

ASSESSMENT SYSTEM IN THE IMPLEMENTATION OF TARUNG DERAJAT TEACHING DURING THE COVID-19 PANDEMIC

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Abstract

This research analyzes the form of assessment given by lecturers to students in carrying out Tarung Derajat teaching during the COVID-19 situation. The approach used in this descriptive qualitative study is a phenomenological approach. The choice of research location was based on the subjects to be studied, namely lecturers and students taking the Tarung Derajat course during the COVID-19 pandemic. There were three informants who participated in this research, namely lecturers teaching Tarung Derajat, students taking Tarung Derajat courses and the dean as the decision maker regarding policies in the faculty. The total number of informants was eight people. The conclusion of this research is that the form of assessment given by lecturers to students in carrying out Tarung Derajat teaching in the Covid-19 situation is in the form of six KKNi assignments. Where the KKNi is also in accordance with Bloom's Taxonomy, namely cognitive, affective and psychomotor. This research also found that the assessment system that had been implemented during the Covid-19 pandemic had adapted to the applicable curriculum and was effective and adaptive, especially in Tarung Derajat learning. This research makes an important contribution to the understanding of how online assessment can be integrated in pandemic situations to improve the quality of learning.

Keywords: Assessment System; Tarung Derajat; Covid-19.

INTRODUCTION

The COVID-19 pandemic has had a major impact on various sectors of life, including the education sector throughout the world (Aristovnik et al., 2020). Restrictions on physical activity and face-to-face learning force educational institutions to switch to distance and hybrid learning methods to continue the educational process (Finlay et al., 2022). This change presents unique challenges for various disciplines, especially in the field of sports education which requires direct physical interaction. One area that has been significantly impacted is the teaching of the martial arts Tarung Derajat.

Tarung Derajat is a martial art that originates from Indonesia and has quite high popularity among society. This sport combines self-defense techniques with the values of spirituality and self-discipline (Sutresna et al., 2021). Typically, Tarung Derajat learning involves intensive physical training, including physical contact and live combat simulations. In the midst of the COVID-19 pandemic, traditional teaching methods must be adapted to health protocols and physical restrictions, giving rise to the need for innovative approaches to learning and assessment (Ahmed et al., 2021).

Assessment is an important component in the learning process, especially for learning martial arts such as Tarung Derajat which involves cognitive, affective and psychomotor aspects (Sandford & Gill, 2019). A good assessment system not only assesses technical and physical

skills, but also includes an assessment of attitude, discipline and understanding of concepts. However, there is a main challenge faced in a pandemic situation, namely how to ensure comprehensive and fair assessments in the midst of distance learning, with limited direct interaction (Idris et al., 2021). Likewise what happened at Medan State University. During the Covid-19 pandemic, all learning was carried out online.

This research aims to explore the assessment system in implementing Tarung Derajat teaching during the COVID-19 pandemic. By focusing on changes in teaching and assessment methods, this research highlights how lecturers assess students during the Covid-19 pandemic. This research examines various assessment approaches, evaluation tools, and indicators used to measure student learning progress.

It is hoped that the results of this research can provide a valuable contribution to the development of a more effective and adaptive assessment system, especially in Tarung Derajat learning, both during the pandemic and in the future. With a deep understanding of assessment in the pandemic era, this research can help create innovative and sustainable teaching methods.

In a broader context, this research also provides insight into how sports education can continue to adapt to dynamic situations and future challenges. The results of this research can be the basis for developing more robust and responsive education policies, thereby contributing to the progress of the Tarung Derajat martial arts and sports education in general.

RESEARCH METHODS

The approach used in this descriptive qualitative study is a phenomenological approach. The phenomenological approach aims to explain or reveal the meaning of concepts or experiential phenomena based on the awareness experienced by several individuals (Neubauer et al., 2019). This approach emphasizes explaining the meaning of a group of people's life experiences related to a concept or phenomenon, including their own self-concept or view of life (Helaluddin, 2018). In this study, the phenomenological method is used to explain the phenomenon of conscious experience experienced by research subjects, with the aim of producing data for the study. Through a phenomenological approach, the general meaning is explained from a group of individuals in relation to their life experiences related to a concept or phenomenon. This research aims to explore and explain various phenomena related to the implementation of Tarung Derajat teaching at Medan State University, North Sumatra, Indonesia.

