

## Constraints And Solutions In Evaluating Competency-Based PJOK Learning In Secondary Schools

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### Article Info

#### Article history:

Received: 06 January 2025

Publish 11 January 2025

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#### Keywords:

Learning Evaluation,

PJOK,

Constraints,

Solutions,

Competency-Based,

Secondary School.

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### Abstract

*This study aims to identify obstacles and solutions in the implementation of competency-based learning evaluation of Physical Education, Sports and Health (PJOK) in secondary schools. The research method used is descriptive qualitative approach with data collection techniques through interviews, observations, and documentation studies. The results showed that there are several significant obstacles in evaluating PJOK learning, including limited facilities and infrastructure, lack of teacher understanding of the concept of competency-based evaluation, inflexible schedule preparation, and evaluation methods that are not in accordance with student needs. These constraints have a direct impact on students' learning experience, such as decreased motivation, increased stress levels, and the perception that the evaluation does not reflect their overall abilities. As a solution, this research proposes several steps, including the provision of special training for PJOK teachers regarding competency-based evaluation, optimization of facilities and infrastructure through collaboration with related parties, preparation of a more flexible schedule, and increased collaboration between teachers in the preparation of fairer and more comprehensive evaluation methods. The implementation of these solutions is expected to overcome the obstacles faced and increase the effectiveness of the evaluation of PJOK learning in secondary schools. Thus, competency-based evaluation can provide a more complete picture of students' abilities, including physical, cognitive, and affective aspects, and support the achievement of PJOK learning objectives optimally.*

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## 1. INTRODUCTION

Learning evaluation is the most important part of the educational process, including in Physical Education, Sports and Health (PJOK) subjects. Competency-based evaluation in accordance with the implementation of the Merdeka Curriculum aims to assess students' abilities as a whole, covering cognitive, affective, and psychomotor aspects. However, in practice, PJOK teachers at the secondary school level often face various obstacles in carrying out these evaluations.

According to a national survey by the Ministry of Education, Culture, Research and Technology (MoECristek) in 2022, around 65% of PJOK teachers reported difficulties in developing competency-based evaluation instruments. In addition, 70% of teachers stated that limited facilities, such as lack of sports equipment and supporting technology, were the main obstacles in conducting evaluations. High workload is also a challenge with 50% of teachers admitting that they do not have enough time to design a comprehensive evaluation model. This data reflects that although competency-based evaluation is conceptually ideal, it still faces many obstacles in its implementation. This suggests the need for better strategies and support to help

PJOK teachers overcome these obstacles so that evaluation can run optimally and in accordance with curriculum objectives.

Several previous studies have identified various aspects related to the evaluation of PJOK learning. Research by Sugiyanto et al. (2019) found that most PJOK teachers do not deeply understand the concept of competency-based evaluation so that the evaluation methods used are often not in accordance with curriculum needs. Another study by Mulyani and Wahyudi (2020) showed that limited facilities such as sports equipment and technological facilities affect the accuracy and effectiveness of evaluation. Furthermore, Putra (2021) highlighted that the lack of specialized training for PJOK teachers in designing evaluation instruments is a major obstacle in implementing valid and reliable evaluations. Recent research by Lestari et al. (2023) noted the importance of using digital technology to support competency-based evaluation but is still limited to implementation in schools with sufficient resources.

Although previous studies have identified various constraints and offered partial solutions, there is still a gap in the understanding of how these constraints are systematically addressed in resource-constrained secondary schools. This study differs from previous research by providing a holistic approach that incorporates empirical data-based constraint analysis as well as recommendations for practical solutions that can be implemented by physical education teachers in various school contexts. The purpose of this study is to identify the main constraints faced by physical education teachers in competency-based evaluation and develop relevant solution strategies to support the effective implementation of Merdeka Curriculum.

This research contributes to the development of practical guidelines for PJOK teachers in implementing competency-based evaluation by considering the limitations that exist in secondary schools. In addition, this research also contributes to the development of educational policies, particularly in designing training and technical support for PJOK teachers. Thus, the results of this study are expected to improve the quality of PJOK learning evaluations that not only reflect student achievement comprehensively, but are also relevant to curriculum needs.

