



Perceptions of High School Physical Education Teachers on E-Portfolio Assessment for College Admission Tests in Sports Majors

**Physical Education | 2023
Sebelas Maret University**





INTRODUCTION

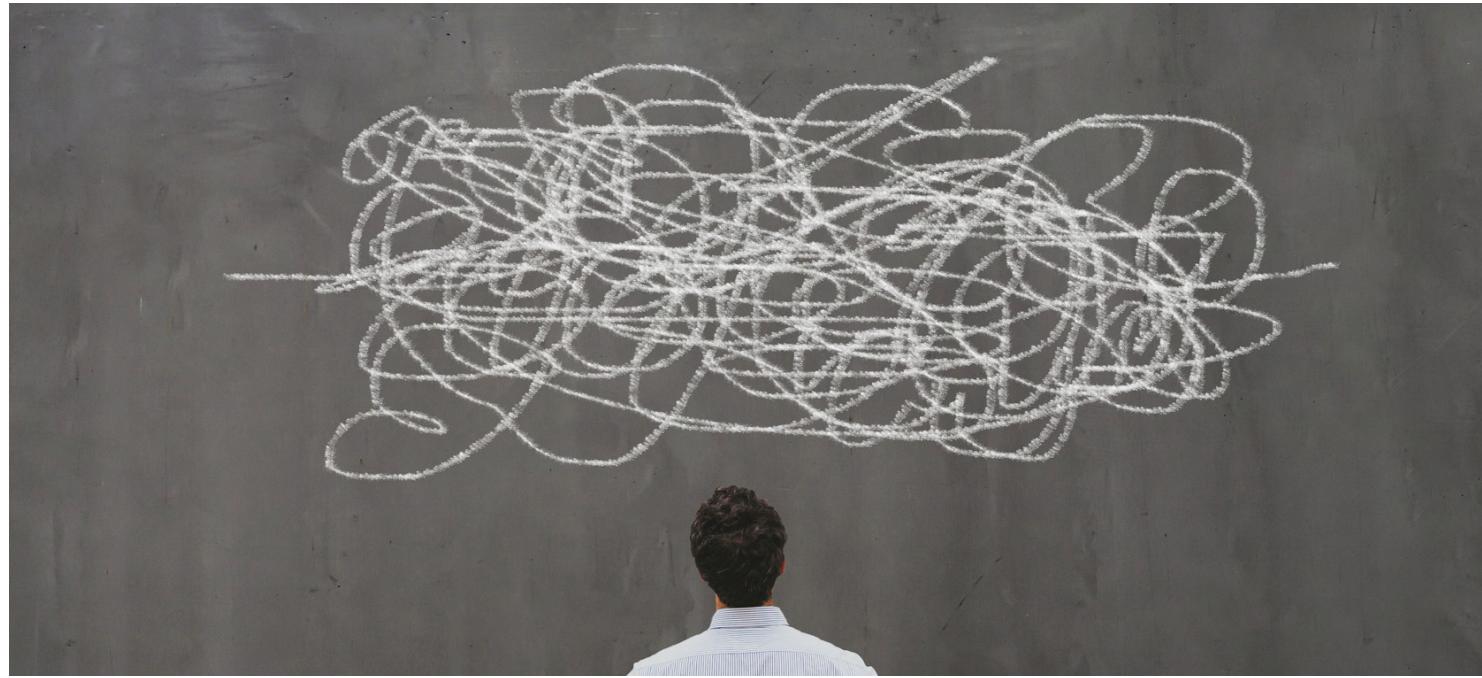


E-portfolios have gained increasing recognition as a valuable tool for assessing non-academic achievements in college admissions, especially in fields like sports. They offer a digital platform for students to **showcase their skills** and **accomplishments** beyond traditional academic metrics.

In the context of college admissions for sports programs, **physical education teachers** play a crucial role in **guiding** students through the e-portfolio creation process. Their expertise ensures that students adhere to established procedures and standards, enhancing the quality and authenticity of their submissions.