This research was carried out in the odd semester of the 2022/2023 academic year at Medan State University. The choice of research location was based on the subjects to be studied, namely lecturers and students taking the Tarung Derajat course during the COVID-19 pandemic.

The informants in this research consisted of three types, namely two lecturers in the Tarung Derajat course as key informants, five students who took the Tarung Derajat course and the Dean of FIK UNIMED as a policy holder as additional informant. So there were a total of eight research informants, consisting of two lecturers, five students, and one dean (Sondak, 2019).

Determination of informants was carried out using purposive sampling techniques. As explained by Sugiyono in Eka Putra (2021), the sampling technique aims to be carried out based on certain considerations so that the data obtained is more representative (Eka Putra, 2021). Sugiyono also stated that the purposive sampling technique is a sampling technique with certain considerations. For example, choosing individuals who know best about the aspects expected in this research. Data collection methods in this research involve observation, interviews, and analysis of related documents. The use of these three methods is recommended in qualitative research to increase the validity and reliability of the results (Zanaton et al., 2016).

RESEARCH RESULT

The research results found that two participants discussed assessment. As stated by participant in research PN1:

“Other assessments are also included in the area of teaching closure. Procedures and instruments for assessing learning processes and outcomes are aligned with competency achievement indicators and refer to Assessment Standards. I will ask questions so I can assess each student” (PN1/TB10)

Furthermore, the results from research participant PN2 also explained that "the assessment I use is to measure students' ability to achieve the learning objectives that have been prepared previously." Apart from that, in giving assessments, I use the provisions of the KKNi Curriculum, namely by giving KKNi assignments in the form of Critical Book Review, Critical Journal Review, Routine Assignments, Idea Engineering, Mini Research, and Projects" (PN2/TB10)

Finally, one thing was conveyed by the DK research participants which stated that

"In accordance with the curriculum adopted by Medan State University, the form of assessment given to students is an assessment of the six tasks of the Indonesian National Qualifications Framework (KKNi)." (DK/TB8)

Triangulation of in-depth interview findings found that lecturers carried out their duties in assessing their students. Lecturers always do this so they can make improvements in the next lesson. Findings from in-depth interviews indicate that lecturers carry out their duties in assessing their students regularly. Lecturers do this as part of the teaching process to ensure students' understanding and progress and to make improvements in their teaching in subsequent sessions. Consistently assessing students allows lecturers to gain a deep understanding of each student's abilities, strengths, and weaknesses (Ross, 2006). This allows lecturers to develop more effective learning strategies tailored to individual needs, as well as provide meaningful feedback to students.

By conducting regular assessments, teachers can identify areas where students may be struggling or need additional help (Margot & Kettler, 2019). This allows lecturers to design and deliver learning materials in a more effective way, strengthening students' understanding and skills. In addition, consistent assessment also allows lecturers to track student development

and progress over time (Vauderwange et al., 2023). This allows lecturers to provide encouragement and motivation to students who show improvement, as well as identify and address problems immediately if students are experiencing difficulties. Therefore, the practice of assessing students regularly and thoroughly is an important part of lecturers' responsibilities in ensuring learning effectiveness. This helps lecturers continually improve the quality of their teaching and ensures every student has an equal opportunity to succeed in learning (Darling-Hammond et al., 2020).

