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Assessment of teachers and peers of PPG PJOK students at partner schools

Asesmen guru dan teman sejawat mahasiswa PPG PJOK di sekolah mitra

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ABSTRACT

The purpose of this study was to assess the quality of the teaching module learning devices and the performance of Pre-Service Teacher Professional Education students in the subject of Physical Education, Sports, and Health at the State University of Malang Partner School. Using a cross-sectional study in the form of a quantitative descriptive with a data collection instrument in the form of a structured questionnaire using a Likert scale of 1-5. The subjects of the study were 142 PPG students in 2023 as respondents and 22 evaluators were mentor teachers from Partner schools. Data analysis used relative frequency (%) and a correlation test was carried out. This study assessed the quality of the teaching module and the performance of PPG PJOK students during PPL 2 at the State University of Malang partner school. As a result, more than 50% of students received a rating of "Very Good." Although there was no significant correlation in the assessment of the teaching module between mentor teachers and colleagues, there was a positive correlation in the assessment of teaching performance. This shows that students have good competence but still need to improve their pedagogical and professional skills.

Key words: assessment; taecher; PPG; PJOK

Tujuan dalam penelitian ini adalah untuk menilai kualitas perangkat pembelajaran modul ajar dan unjuk kerja mahasiswa Pendidikan Profesi Guru Prajabatan pada mata pelajaran Pendidikan Jasmani, Olahraga, dan Kesehatan di Sekolah Mitra Universitas Negeri Malang. Menggunakan penelitian *cross sectional* bentuk deskriptif kuantitatif dengan instrumen pengumpulan data berupa angket terstruktur menggunakan skala liker 1-5. Subjek penelitian 142 mahasiswa PPG tahun 2023 sebagai responden dan evaluator sebanyak 22 orang guru pamong dari sekolah Mitra. Analisis data menggunakan frekuensi relatif (%) serta dilakukan uji korelasi. Penelitian ini menilai kualitas modul ajar dan unjuk kerja mahasiswa PPG PJOK selama PPL 2 di sekolah mitra Universitas Negeri Malang. Hasilnya, lebih dari 50% mahasiswa mendapat penilaian "Baik Sekali." Meskipun tidak ada korelasi signifikan dalam penilaian modul ajar antara guru pamong dan teman sejawat, terdapat korelasi positif dalam penilaian unjuk kerja mengajar. Ini menunjukkan bahwa mahasiswa memiliki kompetensi yang baik, tetapi masih perlu meningkatkan keterampilan pedagogik dan profesional mereka.

Kata kunci: asesmen; guru; PPG; PJOK

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INTRODUCTION

The Teacher Professional Education program, administered by the Ministry of Education, Culture, Research, and Technology, currently comprises two tracks: (a) In-Service Teacher Professional Education, for currently employed teachers, conducted online; and (b) Pre-Service Teacher Professional Education,

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for prospective teachers (those not yet employed as teachers), conducted offline (face-to-face). Pre-Service Teacher Professional Education is designed to develop highly qualified teachers, addressing Indonesia's need for competent, qualified, and equitably distributed teachers in sufficient numbers (Widiyani etal., 2024). The practical training component of the Teacher Professional Education program strongly contributes to the achievement of the Sustainable Development Goals. The Sustainable Development Goals are seventeen interconnected global goals forming a "blueprint for achieving a better and more sustainable future for all." Adopted by the United Nations General Assembly in 2015, these goals are targeted for achievement by 2030 (Chankseliani & Mccowan 2021).

To achieve the goals and objectives of the Teacher Professional Education program, students are equipped with several courses that are closely related to their future professional duties as teachers. These courses are designed to strengthen and support their professional roles, including (1) Philosophy of Indonesian Education, (2) Understanding Learners and Learning, and (3) Principles of Teaching and Assessment I. Specifically, the Field Experience Practice II course emphasizes the strengthening of (a) pedagogical, (b) personal, (c) social, and (d) professional competencies (Wiarto 2015). These courses are programmed through clinical practice or field practice programs that are integrated into the lectures. These courses can be integrated to equip pre-service Teacher Professional Education students with pedagogical competence. In the pre-service Teacher Professional Education curriculum, there are several courses, one of which is the Field Experience Practice course, which includes Field Experience Practice I and Field Experience Practice II (Islamia et al., 2024). Pre-service Teacher Professional Education students, as novice prospective teachers, need to be equipped with real and direct experience in meaningful learning (Siregar & Nara 2015), and be able to manage classes/student management (Mujianto & Sudjalil 2020). The main orientation of pre-service Teacher Professional Education Field Experience Practice is to produce professional teachers who have reliable competencies. There are four competencies that teachers must possess, namely: pedagogical competence, personal competence, social competence and professional competence (Husamah et al. 2018; Sari & Atmoko 2024).

