

5. THE FIELD OF LECTURERS EXPERTISE BASED ON SPORT SCIENCE DEVELOPMENT

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Submission date: 20-Jun-2019 05:16PM (UTC+0700)

Submission ID: 1145510895

File name: LD_OF_LECTURERS_EXPERTISE_BASED_ON_SPORT_SCIENCE_DEVELOPMENT.pdf (15.59M)

Word count: 3026

Character count: 17154



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Universitas Negeri Yogyakarta



International Seminar of Sport Culture and Achievement
"Global Issues of Sport Science & Sport Technology Development"

Proceedings

Publisher

Faculty of Sport Sciences
Yogyakarta State University

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24 April 2014

THE FIELD OF LECTURERS EXPERTISE BASED ON SPORT SCIENCE DEVELOPMENT

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Abstract

This research is motivated by not clearly identified areas of lecturer expertise at the Faculty of Sport Science Yogyakarta State University based on the sport science development. Therefore, research needs to be done to get an idea of the field of lecturer expertise distribution at the Faculty of Sport Science Yogyakarta State University in the context of the sport science development. The study is descriptive quantitative research. The data source was taken from various documents totaling 106 lecturers of Faculty of Sport Science Yogyakarta State University scattered in Sports Education Major, Coaching Education Majors, and Health and Recreation Education Majors. Data collection techniques by documents tracing (documentation) related to lecturers expertise on the employment office, such as: certificate of Employment and Occupation, Certificate Degree, Certificate of Teaching/learning, and others. This research uses documentation sheet as an instrument to help researcher's data collecting. Data analysis is used percentage techniques. The results of this study illustrate that lecturers expertise of faculty of sport science Yogyakarta State University scattered in the main theoretical dimensions of sport science as many as 76 people (72 %), a specific theoretical field of sport science as many as 11 people (10 %), the field theoretical emerging of sport science as one person (0.9 %), and sports discipline (sports branch) as many as 18 people (17 %). These results imply that the lecturers who have expertise in the field of main theoretical dimensions, theoretical emerging field and the field of sports disciplines aligned to be more specific field studies to provide maximum contribution to the development of sport science.

Keywords: expertise, lecturers, science, sports.

INTRODUCTION

University is the highest education unit in knowledge development. In fact university is educated society (including lecturers, students and technical employees in college area) that have tasks to advance man's prestige and cultures by research, learning and service, that could be given to local society, national, regional and international (F. Soesianto, 2013). According to that fact, learning and dedication to people is known as "Tri Dharma" of Higher Education.

Yogyakarta State University (YSU) that owns faculty of sports science is unique, because only few numbers of universities have sports field. The development of dynamic sports is one of the challenges to Faculty of Sport Science which is part of Yogyakarta State University (YSU). The development of sports science as an acknowledged knowledge is not easy. Existence of knowledge depends on sensitive investigation the lecturers do.

The numbers of lecturers in faculty of Sport Science are 106 that divided into 3 majors. The majors have different characteristic, they are Sports Education Major, Coaching Education Majors, and Health and Recreation Education Majors. Lecturers with various skills have important role to support each majors. This situation causes sports as specific knowledge so that each lecturer able to develop anything about body and sport education as an interesting knowledge. However, the development that happens about sports profession association and supporting knowledge in sports field are very complex and specific. The complexity and specification itself are going to be an interesting knowledge about necessity of lecturer's mapping to classify specification.

According to national sports policy by National Sport System of Laws declares that sports consist of 3 sections; sport or body education; achievement sport; recreation sport. On the other hand, tree of sports becomes the base starting point of division of sport expertise. From that policy lines support of specific sport knowledge have important role. Development of sport knowledge in Indonesia is related to the western education. It is because originally the knowledge is taken from western culture that has been spread to Indonesia. Dynamic and great development can make sport knowledge interesting to discuss. Some established sport fields like medical sport, pedagogy sport, psychology sport are some specific expertise fields.