## 2. RESEARCH METHODS

This study used a descriptive qualitative approach to identify obstacles and solutions in evaluating competency-based PJOK learning in secondary schools. The qualitative approach was chosen because it aims to deeply understand the facts faced by PJOK teachers, including challenges, needs, and strategies that have been and can be implemented. This research is exploratory in nature with a focus on collecting data in the form of respondents' experiences and views through in-depth interviews, focus group discussions, and observations.

The case study in this research was conducted at a secondary school in Kecamatan Pringgabaya, which has diverse characteristics in terms of educational facilities and socio-economic background. This location selection aims to obtain representative data regarding differences in constraints and solutions based on local conditions.

The main source of data for this study was PJOK teachers who actively teach at the secondary school level. A total of 20 PJOK teachers were selected as respondents through purposive sampling technique with criteria such as teaching experience of at least 5 years and involvement in the implementation of competency-based evaluation. Additional data was collected from school principals to gain an institutional perspective as well as from students to understand the impact of the evaluation implementation on their learning.

Data were collected in three ways; First, in-depth interviews. In-depth interviews were conducted with PJOK teachers and school principals with the intention of exploring information related to the obstacles faced, experiences of implementing competency-based evaluation, and solutions that have been tried or proposed. Second, focus group discussion (FGD). FGDs involved groups of PJOK teachers to discuss joint strategies to overcome obstacles and compare best practices they found in the field. Third, observation. Observations were conducted in several schools to directly record the process of evaluating PJOK learning including the use of evaluation instruments and assessment techniques applied.

The data obtained will be analyzed using thematic analysis techniques to identify patterns, categories and main themes emerging from the interviews and FGDs. Observation results will be used to strengthen and validate the qualitative findings. This analysis is expected to provide a comprehensive picture of the obstacles faced by PJOK teachers as well as relevant solutions to overcome these problems.

### 3. RESEARCH RESULTS AND DISCUSSION

The research on Constraints and Solutions in the Evaluation of Competency-Based PJOK Learning at Secondary Schools in Pringgabaya Sub-district revealed some fundamental findings based on qualitative data analysis. The following results are summarized based on interviews, focus group discussions (FGDs), and observations:

#### a. Constraints in the Evaluation of Competency-Based Physical Education Learning

Evaluation of competency-based Physical Education, Sports and Health (PJOK) learning is a fundamental aspect in ensuring that students not only understand theory but are also able to apply physical and health skills effectively. This study involved 20 physical education teachers from various secondary schools in Pringgabaya sub-district to identify the obstacles faced in the process of evaluating competency-based learning. Based on the data obtained, the main obstacles found were as follows:

- 1) Teachers' lack of understanding of the concept of competency-based evaluation (45% of respondents).
- 2) Limited Facilities and Infrastructure such as supporting sports facilities (25% of respondents).
- 3) High Administrative Burden of Teachers which reduces the focus on effective evaluation (15% of respondents).
- 4) Lack of support from school management regarding training and mentoring (10% of respondents).
- 5) Lack of student enthusiasm for the evaluation process (5% of respondents).

#### Teachers' Lack of Understanding of the Concept of Competency-Based Evaluation

Most teachers, especially in the field of Physical Education, Sports and Health (PJOK), still face difficulties in understanding the concept of competency-based evaluation in depth. Based on the survey results, 45% of respondents admitted that they did not fully understand how to evaluate student competencies holistically which includes cognitive, affective, and psychomotor aspects. This understanding is important because competency-based evaluation focuses on students' ability to apply knowledge, skills and attitudes in real contexts (Wiggins, 1998, p. 56).

This gap in understanding is often caused by a lack of relevant and specific training for teachers. A study by Mardapi (2012, p. 213) emphasizes that many teachers rely solely on traditional evaluation methods that are less relevant to the demands of competency-based learning. As a result, teachers tend to use assessment instruments that only measure psychomotor aspects, while cognitive and affective aspects are not adequately represented.

These results are in line with previous findings which show that the lack of training related to competency-based evaluation is often a significant obstacle in the implementation of the 2013 curriculum including in PJOK subjects (Kaloka et al., 2021). This obstacle also reflects the lack of integration between the curriculum vision and the implementation of evaluation in the field (Marsheilla et al., 2022). This can be caused by the lack of training or workshops provided in a structured manner by the relevant agencies. As stated (Setyowati, E. 2021, Marsheilla et al. 2022), teachers' mastery of evaluation methods is strongly influenced by the intensity and quality of training received.