In the Field Experience Practice II, students are provided with theoretical and practical knowledge by applying learning principles in a sequential, systematic, innovative, creative, interesting, and up-to-date manner, such as technology-based learning (Yaumi 2019). The implementation of Field Experience Practice II is carried out independently, with performance observed and monitored by mentor teachers and peers alternately as material and a basis

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for providing input and relying on reflection and the performance of the practice carried out. The assessment carried out covers all components contained in the learning component (Sari & Atmoko, 2024). Starting from learning tools, learning media, student appearance when performing, including aspects of professional teacher competence that should be possessed (Ihwanto et al., 2022; Rusman, 2018).

In this study, students of Field Experience Practice II were selected for research because students are required to perform/practice directly and face-to-face with students independently. Field Experience Practice II includes practical Physical Education and Sports content such as physical elements in physical fitness, various kinds of skills in sports (Kiram 2019), and theoretical material such as healthy lifestyles, balanced nutrition patterns (Adiba et al., 2020). s

The implementation of teaching practice aims to enhance skills, abilities, practical experience, including improving the ability to communicate directly with students (Thobroni & Mustofa, 2015). So far, the performance of Independent Field Experience Practice 2 has been assessed by the Mentor Teacher as the sole assessor and the field supervisor lecturer, without students, using an observation sheet instrument prepared by the center of the Teacher Professional Education management institution. Assessment involving peers makes the assessment of Field Experience Practice performance valid, namely measuring what should be measured (Nurrochmah 2016; Tomoliyus & Sunardianta 2020). Many aspects are assessed, meaning that many aspects are revealed regarding the performance of teaching skills (Rusman 2018; Suyono & Hariyanto. 2016). This will improve and enhance various teaching skills so that they can be mastered as a provision and capital for teaching in the future.

If the quality of teacher education graduates is low, it will contribute to the slow and significant improvement in teacher quality. This condition will have an impact on the product of prospective professional teachers that are expected. To overcome this, the curriculum presented should be more focused on performance. For example, regarding Field Experience Practice, the duration of Field Experience Practice in schools needs to be arranged in such a way as to provide sufficient opportunities for students to learn through direct practice. Thus, students can be directly involved in the implementation of Field Experience Practice in schools for an adequate period. In addition to curriculum improvement to highlight Field Experience Practice performance in schools, assessments of pre-service Field Experience Practice students need to be carried out by mentor teachers and field supervisor lecturers to assess student performance, and the results of these references become the basis for providing input and reflection on improvements for the next practice. It is hoped that with

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these solutions, future educators, both graduates of education and non-education fields, when they enter the community, especially in the school environment, it is hoped that there will be an increase in professional educators and education personnel. In addition, an important hope is to become educators and education personnel who have increased performance in carrying out their teaching duties as professional educators. Therefore, the purpose of this study is to assess the quality of learning tools, teaching modules and the performance of pre-service Teacher Professional Education students in Physical Education, Sports, and Health subjects at Partner Schools of the State University of Malang.

METHOD

This study uses a descriptive quantitative research method with a cross-sectional approach (Sugiyono 2011). Cross-sectional research is a type of observational research that collects data at a specific point in time to describe the characteristics of a population or phenomenon (Sofya et al. 2024). The steps of this type of cross-sectional research are presented in the diagram in Figure 1 below. The research procedure begins with formulating the research problem, followed by the preparation and validation of a questionnaire instrument.

