

ASEAN SPORT UNIVERSITY
INTERNATIONAL CONFERENCE

PROCEEDING



NATION CHARACTER
BULDING THROUGH SPORT

PALEMBANG
2014

NATION CHARACTER BUILDING THROUGH SPORT

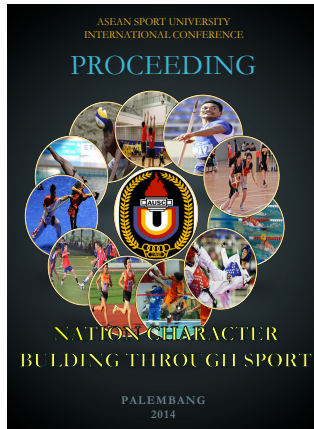


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FOREWORD

ASEAN SPORT UNIVERSITY COUNCIL

Once every two years, ASEAN University Sport Council holds an International conference on sport science in conjunction with ASEAN University Games.

The 2nd AUSC International Conference, titled “Nation Character Building through Sport”, will be held at Politeknik Sriwijaya in Palembang. It will deal with various topics on the sports agenda

The reasoning is that moral behavior is acquired through social interaction that occurs through sport and physical activity conducted in a collective. Whether or not sport has a positive impact on character-building in individual is highly dependent on the context of the program and the values promoted and developed.

In this respect, physical educators, coaches, trainers or community leaders have a determining influence on a young person’s sporting experience and on the degree of “character building” that can arise. Some research also indicates that physical activity outside of competitive sport may be more effective in promoting mutual understanding and empathy among young people.

2# AUSC International Conference (AUSCIC) then focuses in the issue about how sports could develop character of a nation.

AUSC President



Prof. Dr. Anuar bin Hasan

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Sport and Politics: Power of Political Party in the Indonesian Football Association (PSSI)

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Abstract

Indonesia football will not be free from political intervention, because politics always used football to get the goal. PSSI management has an affiliation with the political parties. They are from several parties, such as from the Party of the Functional Groups, Democratic Party, United Development Party, National Mandate Party, and People's Conscience Party. It has conflict interest in the organization, because they often used football to gain the political destination.

The regulation noted that all clubs which following the professional league cannot use the Budget Revenue and Expenditure; they should be autonomous and independent. In fact, all members of the Indonesia Football League are only 12 football clubs which do not use the fund from the Budget Revenue and Expenditure. Many football clubs are possessed by the Regional Government and still using the Budget Revenue and Expenditure. Without it they cannot follow the Indonesia league competition. The management of football clubs has tried to be independent, but it is difficult, because the big companies are not interested in the Indonesia football to be sponsor. Meanwhile, selling tickets and merchandise are still not significant to support finance the club.

Keywords: *sport, politic, football.*

INTRODUCTION

Nowadays the meaning of sport is not just as physical activities of modern people culture, but also it is able to describe phenomena of social life. Sport is a universal language. At its best it can bring people together, no matter what their origin, background, religious beliefs or economic status. (Damell, 2010: 54-75) Sports are often used to gain both sport destination and non-sport destination, such as politics, economics and culture destinations.

According to Coakley (1998), sport themselves involve political process associated with issue such as who controls sport and sport events, the term of eligibility and team selection, rule and rule change, rule enforcement, and administration of sanctions. Sport and sport organizations are political, since them to do with the exercise of power.

Markovits and Rensmann (2010) wrote that as sports have gone global they have become more embedded in politics, constituting an important display of political authority and even figuring into the most quotidian political matters. Throughout the twentieth century, dictatorships of various kinds utilized the charismatic power of sports for their own, often nefarious, causes. Examples abound, from Adolf Hitler's harnessing the Berlin Olympics in 1936 for his regime's propaganda purposes, to China's rulers doing the same seventy-two years later; from Benito Mussolini's basking in his country's winning the second World Cup in soccer

with Fascist Italy playing host, to the Argentina military junta's gaining much-needed legitimacy by the national team's triumph in 1978.

Meanwhile, Franklin Foer (2010) found out that sport, football in particular, can be an instrument to understand contemporary world affected by any impacts of globalization. Football may reflect the social, economic or political condition of a nation. On the other hand, World Cup and European Cup often interrupt the rhythm of life in a moment, as this event normally attracts its fans attention. Football is often used as an opportunity to gain benefit either for individual or group (political or economic benefit), so in sport it is easy for us to find tricky intrigue, including controlling score, bribery of referee, corruption, collusion and nepotism.

Clearly, the organization of sport can be as prototype of the countries' condition, because the organization of sport can describe the condition of countries. Football is the most strategic sport to show the existence of a nation. Being aware of this, a number of Asian countries have tried to develop their football so that they can equal the quality of the teams from Europe and Latin America. Japan, South Korea, Saudi Arabia are among the Asian Countries, which have participated in world level. Meanwhile, Thailand, Malaysia, Singapore and Vietnam keep preparing themselves to improve and enhance the quality of their teams.

Similarly, Indonesia through PSSI (The Indonesian Football Association) has made efforts to enhance the quality of national football team; however it is still very hard to be the best in ASEAN or in the world. Internal problem is still the unsolved problem, from unprofessional organization of league to controversy about the leadership. It is affected by many factors, such as politics, economic, and social-culture, even collusion, and nepotism can be seen in the organization of sport.

Therefore this study will describe about the political power which is in PSSI, how its form and, and what its advantages. Beside that it will explain the relationship between sport and politics.

Sport and Politics

The first modern Olympic game held in April 1896 which was followed by thirteen nations, making the early stages of international sport and its globalization. After 116 years later, the Olympic Games is the most recognized celebration of sport and physical human achievement, commanding an international audience of approximately 4.7 billion spectators, over 70% of the world's population. (Dorothy, 2005) Hence, those games are very popular so many people used it to acquire many kinds of purposes.

Between sports and politics has had intimate relationship since many decades ago. Political events have exerted a significant effect on modern Olympic Games. For

example, four of the most ‘political’ Olympic Games are undoubtedly Berlin, 1936; Helsinki, 1952, Mexico, 1968; and Munich, 1972. The 1938 Olympic Games, in Berlin, is used by Hitler as a vehicle for showcasing Aryan supremacy was famously undermined by the US African-American athlete Jesse Owens, who became the hero of the Games winning four gold medals. At the 1952 Helsinki Games, with the arrival of a team from the Union Soviet Socialist Republics, Cold War Politics were added to the formula. (Gamache, 2010)

In Mexico, Tommie Smith and John Carlos, who finished 1st and 3rd in the 200m, created what was to become one of the most memorable sporting images of all time; the Black Power salute. The athletes were protesting against the racial injustices that black Americans continued to experience in the US. The Munich Games in 1972 are most often remembered for the ‘terrorist’ attack that resulted in the death of 11 Israeli athletes. With five days of the Games left, 8 Palestinian terrorists broke into the Olympic Village, killing two Israelis and taking nine others hostage. The Palestinians demanded the release of 200 prisoners from Israel. (<http://www.olympic.org/en/content/Olympic-Games/All-Past-Olympic-Games/Summer/Munich-1972/>)

In the United Kingdom government is involved in programmes to achieve sporting success and acquire major championships to a degree that was almost inconceivable in the 1980s. But, it is difficult to conceive of the events of 1980, when Mrs. Thatcher’s government attempted to boycott the Moscow Olympics but the vast majority of British sports federations ignored the boycott, taking part. In Africa, there was a heyday of successful intervention lasting from the 1960s to the 1980s during which governments were able to achieve goals of international prestige and internal unity through sport. This capacity has now diminished considerably, partly because of general economic failure, but also because the competitors themselves have been spirited away beyond the control of domestic politicians in the direction of American campuses and European football clubs, though in some countries, such as South Africa and Ethiopia, there is still clearly a ‘sports dividend’ (Allison, 2005).

Great-power political difficulties loomed as the following Olympics – the 1988 Seoul games – approached. South Korea did not enjoy diplomatic relations with the socialist countries, which had boycotted the world shooting championships in Seoul in 1978 an event that yielded Finland six gold medals. With the advent of Gorbachev’s détente policy, the situation changed, however, and in the end only a handful of countries – Cuba and Ethiopia, most prominently – joined the boycott called by North Korea.

On the other case, Silvio Berlusconi, Italian prime minister on multiple occasions, used his success as president and principal owner of AC Milan to convince the Italian public that he could govern the country with similar results, bringing to

Italy the same fame and pride that his club “Milan” attained. Berlusconi’s “soccer power” was crucial on his road to attaining the pinnacle of Italy’s political power. In addition, Berlusconi’s party *Forza Italia* was named after the national soccer slogan “Go Italy.” With this slogan Berlusconi successfully used the appeal of Italian national soccer to gain political support for his populist one-man-party in a time of highly divisive and collapsing party politics. (Shin and Agnew, 2008.)

Also in China, sports competitions have at times been used for diplomacy. After Communist takeover, Chinese regimes had used sports to advance larger political and diplomatic goals. Largely because they approached sports as a diplomatic and political instrument, the leaders of Communist China paid special attention to sports teams and competitive events. Although Mao Zedong, Chinese’s leader, behaved like an emperor, avoiding the public in most situations, he met with the Chinese Ping Pong teams several times. Mao also sometimes met with visiting teams from abroad. For instance, on February 6, 1956, Mao met with the members of the visiting Yugoslavia youth football team.

Premier of China, Zhou Enlai, was particularly brilliant at this tactic. Despite Zhou’s extremely busy schedule, he rarely missed an opportunity to meet with visiting sport teams. Once he even met with the Russian chess team. The next day he explained to Chinese sports officials that these Russian chess players were not important individuals themselves, but he had met with them to show that the Chinese were “very, very” friendly toward the Russian people. Yet, in China the Chinese Communist and Nationalist were political rivals, with radically different ideology. But both understood the value of sport for national building, expressing Chinese nationalism, and international engagement.

If we looked Olympic Games 2008 in Beijing, sport showed well how nationalism and internationalism come together in China. Chinese participation and interest in modern sports are largely motivated by nationalism. Sport as a collective experience crosses the social and political divisions of everyday life, and the study of it offers a unique window into larger historical processes. It is an effective vehicle for studying society-to-society, people-to-people, and culture-to-culture interactions. It allows us to examine how the Chinese relate to the rest of the world and how they negotiate the tricky matters of self-perception and perception by others as their national identity evolves.

Besides that, a political motive has underpinned South Africa’s bids to host the World Cup 2010 from the outset, and popular pressure on the authorities to deliver on promised World Cup returns may, if anything, be mounting. Yet it is not clear whether authorities can successfully navigate the strictures laid by the rules of proprietorship in the wider political economy of global sport, and find the means to draw developmental gains from the event. Further, one of the other primary justifications for hosting the 2010 tournament was that it could serve the

professed emotional and socio-cultural attachment of the country's black population towards football. In the meantime, however, South Africa's 2010 campaign has morphed into one where the larger forces of commerce and politics of global football steer the agenda.

According to the explanation in above that politics always come in the several events of sport game. Even, many countries' leader used this event to undertake diplomacy, to influence the other group or to protest the political policy from their country. But, why sport game events often were used to gain the non-sport destinations, because of many spectators from variety counties in the world. Such as holding of the World Cup and Olympic Games are watched by billion spectators.

The Power of Political Party on PSSI

The political leaders or governments in the management of sports organizations are adaptation of the sport organization on external factors such as, social, cultural, economic and politics. They usually will be influenced by political system which is bureaucratic politics. Therefore it will occur power centralization of politics and economic on one figure.

The role of the political leaders or governments in the management of sports organizations is hoped to make the sport organization easy to gain fund for funding its programs. The sources of the fund can be derived from the Revenue and Expenditure or the influence of political leaders and the government to get sponsors from the big companys. It means that they can give the big contribution for the sport organization. In fact, the involving of political leaders or governments in the management of sports organizations is as the chaotic sources in the organizations. For example, in the case of football, there are two bigwigs who make national football chaotic; namely Arifin Panigoro (AP) and Nirwan Dermawan Bakrie (NDB). This fact was further confirmed by the statement of Minister of Youth and Sports, Roy Suryo that the key to solve the national football problem is in the hands of these two bigwigs. Therefore, Roy Suryo came to solve the problem with the two bigwigs, after that the national football problem was become well gradually.

