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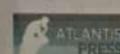
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Learning Need Assessment: Formulating Blended-Learning as Academic Services for Student-Athletes

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Abstract— **There is no other way to succeed in many ways except to do more business. That is what happens to student-athletes who study at Physical Education Teacher Education (PETE). They must perform optimally as athletes, as well as success in learning to achieve maximum academic achievement. For this reason, instructors must provide learning services that enable students to continue to conduct a series of training centers without having to leave the academic learning process. In order for learning service formulas to be in accordance with student-athlete learning needs, it is necessary to analyze student-athlete learning needs. This research is included in the type of descriptive research which explains the learning needs of student-athletes in participating in the academic process as students as well as concentration training as an athlete. Student needs were revealed using a closed and open questionnaire. A total of 14 students-athletes became subjects who thoroughly completed the questionnaire. The results of the study showed that students-athletes felt heavy carrying out two roles simultaneously without gaining easy access in both of them. The conclusion obtained is that student-athletes expect lectures to be conducted by combining distance learning (online) and face-to-face. Blended-learning is an option in providing the right service for students-athletes to be able to follow the academic process on campus while conducting training camps as athletes.**

Keywords— learning need assessment, lecture, student-athlete, and blended-learning

I. INTRODUCTION

It is not a problem for student-athletes when they are able to go through both processes with adequate service. Successful achievement as a top-athlete in the highest competition while completing in academics is very possible. Success in both roles will greatly help students-athletes in determining their careers in the future after not becoming athletes. A degree is an important investment for those who will provide significant assistance to choose a career in the future. However, the problem that often arises is that the academic process in general sometimes even disrupts the performance of athletes in sports [1], [2]. Although other findings show that students who are schooled in special schools athletes can adjust to the academic process so that their academic performance is not different from the general academic achievement of students [3]. That is, those who are in a special learning environment for athletes can adjust to academic programs that match the needs of athletes. In

contrast to the general academic process that is followed by student-athletes and non-athletes certainly presents different challenges.

In general, student-athletes are a minority in general classes. It will be a problem when they attend lectures on campus which still use traditional methods with face-to-face service as the only teaching for the class that is indeed followed by the majority of non-athlete students. For this reason, universities that still rely on face-to-face as a key method in lectures must shift to change these services to be more able to facilitate student-athletes in carrying out their dual roles.

In fact, there are no differences in academic achievement between student-athletes and non-athletes when their learning conditions can be conditioned [4]. That is, the emergence of the stereotype that student-athletes have lower academic performance than non-athletes can be easily debated if the two learning groups have the same service learning process. So that the two groups can compete fairly in the academic field, the instructor must provide academic learning services to these two groups adequately according to their needs.

Lectures by involving taknology become an accurate alternative in facilitating student-athletes to be able to complete the academic process. At present learning services involving technology namely online learning or even blended learning get positive response internationally. This learning model is considered to be able to open opportunities for easy education, regardless of rurality, locality, and underdevelopment [5]. Many choices of learning services involve technology that can be chosen by teachers in serving student-athletes, namely Edmodo, Schoology, and Google Classroom. The use of online learning facilities is general and flexible so that it can be arranged according to the needs and curriculum policies at each university where the instructor teaches.

Mixing online and face-to-face learning into an alternative learning system today that requires each individual to have various roles in a certain period of time. To get the learning model formula obtained to have facts that match the learning needs of students, it is necessary to hold a learning need assessment. The fundamental step in determining learning that is in accordance with learners' learning needs [6]. The results of this study are an important part as the basis of the research entitled Development of

Blended Learning Model Based on Schoology to Improve Student Motivation of PELATNAS Athlete.

II. METHOD

A. Subject

A total of 14 student-athletes aged 20.1 years (18.6-22.3 years) became the basis of the analysis of learning service needs. They are rowing, floorball, judo, petanque, swimming, rugby, floor, football. Student-athlete characteristics are explained based on three things, namely training center level, study period, and achievement on competition level (table I).

