

ABSTRACT

Tomoliyus. 2011. The development of the Authentic Assessment Model in the Physical Education, Sports and Health for the Elementary School Basketball Invasion Game Materials. Dissertation. Sports Education Study Program. Post-graduate Program, Semarang State University. 2011. Promoter: Prof. Dr. Tandiyo Rahayu, M.Pd, Co-promoter I: Prof. Dr. Sukadiyanto, M.Pd, Co-promotor II: Dr. Setya Rahayu, MS.

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This research aims to produce a product of an authentic Assessment model to assess the students' competence in the Physical Education, Sports and Health for the Elementary School Basketball Invasion Game Materials, that covers: (a) gaining a set of competence and indicator that can be wholly measured by authentic assessment, (b) gaining the validity and reliability for the authentic assessment model in order to assess the competence in the Physical Education, Sports and Health for the Elementary School Basketball Invasion Game Materials, (c) gaining information about the effectiveness of applying an authentic assessment material which are developed in relation to the achievement of basketball invasion game materials.

This research uses the approach of research and development, which are done in two stages, namely: (1) model validation and development, (2) model effectiveness and achievability. The procedures in the development stage consists of 5 steps, namely: (1) analyzing the developed product, (2) planning and developing the initial product, (3) expert validation, (4) field try-out, (5) product revision and assessment. The effectiveness test uses the experiment design model called *The One Shot Case Study*. The research subjects consist of 185 students (from 6 elementary schools) and six P.E. teachers. The content validity test analysis uses the content validity ratio (CVR). The reliability test analysis between raters uses the Anava-General Multifacet Model. The effectiveness test analysis uses the t test.

The results of the research are as follows: (1) An authentic assessment model instrument to assess the competence of basketball invasion game materials for the first-semester fifth-grade students during the first meeting which covers the skills of passing the ball, taking the ball, and also teamwork, honesty and sportsmanship values, can be measured in an integrated way, (2) An authentic assessment model instrument to assess the competence of basketball invasion game materials for the first-semester fifth-grade students during the second meeting which covers the skills of dribbling the ball, scoring points, and also teamwork, honesty and sportsmanship values are done in an integrated way, (3) a set of authentic assessment instrument for the first and second meeting covers the student activity and assignment (TKS), observation page (LO), and the interpretation of assessment results has a high content

validity (CVR score = 1). The authentic assessment instrument in the first meeting has a high reliability value between raters ($r = 0,971$) and the authentic assessment instrument in the second meeting also has a high reliability value between raters ($r = 0,958$). Therefore, related to those two instruments, there is no significant difference between raters in giving an assessment. The field try-out, which uses the experiment assessment model single *one shot case study* shows that: (1) In the authentic assessment instrument during the first meeting in six classes, the average score after the authentic assessment is bigger and significantly different (average score $43,04 < 80,02$, and t count $79,02 > t$ table $1,96$) and (2) In the authentic assessment instrument during the second meeting in six classes, the average score after authentic assessment is bigger and significantly different (average score $44,16 < 81,56$, and t count $11,02 > t$ table $1,96$).

The conclusion of this research is an effective set of authentic assessment to assess the students' competence in the study process of the Physical Education, Sports and Health for the Elementary School Basketball Invasion Game Materials for the first-semester fifth-graders during the first and second meeting, which covers: (a) competence and indicator that can be measured in an integrated way, (b) authentic assessment model (TKS, LO, and the interpretation of assessment results) which has a high content validity and high reliability between raters. Suggestions for P.E. teachers in applying the authentic assessment model are as follows: (1) P.E. teachers should continue to practice making accurate observations, (2) In observing the students while they are playing the games, the P.E. teachers should observe each aspect and factor that are being assessed one by one, (3) The P.E. teachers can do a more detailed observation outside of the class session.