Further, the gait of two bigwigs, both are as business partner. In 2002 when Bakrie brothers Group got the tender of oil drilling in Sidoarjo, East Java, then NDB established the company, Minarak Lapindo. The relationship between AP and NDB is well because AP's company, Medco Energy, shared in this business with 15 percent in Minarak Lapindo. Then, in 2005 to 2006, both taken agreement to arrange the national football be better in that time NDB as Vice Chairman of PSSI. NDB invited AP to develop the National Football League that spawned Medco League, a youth competition football which AP's company is as sponsor.

However, the relationship between AP and NDB as business partners and co-operation in football came to end after the tragedy of drilling on the object Minarak Lapindo Sidoarjo which resulted in the catastrophic of mud in Sidoarjo, East Java.

NDB demanded AP's responsibility for this disaster, but AP refused it because he thought that his responsibility as far as his share in the PT. Manarak Lapindo. According to AP's opinion that the losses caused by the company will be borne by the company's financial capability, but if the company cannot afford, PT. Lapindo Brantas will be bankrupted by government. Therefore, government got the loss responsibility of Sidoarjo Society.

Refusing of AP to settle up the loss of Sidoarjo society made it bring to the International business arbitration court. Yet, it did not make the relation better, it was worse. For example, NDB always tried to press AP if he had opportunity because of avoiding the responsibility. The fact, AP did not feel comfortable with NDB's attitude, so he given the response that made rival sharper.

The feud of the two figures are then brought into the realm of national football, which at the time, PSSI's achievement have not improved, so AP had opportunity to press NDB step down as vice chairman of PSSI. AP get support from the Surabaya football figure, Saleh Ismail Mukadar (SIM), which in the same year he was not satisfy with the result PSSI because of Persebaya degradation on Indonesian Super League. Then AP and SIM initiated to think out of a new football league that carried the spirit of the change and the clean football. So, they invented the campaign of clean football which is supported by Metro TV that Surya Paloh is as the owner. In other hand, Surya Paloh was defeated by Aburizal Bakrie, NDB's older brother, in the election of the chairman of the Party of the Functional Groups (Golkar).

The new league was supported by government through Minister Youth and Sport with 20 clubs and including 3 clubs which was punished by PSSI. Then this league was as the campaign tool to push Nurdin Halid (NH) and NDB step down as member of PSSI management. In the other hand, public who agreed with the Indonesia Super League (ISL), supported NH step down, because he was as a convict and did not have ability to manage PSSI. Besides that, NH was been suspicious, gave the way to occur the gambling in ISL and AFF Cup 2010. Although till now it had never been proved, but it made public not trust NH.

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The Effect Traditional Game and Learning Motivation Through Physical Fitness Of Student Class V At SDN 30 Regency Sinjai

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Abstract

This research is aimed at analyzing the effect of the traditional game and motivation of learning through physical fitness. The approach used was quantitative by applying experimental method, and design used was treatment design by level 2x2 in the elementary school 20 Sub district East Sinjai, regency Sinjai. The data were collect from 40 student, using technique random sampling. Then data were analyzed by using ANAVA 2x2 and Tukey test. The result of this research shows that, (1) in general, there is a difference of effect rounder's game and Hadang games through physical fitness, (2) there is an interaction between traditional games and motivation of learning through physical fitness, (3) there is a difference between Rounder's game groups and Hadang game groups for high motivation through physical fitness, (4) there is a difference between rounder game groups and Hadang game groups for lower motivation through physical fitness.

Keywords: *traditional game, motivation of learning, and physical fitness*

INTRODUCTION

Exercise is physical activity a human, has now used as living needs, which involves large muscles, exercise can be used as a medium in the fulfillment of economic needs, maintaining freshness and rehabilitation, as a medium for recreation, education, and the achievement of course.

Life in the future is filled with challenges, including the threat to the quality of life related to human health. People in developed countries have felt the series as a result of lifestyle more silent, less mobile, and the excess calories as a result of automation and excess calories. Sooner or later now starting to feel the people of Indonesia have started to live a life of silence, especially among the upper and middle layers. Perceived result is an increase in regenerative disease or illness hipokinetik (lack of movement), the direct result is the low capacity and high rates of illness which would also have an impact on a person's physical fitness.

To measure the amount of physical fitness level, up to date cannot be measured with a measuring instrument valid. Which can be measured is that each component of physical fitness. The components of physical fitness can be grouped into components related to aspects of skills (skills) and a component related to health aspects. The components of physical fitness related to skill / skills are: agility, balance, speed, explosive muscle power, leisure time, and coordination. Meanwhile, the components of physical fitness related to health aspects, which consist of: cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition.

Among the components of motivation is also an important component, as well as heart-lung endurance, because in addition to the components of physical fitness related to health aspects, as well as components that support the ability of physical fitness related to aspects of the skill / skill and are systematic.

Formulation of the problem in the studies above, as follows: (1) Are there differences in the influence rounder's game and hadang game towards physical fitness ?; (2) Is there an interaction between traditional games and motivation toward physical fitness ?; (3) Are there any differences between the groups influence game rounder's and the group play a game hadang for students who have a high learning motivation toward physical fitness ?; and (4) Is there any influence between the group play a game rounder's and the group play a game hadang for students who have a low learning motivation toward physical fitness.

THEORETICAL FRAMEWORK

1. Physical Fitness

In general the word physical fitness is commonly known by the term foreign "physical fitness." Means the body or body Physical fitness means while fresh. Thus, the meaning of physical fitness a body that is healthy and fresh. Definition of physical fitness is seen as a concept that has a fairly wide scope. Therefore, according to the experts define skill standpoint. For example, in terms of medicine focuses on the ability of the heart and lungs. From the sports field more focused on the success of physical activity without causing significant fatigue.

Soedarno (1990: 64) states that: "A person who has good physical health to be able to meet the physical demands of a particular." The next said also: "something a person is declared fit for duty activity when he was able to complete the task quite efficiently and without excessive fatigue and can be recovered."

Physical fitness is a very important aspect of physical fitness as a whole, which will give the person's ability to lead a productive life and can adjust to any decent physical load. Browell and Hogman cited by Pasau (1990: 68) say that: Freshness is the physical ability of an individual to carry out tasks to completion well, without experiencing significant fatigue.

From the views about physical fitness, can be concluded that physical fitness is the basis of human physical abilities essential for himself who is always ready shoulder the burden of duty demanded or charged for individuals to be implemented as well as possible. Therefore, physical fitness is a person's ability or the ability of the body as a whole is doing a job or activity that effectively and efficiently without creating fatigue which meaningful to somebody and afterwards was still has enough energy to do or to continue another activities.

2. Games Rounder's and Games Hadang

2.1. Games rounders'

Rounders' Games is the game of small ball with basic techniques similar to baseball games is throwing, catching, and hitting coupled with a typing skills and avoid touching it the ball. Sukintata (1992: 89) stated that the game is a little Games that has no fixed rule, and there is no parent organization, included is a children's game, rounders', at the ball, handball, and basketball, and obstructed which used game in elementary school.

2.2. Games Hadang

At the present time most likely is no longer a traditional game played by children. Games is the result a human cultivation in the past, it has actually excites kids to have fun, and have a very significant effect on the personal development of their children.

Revealing and preserving traditional local game is the preservation of the cultural values of the nation. The re-introduction of national culture is expected to arouse feelings of the child's sense of culture and people. The re-introduction to the past that has been a result of ancestral culture can be perceived as something that can be enjoyed something that needs to be owned and preserved. Obstructed Games is a game played in a field length and is often uses the badminton court.

From the explanation of the above mentioned games obstructed, then is synthesized that obstructed the game is a traditional game played by two groups, where one group facing the attackers which crossed the line.

3. Learning Motivation

Motivation comes from another word which means movere impulse or locomotion. Winkel (1996: 169) defines motivation to learn as a psychic locomotion in the overall student learning activities that give rise to, ensure the continuity of learning activities and provides direction to the learning activities in order to achieve a goal. Meanwhile, Frederich J. Mc.Donald in Vashti Sumanto (1998: 203), motivation is a force of change in oneself and reaction to achieve the goal.

Motivation is an internal factor which excites, directs and integrates the power of a person. But some who stated that motivation is the power source of our daily behavior. Motivation is also discussed about the behavior and activities to see if there is a motive behind it and to try to identify the purpose (the activity itself).

Intrinsic motivation is the motivation which included in a learning situation and to meet the needs and goals of students. Meanwhile, extrinsic motivation is motivation which caused by factors outside the learning situation. Maslow said that motivation is the hierarchy of human needs in human beings.

Based on the above description, then synthesized that motivation to learn is the psychological process of locomotion someone to do something in the learning activities in order to achieve a goal (the need for) which is influenced by intrinsic and extrinsic properties, with a indicators such as the desire for success, self-confidence, the need for esteem, and the standard of excellence.

METHOD

This research was used an experimental method with design treatments by Level 2x2 at State Elementary School 30 East Sinjai district. The samples which selected according to the criteria specified amounts to class V and 40 students aged 10-12 years, which divided into 4 groups of samples. To equalize the ability of both groups, then early test was held on the level of physical fitness and the motivation to learn and for the distribution the group using the ordinal matching technique, also techniques of data analysis using descriptive statistics and inferential statistics.

Descriptive analysis is used to present data in the form of a central size and the size of the spread from the each of the variables singly. Inferential statistics are statistics that are used to test the hypothesis. The test this hypothesis is used the technique of analysis of variance (ANOVA) two lanes 2x2 at significant level $\alpha = 0.05$. And Tukey test. Before hypothesis test, first tested for normality by using the Kolmogorov-Smirnov test techniques and test the homogeneity of variance.

From the description above rounders' game, is synthesized that rounders' game is the game small ball carried by children who do not have standard rules and no parent organization in it.

RESULTS AND DISCUSSION

The results of variance analysis calculation about the difference effectiveness between the two methods of training the overall, namely; F Observations between column (FA) = 40 992, was higher than the F table, amounting to 4,091 ($F_0 = 40.992 > F_t = 4.091$), so that the HO is rejected and H1 is accepted. Thus it can be concluded that overall there is a significant difference between the game rounders' and hadang to the results of physical fitness. In other words that physical fitness the results with the game rounders' ($\bar{X} = 20$ and $s = 2.25$) is better than a game of physical fitness with a hadang ($\bar{X} = 16.25$ and $s = 1.97$). The overall physical fitness the results by using rounders' game are better than the game hadang tested. Accordingly, based on the discussion of the research results, then can be recommended that the game rounders' more appropriate in physical fitness training.

Results of analysis of variance 2x2, about the interaction between the practice and the balance of skills the results indicate that the price the price of F interaction

(FAB) = 4555 and $F_{table} = 4.09$, it appears that the $F_{count} > F_{table}$, so that the null hypothesis (H_0) that states there is an interaction between traditional games and motivation toward physical fitness is rejected and the alternative hypothesis (H_1) is accepted. In other words it can be stated that achievement of physical fitness level influenced the interaction between traditional games and learning motivation. This interaction illustrates that rounders' game implemented for students who are motivated to learn higher than the game hadang: $A1B1 > A2B1$. Instead, the game hadang more appropriate for students which has motivation to learn is low compared to the game rounders'; $A2B2 > A1B2$. This is further reinforced by the results which comparison between the game rounders' with a high balance and the game hadang with a high balance; $A1B1: A2B1$ ($P1: P2$), Results $Q_{count} = 8.537$ is greater than the value $Q_{table} = 4.260$. In other words, the effectiveness of the game rounders' with a high balance ($\bar{X} = 21.50$ and $s = 2.22$) was higher than which the game hadang ($\bar{X} = 16.50$ and $s = 3.27$). Games hadang with a low learning motivation and play rounders' with a low learning motivation; $A2B2: A1B2$ ($P4: P3$), the results $Q_{count} (Q_c) = 4.268$ is greater than the value $Q_{table} = 4.260$. In other words, the effectiveness of the game rounders' with a low learning motivation ($\bar{X} = 18.50$ and $s = 1.79$) compared with the game hadang ($\bar{X} = 16$ and $s = 2.05$).

