

Identifying Students' Learning Performance as a Way to Determine the Admission Process in Physical Education Field

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Identifying students' learning performance as a way to determine the admission process in physical education field

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Abstract. The interest in the physical education field has been rising in the past ten years. It can be seen that registrants of the physical education program in several universities increase. This research is meant to analyze students' admission process and its relation to their performance in the learning activities in the department of physical education at Universitas Negeri Surabaya. The design of this study was quantitative data analysis. The research was conducted by collecting students' admission data and their transcripts. The result showed that the most influential factor of admission in physical education program was the student' field of study in high school. In addition, their achievements in sports competitions and family welfare are not likely to be important factors. These results give a recommendation for the next admission process which related to the quality of graduates.

1. Introduction

In this global era, the education quality has an important role in manifesting the excellence and progress of a nation since education will help the human resources to be smart, creative, skilful, competence, moral, and cultured. To increase the competitiveness of the nation, the university has very important roles in developing science and technology which is excellent and relevant to the society needs [1]. Therefore, to ensure the quality of higher education, the government has issued regulations about the standard of every study program [2].

As a program which mission is to develop excellent and professional sports science teachers, sports education, health, and recreation has been working on higher education services through series of activities mentioned before [3]. In order to fulfil that mission, prospective students are expected to have excellent academic and motoric ability. Besides fulfilling the mission, in sports science department, the motoric ability is important since sports teachers are expected to teach movements and sports as well as improve students' fitness, while academic records are needed to teach a healthy lifestyle.

Time management is the challenge for students with achievements in sports who attempt to maintain their achievements at the university [4]. They should be able to organize their time between lecture activities, assignments, independent study and practice to improve their performance. Department of Sports Education of Universitas Negeri Surabaya has attempted to facilitate these athlete-students by providing attendance exemptions as well as independent learning with module and e-learning system [5]. However, the results depend on the students' effort and motivation. The data of the department showed that most of these athlete-students have less satisfactory learning outcomes

(GPA<3) and spend more time to be graduated (more than 4 years). The worse, some of them are dropouts for failing to follow the lectures well.

Conducting quality assurance for the prospective students' selection and learning process is needed to develop competent graduates to fulfil the vision and mission of the program. For the learning process, the quality assurance mechanism has been manifested on various activities and written on the quality procedure documents at Quality Assurance Unit in the Department of Sports Education. This evaluation is very important because the program will get; 1) information on the distribution of students' school and origin for promotional purposes to attract more qualified students and expand the market, 2) information of which high school whose graduates have good learning achievement and study duration in the Sports Education Department to be priority in the selection (3) Identification of secondary schools whose graduates did not show good performance in the Sports Science Faculty as a consideration of quota reduction 4) Information about students' performance based on school origin that is used as feedback for schools. If the evaluation of students' learning outcomes and study duration based on the region and school can be implemented, the selection process for new students will run more effectively.

2. Method

This research used a descriptive quantitative research. It investigated the status of a group of people or an object. Recording, analyzing, and interpreting the current events were done in conducting this research [6]. The populations were the Sports Science Faculty while the samples were 300 students majoring Sports Education class of 2013 and 2014. The data of the students were analyzed and categorized based on the students' learning outcomes and study duration.

3. Results and Discussion

The managed data was analyzed by using cross tabulation, means, and frequency as follows:

3.1 The Analysis of Students' Origin (Province)

Based on the province, the students were originated from only 5 provinces. 145 students were from East Java; 8 students were from Central Java, and the others were originated from different provinces. The GPA of students coming from East Java was 3.06, students' GPA from Central Java was 3.02, and the others got 3.16 to 3.41.

Based on the data, there was an increase in the number of students' origin distribution ranging from 5 provinces in 2013 to 12 provinces in 2014. In the 2014 academic year, East Java remained the main origin of the students, 162 students. The students from Central Java decreased in the number that was only 2 students. In addition, 2 students were from West Java and only one student was from each of the other 9 provinces.

There was an increase in the students' average GPA score. The students from East Java increased their score from 3.06 to 3.18. The highest increase in GPA score was obtained by students from Central Java, ranging from 3.02 to 3.59. While students from other areas of origin got their average GPA score 2.65 to 3.60. The lowest score of this study was obtained by the student of West Papua and the highest was West Nusa Tenggara.

3.2 The Analysis of Students' Origin (District)

Based on the district, 24 students were from Surabaya, 16 were from Sidoarjo, 11 were from Lamongan, 10 were from Mojokerto and 10 were from Tulungagung. Other districts are from outside of East Java. Based on the district, the average GPA score obtained ranged from 1.89 to 3.58. The students from Blora got the lowest score while students from Jember got the highest one.

After being compared, the data from the 2013 academic year and the 2014 academic year showed the students were originated from the same 5 top districts, except Tulungagung. Sidoarjo was still in the first rank, 24 students. Mojokerto ranked the second position, 17 students. The next ranks were Gresik, 16 students; Surabaya, 14 students; and Lamongan, 10 students sequentially. In terms of

average GPA score, Bima placed the first position with 3.6. Then it was followed by Kebumen with 3.59; West Lampung with 3.56; Palembang with 3.52 and Labuhan Batu with 3.49. In this case, the students of Sidoarjo got the average GPA score of 3.06.

3.3 The Analysis of Students' High School

The data showed that students of the Sports Education Department are graduated from UPT SMANOR Jatim (12 students), SMAN 1 Kedungwaru (4 students), SMAN 1 Srengat (3 students), SMAN 2 Lamongan (3 students) and SMAN 1 Bangil (3 students). All schools are located in East Java. If the schools are associated with the students' GPA score, the 5 highest GPA scores were students of SMAN 1 Pulung (3.67), SMAN 1 Kedungpring (3.64), SMAN 1 Giri (3.64), SMAN 1 Babat (3.63) and SMAN 1 Mojosari (3.59). While SMANOR Jatim where the most students came from obtained average GPA of 3.42.