TABLE 1 KARAKTERISTIK DARI MAHASISWA-ATLET

Status		F
A. Training center level		
1	National	7
2	Regional	7
B. Study period		
1	Level 1 (1st year = 1-2 semester)	2
2	Level 2 (2nd year = 3-4 semester)	7
3	Level 3 (3rd year = 5-6 semester)	3
4	Level 4 (4th year = 7-8 semester)	0
5	Level 5 (5th year = semester 9 onwards)	2
C. Achievement on competition level		
1	Regional	0
2	National	9
3	International	5
Total		14

B. Instrumentation

The research instrument was designed to find out two things, namely the student-athlete academic process and the characteristics of the academic service model for student-athletes. The instrument in question is a questionnaire containing closed and open statements. The instrument used was a questionnaire with closed questions as many as 15 questions. Each item has a choice of answers strongly agree = 5, agree = 4, neutral = 3, disagree = 2, and strongly disagree = 1. Open questions as many as 1 question to reveal the characteristics of learning services desired by student-athletes. Furthermore, the questionnaire was designed in the form of a google form. Each athlete as the target of the study gets a google form link to be able to give recognition according to the place and time they might be able to use to fill out the questionnaire.

C. Analysis

Analysis of data from closed questions will be used mean while for open questions induction techniques will be used.

III. RESULT AND DISCUSSION

The data generated from closed questions aims to uncover student-athlete's opinions in playing two roles at once. Their opinions in the form of statements strongly agree to strongly disagree in giving opinions about the burden of learning and student-athlete optimism,

opportunities to follow the academic process, university support for academic process services, and learning needs. While the data obtained from open questions is a characteristic of the service model desired by student-athletes in following the academic process.

A. Opinions about the Academic Process of Student-Athletes

There are 15 closed questions to find out the characteristics of student-athletes who are undergoing training camps at the national and regional levels (table II).

TABEL 2 ANALISIS KEBUTUHAN PROSES AKADEMIK PADA MAHASISWA-ATLET

No.	Statement	Score
1.	Being a student and athlete at national level is a hard thing	3,93
2.	To achieve optimal sports performance, of course, you must sacrifice study as a student.	3,71
3.	No individual can succeed in studies and sports achievements at once.	2,29
4.	When I attend national training, there is no time to study.	3,07
5.	The learning system on campus hampers my achievements in sports.	2,43
6.	Leaders and lecturers in universities have a concern for efforts to achieve sports achievements.	3,79
7.	Lecturers provide special services to national athletes in taking lectures.	3,50
8.	I can still study in the midst of the intense training as a national training athlete.	2,93
9.	The atmosphere in the athlete's dormitory supports learning and completing study as a student.	3,00
10.	My academic score is lower when I enter as an athlete for national training.	3,43
11.	I need a learning system that is different from what is on campus.	3,29
12.	The online learning system is more suitable for national athletes students.	4,07
13.	With online learning students of national training athletes can set their study hours according to training time.	4,14
14.	Through online learning, I can still master the material given like face to face.	3,57
15.	Learning that combines face-to-face and online is more suitable for students of national training athletes.	3,57

Learning burdens and student-athlete optimism. Student-athletes claimed that the learning burden as student-athletes included weight (item 1 score = 3.93). This is obvious because they have multiple roles that are not easy. So that many research findings show that student-athletes have low academic performance as a result of frequent conflicts between being good students or taking part in activities as athletes [7]. Student-athlete optimism can follow the academic process and undergo activities as an athlete, including high (item 2 score = 3.71 and item 3 = 2.29). This shows that student-athletes have high self-confidence and expectations to be able to perform well in these two roles. In addition, student-athletes have intrinsic support in the form of high academic achievement (item score 10 = 3.43). To maintain optimism for success, an important component is needed in giving athletes motivation to help make priorities in their activities. Many components influence athletes in achievement, but the components of the coach and friend are the main factors in providing motivation to athletes [8]. Maintaining high motivation is one of the key instructors in maintaining expectations of achievement for student-athletes in sports

and academics [9]. For this reason, learning services must provide understanding and understanding to trainers to provide support to athletes to attend academic service programs so that athletes continue to have the motivation to learn in achieving optimal academic achievement..