The results of hypothesis test, proving that the overall student doing rounders' game high results were compared with students which did play obstructed. In this case can be stated that in order to achieve the goal, the game rounders' are more effective than the game had been obstructed in improving physical fitness.

The method rounders' game in actual practice, is done by increasing the training load step by step, where in the application of training methods rounders' the game, using the tool that can improve the physical condition of students, such as strength, agility and speed. The results of the exercise, done effectively without causing muscle injury and excessive rigidity, so that the stability of the power increase, maintained to perform a series of movements that support student skills. The effectiveness of the training methods of the rounders' game, supported also by the balance of which is connected to the speed, agility and strength, so as to contribute with a range of motion in the traditional game, with a warning stages ups, core exercises, cooling down. These contributions will be seen among the respective series of the motion, so it helps the students in making the game rounders' which considered young but complicated to implement. In many settings rounders' game movement difficult and dynamic movements, such as the position requires throwing the ball should be thrown with great force, faster, and just above the home base with a full swing grip on the ball placement, coordinating the strength than the leg to the arm. The series of the movement, it will require a high balance.

Meanwhile, training methods hadang game is a game played in a field length and is often using the badminton court. The implementation the exercise of Hadang games is done with the game being played by two blocking groups, where one group facing the attackers which crossed the line. Adjustment exercise load of hadang game using only the internal burden of takes time to increase the strength in generating explosive power as needed in the traditional game.

Based on the above description can be concluded traditional games and learning motivation, each of which can improve physical fitness. But the improvement was better rounders' game. Rounders' is a Games of small ball game with a basic techniques similar to rounders' game is throwing, catching, and hitting coupled with a typing skills and avoid touching it the ball.

So it can be believed that the game rounders' had a significant impact in improving physical fitness. The advantages of the game are related rounders' small ball game carried by children who do not have standard rules and no parent organization in it.

It can be concluded that for students which has high motivation to learn, if you want to improve the results physical fitness should be trained with a rounders' game, and vice versa for students which has low learning motivation, if you want to improve the results physical fitness should be trained with a play rounders'.

The results are consistent with a result of research conducted by Irfan (2013) entitled Correlation Study of Motor Ability, Academic Potential, Physical Freshness Student Learning and Motivation Nikken UNM Makassar. This research was concludes there is a direct positive effect on the learning achievement of physical fitness.

The second research was conducted by Joni Muis (2008), entitled Comparison between the Effects of Exercise Games Fortress Games of Baseball and Improved Physical Freshness and Vital capacity Lung Bacukiki Pupil Elementary School District of the City of Pare-Pare in 2011. Based on the data analysis can be seen that, the game of rounders' significant effect on the improvement of physical fitness level students Bacukiki City Elementary School District of Pare-Pare.

CONCLUSION

Based on the research results, the conclusion of this research is the first: Overall, there are differences in the influence game rounders' and game hadang towards physical fitness. This means that the influence of the game rounders' higher than the game hadang.

Second: There is an interaction effect between traditional games and motivation toward physical fitness. With this interaction is found, it can be interpreted that both traditional games give different results on physical fitness. When linked with a motivation to learn, in the group of students who has high

motivation to learn the game rounders' are better than with a game hadang. While the group of students which has low learning motivation in the group rounders' game better than with a game hadang.

Third: There is a difference in effect between the group a game rounders' and the group a game hadang for a student which has high learning motivation toward physical fitness.

Fourth: There is a difference in effect between the group a game rounders' and the group game hadang for a student which has low learning motivation toward physical fitness.

For the student who has a good physical fitness, the data obtained show that results of traditional games and motivation toward better physical fitness. Thus, it is recommended that traditional games and learning motivation are more appropriate for students to improve physical fitness.

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Study on Students Gross Motor Skills Kindergarten District Sijunjung West Sumatera

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Abstract

The problem in this study is the lack of gross motor skills of kindergarten children are visible from the ability to run, jump, throw and catch when they play poorly. It happened due to lack of games for the formation variation form. This research is descriptive. The population is all kindergarten located in District VII Koto Sijunjung district totaling 14 kindergarten. Samples with random sampling techniques, the importance of the sample number 5 pieces of kindergarten. Data were collected using the test gross motor tests that include jumping, walking, running, balance drills, throwing, and catching the ball (Gusril, 2008). Techniques of data analysis are descriptive analysis. The results showed that: The state of gross motor skills students Kindergarten (TK) in District VII Koto Sijunjung district are in good classification, namely with an average score of 14.32%.

Keywords: *Gross motor skills*

INTRODUCTION

An Indonesian national development objective is the development of a complete Indonesian nation, physically and mentally healthy. The construction is a series of activities that will build every aspect of Indonesian life in order to reach a fair and prosperous society based on Pancasila. The most important areas to realize the full development of Indonesian society is education. Education based on Pancasila aims to improve the quality of the Indonesian nation physically and mentally healthy.

Undang-Undang No 3 Tahun 2005 bab 1 Pasal 1 ayat 11 of the National Sports System that "Sports education is physical education and sport are implemented as part of the process of regular and ongoing education to acquire knowledge, personality, skills, health and physical fitness". Within the scope of pre-school, physical education is very important and gives a great influence on intelligence, knowledge, and forming the child's personality, and through sports activities children are required to move so that it will create a lot of physical fitness is good for the health of children. With the creation of physical fitness in children then all physical and non-physical activities can run, so as to stimulate the affective, cognitive and psychomotor child.

Gross motor development is very important for young children, especially children with play groups and kindergarten / kindergarten. Actually, the notion that the development of gross motor skills will automatically develop with increasing age of the child, is a false assumption. Gross motor development in children need the help of educators in early childhood education institutions that assisted in terms of what, how to help the right, what kind of exercise is safe for children according to age and stage of how physical activity a fun gross motor skills of children. Ability to perform physical movements and actions related to a child's self-esteem and self-concept formation. Therefore, the development of

gross motor skills is as important as other aspects of the development of early childhood. Catron and Allen in Sujiono (2010: 22) state that there are six (6) musty early childhood development that is "personal awareness, emotional development, builds socialization, communication development, cognition, and motor Traffic is very important and should be considered has a function interaction". Kindergarten is one form of early childhood education programs, but kindergarten education is not mandatory, but provide benefits to preparing children to enter elementary school.

In general, learning in kindergarten for the developmental aspects of the physical / motor more focused to the development of fine motor skills, for example, children were given lessons on drawing and writing, etc., whereas gross motor less attention. Through the development of gross motor skills of early childhood educators also need guidance from. Gross motor development for children ages kindergarten include throwing and catching a ball, walk on the plank (balance of the body), runs with different variations (back and forth on top of the line), climbing and swinging (swinging), jump over the ditch or bolsters, and so on. Should gross motor movements practiced by kindergarten children under the guidance and supervision of an educator/teacher, so expect all aspects of development can develop optimally.

Gross motor development is as important as other aspects of the development, due to the inability of the child to physical activity will make the child less confident, even lead to a negative self-concept in physical activity. And if the child is assisted by educators, it is very likely to overcome such inability and become more confident. Based on the above explanation and observations by the author in some kindergartens are there in Kenagarian Limo Koto subdistrict Sijunjung District VII, researchers looked still unclear child gross motor skills, gross motor skills unclear kindergarten children who visible from the ability to run, jump, throw and catch the next time they play. It happened due to lack of facilities and infrastructure began to play for the child who finally makes children lazy to move and play, as well as the development of technology at the present time, the development of which should have a positive impact but kids tend to play online games that make they forget the time that happens in technological progress itself.

Today, children are often spoiled by parents to always deliver their children to school where it has indirectly limit the movement of the child as well as motor development. Because it is still unclear gross motor skills in Sijunjung District, the authors are interested in knowing about the gross motor skills of kindergarten children in Sijunjung District. Through this study are expected to be obtained answers about the problems that occur in the field. The results of this study can also be used as input and consideration for the manufacture of children's gross motor development program for the future.

THEORIES FRAMEWORK

Before we discuss about the gross motor skills of students in kindergarten, first we have to know what the purpose of motor skills is. According Kiram and Gusril (2009: 10) motor concept is: "The appearance concrete intention is

movement as something that can be observed, while the motor is a process that cannot be observed and is the cause of motion". Kirkendal in Gusril (2009: 13) argues that: "the quality of motor skills is the ability of someone who can facilitate the movement skills". Further Gusril (2007: 11) points out: "motor skills can be seen as the cornerstone of success in the future in performing the task motion. Someone who has the ability to move higher is expected to quickly succeed in completing the task of motion ".

This opinion is in Gusril support by Burton (2007: 10) who says that: "motor skills are the ability of the underlying individual performance in a variety of motor skills". Based on some of the above quote, it can be concluded that the acquisition of motor skills is the ability to perform activities of motion is influenced by several factors, such as strength, speed, endurance, and coordination, which will better facilitate the movement skills. Motor development in kindergarten students include the development of gross and fine motor Traffic. In connection with this Sujiono (2007: 13) argues that "gross motor movement is the ability that requires the coordination of most parts of a child.

Gross motor movement activities involving large muscles such as the hand muscles, leg muscles and the entire body of the child "to be continued Sunardi and Sunaryo (2007: 113-114) also explains that:" Gross motor skills is the ability to use gestures that big muscles, most or all of a limb gross motor skills necessary for children to sit, kick, run, go up and down stairs and so on ". Gross motor development of the child's first fine motor skills, for example, children will first hold objects larger than the size of a small size. Because children are not able to control the movement of his fingers for fine motor skills, such as scratch, cutting and others.

The gross motor movements involving muscle activity hands, feet, and whole body of the child. The movement relies on maturity and coordination. Various gross motor movement is achieved son would be very useful for their future lives. For example, children are taught to be skilled in the running, jumping or climbing, if they had more learn later they will be happy in the exercise. There are three types of movements that can be done in a coarse hatched, namely locomotors movement, motion and motion non locomotor manipulative.

METHOD

This study aimed to determine the gross motor skills of students Kindergarten. This research was conducted at the 5 kindergarten in Sijunjung District VII. The population in this study was all kindergarten students as many as 165 children in Sijunjung district with a sample of 165 children. Sampling technique in this study were taken in total sampling, where the entire population used in this study were sampled as many as 165 children with 83 men and 82 women. Here is a blank format of Motor Skills Test. There are 3 category assessment is: Can (Bs), can with the help of (BDB), and cannot (Tb). Each movement was given chance 2 repetitions for each child.

Table 1. Format of Motor Ability Assessment Rough

No	Indicator	Category		
		Can	Able to Help	Cannot
1	Jump forward on two legs			
2	walk on tiptoe with fingertips			
3	Running in a straight line			
4	motion plane (one foot is lifted, then slowly stretched hand to these two bodies bent			
5	Throw the ball with one hand			
6	Catch the ball with two hands			

Gusril (2008)

RESULT AND DISCUSSION

Based on the research data to the data kindergarten gross motor skills Sijunjung District obtained the lowest score and 13 the highest score 15. From the analysis of the data found the average score of 14.32, standard deviation 1.23, median 14, and 14. The mode of data frequency distribution gross motor skills kindergarten Sijunjung district as shown in the following table:

Table 2. Frequency Distribution of Motor Skills kindergarten in Sijunjung district

No	Class Interval	Frequency	
		Absolut	Relatif (%)
1	12 – 13	41	24,85%
2	14 – 15	94	56,97%
3	16 – 17	30	18,18%
	Amount	165	100%

Based on the calculations shown in the table above, it appears that the category of gross motor skills kindergarten in District VII Koto Sijunjung district is in a class interval 14-15, as many as 94 people (56.97%), as many as 41 people (24.85%), is in a class interval 12-13, and as many as 30 people (18.18%), is in a class interval 16-17.