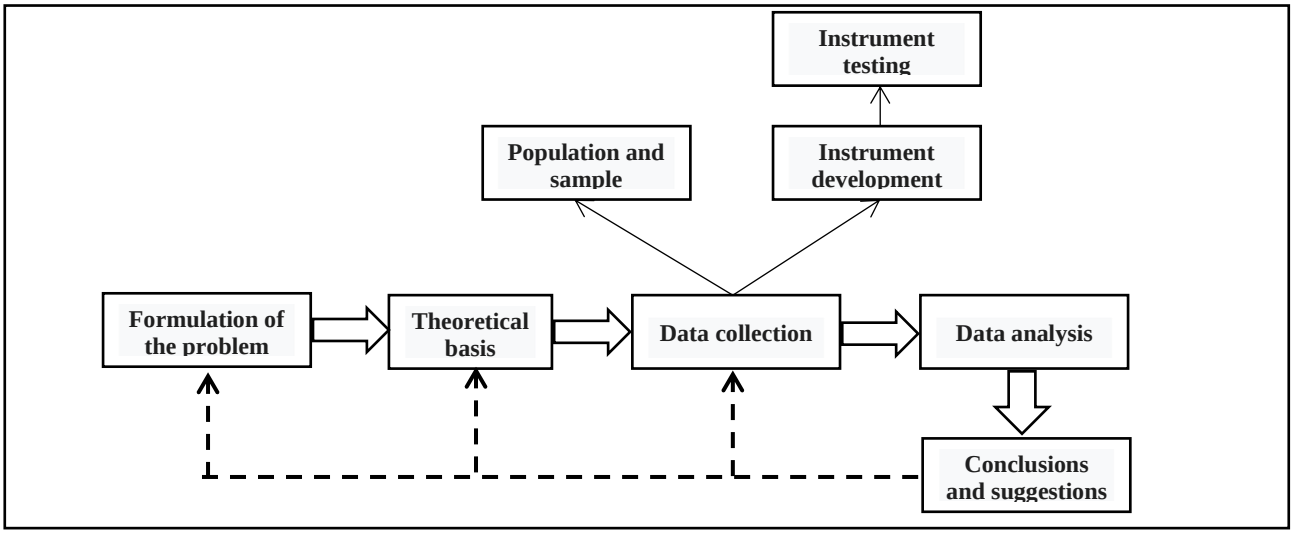

Figure 1. Diagram of the cross-sectional research procedure regarding the assessment of mentor teachers and colleagues on field experience practice II

The population in this study consisted of 142 students of the Teacher Professional Education program in Physical Education, Health, and Recreation studies in 2023 as respondents, and 22 mentor teachers from 20 partner schools of the State University of Malang in Malang City as evaluators. The research sample was taken from the population using a total sampling technique. Total sampling is a sampling technique in which all members of the population are

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used as research samples (Winarno 2013). The research instrument used was a structured questionnaire with a Likert scale of 1-5, which was equipped with an introduction and instructions for completion. With instrument variables for assessing learning modules and teaching performance from three main variables: preliminary activities, core learning implementation, and closing, with different indicators between the assessment of learning modules and the performance of teaching implementation as described in Tables 1 and 2 below. This questionnaire had previously been assessed and validated by learning experts. After the data was collected, the data was analyzed using relative frequency (%) and correlation tests (Fitri et al. 2023), and assisted by SPSS software.

Table 1. Instrument grid for learning module assessment

Draft	Variable	Indicator
Assessment by Mentor Teachers and Peers of the Performance of Independent Field Experience Practice II of Pre-Service Teacher Professional Education Students, Batch I, 2023, in Physical Education and Sports Subjects at Partner Schools of the State University of Malang in Malang City and Regency	Introduction	Pancasila Student Profile Learning objectives Teaching materials, learning media, methods, learning resources, approaches Initial formative assessment
	Core Implementation of Learning	Student Conditioning Design and manage PJOK learning strategies Learning steps, active model Security, class management, facilities and infrastructure, and comfort Assessment, Student Worksheets, designing Learning Media Implementation of Assessment
	Closing	Reflection, conclusion, and cool-down

Table 2. Performance assessment instrument grid

Draft	Variable	Indicator
Assessment by Mentor Teachers and Peers of the Performance of Independent Field Experience Practice II of Pre-Service Teacher Professional Education Students, Batch I, 2023, in Physical Education	Introduction	Learning objectives Student Conditioning PJOK Learning
	Core Implementation of Learning	Security, class management, facilities and infrastructure, and comfort Assessment, Student Worksheets Methods, models, sequences, principles, designs, learning modifications, learning resources, media, ICT, strategies, help/assistance Mastery of PJOK material

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and Sports Subjects at Partner Schools of the StateUniversity of Malang in Malang City and Regency	Closing	Implementation of the curriculum Implementation of Assessment Reflection, conclusion Active interaction

FINDINGS AND DISCUSSIONS

Findings

The data collected through questionnaires distributed to 142 pre-service Teacher Professional Education students of the 2023 cohort (as both practitioners and peer validators) and 22 performance validators (assessors) were spread across twenty partner schools of the University of Malang, ranging from elementary, junior high, senior high, and vocational high schools within the Malang City area. The data were subsequently analyzed using relative frequency (percentage) and correlation tests.