Based on the analysis, it is known that there is a relationship between the assessments in the Indonesian National Qualifications Framework (KKNI) and Bloom's Taxonomy. The assessment contained in the Indonesian National Qualifications Framework (KKNI) curriculum has five descriptors, namely knowledge, knowledge, skills, competence and affective. Meanwhile, in Bloom's Taxonomy there are three components, namely cognitive, psychomotor and affective. The relationship between these two things has been mentioned previously, namely Science and Knowledge in the descriptors of the Indonesian National Qualifications Framework (KKNI) are cognitive aspects in Bloom's Taxonomy (Jatmiko et al., 2015). Competencies and skills in the KKNI descriptor are psychomotor aspects in Bloom's Taxonomy. Affective in the KKNI descriptor is the affective aspect in Bloom's Taxonomy (Sholihah et al., 2022)(Solikhah & Budiharso, 2019).

Cognitive Aspect

Cognitive is a person's intellectual ability to think, know, and solve problems (Kartika Sari et al., 2020). If it is related to the KKNI curriculum, the cognitive aspect includes science and knowledge. According to research participant DK as Dean of the Faculty of Sports Sciences, stated

"The assessment is carried out in accordance with the curriculum implemented, namely the KKNI curriculum. Where there are characteristics in its application, namely that there are 6 KKNI tasks that need to be completed by students in each course" (DK/TB8)

According to research participant PN1, the first thing that needs to be focused on in the assessment is the cognitive aspect. He stated that:

"There are three focuses of assessment, namely cognitive aspects, psychomotor aspects and affective aspects. This cognitive assessment is also divided into two, namely memorization and understanding. For memorization, the value is whether students know the history of the founding and development of Tarung Derajat and know the Tarung Derajat movement. "Apart from that, for understanding, assess how students link all their knowledge with other facts through observation or monitoring, in this case seeing and practicing directly the movements in Tarung Derajat" (PN1/TB10)

Research participant PN2 also explained the cognitive assessment he underwent, which is explained as follows:

“I assess students in three aspects, namely cognitive, affective and psychomotor. In giving an assessment in the cognitive aspect, I provide questions that I plan in Google Forms. I share the link with students so that students can answer from their respective domiciles. Furthermore, I also assessed the accuracy of the students' movements in practicing the Tarung Derajat movement through videos sent by the students as a form of 'Routine Assignment'. What is meant by Routine Assignments here are assignments that are always given at every lecture meeting" (PN2/TB10)

Triangulation of findings through interviews with research participants found that lecturers carried out assessments based on the KKNi curriculum and adhered to Bloom's Taxonomy in its application. Findings from interviews with research participants show that lecturers carry out assessments based on the Indonesian National Qualifications Framework Curriculum (INQF)/ KKNi and follow Bloom's Taxonomy in its application. This shows that lecturers apply a systematic and structured approach in assessing students' abilities and achievements in Tarung Derajat learning.

There are several things that can be explained based on these findings. The KKNi curriculum is a framework used to design, implement and assess education and training programs in Indonesia. By using the KKNi curriculum, lecturers can ensure Tarung Derajat learning is in accordance with the standards and competencies set by the government, as well as providing a solid foundation for assessing student performance.

(Sobral, 2021) Bloom's Taxonomy is a framework used to classify learning objectives into six different cognitive levels, starting from the lowest (remember) to the highest (create) (Assaly & Smadi, 2015). By referring to Bloom's Taxonomy, lecturers can design learning activities and set goals that are appropriate to the desired cognitive level, as well as assess student achievement as a whole. By utilizing the KKNi Curriculum, lecturers can assess students' abilities based on the competencies that have been determined in the curriculum framework. This helps lecturers assess whether students have achieved the expected standards in skills, knowledge and attitudes related to Tarung Derajat (Sobral, 2021).

By following Bloom's Taxonomy, lecturers can carry out a holistic assessment that covers various cognitive, psychomotor and affective aspects of Tarung Derajat learning. This allows lecturers to gain a thorough understanding of a student's abilities and achievements, as well as provide more meaningful and relevant feedback. By carrying out assessments based on the KKNi Curriculum and following Bloom's Taxonomy, lecturers can ensure that Tarung Derajat learning not only covers aspects of practical skills, but also pays attention to the overall development of students' knowledge, understanding and attitudes. This helps create a holistic and effective learning experience for students in the context of Tarung Derajat (Armellini et al., 2021).