Guided by the results of the study, gross motor skills for data kindergarten Sijunjung district obtained the lowest score and 12 the highest score 17. From the analysis of the data found the average score of 14.32, standard deviation 1.23, median 14 and mode of 14. From the average obtained it can be concluded that the state's gross motor skills kindergarten Sijunjung district is in both categories. Gross motor skills of children in Sijunjung District contained in the classification either because at the present time many between children to school by parents and begin to lack of facilities and infrastructure play in kindergarten. If the child is accustomed to self and children's play facilities and infrastructure to refine motor skills a child will be further enhanced. The details of the classification of gross motor skills kindergarten Sijunjung district are as follows: most are in the good

category, as many as 94 people (56.97%), as many as 41 people (24.85%), in the category being, and as many as 30 people (18.18%), is at once both categories.

Motion is a key element in the development of gross motor skills of children; therefore the motor development of the child will be able to be seen clearly through various movements and games they can do. Sujiono (2005: 1.3) points out: "If the kids are moving the more real benefits when he was more skilled children to master fine motor movements. In addition to the healthy condition of the body as well as the child many moves, he also became more confident and independent; the child becomes more confident in doing all the activities because he knows his physical abilities. Children who either motor development, usually also have physical skills".

Implementation of this research effort has been made carefully based on the methods and procedures appropriate to this kind of research, but the perfection of the result is something that is not easy to achieve. This is the best result today, although with limitations and weaknesses found during the research process. The source of the limitations and weaknesses in this study include: Implementation of a gross motor skill test performance and need explanation. Before the tests have been given an explanation of the implementation of the test gross motor skills so that students have the earnest and seriousness in doing so. But there are still children who are less motivated to carry out the tests, so it is possible the results of the research data obtained is not optimal.

As argued by Burton in Gusril (2007: 10) who says that: "The acquisition of motor skills is the ability of the underlying individual performance in a variety of motor skills". Based on the above quote is said that the motor skills of the children to be good in order to bias support the child's motor skills that can create a child to be agile and be more confident in his playing environment. To realize a good motor skills a child needs attention from parents and teachers for children's motor development can be optimized so well, as with varying gross motor learning method for children to become more excited and can optimize the ability of children.

CONCLUSION

Based on the research findings and discussion of research results can be summarized as follows: The state of gross motor skills of students kindergarten (TK) N. I Limo Koto be in good classification, namely with an average score of 14.83; the state of gross motor skills of students kindergarten (TK) TK Lubuk Sipunai be in good classification, namely with an average score of 14.57; the state of gross motor skills of students kindergarten (TK) TK Banyan to be in good classification, namely with an average score of 14.77; the state of gross motor skills of students' kindergarten (TK) Aisiyah are in the classification being that with an average score of 13.80; the state of gross motor skills of students kindergarten (TK) Orchids are in good classification, namely with an average score of 14.1; and the state of gross motor skills of students kindergarten (TK) in Kenagarian Limo Koto Koto District VII District of Sijunjung be in good classification, namely with an average score of 14.32

Suggestion

Appropriate conclusion of the study, it can be argued some suggestions as follows: Kindergarten Teacher is expected to develop and improve the gross motor skills of student's kindergarten where the teacher works with more varying learning method for children to learn more spirited. The parents, in order to improve the nutritional quality of children consumed so rough motoric skills of the child can be increased. Parents and teachers, in order to see the children's play activities both at school and at home. Head of the kindergarten, in order to have a program to provide facilities and infrastructure in terms of increased physical motor abilities of children. Department of Education and the District of West Sumatra generally Dijunjung in particular, in order to provide optimal support to the process of learning in Kindergarten

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Student Interest of Badminton Club FIK UNJ toward Refereeing In Badminton Sports

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Abstract

The purpose of this research is to know the student interest of badminton club FIK UNJ toward refereeing in badminton sports. This research was conducted at faculty of sport science UNJ, in July 2014. The population amounts are 59 students of badminton club FIK UNJ, and the sample was taken used total sampling.

This research was used descriptive methodology with survey to analyze the data. The results showed that: 1) 93% student's interest toward refereeing badminton sports, 2) 7% students not interest toward refereeing badminton sports. Factors that affect student interest dimension of 55% of extrinsic factors and 45% of the intrinsic factor.

Keywords: Student interest, refereeing, badminton sports

INTRODUCTION

Sport is one of the activities favored by the entire community, both among children up to the parents though. Sports activities are also very influential to human health and were instrumental in the development and the appearance of a person's life journey. Because by doing regular exercise is the best way to maintain health, each individual must require health and sports activities that physical fitness is always awake to do all the activities, especially in big cities like Jakarta? Many ways to be able to perform a wide range of sporting activities such as walking, cycling, jogging, aerobics and even though.

Badminton is a popular sport in Indonesia this sport to attract different age groups, different levels of skill. Men or Women play this sport indoors or outdoors for recreation as well as a venue for competition achievement. Badminton is not reflected and should be played in the air, so this game is a fast paced game that requires good reflexes motion and high fitness levels. Badminton players can also take advantage of the game in terms of social, entertainment, and mentally.

Badminton is a sport that has the characteristics of a complex and so many related aspects, both from the field, the potential of athletes, coaches, and the opportunity to play and compete. The role of the coach is very significant element of the creation of optimal performance in addition to boost willpower and tenacity of the athletes themselves. Given the Indonesian badminton in the center is very popular, what else Indonesian players are Able to win a variety of events, world championships, the most recent developments in the implementation of the Indonesian badminton championship even more Rapidly. Various championships held in Indonesia starting from village to village level or national and international championships for it, the players should always try to follow the various championship events. The main objective of the game is for the regeneration of, at this time is necessary because some powerful athlete owned WHO Indonesia has seen decline in achievement. And with the convening of assorted badminton championship events, the ability of the athlete can look after fostered in practice; both are local, national and international. Success or failure of a game in a

badminton championship determined by the implementing personalized matches. Implementing a match that will be discussed here put to the referee, judge servicing, and linesmen, and regulatory Officials of the match. In the coaching Badminton Sports Clubs Faculty of Sport Science, State University of Jakarta, coaching is part of the achievement or bridge the talented students to have the opportunity to go further guidance levels, both in terms of technical, tactical, physical and mental, in Aimed at forming qualified coaching young generation capability, then the coaching Sports Clubs Badminton Nikken UNJ need for a management game set as well as possible, Because if a game is good management, the optimal goal can be Realized.

THEORY

Interest

According Slameto, "Interest is fixed tendency to notice and remember some of the activities. Activities that demand a person, played constantly accompanied with pleasure. So different from the attention, because attention is temporary not in the long term and not necessarily followed by feelings of pleasure, while the interest is always followed by feelings of pleasure and satisfaction derived from it. Abdul Rahman Saleh said that "Talent interest and expertise is critical to one's success in the field of sports to reach superstar. "Interests by him can be divided into intrinsic interest, and interest extrinsic. Intrinsic interest is interest that is directly related to the activity itself, this is a more fundamental interest or genuine interest. While extrinsic interest is interest that is associated with the ultimate goal of these activities, if the goal is reached there is a possibility that interest is lost. Indications of the six major categories of motives that fosters intrinsic interest, namely: 1) to develop the skills and abilities, 2) To achieve success and acclaim, 3) to exercise and be healthy and fresh. 4) To distribute the energy.

Achievement Sports Club of Badminton (ASC of Badminton) FIK-UNJ

State University of Jakarta, is one of the universities in Indonesia, which has the Faculty of Sport Sciences, Faculty of Sport Science is overshadowed twenty-three sports that some of them made compulsory, and one of them is badminton entered in the academic curriculum of the Faculty of Sport Sciences. The purpose of ASC of Badminton are: 1) To provide guidance, training, knowledge and improve sports performance systematically and continuously to the students of the Faculty of Sport Sciences, State University of Jakarta, 2) Establish and follow both the activities and the extra-curricular, 3) Enhance the quality of the organization as general and in particular in the field of sport through participation in student affairs and social world, both within the Faculty of Sport Sciences, State University of Jakarta, national and international.

Refereeing Badminton

Success or failure of a game in a badminton championship determined by the implementing personalized matches. Implementing a match that will be discussed

here put to the referee, judge servicing, and linesmen, and regulatory officials of the match, the match referee is an officer who is obliged to lead the game. If we talk about the refereeing, then very close relation to leadership, because the referee in charge to lead the game is that we serve and define the right decisions quickly and in accordance with applicable regulations. Thus the presence of the referee as the leader of the game is very important. Therefore, the referee must consider several things including the following: a) Mastering the rules of the game, b) Look assured and steady, c) Authoritative and have self-esteem, d) a neutral and impartial stance to one of the players as well as acting as a mediator, e) Not affected against by the players and spectators, f) Voice loud and clear to every word spoken, g) Always quick response and initiative in making decisions, especially in cases in which the match is being led nets h) Having insight into badminton both local, national, and international, i) At any time can follow the development of badminton, especially in case of regulatory changes.

METHOD

The method used is descriptive method with survey techniques, is a descriptive method is a method in a study that aims to explain or describe a situation, event, object if the person, or anything that is related to variables that can be explained either by number or words. While the survey is a research technique in which examination, investigation, evaluation or measurement implementation using a questionnaire distributed to respondents.

The sampling technique used is total sampling. Overall decision representative of the population studied; in this study were all members of ASC Badminton of FIK-UNJ from 2007 to 2013 as many as 59 people. The instrument used to determine student interest ASC Badminton of FIK-UNJ to arbitration with the non-test technique in the form of a questionnaire. Taken through the stages of development instruments, reviewing theories related to the variables studied, compiling indicators of variable dimensions, arrange the lattice, the preparation of the questions and scale of measurement, test execution and implementation of the research instrument of research.

Giving score to each statement and answer questions based on scale "Guttman". Assessment is based on Guttman scale includes two categories of response options.

Table 1. Guidance of Scoring Questionnaire Variables

Statement	Answers	
	Yes	No
Positive (+)	2	1
Negative (-)	1	2

Conceptual Definition

Interest is focusing on the individual that occurred after the individual under the influence, either within or influence of intrinsic factor is to develop the skills and abilities, to exercise and be healthy and fresh, then to channel energy. The

influence of external or extrinsic factors, namely to connect and make friends as well as to gain experience, challenges and fun activities. On the basis of this understanding, researchers wanted to examine and investigate how much student interest ASC of Badminton of FIK-UNJ

Operational Definitions

Interest is a score derived from the dimensions of intrinsic interest and the interest of extrinsic, intrinsic interest indicators that develop skills and abilities, to exercise and be healthy and fresh, then to channel energy. While extrinsic interest is to connect and make friends as well as to gain experience, challenges and fun activities.

Lattice Trial Test

Lattice trial test to look for grains of valid points. Then grain - valid items used for lattice research.

Table 2. The Lattice Trial Test

VARIABLES	DIMENSION	INDICATORS	ITEM TEST	
			Positive	Negative
Student Interest	Intrinsic	a. To develop the skills and abilities	1, 3, 19, 24	7, 13
		b. To achieve success and gain recognition	6, 23	5
		c. To exercise and be healthy and fresh	2, 22, 28	14, 29
	Extrinsic	d. To channel energy	10, 32	27
		e. To connect and make friends	4, 9, 17, 34	12
		f. To gain experience, challenges and encouraging	8, 11, 15, 16, 18, 20, 25, 26, 30, 33	21, 31

Calibration

Instrument development process begins with the preparation of grain research instrument consisting of a statement with two options. The preparation of these instruments refers to the indicators contained in the lattice. Instrument calibration process is done by analyzing test data to determine the grain and reliability of the instrument validation study using the formula product moment. Minimum threshold criteria statement received is $r = 0.2241$ if the $r_{\text{count}} > r_{\text{table}}$ then considered valid point statement and vice versa if $r_{\text{count}} < r_{\text{table}}$ then framed items deemed invalid or drop and not used. How to determine r_{table} with view table available in attachment. Product moment formula as follows:

$$r_{xy} = \frac{(n \cdot \sum XY) - (\sum X)(\sum Y)}{\sqrt{\{(n \cdot \sum X^2) - (\sum X)^2\} \{(n \cdot \sum Y^2) - (\sum Y)^2\}}}$$

As for the reliability of the test used Alpha-Cronbach formula, namely:

$$\Gamma_{xy} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Information

$$\begin{aligned} \Gamma_{xv} &= \text{Reliability} \\ \sum \sigma_b^2 &= \text{Variance items} \\ \sigma_t^2 &= \text{Total variance} \\ \sigma_t^2 &= \text{Sum} \end{aligned}$$

Data Collection Techniques

The technique used to obtain the data in this study was an enclosed questionnaire. The enclosed questionnaire is a questionnaire that has been provided answers according the statements are given.