In addition, limitations in resources and references also exacerbate the situation. Teachers often do not have access to guides or training modules that explain the systematic application of competency-based evaluation. Research in the Journal of Education and Culture

revealed that 70% of teachers feel confused about determining appropriate indicators to evaluate student competencies (Setiawan & Rahman, 2018, p. 87).

This lack of understanding also has an impact on the implementation of the competency-based curriculum. Teachers find it difficult to compile appropriate assessment rubrics, so evaluation results often do not reflect students' overall competence. To overcome this problem, intensive training that integrates theory and practice is needed so that teachers can better understand and implement competency-based evaluation.

Improving teachers' understanding of competency-based evaluation is an important step towards creating more effective learning. Targeted training and school management support can be key in overcoming this obstacle, so that the quality of learning and evaluation can be significantly improved.

#### **Limited Facilities and Infrastructure such as supporting sports facilities.**

Limited facilities and infrastructure, especially adequate sports facilities, are one of the significant obstacles in the implementation of competency-based evaluation in the field of physical education, sport and health (PJOK). As many as 25% of respondents revealed that the lack of supporting facilities is one of the main obstacles in implementing effective evaluation. This limitation not only hampers the learning process, but also reduces the quality of evaluation that can be done to measure students' abilities in a practical context.

Inadequate sports facilities prevent teachers from conducting authentic assessments of students' skills. Competency-based evaluation requires accurate and objective measurement of student performance, which in this case involves motor skills, physicality, as well as the application of knowledge about sports in real situations. Without appropriate facilities, teachers will find it difficult to conduct effective measurement, as students are unable to perform activities that meet the expected competency standards.

In addition, limited facilities and infrastructure can affect student motivation in participating in the learning and evaluation process. Incomplete facilities, such as damaged or inadequate sports fields, insufficient sports equipment, and limited classrooms, can cause students to feel less motivated to participate in learning. This of course has a negative impact on evaluation results and student competency achievement.

In a study conducted by Setiawan & Rahman (2018, p. 87), it was found that inadequate facilities and infrastructure are significant inhibiting factors in managing competency-based evaluation. Therefore, it is important for school management to pay special attention to the provision of supporting facilities, both in terms of infrastructure and equipment, so that competency-based evaluation can be carried out optimally.

In addition, limited facilities and infrastructure are classic challenges in PJOK education. Adequate facilities such as sports equipment, practice rooms, and fields are very important to support the learning process and competency-based evaluation. In the study (Kaloka et al. 2021, Bahri, S. 2024) mentioned that the role of government, society, and educational institutions is crucial in providing adequate infrastructure. Likewise, as stated by (Raibowo, S., & Nopiyanto, Y. E. 2020) that inadequate sports facilities are a significant obstacle in the implementation of the PJOK learning evaluation.

To overcome this problem, it is important for related parties to make efforts to improve and fulfill the necessary facilities. The government, schools, and communities need to collaborate in providing adequate facilities and infrastructure, so that competency-based evaluation in the field of PJOK can be implemented effectively and produce valid assessments of student abilities.

#### **Teachers' high administrative burden reduces the focus on effective evaluation.**

High administrative burden is an obstacle often faced by teachers, including in the context of physical education, sport and health (PJOK). As many as 15% of respondents revealed that the administrative burden that teachers have to handle reduces their focus on conducting effective evaluations. This administrative burden includes various additional tasks

that are not directly related to teaching, such as filling out reports, class administration, recording attendance, and reporting student evaluation results.

These excessive administrative tasks often take up time that could be used to plan and implement more effective learning evaluations. In competency-based evaluation, teachers are expected to assess not only theoretical understanding, but also students' ability to practically apply knowledge and skills. For this reason, teachers need to give full attention to authentic evaluation, but excessive administrative tasks can distract them from this.

A high administrative burden can also affect the quality of teachers' interactions with students. When teachers focus more on administrative tasks, they become less able to provide individual attention to students, which is crucial in competency-based evaluation. Direct interaction between teachers and students allows teachers to directly observe students' skill development, provide constructive feedback, and adapt teaching methods to students' individual needs.

According to Mardapi (2012, p. 213), a high administrative burden can reduce the effectiveness of learning management and evaluation. Teachers who are caught up in excessive administrative routines may not be able to organize or carry out effective evaluations because their time and energy are hampered by administrative obligations that are not directly related to teaching. Therefore, it is important for schools and the government to reduce teachers' administrative burden and allow more time to focus on the learning and evaluation process.