To adopt knowledge that is made as foundation to map lecturer's expertise, FIK UNY needs to be examined to know how deep lecturers' expertise according to their works and publication they have done. This lecturers mapping becomes one of the main key for the development of FIK UNY which are directed and will be useful toward lecturers' placement system in teaching, doing research and dedication to people. Therefore, it is needed to do a research which able to see the lecturers' interest toward developing specific sports knowledge so it can be seen the gradation of knowledge they have. According to that, so it is needed to do a research which describes lecturers' expertise of FIK UNY according to sport knowledge development.

LITERATURE REVIEW

Lecturer as profession actually directed to efforts done by instructor as a realization from educators and students role in university (Yusuf Sayyid Mahmud, 2009). Therefore, development of lecturers' professionalism means large efforts to upgrade competence, learning quality and instructor academic role in university. Education experts declare several of opinions about this profession development program. According to J.G. Gaff and Doughty, quoted by Miarso, there are three efforts related to one another, they are instructional development (ID), organization development (OD), and professional development (PD). Bergquist and Philips said that lecturers' development is main part of institutional development, which covers part of personal development, professional development, organization development and people development. Meanwhile Nur Syam said, lecturers profession development covers four competences, they are: Pedagogical competence or lecturers' skill to manage learning, Personal competence or authority standard, maturity and leadership, Professional competence or lecturers' skill to master content and learning methodology, and Social competence or skill to do social communication to students or society.

Sport as a knowledge is being admitted and constructed formally in Indonesia is still new, that is since 1999 when High Education Department, National Education Department formed Sports Knowledge Discipline Commission as 13th Knowledge Discipline Commission, beside other 12 Knowledge Discipline Commission had constructed by Knowledge Consortium. Before Sports Knowledge Discipline Commission was formed, formally the existence belonging to Education Knowledge that was constructed by Education Knowledge Consortium (Sugiyanto, 2001). Result of sport knowledge had arranged in knowledge structure as one of academic discipline structure or knowledge discipline. With same material object and formal, it turns out to be made up knowledge structure and the knowledge discipline terminology leans to be different in every country (Sugiyanto, 2001).

Sports knowledge is basically the root of knowledge include multi dimension life and human life. Life and human life are always in birth dimension, growth, and death; physical dimension, mental, and emotion; biologic dimension, personal, and behavioural; individual and social dimension; time and space dimension; natural dimension, humanist, and cultural (Sugiyanto, 2001). Sports knowledge study about sport phenomenon, and the human who do it, Therefore sports knowledge has complex dimension along with human existence complexity. Sports Knowledge develops from predecessor knowledge that study about human and dimensions, by focusing to learn about human who do sports activity, the sports they do and anything with it. Sports knowledge is also known as systematic and organized knowledge about sports phenomenon that is formed by scientific research system. Knowledge discipline stands

alone actually Sports Knowledge can be supported by ontology study, epistemology, and class axiology and can be accountable. Anthology study is done to answer question about actual object in sports study which is considered unique and it is not learned in other knowledge discipline. Epistemology study is done to answer question about how the way and study system that is used to develop sports knowledge. Whereas axiology study is done to answer question about what is the real value which sports knowledge has given for human's benefit (Sugiyanto, 2001).

Study about sport body of knowledge, according to Herbert Haag concept in Sugiyanto (2001), can be identifies existence of 3 bodies of knowledge dimensions, they are: 1) theoretical dimension; 2) knowledge dimension; and 3) sport discipline dimension. Sport theoretical dimension covers: Sports Philosophy, Sports Biomechanics, and Medical Sports. Beside other 7 established theory fields, there are other more specific developing theories, they are: Motor Learning, Motor Development, Play Theory, Movement Theory, Training and Coaching Theory. The theories that is developing include: Sport management, Sport infrastructure, Sport Industry, Sport communication and mass media, Sport Economy, Sport Law, and Sport Politics.