RESULTS

This study has two dimensions, namely intrinsic and extrinsic. Questionnaire used consists of 24 items, about which represents the intrinsic dimension consists of 11 items, while representing the extrinsic dimension consists of 13 items.

From the overall results of the research, 93% students member of ASC Badminton FIK-UNJ are interested refereeing training badminton, and 7% students whose member of ASC Badminton of FIK-UNJ no interest arbitration badminton training. From all students who are interested in refereeing badminton showed 55% are interest of students by extrinsic factors and 45% based on intrinsic factors.

CONCLUSION

Based on the problems described, supported by the theoretical description and frame of mind as well as the results of the data analysis of the results of this research can be inferred from a sample of 59 studies, 93% of students interested in refereeing badminton and 7% are not interested in refereeing badminton. There are two factors that affect student whose member of ASC Badminton of FIK-UNJ to refereeing is intrinsic and extrinsic. The result is a 55% interest of students by extrinsic factors and 45% based on intrinsic factors.

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The Contribution of Exercising Motivation and Physical Activities of Students Physical Fitness at Junior High School of Sungai Penuh Subdistrict, Sungai Penuh City

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Abstract

Based on the observation had been done by researcher in the field shown that the students have low level of Physical Fitness at Junior High School in Sungai Penuh Subdistrict. The purpose of the study was to clarifying the high contribution of Exercising Motivation and Physical Activities of Students Physical Fitness at Junior High School of Sungai Penuh Subdistrict.

This research used correlation method as a research methodology. The populations of this research were 949 students, while the samples are 96 students that are taken by Stratified Proportional Random Sampling Technique. Questionnaire were used to collect the data of students' Exercising Motivation and Physical Activities, while the Indonesia Physical Fitness Test for age 13-15 years were used to collect the data of students' Physical Fitness.

The results of data analysis shown that; (1) The Exercising Motivation gives a significant contribution about 63.2% to the student's Physical Fitness. (2) The Physical Activities had a significant contribution about 25.9% of students' Physical Fitness. (3) Both the Exercising Motivation and Physical Activities had given a significant contribution about 80.6% to the student's Physical Fitness. Based on these results, it can be concluded that both student's Exercising Motivation and Physical Activities are important factors which give contribution due to the student's Physical Fitness. It is suggested to the Ministry Of Education, School Headmaster Junior High School, Physical Educaters and also student's Parents in at Sungai Penuh Subdistrict, Sungai Penuh City, to pay more attention for these two factors to improve the student's Physical Fitness.

Keywords: *Exercising Motivation, Physical Activities, Physical Fitness*

INTRODUCTION

Physical education, sport and health in Junior High School is one of the subjects that are required in order to achieve the national education goals. One of the goals of physical education, sport and health is to achieve the degree of physical fitness of students. Students who have good physical freshness will be able to carry out daily life without experiencing significant fatigue. Physical fitness of the students is also an indicator of the health of the student body's physiological function. This, is because physical fitness is a manifestation of the functional capability of the systems in the body that can realize an improved quality of life in any physical activity. On improving the quality of student life may be an increase in motor skills or academic achievement.

Physical fitness is a state that is very important to have every student to go through the routine of learning and other activities in life. The benefits of physical fitness is not only the mere physical aspect but the physical fitness of the students will benefit psychologically. This, according to the Greek term states est ut sit mens orandum in corpore sano there, which means it is expected that a healthy soul resides in a healthy body. In the Sport Development Index Report Indonesia (2006: 138) states that: "37.40% of Indonesian society physical fitness in the category Less. 43.90% physical health of the people of Indonesia in the category

Less than once, 13.5% fall into the category of Medium and 5.15% were included in both categories. From this report, it looks 81.3% of Indonesian society physical fitness is included in the category of Less. Thus, if they worked at an agency will not necessarily result in optimal performance.

Physical fitness is also required by the learner to be able to learn comfortably to produce the best performance. As the next generation of students to be healthy and fit. Although, the education system can produce students who are smart, if not accompanied by good health naturally, the student is not able to apply the knowledge gained in the school. So that the educational process will only produce those smart and intelligent but not healthy and fit.

EXERCISING MOTIVATION

Motivation comes from the word motive, before discussing the notion of motivation first discussed the notion of motives. Notoatmojo (2007: 218) states "motif derived from the word meaning movere encouragement from within human beings to act or behave." So is the statement of Uno (2009: 3) that "the motive is the power contained in the individual, which causes the individual to act or acts. Furthermore, Uno explains that motives can not be observed but can be interpreted in a certain behavior".

At a certain moment the motive will be activated which causes a person to do something for a particular purpose. In this regard, Gunarsa (1989: 91) states "The motive at any given moment becomes active, when the need was felt to achieve the goal. Motif or active locomotion this is called motivation". Uno (2009: 10) defines motivation is "associated with a willingness to practice, with good motivation then one can undergo training sessions with discipline and high morale. Someone who has a good motivation intrinsic motivation and extrinsic motivation would appear at the time of obeying the exercise".

Some understanding of motivation, according to experts at the top, it can be concluded motivation to practice is the whole impetus or driving force either from inside (intrinsic) and external (extrinsic) to select the type or method of training and direct training activities as well as maintain it for the purpose of the exercise reached serves as the driving motivation for humans to practice, ensure the continuity of the exercise, and give direction to the training activity workout goals achieved. Motivation acts as an amplifier and determine the persistence of exercise. This, according to the opinion of Uno (2009: 27), which states that the role of motivation that can be applied in practice, namely: "(a) Being a reinforcement in practice. (b) Clarify the purpose of practicing with the obvious. (c) Determine the control of the stimulus train. (d) Determine persistence in practice".

Physical Activity

The importance of physical activity as a learning tool in the demanding role of the physical education teachers who really understand the concept of child development as a whole. This is necessary so that physical activity is given by the teacher in accordance with the child's ability to digest physically and psychologically. Appropriate physical activity will give good impact on the

development of students' cognitive and affective. This, according to the opinion of Syahara (2009: 45) which states "indirect physical activity can improve students' cognitive abilities. motivation and self-concept are two media that indirectly connects the motion experience with academic achievement ". Activity is "the activity, activity or work, and is the physical body, the body" (Dictionary of Indonesian, (1991: 17). Thus, physical activity is an activity or activities that involve physical or physical. Physical activity or exercise that is conducted in an orderly and planned to provide benefits that are beneficial for the body. In contrast, physical activity was not planned, programmed and does not exceed the limits of the muscles can lead to muscle fatigue, it can even result in injury to the body.

According Lutan (2002: 7) physical activity are a variety of activities that involve body movement produced by skeletal muscles and activities that expend energy. Physical activity include various types of work, leisure pastimes, and daily routines. Such activities can increase physical fitness if done regularly and based on scientific principles. In order to provide the benefits of physical activity for students of students, it is necessary to also know the characteristics of the growth and development of students in junior high school age is the age range from 12 to 15 years. The characteristics of growth and development of children aged 12 to 15 years according to the Department of Education (1999: 11) as follows: (a) The period of transition from child to pradewasa, more adult women than men, but men have a good durability. (b) Growth of the body that are less regular, often leads to disturbed body balance. (c) more concerned with the success of the group rather than an individual and want to be recognized as a member of the group. (d) More enjoys games and games that have official rules and organized. (e) There is an interest in activities that can improve the ability and skill. (f) Glad to actively participate in recreational activities.

PHYSICAL FITNESS

Physical fitness is a very important level of health by all people, as well as a student. By having a good physical fitness, the students will be able to complete the daily routine activities, and are still able to fill leisure time with positive activities dikarena still have sufficient energy reserves. This, supported by the WHO (World Health Organization) in Giam (1993: 8) physical fitness is "the ability to perform daily work with a full-powered and alertness, without undue fatigue and with ample energy, so it can still enjoy leisured and cope with sudden circumstances ".

According Muthohir in Ismariyati (2006: 40) states that physical fitness is "condition which reflects a person's ability to perform productive tasks without experiencing significant fatigue".

Physical Quality Development Center (MONE, 2002: 1) states there are 10 components of physical fitness is "cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition, speed of movement, agility, balance, reaction speed and coordination".

METHOD

This type of research is classified as quantitative research using correlational research design approach. This study tried to reveal the relationship between variables based on the correlation coefficient.

The population in this study were all students in the class I and class II, son of Junior High School in District Full River. Since the third grade students during the National Final Examination.

Sampling technique in this study using proportional stratified random sampling technique. Sampling with this technique aims for each stratum in the population represented.

The data analysis technique used in this study is the technique of data analysis techniques used are simple and multiple correlation analysis. Hypothesis 1, 2, analyzed by correlation and simple regression, whereas hypothesis 3 was analyzed by correlation and multiple regression with manual calculations.

RESULTS AND DISCUSSION

Based on research data for Practicing Motivation scores, obtained the lowest score the highest score of 112 and 194. From the analysis of the data obtained an average price of 156.5, 30.96 standard deviation, median 169.78, 187.99 mode.

Based on research data for Physical Activity scores, obtained the lowest score and 48 the highest score 97. From the data obtained the average price of 75.16, a standard deviation of 10.62, median 79.03, 79.02 mode.

Based on research data for Physical Freshness scores, obtained the lowest score of 8, and the highest score of 23. From the data obtained the average price of 15.5, standard deviation 3.72, median 13.5, 74.87 mode.

Based on the results of hypothesis testing seen a significant and positive contribution of variables to the freshness of Physical Exercise Motivation. The acceptance of a working hypothesis which states there is a significant and positive contribution between Motivation Practicing Physical Freshness it can be stated Motivation Practicing contributed 63.2% to the Physical Freshness.

These results are in accordance with the opinion of Uno (2009: 27) regarding the role of motivation in practice, namely: (a) Being a reinforcement in practice. (b) Clarify the purpose of practicing with the obvious. (c) Determine the control of the stimulus train. (d) determine persistence in practice.

Someone who has a strong urge to exercise, whether caused by the impulse of the self as well as stimuli from outside the body will be able to execute exercises comfortably and discipline. Diligent and regular exercise will provide optimal results. In connection with the exercise in order to improve physical fitness, then someone who has a high motivation Practicing will conduct planning activities with regular exercise. Practicing has a high motivation alone is not enough for a person can improve physical fitness. However, the high Practicing Motivation is the trigger or the tools to do the exercise regularly in order to improve physical fitness. Planned exercise can be done regularly and will get the most, if a person has a high motivation Practice.

Regarding physical activity score based on research data obtained by an average of 75.16. Of hypothesis testing seen a significant and positive contribution of variables with Physical Activity Physical Freshness. The acceptance of a working

hypothesis which states there is a significant and positive contribution of the Physical Activity Physical Freshness. Thus it can be said that physical activity contributed 25.9% to the Physical freshness.

This is in accordance with the opinion Ismaryati (2006: 37) states that physical education is an educational process that seeks to form a lifelong habit of active life, and the important contribution of physical activity in physical education is to achieve the degree of physical fitness.

Furthermore, the hypothesis that there is a contribution of motivation to practice and physical activity together against the value of physical fitness received a contribution of 80%. Based on this, to increase physical fitness training motivation students need to be considered in addition to the active living habits student run indirectly students have been conducting physical fitness training. Thus, students must have a motivation, followed by regular physical activity will achieve a good level of physical fitness.