The results of peer assessments of learning tools showed that the majority of students obtained the "Very Good" and "Good" categories, similar to the recapitulation presented in Table 3 below. This indicates that the learning tools used in the Field Work Practice were quite effective in supporting the teaching process. In addition, the number of students who obtained the "Fairly Good" and "Poor" categories was relatively small, which shows that most students were able to develop learning tools well.

Table 3. Recapitulation of peer assessment results for learning tool of teaching module

Percentage Interval (%)	Frequency	Percentage (%)	Value Category Description
90 -95	73	51,41 %	Very Good
85 – 89	59	41,55 %	Good
80 – 84	6	4,23 %	Pretty Good
75 - 79	4	2,02 %	Not Good

In addition to presenting the results of peer assessments of the learning tool of the teaching module, peers also assessed student performance in teaching practice. The results presented in Table 4 show that most students received scores in the "Very Good" and "Good" categories, which reflects their readiness to teach in the classroom. These results indicate that students have good pedagogical skills, although there are still some students who need improvement in their teaching skills.

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Table 4. Recapitulation of peer assessment results for learning implementation of field work practice 2 physical education and sports subject

Percentage Interval (%)	Frequency	Percentage (%)	Value Category Description
90 -95	74	52,11%	Very Good
85 – 89	60	42,25%	Good
80 – 84	4	2,82%	Pretty Good
75 - 79	4	2,82%	Not Good

The mentor teacher's assessment of the learning tools showed a similar trend to the peer assessment, where most students received "Very Good" and "Good" categories in the results presented in Table 5. This confirms that the learning tools prepared by the students have met good standards and are suitable for use in the teaching process at partner schools.

Table 5. Recapitulation of mentor teacher assessment results for learning tool of teaching module in independent field work practice 2 physical education and sports subject

Percentage Interval (%)	Frequency	Percentage (%)	Value Category Description
90 -95	77	54,23%	Very Good
85 – 89	58	40,85%	Good
80 – 84	4	3%	Pretty Good
75 - 79	3	2%	Not Good

Meanwhile, the mentor teacher's assessment of teaching performance showed almost the same results, where the majority of students predominantly received "Very Good" and "Good" category results, as shown in Table 6. These results confirm the students' performance in learning implementation shows a good trend in implementing learning designs that were made according to the existing partner schools.

Table 6. Recapitulation of mentor teacher assessment results for learning implementation of field work practice 2 physical education and sports subject

Percentage Interval (%)	Frequency	Percentage (%)	Value Category Description
90 -95	81	57,04%	Very Good
85 – 89	54	38,03%	Good
80 – 84	4	2,82%	Pretty Good
75 - 79	3	2,11%	Not Good

Furthermore, in this study, in addition to data analysis using relative frequency analysis techniques, descriptive statistical analysis and correlation tests were also used. The results of the descriptive statistical analysis are

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presented in Table 7 below, where the descriptive statistical analysis was used to understand the distribution of scores from the learning tools and teaching practice performance assessed by peers and mentor teachers. These results indicate that there are slight differences in the assessments of peers and mentor teachers, but in general, both have the same perception regarding the quality of learning tools and student performance.

Table 7. Results of descriptive statistical analysis

Variable		Mean	N	Std. Deviation	Std. Error Mean
Teaching Module	Peers	177.7746	142	7.01811	0.58895
	Master Teacher	178.1056	142	6.49026	0.54465
Show Method	Peers	187.1408	142	6.47701	0.54354
	Master Teacher	187.4085	142	5.99900	0.50342

In addition to data analysis using descriptive statistical techniques, correlation analysis was also used. The correlation test was conducted to determine the relationship between peer and mentor teacher assessments of the teaching module and teaching practice performance. The results of the analysis indicate that there is no significant relationship between assessments of the teaching module, but there is a fairly strong and significant correlation in the assessment of teaching performance. The data presented in Table 8 show that there is no significant relationship between peer and mentor teacher assessments of the teaching module ($r = 0.096$; $p = 0.255$). However, there is a fairly strong and significant positive correlation in teaching practice performance ($r = 0.425$; $p = 0.000$). This shows that although assessments of the teaching module tend to vary, assessments of teaching practice performance are more consistent between peers and mentor teachers.