For the class of 2014, most students came from UPT SMANOR Jatim (11 students), SMAN 4 Sidoarjo (6 students), SMAN 1 Mantup (5 Students) and SMAN 1 Manyar, SMAN 1 Gedangan and SMAN 1 Taman with 3 students each. All schools are located in East Java. Associating the schools with GPA, it is found that highest average GPA obtained by the students of SMAN 1 Grati (3.72), SMAN 11 Surabaya (3.71), SMKN 1 Gombong (3.71), SMAN 1 Gondong (3.68) and SMAN 1 Padangan (3.67). While SMANOR Jatim where the most students came from obtained GPA of 2.96.

3.4 The Analysis of GPA based on the Students' Major in High School

Students' major in high school might affect their achievement in higher education. Overall, based on their major in high school, students' average GPA score in the class of 2014 ranging from 2.54 to 3.76. To support the analysis, normality test and ANOVA test were done to complete the descriptive analysis. The normality test showed that all significant value was bigger than alpha (0.05). It means that the distribution was normal.

The results of this normality test were then analyzed by using ANOVA Test. The analysis showed a significant difference in minimum one out of three categories from the high school variable in which the ANOVA significant value (0.022) was smaller than alpha (0.05). ANOVA test then was followed by LSD test to determine which categories had a significant difference. In comparing natural and social science major, it was found that the significant value (0.007) was smaller than alpha (0.05). However, there was no significant difference while comparing other majors with either natural or social science.

3.5 The Analysis of GPA based on Athlete Status and Participation in Organization

Another factor that affects students' learning outcomes was their athlete status and participation in the student organization. The normality test showed that the status and participation of the students in the class of 2014 had bigger significant value than alpha value showing normal distribution. Then the significant value of the ANOVA test (0.29) was greater than the alpha value (0.05) which means that there was no significant difference from the four categories in the students' athlete status and participation in the organization.

3.6 The Analysis of GPA based on the Students' Economic Levels

The students in the class of 2014 got average GPA from five categories ranging from 3.27 to 3.40, in which 2.54 was as the lowest and 3.76 as the highest GPA. The student in the second economic level got the highest average GPA score 3.40 while the student in the first economic level got the lowest average GPA of 3.27. The results of normality test showed normal distribution since all significant value from each category was bigger than alpha value. With this result, the parametric difference test can be applied. Furthermore, the significant value of the ANOVA test (0.29) showed greater value

than the alpha value (0.05), meaning that there was no significant difference from the four categories in the students' athlete status and participation in the organization.

Overall, the analysis of provincial data showed that most of the students came from East Java (93%) and the rest (7%) were from other provinces. Students from Central Java consistently existed in the class of 2013 and 2014 even though the quantity decreased. However, the students' origin distribution had significantly increased from 5 to 12 provinces. For the average GPA score among provinces, the highest GPA score of students of the 2013 academic year was obtained by the student from East Kalimantan (3.41), while students from East Java only obtained 3.06. In the 2014 academic year, the highest average GPA score was obtained by the student from Central Java, while the students from East Java obtained 3.18. It can be concluded that the students of East Java have not shown the optimal rate of GPA score because the students' academic performance was varied widely.

From the district data, the students of the 2013 class were 76% while the students of the 2014 class were 68%. This decreasing number showed that the students' origin distribution expands. In the class of 2013, most students came from Sidoarjo (24), Surabaya (16) and Lamongan (11), while the students of the class of 2014 were from Sidoarjo (34), Mojokerto (17) and Gresik (16). In the class of 2013, the highest GPA score was obtained by a student from Jember with the GPA score 3.58, followed by a student from Lumajang with 3.56, and a student from Pemasang with 3.51. On the other hand, the students from Sidoarjo obtained average GPA score 3.30. There were changes in the highest average GPA achiever in the class of 2014. They were students from Bima (3.60), Kebumen (3.59) and West Lampung (3.56).

Based on the data of the students' former high school, in the class of 2013 and 2014, there was an increase in the number of students' high schools from 109 to 12 indicating that the distribution is getting wider. Most of students in the class of 2013 were from SMANOR Jatim (12 students), SMAN 1 Kedungwaru (4 students), and 3 students each from SMAN 2 Lamongan, SMAN 18 Surabaya, SMAN 1 Srengat and SMAN 1 Bangil. In the class of 2014, there were 6 schools in the top five students' origin, namely UPT SMANOR Jatim (11 students), SMAN 4 Sidoarjo (6 students), SMAN 1 Mantup (5 students) and 3 students from SMAN 1 Manyar, SMAN 1 Gedangan and SMAN 1 Taman. All schools are located in East Java.

From the analysis of factors affecting the students' GPA score, it was found that students' major at their high school significantly contributed to the achievement of difference in GPA scores. However, the athlete status and participation in the organization and the economic levels did not show any significant difference.

4. Conclusion and Suggestion

4.1 Conclusion

The students were mainly originated from East Java (93%) in which 68% of them were from Sidoarjo. The determinant factor leading them to get high GPA scores was their high school majors. On the other hand, the athlete status—the participation in the organization and economic levels showed no significant difference.

4.2 Suggestion

The writer suggests other researchers to:

- Conduct evaluation towards students' GPA scores based on the province, district, and previous school in order to determine the potential area.
- Formulate instruments to identify other factors affecting the students' achievement.
- Determine the target area and school in recruiting new students.

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