CONCLUSION

Based on the research findings and discussion of research results, it can be concluded is: 1) There Contributions Motivation Practice of Physical Freshness students. The amount contributed to the freshness of Physical Exercise Motivation of students that is equal to 63.2%. 2) There Contributions of Physical Activity on Physical Freshness students. The amount Contributions to Physical Activity Physical Freshness students that is equal to 25.9%. 3) There Contributions Motivation and Physical Activity Practicing together against Physical Freshness students, its contribution of 80.6%

Suggestion

Based on the above conclusions, it proposed some suggestions to: 1) Teacher Junior High School in District Full River, are expected to improve their performance in sports and physical education learning effective health in an effort to develop and improve the physical fitness of students in the school. 2) Parents, is expected to increase the motivation to practice and provide a means for students to child physical activity both at home and at school. 3) Students practice in order to increase motivation and physical activity, both in school and outside of school in order to improve physical fitness.4) Principal Junior High School in District Full River, is expected to boost the sports facilities and infrastructure in an effort to improve the physical fitness of students. And 5) Head Full River City department of education in order to provide optimal support in the learning process of Physical Education and Sports, in Junior High School in District Full River.

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Factors Supporting Performance Branch Rowing In Jambi

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Abstract

Jambi province is one of the provinces in Indonesia which has a very rich natural potential. Wealth is not only seen from the results of its natural resource, but also has a diversity of arts and cultural community living in the community. Most of the area was still a wilderness and swamp areas, including the district Tanjabbar good Tanjabbar and East Tanjabbar. Both regions have a unique life, unique and not shared by other regions in the province of Jambi. Activity or rowing tradition, has been inherited by every child in the region Tanjabbar. Since childhood, the children in this district Tanjabbar been taught how to paddle. This is possible because the nearby residential community with rivers and swamps that allow people to always interact with water. So it is not surprising that people in this area proficient, skilled and has a good ability in a rowing boat or canoe. Jambi routinely commemorate major holidays, the traditional boat races held. This activity has been entrenched in the community, as well as a promotional tool to introduce rowing. Jambi Province, known as the granary besides swimming and archery athletes, also known as a producer of national rower. Various achievements paddle, Jambi has been achieved by athletes in various championships

This research uses descriptive qualitative study with a phenomenological approach. The data in this study is the data relating to athletes, coaches, administrators and community leaders PPLP. Data athletes include personal data, training and implementation activities. Data relating to the implementation of coach training programs and efforts made to mengoptimalkan potential coaches athletes. Sources of data in this study are athletes, coaches, Board PPLP who are in training camp and community leaders in the province of Jambi. Data collection techniques used in this study include observation, interviews, and document study. Triangulation is done to obtain the validity of the data. The process of data analysis used an interactive model, which is done in the form of cycles, through the analysis of four components, namely data collection, data reduction, data and withdrawal copy of a conclusion or verification.

Based on the results of research and pembahsan it can be concluded that the "potential economic and social culture of a contributing factor in the paddle sports achievements in Jambi Province."

Keywords: Supporting Factors, Achievement, Branch Paddle Sports

INTRODUCTION

Achievement of peak performance in sports can only be achieved through a systematic process of coaching, planned, regular and continuous. Therefore, achieving peak performance needs to be translated into an overall concept in a tiered pattern formation. For the achievement of national sporting peak reached via a national sports coaching pattern refers to a pyramid system.

National sports coaching pyramid system in question covers issues, coaching achievements to achieve peak performance. Problems sport geared to develop talented athletes. The success of the concept of coaching a talented athlete to print the application relies heavily outstanding athlete in training administration system. Jambi province is one of the provinces in Indonesia which has a very rich natural potential. Wealth is not only seen from the results of its natural course, but also has a diversity of arts and cultural community living in the community. Most of the area was still a wilderness and swamp areas, including the district Tanjabbar

good Tanjabbar and East Tanjabbar. Both regions have a unique life, unique and not shared by other regions in the province of Jambi. All the activities of life, ranging from the search for the necessities of life to economic activity and communication can not be separated from the boat, the water and rowing activities, because the region is mostly a swamp. Besides Jambi province has considerable streams, such as the Batang Hari river and small rivers that empty Batang Hari river, including river Batang Merangin, Tungkal river, Batang Asai river, and the river Batang Tembesi. Generally, these rivers are navigable as far upstream long ago and have traditionally been used by people as a means of connecting.

Jambi position on paddle sports at national level better than other areas. Obviously this condition is something that is not surprising, mengingat natural conditions, environmental and Jambi masyarakat very supportive. Therefore, in this context should be related to the potential environmental, community and culture area in Jambi with coaching process carried out on paddle sports. Thus the above phenomenon is deemed necessary to do a more thorough study of the potential of nature, the environment, society and sports paddle that can be justified scientifically.

Sports can be a tool to achieve the glory of the nation. National sporting triumph ever inscribed Indonesia is the fourth Asian Games in Jakarta in 1962 was ranked second after Japan. But a few years back, sporting achievements Indonesia crash. Even at the level of Southeast Asia, Indonesia's performance is less encouraging. Sports achievement Indonesia is not increasing, but just the opposite is decaying. The decline reflected a national sporting achievements ranked Indonesia in SEA Games. The last time Indonesia became the overall champion of the SEA Games in Jakarta in 1997. In 2011 we returned to host the biggest sporting event in South East Asia and has regained the title of overall champion. Ahead of the National Sports Day (Haornas) this is the right moment for the revival of national sport.

Problem Formulation, Issues to be examined in this study is "what are the factors that support the achievement of the sport Rowing In Jambi Province?"

Research Objectives, Goals to be achieved through this research was to determine what are the factors that support the achievement of the sport Rowing In Jambi Province.

METHODS

This research was carried out by focusing on the factors that supported the achievement sport Rowing In Jambi Province. Phase of the study, including: preparation, observation, documentation, interviews, consultations.

The data in this study is the data relating to athletes, coaches, and community leaders. Data athletes include personal data, training and implementation activities. Data relating to the implementation of coach training programs and efforts made to mengoptimalkan potential coaches athletes. Sources of data in this study are athletes, coaches, community leaders in the province of Jambi.

Data collection techniques used in this study include observation, interviews, and document study. Triangulation is done through interviews, direct observation and indirect observation, indirect observation is meant in the form of observations of

behavior and some of the later events of the observations taken at the common thread that links between the two. Data collection techniques were used to complement the primary data and secondary gain, observation and interviews are used to capture primary data. Study the documentation used to capture secondary data that can be lifted from a variety of documentation about the culture and characteristics of the community movement in the province of Jambi.

The process of data analysis used an interactive model, which is done in the form of cycles, through the analysis of four components, namely data collection, data reduction, data and withdrawal copy of a conclusion or verification.

DISCUSSION

From the data on the development of the athlete's performance and Exercise Sports Center Student Education (PPLP) in Jambi Province from 2003 to 2011 showed the best performance occurs at Popnas in Riau Province in 2011, the province of Jambi even able to penetrate the top 10 (ten) with large rank 8 (eight) and is able to obtain 26 (twenty six) medals among which are: three (3) gold medals, 11 (eleven) silver medals, and 12 (twelve) bronze medal. While the worst achievement occurred in 2003 Popnas championship held in South Sulawesi is the achievement of the Jambi Province prestasi lowest during the championship Popnas with only earn 1 (one) silver medals and four (4) bronze.

Rowing accomplishments achieved by Jambi ranging from tahun 1989 to 2012 are presented in the following table:

Table 1. Branch Rowing Medals Province Jambi

No	PON YEAR	MEDAL		
		Gold	Silver	Bronze
1	1989	0	0	0
2	1992	0	0	0
3	1996	0	0	0
4	2000	1	0	1
5	2004	2	2	0
6	2008	2	2	3
7	2012	0	1	5

Jambi position on paddle sports at national level better than other areas. Obviously this condition is something that is not surprising, considering natural conditions, environmental and Jambi community very supportive. Therefore, in this context should be related to the potential environmental, community and culture area in Jambi with coaching process carried out on paddle sports. Thus the above phenomenon is deemed necessary to do a more thorough study of the potential of nature, the environment, society and sports paddle that can be justified scientifically. Based on the above description, a conclusion that can be drawn between community activities and sports Tanjabbar paddle, which should have a close relation rowing athlete needs can be met.

Some districts in the province of Jambi with huge potential for development rower Tanjabbar districts including East and Tanjabbar. The two districts have territorial

waters and swamps very wide, as well as with people whose almost livelihood depends largely on the nature as fish finders. Communication and relationships between people that the county is mostly done by relying on direct communication and rely on water transportation links between regions and between the islands dikabupaten. The activities carried out almost every day, either by children, adolescents, and adults, in an effort to make ends meet. Rowing habits conducted by the community as the primary means of transportation into a cultural movement which is a special characteristic of the people there. Habits that made this motion, which causes the people there have a good physical fitness, strong arm muscles are formed by habit paddling and excellent durability.

Rowing is a water sport that uses a paddle and boat equipment. To be a good rower and best excel, it is necessary to exercise regularly and coaching in constantly, so that the athlete has good physical ability, technical skills that support, penerapan coaching strategy or technique that varies mastery and control as well as mentally strong and tough encounter play in the game. One way to be taken in improving sports performance coaching rowing, that is by nurseries athlete or program age groups.

Department of Education has an important role in breeding efforts rower, because the Department is in charge of all public and private schools in which there are potential as a prospective student athletes. Breeding efforts can be made in the form of competition among students permasalahan and by age group. Similarly, board paddle sports ranging from local to central, may cooperate with related agencies in an effort to nursery and permasalahan rowing, hoping to obtain seeds of potential athletes.

Building a national sports coaching strategies require time and structuring systems in an integrated manner. The government in this case is the Ministry of Youth and Sports can not work alone without the synergy with other institutions associated with the development of national sports system. Sports achievement should begin structuring of sports in society issues that are expected to bring the seeds of potential athletes and athletes will be obtained at the beginning of school age. Therefore, the arrangement should be integrated and tiered so that the results achieved are highly optimized products.

To be able to move the sports coaching should be conducted with a variety of ways that may include or provide greater opportunities for the public to participate actively in sports activities, sustainable, and full awareness of the purpose of the actual sport. Sports coaching like this can only be established if there is a national sports management system is planned, integrated, and sustainable in the spirit kebersamaan from all walks of life. It is necessary for the preparation of athletes breeding program from an early age with sports is a priority.

Rowing is one of the flagship sports Jambi province, which is expected to lift the image of the area and contribute to the acquisition of medals in various championships. In order to realize these hopes, of course, takes coaching well-planned, systematic and continuous support eco-socio-cultural as well as the support base rowing.

District of Tanjabbar East is one of the districts in Jambi province, Indonesia. Its area is 5,445 km² with a population of 205 272 inhabitants (2010), or 10.86% of the area of Jambi Province. Its capital is the city of Muara Sabak. The county is divided into 11 districts which are subdivided into 60 villages. This district is a division of the District of Tanjabbar.

Based on the pattern of existing land use is a translation of socio-economic activity in the spatial. The development of land use development activities indicate that the population will result in a shift of land use component. Land use in East Tanjung Jabung currently dominated by rice fields and land for land for plantations of the total area of the district to the East Tanjabbar forest area in East Tanjung Jabung is 118,053.772 hectares or about 23.49%.

The development of roads in the District of Tanjabbar East continues to increase, the length of 855.35 km road in 2006 increased to 925.23 miles in 2010, the road to good condition in 2006 only amounted to 17.22% while the roads were in bad condition 41.44%, next to the road conditions were at 41.34%, in 2010 the road with good condition reached 48.9%, the conditions were 15% and 36.10% adverse conditions. Development of road infrastructure in the district most of the territory and the swampy lowlands require high cost, because it requires special construction and the landfill, oral dank stone imported from outside the region, all districts of the capital has been able to be reached by road, so Piula with most of the villages, though still requires improvement in certain sections.

Until now most of the people still depend drinking water needs / clean water from sources such as rainwater sustainable, the ratio of the public with drinking water in 2009 reached 5.24%: the ratio in 2010 was estimated at 10.43%. and community access to adequate sanitation has reached 25.65%, in order to achieve the target of providing drinking water in 2015 was 68.87% much needed assistance from the government and the provincial government. as well as to achieve the Millennium Development Goal's for 75.29%, are also necessary assistance from the Government and the Provincial Government, and the rest through their own individual efforts by utilizing shallow wells, irrigation channels, and use the water. The level of compliance with the clean water, each served by a direct connection and a common tap connection. Targeted for direct connections can serve as much as 80% and through public taps at 2%. As a source of raw materials taps will utilize groundwater sources in.