Table 8. Results of correlation test data analysis

Correlation Test Analysis		N	Correlation	Sig.
Teaching Module	Colleagues and tutors	142	0,096	0,255
Show Method	Colleagues and tutors	142	0,425	0,000

Discussion

This research delves into the assessment conducted by mentor teachers and peer students towards Physical Education, Sports, and Health Education Profession Program students during their Field Experience Practice 2 at partner schools of the State University of Malang in 2023. The main focus of this research is to evaluate the competencies of Education Profession Program students in

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designing learning tools, especially teaching modules, as well as their ability to carry out teaching practices in the classroom.

This research reveals that most Education Profession Program students (more than 50%) successfully obtained a "Very Good" rating from mentor teachers and peer students for both assessed aspects, namely learning tool of teaching module and teaching practice performance. These findings indicate that Physical Education, Sports, and Health Education Profession Program students have demonstrated good competence in designing quality learning tools relevant to learning needs in schools, and are able to implement these tools in teaching practice well. However, the research also found differences in the correlation between mentor teachers and peer students' assessments for both aspects. In the assessment of learning tool of teaching module, no significant correlation was found between the assessments from mentor teachers and peer students. This may be due to differences in perspectives and focuses between mentor teachers who focus more on the substance and pedagogical aspects of the teaching module, and peer students who may be more focused on the appearance and ease of use of the teaching module. Meanwhile, in the performance assessment, a fairly strong and significant positive correlation was found between the assessments from mentor teachers and peer students. This shows that mentor teachers and peer students have similar views in assessing students' teaching practice abilities, which may be because both have direct experience in seeing students teach in the classroom.

Basically, Law Number 12 of 2012 Article 17 paragraph (1) concerning Higher Education explains that professional education is higher education after an undergraduate program that prepares students for jobs that require special expertise requirements (Husamah et al. 2018). Hanun (2021) argues that Pre-Service Teacher Professional Education is an education program designed to prepare teachers as quality human resources to meet the ideal conditions of teachers in Indonesia in terms of competence, qualifications, distribution, and quantity (Widiyani et al. 2024). Through Field Experience Practice, Education Profession Program students should be able to innovate in learning related to the implementation of the Independent Curriculum, such as making changes and improvements in learning by implementing differentiated learning (Muhyi et al. 2023), and technology, pedagogy, and content knowledge-based learning (Ismail et al. 2022), by prioritizing the use of appropriate technology and learning media (Ardilla et al. 2021).

Field Experience Practice activities are the implementation of several courses presented to Education Profession Program students, especially Pre-Service Education Profession Program students, which include Field Experience Practice 1, which is mentoring in nature, and Field Experience Practice 2, which

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is mentoring and independent. Field Experience Practice 2 in schools is a real action activity that requires direct, real, and contextual experience of practicing teaching correctly (Rusman 2018). This is in line with previous research by Sari and Atmoko (2024) who conducted research on the Field Experience Practice course on "The Urgency of Pre-Service Education Profession Program Field Experience Practice on Improving the Professionalism of Prospective Guidance and Counseling Teachers in the Society 5.0 Era" which stated that through Field Experience Practice, prospective teachers gain real experience, and can understand the dynamics of student problems, as well as develop various skills in teaching. The research results concluded that the Pre-Service Education Profession Program Field Experience Practice course has a strategic role in honing the four core competencies that must be possessed by educators, namely pedagogical, personality, social, and professional competencies.

The research results show that the learning tools in the form of teaching modules made by the majority are overall in the very good category. This is supported by the opinions of Rusman (2018) and Suyono and Hariyanto (2016) who say that every educator in an educational unit is obliged to prepare a Learning Tool Plan. Such as Teaching Modules in the Independent Learning curriculum completely and systematically so that learning takes place interactively, inspiratively, pleasantly, challenging, efficiently, motivates students to actively participate, and provides sufficient space for initiative, creativity, and independence in accordance with the talents, interests, 1 and physical and psychological development of students (Anitah 2014; Salsabilla etal., 2023).