RESEARCH METHOD

This research is Quantitative Descriptive research by main data collecting documentation method. Descriptive research gives image of certain condition and indication. The image of condition that is mentioned is lecturers' skill field according to sport science development. Variable in this research is lecturers' skill field according to sport science development. Operationally this variable can be definite as a special skill which is owned by FIK lecturers in efforts to develop sport science discipline that is acquired with kinds of information by biographical data, promotion, and fields that they are particularly interested in. This research is a population research so that researchers use all research subjects. The subjects of this research are 106 FIK's lecturers which divided into three majors, they are: Sport Education Majors (POR), Coaching Education Majors (PKO), and Health and Recreation Education Majors (PKR). Instrument of this research are documents and biographical data related to education, occupation and grade data, skill fields, teaching, research and publication, and dedication to people (PPM). Data collecting technique is done with documents research in administration analysis section using data quantitative analysis with percentage.

RESEARCH RESULT

Lecturers of FIK UNY's Expertise according to the Main Theoretical Dimensions of Sport Science

According to table 1 above it can be concluded that 76 persons (72%) of FIK UNY's lecturers have expertise field include theoretical sport knowledge. POR has 25 persons or (51%) of POR's lecturers that expert in sport theoretical knowledge. PKL has 28 persons or (93%) of PKL's lecturers that expert in sport theoretical knowledge. PKR has 23 persons or (85%) of PKR's lecturers that expert in sport theoretical knowledge. Sport pedagogy theory field has highest percentage in POR majors (35% of POR's lecturers) and PKL majors (70% of PKL's lecturers). Sport Medical theory has the highest percentage in PKR (48% of PKR's lecturers).

Table 1. Lecturers of FIK UNY's Expertise According to The Main Theoretical Dimensions of Sport Science

		POR		PKL		PKR	
		F	%	f	%	f	%
the main theoretical dimensions of sport science	Sport Philosophy					1	4
	Sport History					1	4
	Sport Pedagogy	17	35	21	70	6	22
	Sport Psychology	1	2	1	3		
	Sport Sociology	2	4.1	1	3		
	Sport Biomechanics	1	2	2	7	2	7
	Sport Medical	4	8.2	3	10	13	48
		25	51	28	93	23	85

Lecturers of FIK UNY's Expertise according to Specific Theoretical Field of Sport Science

According to table 2 above, it can be concluded that 11 persons or (10%) FIK UNY's lecturers have expertise field include in specific sport science theory. POR majors have 6 lecturers or 12% of POR's lecturers with specific sport science theory field expertise. PKL majors have 2 lecturers or 7% of PKL's lecturers with specific sport science theory field expertise. PKR majors have 3 lecturers or 11% of PKR lecturers with specific sport science theory field expertise. In POR majors there are lecturers that have specific sport science theory field expertise in movement field, motor development, and play theory. In PKL major there are lecturers that have sport science theory field expertise in motor development and exercise theory. In PKR majors there are lecturers that have sport science theory field expertise in movement study and exercise theory.

Table 2. Dissemination Lecturers of FIK UNY's expertise According to Specific Theoretical Field of Sport Science

		POR		PKL		PKR	
		f	%	f	%	f	%
Specific Theoretical Field of Sport Science	Motor Learning	2	4.1			1	4
	Motor Development	2	4.1	1	3	1	4
	Play Theory	2	4.1				
	Movement Theory						
	Training and Coaching Theory			1	3	1	4
		6	12	2	7	3	11

Lecturers of FIK UNY's Expertise According to The Field Theoretical Emerging of Sport Science

Table 3. Lecturers of FIK UNY's Expertise according to recently developing Sport Science Theory Field Dimension

		POR		PKL		PKR	
		f	%	f	%	f	%
the field theoretical emerging of sport science	Sport management					1	4
	Sport infrastructure						
	Sport Industry						
	Sport Communication and Mass Media						
	Sport economy						
						1	4

According to table 3 above it can be concluded that 1 person or (0.9%) of FIK UNY's lecturers has recently developing sport science theory expertise. The lecturer in the PKR major is Sport management field expertise.