Understanding the perceptions of high school physical education teachers regarding e-portfolio assessment is vital for **optimizing** this assessment method. Positive teacher perceptions can positively influence students' readiness for college admissions, making exploring and addressing any misconceptions or variations in these perceptions essential.





PROBLEM

➤ Observation 2019 - 2022

High school physical education teachers' perceptions of e-portfolio assessment for college admission tests in sports majors **vary**, potentially **impacting** the effectiveness of this assessment method. Understanding and addressing these variations is crucial for **optimizing** student e-portfolio preparation and ensuring fair admissions to sports-related college programs



LITERARY REVIEW

E-Portfolios in College Admissions

E-portfolios have gained prominence in college admission tests (Jenson & Treuer, 2014; Kurita, 2013; Lam, 2014).

Teacher's Role

Teachers play a vital role in guiding students through e-portfolio creation (Cutton & Hochstetler, 2021).

Clarity and Openness

E-portfolios enhance clarity and openness in the evaluation process (Qvortrup & Keiding, 2015).

Psychomotor Aspect

In sports majors, e-portfolios focus on evaluating students' psychomotor skills (SNPMB, 2023).



THEORETICAL FRAMEWORK

01 E-Portfolios as Assessment Tools

- E-portfolios have gained prominence in educational assessment (Jenson & Treuer, 2014; Kurita, 2013; Lam, 2014; Lambe et al., 2013; Leight et al., 2007). They serve as effective means for assessing students' non-academic achievements, particularly in sports.
- E-portfolios enhance clarity, openness, and authenticity in the evaluation process (Qvortrup & Keiding, 2015).



02 Role of Physical Education Teachers

- Physical education teachers are pivotal in guiding students through the e-portfolio creation process. They ensure adherence to proper procedures and standards, improving the quality and accuracy of e-portfolio submissions.
- Teacher perceptions influence the teaching of e-portfolio preparation (Chye et al., 2019).





OBJECTIVES



Assess Teacher Perceptions - 01

Explore high school physical education teachers' perceptions of e-portfolio assessment in college admission tests for sports majors.

Understand the Impact - 02

Investigate the impact of teacher guidance on student e-portfolio outcomes, focusing on clarity, authenticity, and adherence to standards.



