

The Affective Domain Achievement Level for Fielding Game Category in Year 5 Physical Education Subject

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Abstract

This research was carried out to identify the level of affective domain learning achievement for fielding game category in Year 5 Physical Education subject. The study was conducted at 10 primary schools in Batu Pahat, Johor, Malaysia with a sample of 400 Year 5 pupils who attended the Physical Education (PE) classes. The research design was in the form of survey by using the Affective Assessment Instrument ($r = 0.90$) which contained the assessment in the form of scoring rubrics for affective domains. The research data were analyzed using SPSS software (Statistical Package for the Social Science) version 23. The results showed that the pupils affective domains achievement levels for fielding game category in the PE subject was ($M = 75.93$; $SD = 1.57$) at level four which showed overall good. From this study, it is suggested that pupils can improve their achievement level of affective domains in various types of games through teaching and learning in PE subject to produce pupils who possess good level of affective domain, thus become successful students.

Keywords: Physical Education, Affective Assessment Instrument, Survey Research.

Introduction

Physical Education (PE) can be defined as physical activities that focused on holistic student development through sports and games for producing balanced and responsible students (Sofian, 2020). While William (2004) explained that PE is physical activities that comes with purpose and goals according to education. According to Capel (2000), the aim of PE is directed towards the development of attitude and values as lifelong learning. In addition to that, PE is considered as field of science that concerns on physical movement, attitude as well as combining the aspects of education (Mohd Sofian, 2006). Therefore, PE has objectives and goals that is focused to three domains that is psychomotor, cognitive and affective (Bailey, 2006). Affective domain focusing aspect spirituality, growth and development attitudes, feelings, emotions, and values inherent in the self a pupil (Peterson and Augustine, 2000). Meanwhile Krathwohl et al (1964) explain the learning process based on affective domains is

by the students receive input in the form of certain values, development from emotions and attitudes as well as spiritual element that becomes part of growth. By in other words, PE is aiming to help students to be more active through practicing fitness activities as well as attitudes and values development process (Ministry of Education Malaysia, 2013).

Physical Education is a unique and interesting subject because it has a combination of affective domain development (Bailey, 2006; Gerdes, 2001). According to Gerdas (2001), learning in the affective domain style focuses on feelings, values, social behaviors and attitudes related to physical activity. Azizi (2010) stated that affective learning is demonstrated through behaviors that show the attitude of awareness, concern, interest and responsibility as well as the ability to listen and respond in interactions with each other. The affective domain is the third most important domain in the T&L objectives of Physical Education. According to Grineski (2006), affective elements include attitudes, interpersonal interactions and personal responsibility.

However, most PE teachers often ignore the importance of the affective domain in the Teaching and Learning (T&L) process of Physical Education. Facing difficulty in the process of making assessments of affective domains are among the reasons most PE teachers fail to implement affective domain assessments (McLeod, 1991; Tittle & Hecht, 1989). Physical Education teachers who ignore affective domain outcomes will cause students' motivation to learn to be reduced especially in activities that provide skills (Williams 2004 ; Thompson & Mintzes 2002). According to Peterson and Augustine (2000), traditionall-styled T&L methods that always focus on the cognitive domain rather than the affective domain caused the objective of the affective domain to be often overlooked by PE teachers in schools.

The affective domain is one of the key domains in the T&L of PE subjects. Referring to Ministry of Education Malaysia (2014) and Standard Document of Curriculum and Assessment (SDCA) for Physical Education Year 5 through Aspects 5, students are capable to strengthen PE practice through sports aspect including safety, concepts and psychology, strategy and principles to perform physical activity effectively involving (1) safety management, (2) self responsibility, (3) social interaction and (4) group dynamics. Therefore, PE teachers are responsible and playing important role to make sure Aspects 5 (sports) which is affective domain values can be implemented perfectly as well as reaching objectives that have been set by the Ministry of Education Malaysia (MOE). PE teachers are also responsible to provide report student's achievement by clear, fair and precise based on evidence and information obtained from various sources (Azizi, 2010).

In addition, affective domain also involves the feelings and emotions of an individual. This domain also taking part on attitudes, values, emotions and appreciation such as appreciating, respecting, supporting and keeping. Affective domain taxonomy by Krathwohl et al. (1964) being used in this study for the assessment of affective domains for fielding games in PE Year 5 because it is very suitable to be used to construct a rubric of student learning achievement level for fielding games category. The objectives of taxonomy classification on affective domains are arranged according to the level of appreciation from the lowest to the highest, namely accepting, responding, appreciating, organizing and characterizing.

Clearly, the assessment and evaluation of the affective domain shall be assessed in a continuous way so that it will give feedbacks on student's values and attitude development

level (Gallo, 2003). This is to say, the achievement level of students' affective domain needs to be assessed by PE teachers in the T&L process of Physical Education. Therefore, researchers feel it is necessary to conduct a study to identify the level of affective domain achievement for fielding games in Year 5 PE subject. The study focused on aspect 5 which is the sports element for the fielding games in PE Year 5 subject only. In conclusion, the assessment of the level of student achievement in the affective domain should be one of the components of assessment in the T&L process of PE teachers in schools.

The objective of this study is to identify the level of student's affective domain in fielding games for Year 5 PE subjects.