Affective Aspect

Affective discusses attitudes carried out both for individual, organizational and social life. The affective domain is a domain related to attitudes, values, feelings, emotions, and the level of acceptance or rejection of an object in teaching activities. Based on the research results obtained through interviews with research participants, it was found that an assessment of the affective aspects was carried out on research participants. Participants in the PN1 study expressed their affective appraisals in the following words:

"I carry out affective assessments by observing students during teaching and I record the results of my observations in the daily journal that I have provided. In affective assessment I assess several things, eg students' attitudes, personality, appearance, motivation, cooperation, respect and punctuality in attending college meetings" (PN1/TB10)

Study participant PN2 also described their affective appraisal process in the following words:

"I conduct affective assessments of students based on my monitoring of them during lecture meetings. I recorded the results of my observations in the daily journal that I provided. This assessment includes students' attitudes, behavior, punctuality, cooperation and motivation during college" (PN2/TB10)

Triangulation of interview findings found that the assessments carried out by lecturers included affective aspects. The research participants explained the importance of assessing students' affective aspects to provide a more comprehensive picture of students' abilities. Assessing affective aspects is very important because it can provide a more complete picture of a student's overall abilities. Affective aspects include attitudes, values, feelings and emotions that students bring to the learning environment. By evaluating affective aspects, lecturers can understand how students interact with learning materials, classmates, and instructors. Affective assessments can help lecturers identify whether students have positive attitudes toward learning, whether they are motivated to learn, and whether they demonstrate behaviors that support a positive learning environment. This information is invaluable in determining how well students adapt to the learning process and how ready they are to face future learning challenges.

Lecturers can monitor student behavior during lecture meetings and record their observations in a daily journal. This helps lecturers track student progress and identify areas where students may need further guidance or support. By evaluating affective aspects, lecturers can provide more precise and specific feedback to students about their behavior and attitudes. This can encourage students to improve themselves and develop the interpersonal skills necessary in their academic and professional lives. Affective assessments can also help lecturers identify problems or obstacles that may be hindering a student's ability to learn effectively. By addressing these issues, lecturers can create a more supportive and inclusive learning environment for all students (Patra et al., 2022).

Overall, affective assessment is an important part of a comprehensive assessment process that provides a more thorough understanding of student abilities and helps lecturers provide better support and guidance to students throughout their learning journey.

Psychomotor Aspects

The psychomotor domain relates to a person's physical activity in doing something which includes five sense perceptions, movement responses based on trial and error, or existing knowledge. This domain includes skills in performing work involving body parts as well as skills related to physical movements consisting of reflex movements, basic movement skills, perceptual abilities, accuracy, complex skills, as well as expressive and interpretive skills.

The results of research on the psychomotor aspect found two research participants who expressed their view that the assessment of the psychomotor aspect includes expertise and skills. Research participant PN1 stated in their answer that the assessment of psychomotor aspects is a reflection of students' abilities in practice and awareness of students' knowledge. This was conveyed by stating the following:

"The psychomotor aspect is a manifestation of the results of practice and the realization of students' knowledge in understanding teaching. By carrying out this assessment, I can find out which students really understand, and which students only understand a little" (PN1/TB10).

Furthermore, PN2 also stated regarding the assessment of psychomotor aspects as follows:

"To find out the level of students' understanding, I also carry out an assessment of the psychomotor aspect. In the psychomotor aspect, I can find out the extent to which students have mastered and understood the theory in this Tarung Derajat course and find out the extent to which students' knowledge is realized based on knowledge and understanding to produce good and correct understanding, as well as movements in the Tarung Derajat course" (PN2/TB10).

Triangulation of in-depth interview results found that lecturers assessed students' psychomotor aspects. This is because lecturers want to know how students' expertise and skills are in practicing the knowledge that students have and realizing the skills that students also have. The results of in-depth interviews show that lecturers actively assess students' psychomotor aspects in the context of teaching Tarung Derajat. This is done because lecturers want to get a clear understanding of the level of expertise and practical skills possessed by students, as well as their ability to apply the knowledge learned in real situations.