Regarding the teaching module, Setyawan and Wahyuni (2019) conducted research on "Development of Multimedia-Based Teaching Modules in Educational Statistics Courses." The research concluded that the teaching module product resulting from the development is included in the very valid, very practical, and easy-to-use categories by students. The results of this study are in line with the research that has been done that in the assessment of teaching modules in a satisfactory category as a whole. A good teaching module has a very important role in the learning process. A good teaching module can facilitate students to achieve learning objectives effectively and efficiently (Mashud et al., 2024; Maryam et al., 2022). A good teaching module can also help teachers in carrying out interesting and meaningful learning (Jannah & Marga 2023).

In addition to the assessment of the teasching module, there is also an assessment of teaching performance to implement the teaching module that has been designed. The results of the teaching performance assessment conducted by the mentor teacher and peer students (students) obtained the dominant result that both assessors gave an assessment in the very good category to students of approximately 77 people (55%), meaning that more than 50% of the teaching

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performance carried out during Independent Field Experience Practice 2 was included in the very good category from the results of both assessors. Performance assessment conducted by two people, then the performance assessment is said to be objective. To obtain the objectivity of the assessment results, it is best done by at least two assessors (Nurrochmah & Supriyadi 2016; Tomoliyus & Sunardianta 2020).

In Field Experience Practice activities, students are expected to also practice various teaching skills, so that learning is smoother and more interactive. This is supported by the research conducted by Mujianto and Sudjalil (2020), The research results reported that through the implementation of Field Experience Practice, strategies, and classroom management techniques are seen in three learning activities consisting of initial activities, core activities, and closing activities of learning. The conclusion of the research results reported that in carrying out classroom management activities in learning, teachers should always use varied techniques, strategies, and classroom management techniques in initial activities, core activities, and final activities of learning. Therefore, it is best that the implementation of learning includes preliminary, core and closing activities (Anitah, 2014; Rahyubi, 2017). Besides, in the implementation of learning, the teacher presents learning videos that can attract students' interest and motivation in learning (Akinbadewa and Sofowora 2020; Yaumi 2019).

This research has important implications for various parties involved in teacher education. For Education Profession Program students, this research provides affirmation that they already have good competence in designing and implementing quality learning. However, they still need to continue to improve their pedagogical and professional skills to become professional teachers who are adaptive to changing times. For partner schools, this research highlights their strategic role in guiding Education Profession Program students during their Field Experience Practice. Partner schools are expected to provide optimal support and guidance to Education Profession Program students so that they can gain valuable learning experiences and be ready to face the challenges of education in the future. For the Pre-Service Education Profession Program, this research provides valuable input to continue to improve the assessment system in Field Experience Practice, especially formative assessment, to be able to provide a more objective and useful evaluation for the development of student competence.

In addition, this research also recommends the need for the development of more innovative teaching modules, including those based on multimedia, to support more interactive and engaging learning for students. From the perspective of educational policy, this research can serve as a basis for improving assessment standards in the Education Profession Program and

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strengthening the evaluation of the effectiveness of the Education Profession Program as a whole, in order to produce competent teachers who are ready to face the challenges of education in the Society 5.0 era. Thus, the results of this research are expected to contribute to the improvement of the quality of education in Indonesia, especially in preparing superior, innovative, and globally competitive Physical Education, Sports, and Health Education prospective teachers.

CONCLUSION

This research assesses the quality of learning tools in the form of teaching modules and the performance of Pre-Service Education Profession Program students in Physical Education, Sports, and Health subjects during Field Experience Practice 2 at partner schools of the State University of Malang. The research results show that more than 50% of students obtained a "Very Good" rating from mentor teachers and peer students in both aspects. Although no significant correlation was found between the assessments of mentor teachers and peer students on the teaching module, possibly due to differences in perspectives in assessing the substance and appearance aspects of the module, there is a fairly strong positive correlation in the assessment of teaching performance. This confirms that students have demonstrated good competence in teaching practice and the preparation of learning tools, but still need to improve their pedagogical and professional skills.

This research highlights the importance of the role of partner schools in providing optimal guidance for Education Profession Program students. In addition, there are recommendations to develop multimedia-based teaching modules to support more interactive learning. The broader implication is the improvement of assessment standards in the Education Profession Program and the evaluation of program effectiveness to produce competent, innovative, and ready-to-face the educational challenges of the Society 5.0 era Physical Education, Sports, and Health teachers.

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