Methodology

This study is a survey study that uses quantitative research through teacher observation evaluation forms. The design of this study is in accordance with the objectives of the study in identifying the students' level achievement of the affective domain for fielding games in PE Year 5 subject. This study was conducted in 10 primary schools in the district of Batu Pahat, Johor, Malaysia. The study sample consists of 400 Year 5 students who followed the T&L process of the PE Year 5 fielding games category. To obtain research data, researchers used Affective Assessment Instrument (AAI) which contains six learning standards and used ranking scores with rubric breakdown according to affective domain learning level. Assessment to measure the level of affective domain learning for Year 5 PE fielding category games was conducted by PE teachers through teacher observation method during T&L in progression session and small games. The study period involves six T&L sessions of PE subject and each session took 30 minutes.

In this research, the data is analysed using software Statistical Package for the Social Science version 23 (SPSS). Descriptive statistics analysis was used to obtain the percentage, mean and standard deviation of the skill items and the level of achievement of the affective domain for the Year 5 fielding game.

Findings and Discussion

The data and scores obtained analysed descriptively through SPSS software version 23. Table 1 shows achievement level of affective domain for game field category in PE Year 5.

Table 1

Student's Level Achievement in Affective Domain Learning Using Affective Assessment Instruments

(N = 400)

Sports	% Level					(M %)	SD	Level
	C	B	S	L	SL			
Identify the playing environment is safe and appropriate.	9.60	37.40	45.80	7.20	-	69.80	0.76	B
Involves actively as a group member	17.40	46.30	27.40	8.90	-	780	2.57	B
Work together in group during activity	20.00	44.20	27.00	8.80	-	82.20	3.76	C
Accept challenges and enjoy during the activity	17.00	46.10	30.20	6.70	-	74.60	0.81	B
Comply safety rules at the activity site.	19.50	45.80	31.20	3.50	-	76.20	0.78	B
Increase fitness components	16.80	45.40	32.60	5.10	-	74.80	0.79	B
Overall (M = 75.93; SD = 1.57; Level = Good)								

C (5) = Excellent; B (4) = Good; S (3) = Moderate; L (2) = Weak; SL (1) = Very Weak

The study in Table 1 shows achievement level of affective domain learning for fielding game in PE subject overall is $M = 75.93$, $SD = 1.57$ which indicates a good level. Finding shows the highest achievement is identifying the playing environment is safe and appropriate. (45.80%), Involves actively as a group member (46.30%), and Work together in group during activity (44.20%) were at the good level. Analysis also shows the highest achievement for Accept challenges and enjoy during the activity (46.10%), comply safety rules at the activity site (45.80%), and increase fitness components at decent level (45.40%).

In general, researcher found out that the students did not face any problem to do all affective domain for sports components. This shows the student has mastered the second highest level during T&L session for PE lessons. At this stage, the student can organise, generalise as well as associate the sports value following the priority and analyse the differences of sports values. Referring to taxonomy Krathwohl et al (1964), organising is the second highest level. At this process, students make connections between values and arranged to prioritise the more important subjects, as well as practicing according to the aspects of sports that have been set by the teacher during the T&L session during the fielding games.

The reanalysis also shows something positive where the affective domain level of the students is at a level four which is at the good stage of development. Assessment through observation is also one of the effective methods for assessment to ensure the achievement level of affective domain learning for fielding games. Alessi and Trollip (2001) stated that learning on affective aspect not only through observation and inside the classroom only but it is must assessed by teachers through outdoor activities.

This finding empirically proves that, recognising the level of the affective domain is very important and must be given attention in fielding games skills. The results of the study also found that students managed to achieve the second highest level in the AAI mastery rubric that is at the level of organising as the factor of self confidence and highly motivated. Based on Thompson's and Mintz (2000), motivation stage will decreased if the teacher does not give attention towards students in T&L session. This in line by results findings study by Tor and Yngvar (2004), motivation and achievement goal is necessary elements that should be given attention by the teacher before sportsmanship can be applied by students.

Students can be evaluated by the teacher through their abilities and their own achievement level. The ability of the students to master the affective domain gives them high confidence and motivation to display positive values during T&L session. Results of this study coincide the study by Izwan (2017); Liza (2017) affective domain assessment methods that is measuring competencies and abilities of students can be implemented through teacher observation method in T&L. Teacher observation using AAI is able to evaluate and recognise for sure affective domain level for Year 5 fielding games during the T&L process of Physical Education. Noraini (2001) stated that evaluation technique through observation will be able to see the extent of success and effectiveness in the process of teaching and learning.

Affective assessment based on Krathwohl et al. taxonomy (1964), which is arranged according to the level of comprehension from lowest to highest is very fitting to evaluate students' affective domain learning level in fielding games. Starting with the lowest level which is receiving, responding, appreciating, organising and the highest level which is character development. Suitable with Harvey et al (1961) view which stated that students need to experience the developmental thinking stage to form a good personality and students also need to be inculcated the value of balancing the orientation of thinking towards responsibility and interpersonal relationships.

Conclusion

In conclusion, this study formulates that, the achievement level of the affective domain among students for the fielding category game in PE Year 5 subjects is at the fourth level, which indicates good level where students organise, generalise as well as associate sports value according to priority and analyse equations as well as differences sports value.

Finding research shows a positive sign because students can master Aspect 5 (sports) in fielding games category very well and it should be exercised in daily routines. At the same time, the finding study also shows that PE teachers have succeeded to deliver fielding games category excellently, based on PE Year 5 SDCA that has been organised by the MOE.

Because of the study concentrated on affective domain, then it is recommended for the other researchers to expand the research by studying the cognitive domain for skills game category fielding year 5 students. In addition to that, studies can also be developed by involving students from secondary school and higher education institutes in order to gain more satisfying results. Thus, study on pe in Malaysia could be improved for the better of future generations.

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