Efforts to reduce this administrative burden can be made by digitizing some aspects of administration, improving school administrative management systems, or providing additional support to teachers through administrative assistants. By doing so, teachers will have more time to plan, implement and evaluate learning, which will ultimately improve the effectiveness of their competency-based evaluations.

#### **Low support from school management for training and mentoring (10% of respondents).**

The lack of support from school management regarding training and mentoring is one of the main obstacles in implementing competency-based evaluation. As expressed by 10% of respondents. Limited managerial support often prevents teachers from developing the skills needed to develop and implement competency-based evaluations. Lack of training and limited mentoring makes it difficult for teachers to fully understand the concept of competency-based evaluation and how to effectively implement it in learning.

Appropriate and continuous training is essential to improve teachers' competence in designing evaluations that meet students' needs. Competency-based evaluation requires in-depth knowledge of how to measure not only knowledge, but also students' practical skills and attitudes. Without adequate training, teachers may not be able to develop valid evaluation instruments or conduct evaluations that cover all aspects of the desired competencies.

According to (Setiawan and Rahman, 2018), school management should provide support in the form of providing time, resources and facilities for training and mentoring. This support can take the form of workshops, seminars or on-the-ground training aimed at improving teachers' understanding of competency-based evaluation. With structured training and ongoing mentoring, teachers will be better prepared to implement evaluation approaches that are more effective and in line with the expected competency standards.

However, if school management does not provide sufficient support, both in terms of funding and time for training, teachers will find it difficult to develop the necessary skills. This will affect the quality of their learning and evaluation and may negatively affect student learning outcomes.

To address this issue, school management must be proactive in creating a supportive environment for teachers' professional development. One way to do this is by collaborating with training institutions or allocating specific time in teachers' work schedules to attend

relevant training. Thus, strong managerial support will help teachers to be more prepared and effective in preparing and implementing competency-based evaluations.

**Lack of Student Enthusiasm for the Evaluation Process.**

Students' lack of enthusiasm for the evaluation process is one of the obstacles faced in implementing competency-based evaluation. As many as 5% of respondents in a study revealed that students' low motivation and involvement in the evaluation process is an issue that needs attention. Low student enthusiasm for evaluation can have a negative impact on the results of the evaluation itself, as students may not give their best effort in demonstrating their competencies.

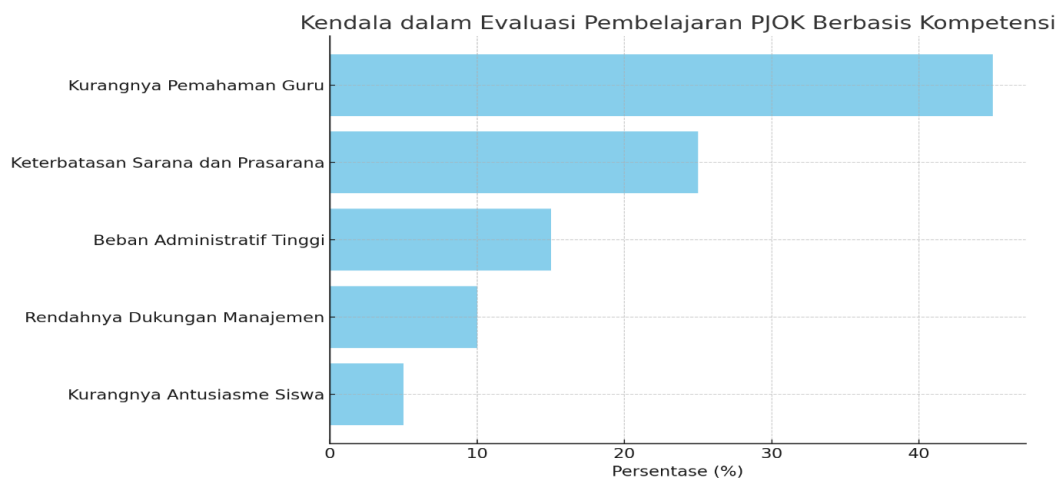
Some of the factors that influence students' low enthusiasm for competency-based evaluation are students' lack of understanding of the importance of evaluation, unclear evaluation objectives, and feelings of anxiety or stress arising from the evaluation process. Competency-based evaluations that require students to demonstrate practical skills and knowledge in a real context are often perceived as a daunting task if students do not see the link to their learning objectives or do not feel prepared to deal with them.

