of ways, so that educators must have the right skills and knowledge, as well as mastery of skills and resources in general and specifically that can significantly shape professional characteristics.

The competence of educators/instructors in assessing the psychomotor aspects of students, allowing the instructors/educators to conduct an in-depth analysis of the variables that affect learning. The conditions around students also require the attention of educators/instructors.

A psychomotor assessment conducted by observation techniques needs to be regulated according to the contextual conditions of students, it is also necessary initial identification of the weaknesses of learning that focuses on the psychomotor aspects of every learner. Thus the assessment of psychomotor aspects must also include the strength of the talents and weaknesses of each student.

In the assessment of psychomotor, it is necessary to consider the following steps (Directorate of Indonesian High School Development, 2010):

1. Completion of strength to compile a psychomotor assessment instrument.
2. Setting up the Core Competencies (KI) and the Basic Competencies (KD)
3. Conduct an analysis of the four core competencies related to basic competencies and the psychomotor domain that follows.
4. Prepare the lattice problem or the task of psychomotor practice.
5. Compile the problem.
6. Develop guidelines for assessment/assessment guidelines that can be pieces of observation list sheets and rating scales.
7. Perform examination questions and assessment guidelines.
8. Test the feasibility of psychomotor assessment instruments.
9. Psychomotor Assessment Instruments can be used.

Based on questionnaire results, interviews and psychomotor assessment observation instruments of students, it is known that educators/instructors have arranged instruments according to the steps they should have. However, after compiling the problem assessment instruments and instruments, the educator did not conduct an instrument feasibility test / did not test the validity of the instrument, the educator immediately used the instrument to perform the psychomotor assessment. Educator assessment results cannot be valid and reliable because the instrument used does not necessarily meet the requirements, the instrument must be valid and reliable to measure students' psychomotor abilities.

Most educators less attention to aspects that must be present in lattice problems or psychomotor practice tasks properly, because the lattice has not been registered or because the psychomotor process stage should suit the development of learners (Basuki & Hariyanto, 2014). In accordance with the psychomotor process developed by Simpson (1966). Olson (2008) said that psychomotor aspects cover seven levels, namely:

1. Perception

The ability to use memory to guide physical activity. The ability to use sensory signals to guide motor activity. Example: detect non-verbal clues to predict where the ball will land after being thrown, and then move towards the correct location to be captured. Adjust the temperature of the air conditioner in the room so it's not too cold.

2. Settings

The readiness of the mindset of students to action, including mental preparedness, physical and emotional. Example: knowing and act in accordance with the procedure handicraft-making process. Get to know the capabilities and limitations of each student, and his desire to learn new things.

3. Guided response

The initial stage of a skill activity is sometimes done by trial and error. Accuracy performance can be achieved when skills are often practiced. Example: need to follow instructions in making a model of handwork.

4. Mechanism

The ability to have motor skills is an intermediate stage in learning skills. Example: motor skills in using a personal computer.

5. Complex open response

Expert skills. Proficiency is shown by the performance that is fast, accurate and well-coordinated, and uses minimal energy. Example: Piano playing skills.

6. Adaptation

Finesse for the ability of students to adapt, modify motor skills to adapt to new situations. Example: Actively respond to unexpected experiences. Change instructions to meet the needs of students.

7. Of origination (origination)/similar to naturalization

Demonstrate creativity, the ability of learners create new movement patterns. The results of the study emphasize the creativity of well-developed skills. Examples: compile new theories, develop new programs, and create new formulas, innovations, new products.

Ryan (1993) explained that the results of learning skills can be measured through (1) direct observation and assessment of students' behavior during the learning process, (2) after entering the study, namely by providing tests for learners to measure knowledge, skills, and attitudes, (3) sometime after the study is completed and the future of students in the work environment. Assessment of the skills of psychomotor learning outcomes must include preparation, process, and product. Assessment can be done when the process takes place as long as people learn to practice, or after the process takes place by testing students.

CONCLUSION

Psychomotor aspects of students are reflected in the ability of students to work. When students produce good quality work/handicrafts, not only are the products assessed, but also the process. Assessment techniques play an important role in explaining the extent to which skilled students. Educators / Instructors as implementing assessments must be careful in choosing assessment techniques. One of the most relevant psychomotor assessment techniques is the process assessment, which is a focused assessment when students practice practical craft-making skills. This assessment helps educators to see the work of students when they make paper or making crafts. The process assessment of the Package A skills program becomes the most credible assessment technique because educators can immediately see participants in the work process. Another important thing, that the assessment process can be trusted and the ability of educators can also be trusted in developing the assessment process instruments. In the future assessment of the package, A programs can collaborate with the support of information technology development so that the value obtained from the program is more transparent and reliable.

SUGGESTION

The researcher also provides recommendations to educators to use the assessment process with a rubric assessment so that the results are more credible and valid

LIMITATION AND STUDY FORWARD

This research is limited to one case that occurred in PKBM Al Ishlah, Central Jakarta. Due to the lack of the assessment process to assess students' psychomotor abilities in craft life skills in the Package A Program with locations in PKBM Al Ishlah, Central Jakarta. Further research is needed in the assessment process.

IMPLICATION

This research will contribute to the knowledge of the assessment process to assess students' psychomotor abilities in craft life skills.

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