System development of electrical Tanjung Jabung East today still use diesel power generation system and the availability of very limited distribution network. For the long term development of the electricity conducted through a unified system "interconnection" which is part of the electrical interconnection of Sumatra Island, which operates 24 Hours in the District 8 (73%) and 43 Village / Village (46.2%).

Telecommunication network system services Tanjabbar East District consists of terrestrial networks, and satellite networks. Currently only 3 District Has Phone Static However Nearly 70% area covered East Tanjung Jabung Cell Phones. For terrestrial network developed on an ongoing basis to provide telecommunications services throughout the district. The satellite network system was developed to complement the District telecommunications network via satellite

communications. Telecommunications network was developed to improve the ease of inter-regional relations implied to achieve growth and equity efficiently and effectively.

In detail, the coastal community empowerment strategies through analysis of Strength, Weakness, Opportunity and Threat (SWOT). This SWOT analysis is a management technique internally by identifying the strengths and weaknesses and the external opportunities and threats. SWOT analysis is considered in conjunction with the strategic concepts in order to formulate a program of action to achieve the objectives of the activity in a way to maximize the strengths and opportunities, and minimize the weaknesses and threats, thereby reducing the risk and can improve the effectiveness and efficiency of sports coaching student achievement in Jambi province.

The population of East Tanjung Jabung based on the final results of the population census of 2010 reached 205 272 inhabitants. With a growth of 0.66% per annum for the period 2000-2010, as well as the density of 37.70 people / km², with an area of approximately 5,445 km², each occupied by a population of 39.26 km² in the year 2009 the highest number of residents in Muara Sabak east, because it is a port and trade center in the region before the formation of the East District Jabung headlands, while the lowest number of residents in the District Berbak much as 9,805 inhabitants. Low population growth in each year need to be maintained in the coming years. In general the population of women is less than the amount of the male population. with the details of the soul of men and women 99 913 105 359 souls, It can be seen from the figure that the sex ratio value is more than 100 in 2009, for every 100 women there were 102 residents of the male population. The nature of the receiving society openness strongly supports the development of regional development efforts. Livelihoods largely on secondary and tertiary sectors.

District of Tanjabbar East region has a good carrying capacity of the region for the development of various social and economic activities, except for the presence of peat around the east coast. Availability of raw water sources to meet the needs of the population and other activities are still inadequate. Topography East Tanjung Jabung relatively small, making it possible and facilitate the development of the activity of all these directions region. There are still many vacant land that can be used as a land reserve development of aquaculture activities.

The availability of some trace the road that can be developed into a new path with a function tertentu. Tersedianya some ports that can be transport infrastructure of goods and people. Potential development of the East District of Tanjabbar is expanding the marketing network to agricultural inputs, improve the quality of agricultural cultivation, farming and fisheries, should ensure the existence of the value-added agricultural products, including processing into semi-finished goods and finished goods ready to be consumed.

Tanjabbar district is one of the districts in Jambi province, Indonesia. The total area of 5009.82 km² with a population of 293 594 inhabitants in 2012 is Kualatungkal capital. The county is divided into 13 districts which are subdivided into 20 sub-districts and 114 villages. Formerly the East Tanjung Jabung district is formed District of Tanjabbar.

Districts which had its capital in Kuala Tungkal has a heterogeneous society. Banjarese, Minang, Malay, Javanese, Bugis and various ethnic mix in the district known by the nickname of the city with this. With agricultural and plantation are relatively abundant in the district continue to berkembang. Kelapa, palm, areca nut, and various fruits are the natural resources that are common in this area. Also the wealth of oil and gas that are currently managed by foreign companies is also a native of the wealth of this area.

Communities in the District of Tanjabbar have heterogeneous and pluralistic society has diverse cultures of the various ethnic areas, so this area has a cultural hallmark of the colorful and diverse as well.

Characteristics and topography of this area is made up of two regions namely the plain below 100 M or for Ilir and plateau region between 100-500 AD to Ulu region. With those characteristics and traits such grouping gives different cultures. Communities in the District of Tanjabbar have heterogeneous and pluralistic society has diverse cultures of the various ethnic areas, so this area has a cultural hallmark of the colorful and diverse as well.

For the next region Tungkal Ilir particular area, and Betara Pengabuan generally besifat heterogeneous society composed of ethnic Malays, Banjar, Bugis, and Java, as well as other ethnic minorities, including China and India. As for the area of the Ulu Ulu and Merlung Tungkal more homogeneous society because they have the same lineage (Malay) and language / dialg used quite a bit different from the Malay language which mostly affects this area. However, the diversity and cultural differences this would be a feature and increase the repertoire of cultural wealth and capital for this area. With the difference that they are biased coexist and become a force that was already there have since the first bond. They are accustomed to live together and side by side, shoulder to shoulder menolong help each other live in this area and to promote them.

With this diversity of course the people in this area have a diversity of cultural activities can be divided into elements smaller, as termed by Ralph Linton with the Cultural Complex Trait was broken down into elements smaller. Although the use and implementation of different ways, but the source and customs in this same area. Thus, in this heterogeneous society which still has the same complex trait-like in a marriage consists of the activities proposed / apply, ngantar Tando, ngantar belanjo, and bring the delivery of goods followed by the inauguration. In general, traditional wedding procession is commonly done together and the community.

For a traditional wedding procession in the area ilir, implemented through event or preceded by the proposed / apply, ngantar Tando, then inter belanjo followed by the inauguration of the wedding. While culture was often carried out by the East Malay tribes before the inauguration ceremony of marriage (a week earlier) was beating the gong kelintang, but now no longer heard.

District of Tanjabbar pluralist culture there are also cultural uniqueness as muloan forest / open forest with a runaway system / mutual cooperation in Tungkal Ulu. By the time they start clearing of slash as a distraction while playing kazoos unwind. Besides, there is still a kind of game that is made of shell called sigih, this game was made during the grazing season and play najak or laying-kites that

were conducted during the season nugal. While the art is typical of this area, especially coming from Ulu Tungkal and Merlung the calm art consisting of artistic tools in the form of large-sized tambourine.

Beredah art is usually done in the time of the circumcision ceremony, shave or marriage where poems came from barzanzi song. Arts of the Malay community in the form of henna and Zapin dance and martial arts. Performing martial arts is often done at the time welcomed the arrival of the groom or welcome important guests. In the face of certain periods usually parents always held an event for her salvation like before the birth of the child in the seventh month or so-called nujuh always held salvation. Similarly, after the child is born and aged 40 days also held that salvation kekah / shaving continued with the name. Usually for boys deducted 2 goats and goats girls 1 further accompanied with barzanzi and maulid.

In the family, the attention and the differences between men and women had begun, in which the girls in the care of parents always give more attention because of their weakness so that parents always mengkahawtirkan daughters when away from home. In girls play space is limited to households and girls usually just play in the yard and tend to follow the activities of his mother, while boys mostly play outdoors with other children. Factors traditional and religious values are also many limiting interaction and socialization between men and women in this area and the above description characterizes the lives of many boys and girls in this area. Because of power as the head of the family of a man has more important decisions than women in the family. In the majority of women more respect for the man, for example at mealtime usually the man always comes first. But along with the progress and the demands of the times, increasing women's rights began to align with the male. Even in this area there are women sitting in Parliament representing his people, to lead an agency and even become leaders in the village. However, women's rights and freedom meeka course there are rules that restrict them naturally. Even their rights of freedom is also limited by the norms and values of custom or religion, and customs and religious factors seem to still view women's freedom is necessary in addition to their physical limits. Actually consciously equality between men with jobs and responsibilities of women in the family is clear. Equality leads to more complementary partnership to help each other find solutions for problems.

Tanjabbar districts, both districts Tanjabbar East and west portion of the area is the territorial waters of the livelihoods of the region's population are mostly fishermen. For individuals who have a higher education such as a college education, it is possible to work in offices and government and private agencies are now much sought after by college graduates. But for some people, the educated, the opportunity for employment in the government / private sector bona fide certainly less so for some children who are not able to pursue higher education due to economic reasons usually opt to participate helping parents become fishermen.

They chose the job because of the work as fishermen felt that higher education does not require a diploma or high, no need to create a job application letter, fishermen and workers generally only require a strong force and courage themselves very large at the time was in the middle of the ocean to mendapatkan

fish catches. The characteristics of the study subjects livelihood mostly as civil servants well as department heads, teachers, coaches, officials village / district. While other subjects are as student / high school or high school graduates who become athletes in PPLP Jambi province.

Several potential observed in this study is the potential economic, social, and cultural support paddle sport coaching in the district Tanjabbar Jambi. Economic potential available in the district Tanjabbar in rowing activities are territorial waters. It is known that the District of Tanjabbar East and West lot is surrounded by rivers, lakes, and ultimately into the sea. In accordance with the conditions of an area that has hundreds of rivers, the presence of small wharves both managed by the community or local government will be critical pulse of the economy.

Economic potential of communities in the district is very supportive Tanjabbar rowing activities. Because most people have eyes pencaharan as fishermen who are familiar with the paddle as a child, then the activity or sport Rowing oars have a daily activities so that the public strongly supports the economic potential masyarakat rowing activities.

Planning coaching rowing appropriate work program specified Unit Work Tools (SKPD) Department of Education, Culture, and Sports for the district while rowing athletes entrusted to a body of coaching (PPLP) Jambi province because of limited facilities and infrastructure in the area (district) . A work program within an organization has been arranged in a systematic course covering aspects of management including planning.

CONCLUSION

Based on the results of research and discussion it can be concluded that the "potential economic and social culture was instrumental in the effort to paddle sports coaching in Tanjabbar district in Jambi Province and has been well utilized by the community, athletes, coaches, and the government in this case the Department of Tourism Culture Youth and Sports ".

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Aerobic Exercise Program on Patients of Diabetes Mellitus

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Abstract

Diabetes mellitus is a chronic disease characterized by high blood sugar levels and metabolic disorders in general, if which is not controlled properly will cause various complications of both acute and chronic. Lead to an increased prevalence of diabetes mellitus associated with increased obesity and increasing physical activity. Management of diabetes mellitus aims to improve the quality of patients' life by means of education, therapy, nutrition, medical and pharmacological interventions. Exercise can lower blood glucose levels, besides that, it also helps to keep blood cholesterol levels remained normal. Exercise helps weight management in diabetics' mellitus that 90% of sufferer of diabetes mellitus type 2 generally gains overweight. Until now, there is nonstandard guideline regarding exercise intensity in exercise program which is suitable for people with diabetes mellitus. The problem is "How heavy exercise intensity should be done by people with type 2 diabetes mellitus in managing the disease". It is expected to underlie policy making in the field of health sports, including efforts to popularize the sport and to exercise your community. This is good to improve quality of human resources and quality of life and life expectancy, as currently degenerative diseases begin to shift infectious diseases.

Keywords: *Aerobic Exercise, Diabetes Mellitus*

INTRODUCTION

A person's health problem is mainly influenced by lifestyle, diet, work environment factors, exercise and stress. Lifestyle changes lead to an increased prevalence of degenerative diseases such as coronary heart disease, diabetes mellitus, obesity and high blood pressure. Diabetes mellitus (DM) is a chronic disease characterized by high blood sugar levels and metabolic disorders in general, if it is not controlled properly will lead to various complications, both acute and chronic.

Results of the WHO survey, patients with DM in Indonesia ranks 4th in the world and, according to the International Diabetes Federation (IDF) Indonesia is declared rank 3rd largest. In 2003, Indonesia still ranks to 5 under the United States, but in 2005 Indonesia became the third rank, even shifting Russian rank 3. It is estimated that in 2030 the number of people with diabetes in Indonesia has increased to approximately 21.3 million (Perkeni, 2012).