METHODOLOGY

➤ RESEARCH DESIGN

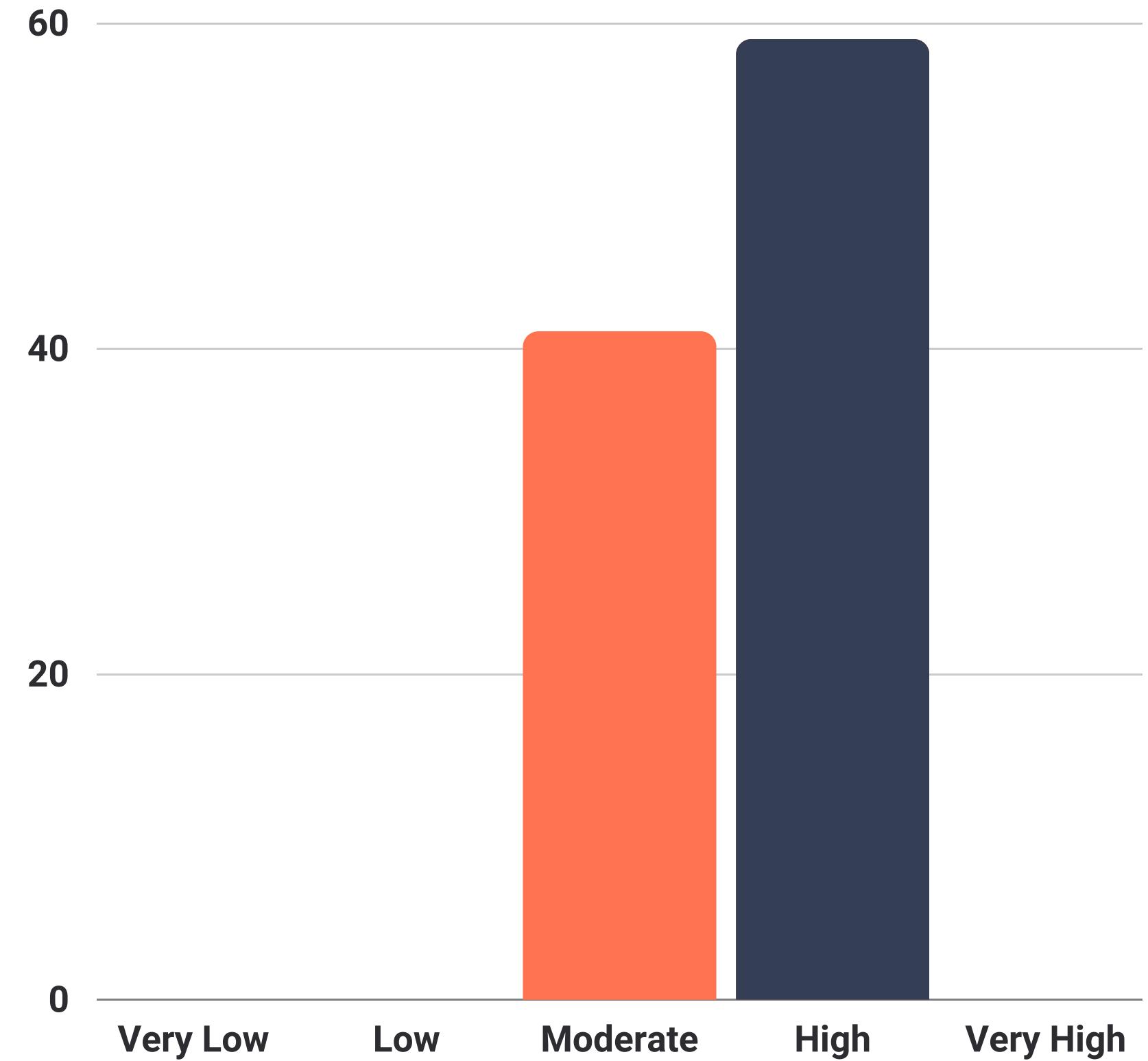
- Utilized a descriptive research methodology with a quantitative approach.
- Applied statistical analysis techniques including the coefficient of variation, standard deviation, and interquartile range to assess consensus among experts.
- Ensured questionnaire validity and reliability through the Delphi method, enhancing the rigor of the study.

➤ DATA ANALYSIS

- Applied statistical analysis techniques including the coefficient of variation, standard deviation, and interquartile range to assess consensus among experts.
- Ensured questionnaire validity and reliability through the Delphi method, enhancing the rigor of the study.

RESULTS

- Most teachers have a positive perception of e-portfolio assessment.
- 59% perceive it as "**high**," while 41% see it as "**moderate**."
- Teachers view e-portfolios as a tool for clarity and openness in evaluation.
- Variations in perceptions highlight the need for consistent understanding



Conclusion

- High school physical education teachers hold generally positive perceptions of e-portfolio assessment for sports majors' college admissions, recognizing its potential to enhance transparency and effectiveness in evaluation.
- The study underscores the pivotal role of teachers in guiding students through the e-portfolio creation process, emphasizing the need for their support to ensure adherence to standards and improved portfolio quality.



Recommendation

Enhance Teacher Training

Develop comprehensive training programs for physical education teachers to ensure they fully understand e-portfolio assessment procedures and standards. This will empower them to guide students effectively, resulting in more authentic and high-quality e-portfolios.

Continued Research

Encourage further research to address teacher misconceptions and variations in perceptions. Investigate the actual impact of teacher guidance on student e-portfolio outcomes to continually refine the assessment process for college admissions in sports majors.

THANK YOU

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