Lecturers of FIK UNY's Expertise according to Sport Discipline Dimension (Sport branches)

Table 4. Lecturers of FIK UNY's Expertise are according to Sport Discipline Dimension.

		POR		PKL		PKR	
		f	%	f	%	f	%
Sport Discipline Dimension (Sport Branches)	Badminton	1	2				
	Swim	2	4.1				
	Takraw	1	2				
	Gymnastic	3	6.1				
	Athletics	2	4.1				
	Table tennis	2	4.1				
	Volleyball	2	4.1				
	Soccer	3	6.1				
	Softball	1	2				
	Basketball	1	2				
		18	37				

According to table 4 above it can be concludes that 18 persons or (17%) FIK UNY's lecturers have expertise field include sport discipline dimension or sport branches. Those lecturers are in POR majors (37% of POR's lecturers). PKO and PKR majors do not have lecturers in Sport Discipline Dimension and sport branches.

DISCUSSION

Result of the research shows that FIK UNY's lecturers have the expertise which is appropriate to the Sport Science development. Currently, FIK UNY owns 106 lecturers which is divided into three majors, they are: POL, PKL, and PKR. From 106 lecturers, 76 of them (72%) have skill in Sport Science Main Theory field Dimension, 11 lecturers (10%) have skill in Sport Science Specific Theory Dimension, 1 lecturer (0.9%) has skill in developing Sport Science Theory field Dimension, and 18 lecturers (17%) have skill in Sport Discipline dimension (Sport branches).

The result of the reach also shows that most of FIK UNY's lecturers have expertise in Sport Science Main Theory field Dimension. In this dimension most of POR and PKL lecturers have skill in Sport Pedagogy. This is because body education and exercise field have the basic of pedagogy in developing education subject. This means that body and exercise education have the same strong education circumstances so that lecture's expertise development in this field is needed to be done specifically according to each learning field. For example expertise field in body education is to develop body education curriculum, body education learning technology, body education model, etc. While expertise field in exercise are development exercise program, exercise method, etc.

There are FIK UNY's lecturers that have expertise in sport science specific theory field dimension, like motor study, motor development, play theory, and exercise theory. Expertise field development in specific theory dimension is really needed so that lecturers able to do specific tri dharma as well. In developing sport science theory field dimension, FIK UNY has a lecturer mainly in sport management field development. FIK UNY is expected to be forerunner to develop lecturer's expertise in developing theory dimension. It is really needed because development of sports is not only developing main knowledge but to be harmonized with the requirements of people so that the knowledge is getting wider and specific.

There are FIK UNY's lecturers who have expertise in sport discipline field dimension. According to Sugianto (2001:7), Sport discipline dimension covers kinds and branches of existed sports as: Athletic, Gymnastic, Martial arts, Swim and Fancy diving, Soccer, Basketball, Volleyball, Handball, Badminton, Table tennis, Tennis, etc. There are 49 sport achievement branches and many kinds of healthy sports, sports for disables, exploring nature sport, and traditional sports. This means that is permitted that lecturers have this kind of expertise dimension, however lecturers better to have more specific expertise so that it is easier to the lecturers to develop their expertise.

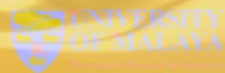
CONCLUSION

Lecturers are human resources that have high demand value in academic area. This is because lecturers have very specific expertise or competence in certain field. Lecturers' professionalism development is started with special expertise field the lecturers' have. This Lecturers' professionalism development is very important to develop quality of universities in Indonesia. Development program that should get priority is lecturers' professionalism development as main element of university. FIK UNY's Lecturers' expertise development is needed to be done so that sport science field can be learnt especially by each lecturer so though contribution toward university becomes more real. FIK UNY's lecturers' expertise development can be done in sport science main theory fields dimension, sport science specific theory fields, and developing sport science theory field. Expertise in sport discipline dimension is expected to be more specific in the knowledge field.

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Fakultas Ilmu Keolahragaan
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ISBN 978-602-8429-66-5



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