According to Wiggins (1998, p. 56), competency-based evaluation should be designed in such a way that it provides opportunities for students to demonstrate their abilities authentically. However, if students do not understand the purpose and benefits of these evaluations, they may not be motivated to actively participate in the process. Therefore, it is important for teachers to clearly communicate the purpose of the evaluation and how it can help them in achieving the desired competencies.

In addition, teaching strategies that are more interesting and relevant to students' real lives can also increase their enthusiasm for the evaluation. Learning that relates the material to students' daily situations will make them more interested and motivated to participate in the evaluation process. Teachers need to provide constructive and supportive feedback so that students feel valued and empowered to continue improving their competence.

In a study conducted by Setiawan & Rahman (2018, p. 87), it was found that students' enthusiasm for evaluation can increase if the evaluation process is integrated with activities that are more interesting and in accordance with the needs and interests of students. Therefore, the development of more interactive and fun evaluation methods needs to be part of the lesson planning conducted by teachers.

The following is a horizontal bar graph showing the percentage of obstacles or barriers in evaluating competency-based PJOK learning based on the research results. This diagram illustrates various categories of obstacles with their respective percentages, making it easier to understand the severity of each obstacle.



**b. Solutions Proposed by PJOK Teachers**

The results of the focus group discussion (FGD) produced several relevant solutions to overcome these obstacles:

### 1) Special Training On Competency-Based Evaluation:

One of the main solutions proposed to overcome the lack of PJOK teachers' understanding of the concept of competency-based evaluation is the implementation of specialized training focused on this topic. All respondents agreed that this training is necessary to improve their understanding and skills in developing evaluations that are in line with Merdeka Curriculum. This kind of training aims to provide an in-depth understanding of the basic concepts of competency-based evaluation, including its principles, how it is applied in the curriculum, and effective strategies for measuring students' abilities. With a systematic and structured approach, this training can improve teachers' ability to develop evaluation tools that not only measure cognitive aspects but also students' skills and attitudes as mandated by the competency-based curriculum.

The training should include basic theories of competency-based evaluation, development of assessment rubrics, and how to develop questions that are in accordance with indicators of competency achievement. In addition, the training can integrate the use of technology to facilitate the evaluation process, such as web-based applications for student performance assessment. By combining theory and practice, teachers will have the ability to apply competency-based evaluation in the context of daily learning. Training materials also need to be tailored to the specific needs of PJOK teachers, for example evaluation of basic movement skills, understanding of game strategies, or character building through sports activities.

This training should also involve hands-on sessions where teachers can try to create and apply competency-based evaluation instruments in accordance with PJOK subjects. Through a hands-on approach, teachers can understand how to translate basic competencies into valid and reliable assessment tools. In addition, teachers can be given real case examples and asked to develop competency-based evaluation solutions collaboratively. Thus, the training not only provides theory, but also emphasizes the practical skills needed to be applied in the classroom.

One challenge that may be faced is the consistency of applying the training results in daily practice. To overcome this, training should be followed by a mentoring program. This program aims to help teachers overcome obstacles that arise during the process of implementing competency-based evaluation, such as lack of time to prepare instruments or challenges in assessing students' affective aspects. Mentoring can be done online through discussion forums, webinars or consultation sessions with educational evaluation experts so that teachers can continue to improve their competencies.

With well-planned special training, it is expected that PJOK teachers can understand the concept of competency-based evaluation in more depth and integrate it effectively into the learning process. Teachers are not only able to measure student achievement based on academic ability, but also practical skills and character values built through PJOK learning. This will support the achievement of holistic educational goals that are relevant to the demands of the 21st century, where student competence is the main measure of the success of the educational process.

### 2) Procurement of sports facilities and supporting technology

One of the proposed solutions to overcome the limitations of facilities and infrastructure in competency-based PJOK learning evaluation is to maximize the use of available facilities through creative and collaborative management. PJOK teachers can work with schools, school committees, or local community institutions to optimize the use of sports facilities, such as public fields or community sports venues. In addition, more structured scheduling can help overcome the constraints of limited space and equipment so that each class has adequate time and access to carry out competency-based evaluations according to curriculum needs.

