THE LECTURE EVALUATION OF MOTOR LEARNING IN TRAINING DEPARTMENT OF TRAINING EDUCATION OF STATE UNIVERSITY OF YOGYAKARTA

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Abstract

The aim of this research is to evaluate the lecture of motor learning in training department of state University of Yogyakarta in 2010.

The method is survey, the data gathering technique uses questionnaire. The research uses descriptive analysis. All of students in training department who take motorist learning subject in 2010 are chosen as the population. It is a population research. There are 66 samples in this research.

There are some factors to see the results of the lecture evaluation of motor learning: 1. Lecture goal (it is good enough seen from the average scores 3,02 , it is 80,3% and in good category)2. Material of subject (it is good enough seen from the average scores 3,02 , it is 80,3% and in good category) , 3. The quality of the accomplishment and learning process (it is good enough seen from the average scores 2,94 , it is 78.8% and in good category), 4. Learning environment (it is good enough seen from the average scores 3,02 , it is 80,3% and in good category) (it is good enough seen from the average scores 3,02 , it is 80,3% and in good category) (it is good enough seen from the average scores 2.89 , it is 71.2% and in good category), 5. Lecturer (it is good enough seen from the average scores 3.24 , it is 60.6% and in good category), 6. Assessment (it is good enough seen from the average scores 3.16 , it is 74.2% and in good category). The conclusion is that the lecture in motor learning in training department of state University of Yogyakarta in 2010 is in good category. Among the 66 respondents in this research: 21.2% states that the lecture accomplishment is good; and 78.8% state that it is sufficient; there are nobody states less or not good.

Key words: evaluation, lecture, motor learning

PREFACE

Motor learning subject is a subject in faculty level, every student in S1-degree of FIK UNY must take it. It has 2 theoretical credits. The gym movement of basic subject in even semester is in training department. At present, the lecture runs for a month, it needs an evaluation to get advance benefit for faculty, lecturer, students, and society. It concerns in how the process is, whether there is a diminishing or not get the maximal result.

The subject of the motor learning can be a basic to train the children and the society how the right movement is or to train the beginners or the senior ones. Knowledge is one of the barriers in the lecture process. It impacts to the advance students who have no problem to follow the lecture, and the middle students in skill need more times to adapt to the given material. There are others barriers as the reason to do evaluation. It involves the lecture process from the beginning until the end of the lecture. It consists of some factors such as: students, material, lecture, etc. Good facility and tool is needed to reach the maximal result. But it is not adequate yet. The limit lecture time makes new problem because the students who are not able with a certain skill need more time to train by their self. Seeing the importance of the evaluation, it needs certain research.

REVIEW OF LITERATURE

A. THE MEANING OF STUDY

According to Oxendine, study is as:

1. Knowledge accumulation

2. The perfecting in an activity

3. Problem solving

4. Adaptation in the changing situation

The points of study are :

1. To be skilled

2. Direct result of practice

3. Study cannot be estimated directly

4. Study is a process

There are various meaning of learning because it is complex. It can be seen as a result, process, and function. (Sugiyanto, 1994: 25).

1. It can be seen as a result, if the object is final result of various experience educative interaction. It concerns on the learned-characteristics and behavior.

2. It can be seen as a process, if it sees the students in an educative process, in short word it sees the process to reach the goal.

3. Learning as a function, if it sees the aspects which determine the behavior changing in educative experience.

There are various definitions of learning. Based on Nasution (1982) there are three kinds. Learning is nerves changing, b. learning is knowledge changing, c. learning is behavior changing because of practice and experience.

Learning is one's capacity changing which is permanent to show a skill as result of experience/practice.

Learning is internal phenomenon which it is difficult to be observed but can be concluded based on the method.

The point of learning

1. There are changing, improvement, and skill increasing.
2. Adaptation

The kinds of learning:

Based on Robert Gagne (1977) :

1. Movement skill, it is oriented-movement which is represented by respond coordination to certain characteristic.
2. Verbal information, facts, principles and generalizations known as knowledge are taken as samples
3. Intellectual skill, it is represented by discrimination, rules, and concepts.
4. Cognitive strategies, it is internal organized sskill which determine one's learning, reminding, and thinking.
5. Attitude, affective behavior such as feeling.