Opportunities to follow the academic process. Student athletes acknowledge that "there is no learning time during concentration training" (item score 4 = 3.07), meaning that they assume that there is not enough time to participate in the training program as an athlete. However, this is not a problem when they say "they can still learn (academic process) on the sidelines of training time", meaning that with a tight training schedule they still have the willingness to learn. Although they also claimed that "the dormitory atmosphere does not support learning" (item score 9 = 3.00). It is undeniable that the core problem of student-athletes is time management which is an important skill that student-athletes need to have [10]. For this reason, further learning services must have characteristics that are no longer rigid in determining the time to study.

University support for academic process services. At present student-athletes are still in the learning system that has not supported them in achieving in the academic field (item score 5 = 2.43). Although leaders and lecturers have given concern (item score 6 = 3.79) and special services to student-athletes (item score 7 = 3.50). Providing optimal services to students is indeed a duty of lecturers. However, services that do not follow curriculum guidelines and university policies are actions that are not justified. For this reason, university leaders and lecturers must work together in determining the service process for student-athletes to be able to perform in their two roles. So that the quality of university graduates remains high while students-athletes still have achievements in sports. For this reason, in addition to only providing special services to students-athletes to be able to complete their education, universities are required to have an adequate screening system for prospective students in order to have qualified student-athletes [11]. When universities have good input, the academic process services with various models will be very possible.

Learning process needs. With the hypothesis that student-athletes have the willingness to succeed in sports and academic achievements, they need to be served in the learning process so that they are completed in university education. In order for them to be able to complete their education at the university, they claimed that "they need a learning system that is different from what is already on campus", meaning they do not expect their learning process to be equated with non-athlete students (item score 11 = 3.29) . They expect learning in the form of online learning (item 12 score = 4.07, item 13 = 4.14, and item 14 = 3.57) without attending face-to-face lectures (item score 15 = 3.57). That is, lectures attended by student-athletes and non-athletes should use a learning system that can accommodate the two characteristics of this study group and in accordance with the university curriculum. Blended-learning is an academic process service that fits the learning needs of these two groups.

B. Characteristics of Academic Service Models for Student-Athletes

The characteristics of the learning service model desired by student-athletes is online learning. The majority of students expressed the tight training schedule when attending training camps so they did not have much time to attend the academic process like other students. In accordance with the role of the lecturer as a teacher who must make academic services to all students, it is necessary to make learning students who are able to accommodate the needs of the two groups of learners. Face-to-face lectures need to be conducted according to curriculum standards and online learning is also carried out to facilitate students who are conducting training sessions or in the season.

Changing the learning system from the traditional (face to face) to be more free with online is not easy. Need support from the learning environment, peer support, and suitability of the campus curriculum so that the transition of the learning system can be successful [5]. In addition, the development of an online learning service model must consider student-athlete resources, such as creativity, learning independence, and socio-economic support, in terms of teachers such as content, processes, formative systems, and evaluative that must be included in the online learning system so that it is correct can truly provide adequate academic services to student-athletes [12].

Blended-learning learning is an alternative that can be chosen in facilitating non-athlete and student-athlete students in following the academic process. blended learning is a system that combines several learning resources both face to face, online, electronic books and learning videos. The use of blended learning is currently increasing, especially in the learning process in higher education because it presents the flexibility of time and place that can be used by students to study [13]. Students easily get learning materials at certain times and places so that the training program is not interrupted by generally routine and rigid class schedules. The latest research results show that the application of blended learning can encourage the development of education in three aspects, namely (1) supporting the occurrence of sustainable education (throughout life); (2) forming a learning environment that is environmentally friendly and saves resources; and (3) eliminate the gap between women and men and eliminate the distance between those who live in the countryside and the city so as to create equality [14]. That is, academic services using blended-learning can reach student-athletes who do require learning that is not limited to relatively flexible places and times. In addition, blended-learning can also be included in the academic service model that is in accordance with the university curriculum in Indonesia in general, which is still using face-to-face lectures as the core of lecture activities..

IV. CONCLUSION

Based on the results of research, blended-learning is the right alternative choice in facilitating student-athletes and non-athletes in learning according to the university curriculum. However, adjusting the contents of the blended-learning model according to the needs of each student-athlete group within the framework of a university's curriculum remains important. Based on the needs analysis conducted by students, athletes who have high optimesme can succeed in the academic field by expecting the support of university leaders and teachers to be able to learn with a sufficient portion in mastering various competencies according to the fields of study.

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