Another solution is to utilize readily available simple technology to support the evaluation process. If technological facilities such as evaluation software or sophisticated

sports applications are not available, teachers can use basic devices such as mobile phone cameras to record student activities during performance evaluations. These recordings can be further analyzed to assess student skills against predetermined criteria. In addition, teacher training in the use of low-cost and easily accessible technological tools, such as Google Forms for theory assessments or free applications for physical activity monitoring, can help overcome technological limitations.

In addition, a long-term solution approach is through advocacy for the provision of better facilities and infrastructure to schools and education offices. Physical Education teachers can play an active role in preparing proposals that explain the need for sports facilities and technology to support competency-based evaluations. This proposal can be accompanied by data and evidence of the positive impact of improving facilities on the quality of learning and evaluation. With strategic management, this solution not only helps overcome current obstacles but also contributes to the development of better facilities for Physical Education learning in the future.

### **3) Flexible scheduling**

Flexibility in scheduling allows PJOK teachers to manage the evaluation time effectively, especially for activities that require special space or equipment. By setting a schedule that is adjusted to the availability of sports facilities, each class can have enough time to undergo the evaluation without clashing with other activities. In addition, flexible schedules also provide space for teachers to provide individual assessments for students, which is an important part of competency-based evaluations.

Flexible scheduling can be done by involving good coordination between PJOK teachers, schools, and homeroom teachers. Through effective communication, PJOK teachers can determine evaluation times that do not interfere with other subject schedules or school activities. For example, evaluations can be scheduled outside of regular class hours, such as in the morning before learning activities or in the afternoon after the main activities are finished. In addition, scheduling based on small groups of students allows the evaluation process to run more efficiently and provides an opportunity for teachers to focus on the achievement of each student's competencies in detail.

To support the implementation of this flexible schedule, schools also need to provide support in the form of policies that allow PJOK teachers to have more autonomy in setting evaluation schedules. The use of technology such as online scheduling applications can help teachers manage their time more easily and provide notifications to students and parents regarding the evaluation time. By implementing a flexible schedule, competency-based evaluations in PJOK can be implemented optimally, ensuring that each student has an equal opportunity to be evaluated according to their abilities and development.

### **4) Collaboration between teachers**

Collaboration between teachers is one of the effective solutions to overcome obstacles in evaluating competency-based PJOK learning. Through collaboration between teachers, both PJOK teachers and teachers of other subjects, various ideas and strategies can be developed to overcome obstacles that arise. This collaboration can be realized in the form of regular discussions or teacher working group forums (MGMP) which aim to share experiences, challenges, and solutions related to competency-based learning evaluation. With this collaboration, PJOK teachers can obtain input from other perspectives and formulate a more innovative and effective approach in implementing evaluations.

In addition, collaboration between teachers also allows for the division of roles and responsibilities in the evaluation process. For example, PJOK teachers can work together with other subject teachers to integrate competency evaluations across subjects. Collaborative evaluations can include cognitive, skill, and attitude aspects of students in one integrated activity. For example, sports activities evaluated by PJOK teachers can be



linked to theoretical aspects or written reports assessed by language teachers. This cross-subject approach can optimize school time and resources, while providing a more comprehensive assessment of student competency.

In addition, collaboration between teachers can also include joint training or the preparation of evaluation instruments that are carried out collectively. By working together, PJOK teachers can prepare assessment rubrics that are more accurate, objective, and relevant to the expected competency standards. This collaboration also opens up opportunities to provide feedback to each other regarding the effectiveness of the evaluations that have been carried out, so that teachers can make continuous improvements. With synergy and support between teachers, obstacles in evaluating competency-based PJOK learning can be overcome more efficiently and sustainably, which will ultimately improve the quality of learning and assessment in schools.

### c. **Impact of Constraints on Students**

The results of interviews with students revealed that constraints in competency-based evaluations affect their experiences in PJOK learning:

#### 1) **Students feel that the evaluation does not reflect their overall abilities.**

Based on the results of interviews with students, 70% of students feel that the evaluation in PJOK learning does not reflect their overall abilities. This is caused by various constraints, such as limited facilities and infrastructure and an inappropriate evaluation approach. As a result, the competency aspects measured tend not to be comprehensive and only focus on physical skills without considering cognitive and affective aspects. This incomplete evaluation makes students feel that their efforts and abilities in other areas, such as understanding sports theory or sportsmanship, are not appreciated. This has the potential to reduce students' learning motivation in taking PJOK subjects.