Benyamin Bloom states the human learning process through three main paths: cognitive domain, affective domain, and psychometric domain.

B. What is movement learning?

It is a process series relate to experience/practice which concern to the permanent changing in one's ability to perform skilled movement. (Schmids, 1991).

It is an endeavor to improve all of body movement skill and to acquire the skill movement design with the concept, period, and style.

According to s

Sugiyanto (1994: 27) movement learning is to learn body skill movement design. It through observation, and practice the learned-design. The final result is the ability to do body skill movement design.

All of the individual skills are involved movement learning but in different intensity, more psychometric domain than cognitive and affective domain. Movements in the body reflect muscular responds and involve psychometric domain.

The learning process:

1. Through observation

2. Practice learned movement design

The final result of the movement learning is an ability to do movement design of the body skill. Generally, It hopes certain result, such as acquiring skill. The aim is skilled performance.

Why needs to learn study?

1. Increasing productivity

2. Learning process is a complex problem

Skill is consistent succeed degree in reaching an aim effectively and efficiently.

c. The classification of movement learning

All of sport is skill because through practice. According to Magil (2010) movement learning is classified based on :

1. Classification seen from movement precision:

    a. Gross motor skill

        It stresses on the big muscle. The movement precision is not important to be concerned.

    b. Fine motor skill

        It involves small muscle movement, mainly eye and hand coordination and it needs high precision between hand and finger movement.

        Example: writing, typing, drawing, binding a button

2. Classification seen from beginning point and ending movement
   a. discreet motor skill
   b. serial motor skill
   c. continues motor skill

   Explanation
   a. discreet motor skill

   There is no continuing in movement after done. Example: billiard, beating in boxing, penalty kicking. It is clear beginning and ending.
   b. Serial motor skill

   It is the next movement of discreet but in different way.
   c. Continues motor skill

   It is a long time activity in same movement, the continuation of discreet but different.

3. Movement seen from environment stability
   a. close skill
   b. open skill

Close skill is a skill which is done in unsounded and stable environment. Example: bowling, golf, archery, and swimming.
Open skill is a skill which involves moving and unpredicted environment.
Example: striking in tennis and softball is unsounded by the partner, both in speed and the direction.

EVALUATION

Assessment or evaluation is giving meaning to the reaching based on the collected data (Kirkendal, Gruber, Johnson, 1981: 2).

Evaluation is an integral part of learning process, it possibly the lecturer to make a right decision of the student's learning assessing. Assessment is done by

determine the point or feedback to know the excess and the diminishing of the learning process and to estimate the progress of student's learning.

There are test and measurement in the evaluation process. There is close feedback because the assessment process always uses test and measurement to get needed information when taking assessment (Hari Amirulloh, 2007: 278).

RESEARCH METHOD

A. Data gathering method

The research uses survey method and close questionnaire technique. Questionnaire technique is used to get data about evaluation of the motor learning subject.

The statements consist of four answers; very not good, not good, good, very good.

The steps of the research are:

1. Standardized the questionnaire

    The steps are:

    a. arranging the questionnaire pole

    b. arranging the question based on the aim of the gym package arrangement

    c. three experts in health and gym evaluate the questionnaire to get the content validity and to know the literacy level. This research uses content validity, it not need element analysis and instrument reliability. Prof. DR.Djoko Pekik, DR. Siswantoyo, Sri Mawarti, M.Pd evaluate the instruments.

    d. The revision instrument is used to gather the data.

    e. The research is done by giving lecture to the conscript of 2007 students

    f. After 3 months lecture, the next step is giving questionnaire

B. Research Population

The population is all of the students in training department who take motor learning subject in 2010. it is a population research. 66 students are the samples.