Lecturers assess students' physical and technical skills in carrying out movements, techniques and fighting strategies. This involves assessing the speed, strength, agility, coordination, and precision of movements demonstrated by the student. Lecturers monitor students' ability to apply the Tarung Derajat techniques and concepts they have learned in practical situations or match simulations. This includes assessing the student's ability to select and use appropriate techniques to deal with different situations or opponents. Lecturers assess students' ability to respond and adapt to changing conditions or scenarios in the context of Tarung Derajat training.

This includes students' ability to change their strategies or tactics flexibly as situations develop. Lecturers also assess students' level of freedom and creativity in developing or changing fighting techniques or movements to suit their personal style or needs. It reflects the student's ability to think critically and find effective solutions in various situations (Heron et al., 2023).

By assessing these students' psychomotor aspects, lecturers can get an in-depth picture of their abilities and practical skills in the context of Tarung Derajat. This helps lecturers plan more focused and effective learning, as well as providing valuable feedback to students to continue improving their skills in Tarung Derajat (Riyanti et al., 2023).

DISCUSSION

Research shows that adaptive assessments and grading are critical to ensuring accuracy and fairness in measuring student achievement during distance learning. The implications of this study confirm that in distance learning situations, Bloom's assessment form and the application of clear assessment rubrics are key to assessing various aspects of students' abilities and understanding more thoroughly. Assessment based on Bloom allows teachers to measure students' level of understanding from low to higher levels, such as analysis, synthesis, and assessment. Therefore, adaptive assessment ensures students are assessed holistically and not just focused on low-level understanding, such as recalling facts or memorizing information (Welsandt et al., 2024).

Additionally, the importance of assessment and adaptive assessment also emphasizes the need to consider the challenges and barriers faced by students during distance learning. In a pandemic situation, some students may face limited access to technology, unstable internet connections, or difficulty managing time for independent learning. Therefore, adaptive assessment needs to consider the learning context and provide students with flexibility in completing assessment tasks (Park et al., 2023).

However, it needs to be acknowledged that carrying out adaptive evaluation and assessment also presents its own challenges. Teachers need to develop assessment methods that are appropriate for distance learning and ensure objectivity in assessing student learning outcomes. Technical support and training for educators in designing and implementing adaptive assessments are also critical to ensuring the success of the assessment process (Ennouamani et al., 2020).

Overall, the implications of this study demonstrate the importance of adaptive assessments and grading in distance learning during the COVID-19 situation. By using Bloom's assessment method and implementing an assessment approach appropriate to the distance learning context, we can ensure students are assessed thoroughly and fairly. In addition, by providing sufficient support and training for teachers, distance learning can achieve assessment goals more effectively and provide constructive feedback for student learning progress.

CONCLUSION

The form of assessment given by lecturers to students in carrying out Tarung Derajat teaching during the COVID-19 situation is in the form of six KKNi tasks. This KKNi is also combined with Bloom's taxonomy, which covers the cognitive, affective and psychomotor domains. There is a close relationship between KKNi and Bloom's taxonomy. Discussion regarding the results of the Bloom assessment questionnaire research carried out by lecturers in implementing Tarung Derajat teaching during the COVID-19 situation shows that there are challenges and adjustments in implementing assessment methods that are suitable for online learning. In this study, researchers found that teachers must adapt the Bloom assessment model, which is a hierarchical framework for measuring students' levels of understanding and ability, to better suit the online learning context. Lecturers also face difficulties in implementing aspects of assessment higher in Bloom's hierarchy, such as analysis, synthesis, and evaluation, due to limited direct interaction and difficulty providing in-depth feedback to students directly. Instead, assessment methods more suited to online learning, such as independent project assignments, online exams, or virtual presentations, are used to measure student achievement at different levels of understanding. However, this adjustment requires special attention to the use of clear assessment rubrics and transparent assessment criteria to ensure objectivity in assessing student learning outcomes. Proper implementation of this assessment method will provide a more accurate picture of student learning progress and support their success in the Tarung Derajat course.

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