Obstacles in competency-based evaluation also impact students' self-confidence. When the evaluation does not reflect their abilities holistically, some students feel underappreciated for the progress they have made. For example, students who have good skills in understanding sports theory but have difficulty in physical activity do not get a fair assessment. The mismatch between evaluation results and actual competencies can create feelings of frustration and dissatisfaction with the learning process. This has a negative impact on students' interest in the PJOK subject, which should be able to shape their skills, character, and fitness.

In addition, another impact is the lack of student readiness in facing the challenges of competency-based learning in the future. Inaccurate and unstructured evaluations can hinder student development in achieving expected competencies, both physically and mentally. Students may not understand the extent of their abilities or what aspects need to be improved. As a result, students have difficulty setting clear personal learning goals. Therefore, suboptimal evaluations not only impact current learning outcomes, but also affect students' readiness to develop their abilities sustainably in physical education and daily life.

#### 2) **Students reported a decrease in learning motivation because they felt they were not being assessed fairly.**

Interview results showed that 50% of students reported a decrease in learning motivation because they felt they were not being assessed fairly in the competency-based PJOK learning evaluation. This unfairness generally occurs when the evaluation only focuses on students' physical abilities without considering the cognitive and affective aspects that should also be part of the assessment. Students who lack optimal physical abilities feel disadvantaged, even though they may have a good understanding of sports theory or a positive attitude towards learning activities. This imbalance creates the perception that their efforts are not fully appreciated, so that their motivation to participate in PJOK learning decreases.

The decline in learning motivation is also influenced by the lack of variation in evaluation methods. When teachers only use one approach in evaluating students, for example assessing playing skills or physical abilities alone, students feel burdened and tend not to enjoy the learning process. This is especially felt by students who need a more adaptive approach and according to their abilities. As a result, some students lose interest in actively participating in PJOK activities, and this has an impact on their low involvement in competency development efforts that can actually provide long-term benefits.

Furthermore, this feeling of not being assessed fairly can also affect students' mental health, such as the emergence of feelings of inferiority and frustration. Students feel compared to peers who have better physical performance, without any recognition of their efforts or potential. As a result, they not only lose motivation in PJOK learning, but also have a negative impact on their attitudes towards sports in general. This situation can hinder the main goal of PJOK learning, which is to form healthy, active, and characterful students. Therefore, it is important for teachers to design a fairer and more comprehensive evaluation so that students' learning motivation is maintained.

**3) Students experience increased stress because the evaluation is designed less appropriately for their needs.**

Based on the interview results, 40% of students reported experiencing increased stress due to the evaluation being designed less appropriately for their needs. Evaluations that focus too much on physical aspects, such as fitness tests or sports skills, often cause stress for students who have physical limitations or certain health conditions. The mismatch between the evaluation method and individual abilities causes students to feel burdened to achieve the standards set by the teacher. This makes them worry about the assessment results that do not reflect their actual efforts and abilities, thus increasing the level of stress in the PJOK learning process.

In addition, the lack of variation in evaluation methods makes it difficult for some students to adjust to the assessment process. When the evaluation only relies on intensive physical activity, students who have strengths in cognitive or attitude aspects feel neglected. This situation creates tension, where students feel they have to "push themselves" to perform well in physical activity, even though it is not their strength (Hay, P., & Penney, D. 2009). As a result, students not only lose confidence, but also begin to associate PJOK subjects with negative and stressful experiences.

Increased stress due to inappropriate evaluations can have a wider impact on students' well-being, both physically and emotionally. Students tend to be less enthusiastic about participating in PJOK lessons, and even reluctant to participate in sports activities outside the school environment. This condition is contrary to the main goal of PJOK, which is to build fitness, mental health, and a positive attitude towards physical activity. Therefore, more flexible evaluations that pay attention to the needs and abilities of individual students are essential to reduce stress and ensure a more inclusive and enjoyable learning experience for all learners *mereka*.

#### **4. CONCLUSION**

This study shows that the main obstacles in evaluating competency-based PJOK learning include aspects of teacher understanding, facilities, time, and institutional support. The proposed solutions, such as training and provision of facilities, can be strategic steps to overcome these obstacles. These results provide significant contributions to the development of educational policies and the implementation of more effective evaluation in secondary schools.

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