C.   Data Analysis

Research uses descriptive analysis. The data is subjective analysis. Questionnaire is given to the conscripts of 2007 students after taking part in the motor learning lecture. The collected data is analyzed descriptively,. The result of analysis is shown to assess the accuracy, the pleasure, the properness, the adequacy of the material, method, lecture, etc.

THE RESULT OF THE RESEARCH

A. The description of the research result

This research is done in training department of State university Of Yogyakarta and to evaluate the motor learning lecture. There are 66 students as the sample. Data analysis is qualitative descriptive. There are four categories: good, sufficient, less, bad. The reason is the consistency between the option number and the research instrument. The data classification uses standard aim assessment (PAP/ Penilaian acuan patokan) based on ideal mean (Xi) and ideal deviation standard (SDi). There are different question at each factor and indicator. The standardized number of score at the items of the factor/indicator makes data analysis easier. The scoring link is between 1 'till 4. 1 is ideal minimal score, 4 is maximum ideal score; ideal mean is ½ (4 + 1) = 2,5; SDi is 1/6 (4 − 1) = 0,5.

The standard of the assessment Are:

    s.d 4.00 → good
    s.d 3.26 → sufficient
    1.76 s.d 2.50 →   less
    1.00 s.d 1.75 →   not good

There are 38 questionnaires. The analyzed score is the sum of score divided the sum of questionnaire items. The data analysis process uses computer software. It results mean = 3.05; median = 2.99; modus = 2.97 and deviation standard is 0.261. the mean is 2.51 'till 3.25 in sufficient category. In other word that the motor lecture in training department of state university of Yogyakarta in 2010 is in sufficient category.

The material of the lecture can be seen in the table.

Table 1. assessment frequency distribution to the lecture of motor learning in training department of state university of Yogyakarta in 2010.

No.	Score interval	Category	Frequency	
			n	Percentage (%)
1. 2. 3. 4.	3,26 − 4,00 2,51 − 3,25 1,76 − 2,50 1,00 − 1,75	Good Sufficient Less Not good	14 52 0 0	21,2 78,8 0,0 0,0
total			66	100,0

Frequency distribution histogram based on above data

Figure 1 Assessment of the Motor Learning Lecture in Training Department of State University of Yogyakarta in 2010
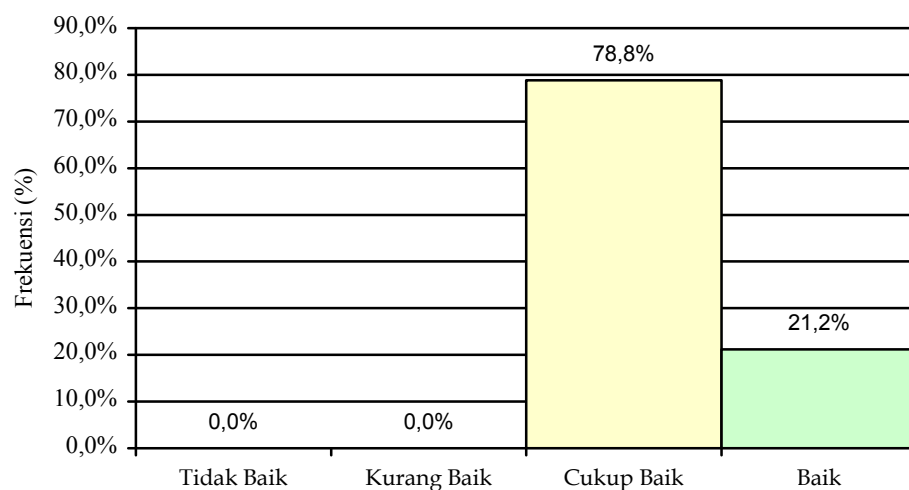
Based on the tabe and the histogram above can be seen that from 66 students, 14 (21.2%) state that the lecture is good, 52 (78.8%) state sufficient, there is no student who states less and not good.

The quotation result of mean and the category of each factor can be seen below before explaining about the motor learning lecture in training department of state university of Yogyakarta in 2010.

Table 2.   The quotation result of mean and the category of each factor in the motor learning lecture in training department of state university of Yogyakarta in 2010.

The name of Factor	Item number	n	mean	category
1. the lecture purposes	9	66	3,02	sufficient
2. lecture material	8	66	3,04	sufficient
3. accomplishing quality and learning process	5	66	2,94	sufficient
4. learning environment	5	66	2,89	sufficient
5. lecturer	6	66	3,24	sufficient
6. assessment	5	66	3,16	sufficient

The result of 66 students who follow the motor learning lecture in training department of state university of Yogyakarta in 2010; 16 (24.2%) students state assessment factor is good; and 1 (1.5%) students states less; no one states not good. Based on the analysis result using descriptive statistic (central tendency), mean result is 3.16; median = 3.00; modus is 3.00 and deviation standard is 0.320. it is in class interval between 2.51 till 3.25 in sufficient category. The conclusion is that the evaluation of the assessment factor of the motor learning lecture in training department of state university of Yogyakarta in 2010 is sufficient.

B. DISCUSSION

Based on the descriptive analysis above is known that the motor learning lecture in training department of state university of Yogyakarta in 2010 according to the student's perception is sufficient. From 66 students as the research respondent, 21.2% states that it is good; and 78.8% states sufficient, and no one states less or not good.

The result of analysis of the factors in the motor learning lecture in training department of state university of Yogyakarta : (1) lecture purposes; (2) material; (3) accomplishing quality and learning process; (4) learning environment; (5) lecture); and (6) assessment are sufficient.

1. purpose of lecture factor in the motor learning lecture in training department of state university of Yogyakarta in 2010 is in sufficient category. The score is 3.02 in good category. From 66 students who follow the motor learning lecture in training department of state university of Yogyakarta in 2010; 18,2% students state that the purpose factor is good; 80.3% state sufficient; and 1,5 % state less; no one states not good.

2. Lecture material in the motor learning lecture in training department of state university of Yogyakarta in 2010 is in sufficient. The score is 3.04 in sufficient category. From 66 students who follow the motor learning lecture in training department of state university of Yogyakarta in 2010; 16.7% students state that the lecture material is good;80.3% state sufficient; and 3.0 % state less; no one states not good.

3. The factor of the accomplishment factor and learning process in the motor learning lecture in training department of state university of Yogyakarta in 2010 is in sufficient category.it is proved by th mean score is 2.94 in sufficient category. From 66 students who follow the motor learning lecture in training department of state university of Yogyakarta in 2010; 13.6% students state that the lecture accomplishing quality and learning process is good;78% state sufficient; and 7.6 % state less; no one states not good.

4. The learning environment in the motor learning lecture in training department of state university of Yogyakarta in 2010 is in the sufficient category. The

score is 2.89 in sufficient category. From 66 students who follow the motor learning lecture in training department of state university of Yogyakarta in 2010; 12.1% students state that the learning environment is good;71.2% state sufficient; and 16.7 % state less; no one states not good.

5. T he lecturer in the motor learning lecture in training department of state university of Yogyakarta in 2010 is in the sufficient category. The score is 3.24 in sufficient category. From 66 students who follow the motor learning lecture in training department of state university of Yogyakarta in 2010; 36.4% students state that the lecture factor is good;60.6% state sufficient; and 3.0 % state less; no one states not good.

6. Assessment factor in the motor learning lecture in training department of state university of Yogyakarta in 2010 is in the sufficient category. The score is 3.16 in sufficient category. From 66 students who follow the motor learning lecture in training department of state university of Yogyakarta in 2010; 24.2% students state that the assessment factor is good;74.2% state sufficient; and 1.5 % state less; no one states not good.

CONCLUSION

Based on the result of the research and the discussion can be conclude that the motor learning lecture in training department of state university of Yogyakarta in 2010 is in the sufficient category. From 66 students as the respondents, 21.2% students state that the lecture is good;78.8% state sufficient; and no one states less and not good.

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