Control of blood glucose in diabetic patient is very important. Good diabetes control means keeping blood glucose levels within the normal range as well as people with no DM, so to avoid a state of hyperglycemia or hypoglycemia. Handling DM can be grouped into four pillars, namely education, meal planning, physical exercise and pharmacological interventions.

According Sumosardjono (1993), the need for insulin is reduced to 40% for doing sport exercises. With the muscle activity, the transport of glucose into muscle cells increases, so there is an exercise called the "Invisible insulin" or stealth insulin. Exercise has the effect of raising the permeability of the membrane, thereby decreasing insulin requirements. In the long term, exercise can lower blood glucose levels; in addition to that, it also helps to keep blood cholesterol

levels remained normal. Exercise also helps weight management in patients with diabetes mellitus in general 90% of people with diabetes mellitus noninsulin-dependent diabetes mellitus (NIDDM) has more weight.

Sports activities, in addition to benefit people with diabetes, also have risks. Some of the risks encountered are among others; hypoglycemia or hyperglycemia during and after exercising hard. Although doctors recommend that people with diabetes have to exercise, but it is not known exactly how the intensity of exercise should be done. According Sumosardjono (1993), less exercise is not so beneficial for people with diabetes, while if it is done over dose will cause complaints. The dose of exercise includes the components of the intensity, duration and frequency. For the purposes of health and fitness, exercise is recommended with a minimum duration of 30 minutes and a minimum frequency of three times a week, while the intensity depends on the complaints.

DISCUSSION

Patients with Diabetes Mellitus

According to Perkeni (2012), changes in lifestyle and urbanization seem to be an important cause of diabetes. Based on the data (Balitbangkes Depkes RI 2008) in 2007, it showed that the prevalence of diabetes for over 15 years of age who live in urban areas by 5.7%. National prevalence of diabetes of 1.1% with the highest prevalence in West Kalimantan (11.1%) and the lowest in Papua (1.7%) and West Sumatra province is one of the 17 provinces which have prevalence rates above the national prevalence is equal 4.1%. According Hilmawati (2013), as the supervisor of outpatient treatment plants M. Jamil Hospital in Padang said Dr M. Jamil if there are more than 100 diabetic patients who undergo outpatient at Dr M. Jamil. Regular visits are usually conducted every Tuesday and Saturday. Regular visits and exercises every week at M. Jamil Hospital held section in subpart endocrine disease.

Increased prevalence of diabetes type 2 according to (Powers, 2010) in addition to the factors of obesity, decreased physical activity, is as a result of industrialization which also plays a role. Likewise, according to (Ziesenitz, et al., 2012) lack of physical activity is one of the risk factors that indirectly affect the development of diabetes mellitus type 2. In the management of type 2 diabetes according to (Perkeni, 2012) generally aims to improve the quality of life of diabetes and in its management include four pillars: education, medical nutrition therapy, physical exercise, and pharmacologic interventions.

According to Sharkey (2003) diabetes that is not dependent on insulin NIDDM resists insulin, and due to obesity, lack of physical activity is part of the problem. Insulin-fighting cells cannot receive glucose, so glucose levels rise and the body secretes more insulin, which tends to raise blood pressure. Obesity and high blood lipid levels were seen pushing resistance to insulin, whereas sports activity improves insulin sensitivity and glucose to the muscle movements that work. Organized activities are a potent NIDDM treatment, and for patients, it eliminates the need for insulin replacement. According to (Colberg, et al., 2010), physical

exercise plays a major role in the prevention and control of diabetes type 2 and accompanying complications.

Practice on Aerobic Exercise

Sports or physical exercise is an integral part of efforts to improve health status and fitness. A person with low physical activity (*sedentary*) has a higher risk of various health problems. Physical exercise plays a role in sports other than promoted and preventive efforts, it is also important in the therapy and rehabilitation programs of various kinds of health problems. In practice, the exercise program has rules that must be observed that the purpose of the sport can be optimally achieved with minimal side effects injury.

Physical exercise can make a difference in all functions of the body system. The changes that occurred during the lasting exercise are called *Response*, whereas changes that occur due to regular practice and programmed in accordance with the principles of exercise are called *Adaptation*. The occurrence of physiological changes due to physical exercise, with regard to energy use by muscle, forms and methods as well as the principles of exercise performed (Brooks and Fahey, 1985).

Physical exercise program / exercise aims to increase physical endurance (fitness) and improve health by lowering the risk factors for health problems. In order to achieve these objectives, the exercise program should be done with intensity, duration (time), frequency, type and exact progression (Sharkey, 2003). Ideally, exercise training program is designed specifically and individually by taking into account a variety of things such as physical capacity, health status, and age and exercise goals. For example: exercise program for people with low physical capacity should begin with the intensity, duration and frequency is low (Mazzeo, 2001).

In practice, a training program is not a program that is rigid. Every time it is necessary to adjust, considering physiological response to training varies with each other or even varies from time to time. In principle, the primary goal in conducting the training program is to help a person to increase their physical activity level gradually. The programming of physical exercise not solely be based on the knowledge (science) but it must also be seen as an art, which combines various aspects that can produce the most accurate program (Andersen, 1999).

Aerobic exercise

The process of aerobic energy metabolism is the metabolic process that requires the presence of oxygen (O₂) so that the process can be run perfectly to produce ATP. At the time of exercise, the body's energy reserves, which are stored carbohydrates (glucose, muscle and liver glycogen) and fat deposits in the form of triglycerides, may contribute to the rate of aerobic energy production in the body. But depending on the intensity of exercise, the energy savings can provide different amount of contribution. To regenerate ATP, three energy savings will be used by the body, they are stored carbohydrates (glucose, glycogen), fats and proteins. Among these three, carbohydrates and fat deposits are the main source of energy during exercise.

In the long-standing practice, whether the intensity is at or near sub-maximal, sufficient oxygen is demanded during exercise. It means for resintesa ATP system is the aerobic system, and the main fuel is fat in addition to carbohydrates. Except at the beginning of the exercise when the body is not able to meet the need of oxygen, the anaerobic glycolysis system is also a bit of a role. Aerobic energy metabolism can provide energy to the body for a long period of time. Sports activities such as walking, medium and long-distance running, cycling is a sport that tends to be done with low intensity, while the long-time dominant will use aerobic metabolism to generate energy.

Training Program

According to Sharkey (2003) in the determination of an exercise program, a few things that should be set include exercise intensity, duration (time) of exercise, frequency of exercise, type of exercise and proper exercise progressions.

Intensity of Exercise

The intensity of the exercise is to show how heavy or severity of exercise performed. The intensity of exercise specifically assigned to each individual according to the physical capacity of its implementation requires constant supervision so that the intensity of the exercises actually achieves the programmed intensity. The intensity of the workout can be expressed in absolute units (e.g. watts) and expressed in relative form (e.g. to the maximum heart rate, METs, VO₂ max and RPE/*Rating of Perceived Exertion*) (Jette, 1999).

The intensity of exercise among others can be determined based on the frequency of the heart rate. If it is not affected by extreme environmental conditions, and the psychological state of the disease, there is a relatively linear relationship between heart rate during exercise with exercise intensity. The method which is commonly used is to use the number of resting heart rate plus a percentage of the difference between maximum heart rate with a pulse frequency of breaks. Maximum heart rate is obtained from the formula **220-age**. For example: Male age 35 years, with a resting pulse rate 68 beats per minute, with a target of 80% VO₂ max exercise, the maximum heart rate = 220-35 = 185 while the target pulse = 68 + 0.8 (185-68) = 162 times per minute. (Feigenbaum, 1999).

According Sumosardjono (1993), to determine the exercise intensity based on the pulse must be adapted to the purpose of the exercise, such as: (1) the intensity of exercise to increase endurance should be 70% - 85% of maximum heart rate (DNM). DNM is the maximum heart rate which is calculated by: DNM = 220 - Age. (2) To burn fat with a lighter intensity is 60-70% DNM Example: People with the age of 40 years will have DNM = 220-40 = 180. To burn fat a person must exercise the pulse reaches: 60% x 180 = 108 s / d 70% x 180 = 126.

Duration of exercise

The duration of time is needed to improve the functional capacity of the body. The duration time which is performed is inversely proportional to the intensity of the exercise. Exercise with high intensity and short duration of exercise raises the body's response to the same exercise with low intensity and long duration.

Exercise for 5 to 10 minutes with an intensity of 90% of the body can improve the functional capacity of the cardiovascular work. Nevertheless, workout with high intensity and short duration are not applicable to most people, so it is advisable to carry out the exercise program with moderate intensity and longer duration (Kraemer, 2004). The program is recommended because it has a low risk of injury and potential for total output resulted in a high calorie.

For people who are familiar with low activity, the recommended duration is 20 to 30 minutes with intensity (40 to 60% of functional capacity). Adjustment of the duration and intensity of exercise based on the individual's physiological response to exercise, health status and purpose of the exercise (e.g., weight loss). In general, the duration of the early phase of the exercise, a person began his best, plus slowly, can be gradually increased from 20 minutes to 45 minutes (Syarkey, 2003).

Frequency of exercise

Exercise frequency indicates how many times per week exercise was conducted. The frequency of exercise depends on the duration and intensity of exercise. The frequency of exercises that can be done up to five times a week depends on the type of exercise, physical state and the purpose of the exercise (Kraemer et al, 2004). According to Bowers (1992), exercise three times a week is able to develop endurance, strength and flexibility, to improve aerobic endurance enough 15-60 minutes continuously, and 6-8 weeks of training had a significant effect.

Phase of Exercise

Each training session consists of three phases: (1) warm up for 5 to 10 minutes, (2) core exercises for 15 to 60 minutes, and (3) relaxation for 5-10 minutes. Judging from physiology, heating is physical activity which is done physiologically to increase body's temperature or muscles due to a gradual increase in metabolism (Sharkey, 2003). Heating is designed to increase the metabolic rate by 1 METs that were gradually increased until the target level on core exercises (Steady State). Core exercises can be done in continuous and discontinuous that includes aerobic activity and it involves large muscles and increases heart rate. Cooling exercise includes exercises that help in lowering the body's adaptation to exercise capacity until the exercise is stopped. This exercise is good for restoring circulation of the body slowly. Blood flow which is initially mainly distributed in the muscles is gradually diverted anyway so that it is evenly throughout the body (Kraemer et al., 2004).

Suryanto's research (2009) suggested, through regular diabetes Gymnastics can be used as a diabetes treatment program especially type II diabetes, and should follow the instructions that have been defined, namely (1) training program, (2) The portion of the exercise, and (3) Exercise feet. In addition to following the instructions, people still follow other instructions for the success in following the DM exercises. Research Utomo (2011) suggested that factors related to the successful management of type 2 diabetes is knowledge, regularity of exercise, diet and medication adherence. Factors that influence the successful management of type 2 diabetes is exercise regularity.

According to Sheri (2010), exercise plays a major role in the prevention and control of insulin resistance, pre-diabetes, diabetes type 2, and diabetes-related health complications. Aerobic exercise training and weight training can improve insulin's action, which can help with the management of blood glucose levels, lipids, blood pressure, and risk of cardiovascular disease, mortality, and quality of life. Exercise should be done regularly and it should be controlled in order to obtain optimum benefit to alleviate the effects of DM complaint.

According to (Twigg, et al., 2007; Manaf, 2010; Pour & Dagogo-Jack, 2011), the state of pre-diabetes, is a picture of someone who is with the state of *Impaired Glucose Tolerance (IGT)* or *Impaired Fasting state Glucose (IFG)*. IGT was defined when the plasma glucose level >140 mg/dL (7.8 mmol / L) but <200 mg/dL (11.1 mmol/L) and IFG was defined if the fasting plasma glucose concentration ≥ 100 mg/dL (5.6 mmol/L) but less than 126 mg/dL (7.8 mmol/L) and studies have shown people with pre-diabetes in the past 10 years will develop into type 2 diabetes and increase the risk of cardiovascular disease and macrovascular, also increase risk of death rate.

CONCLUSION

Doing aerobic exercise in a form of movements, the intensity of the movements, duration movements, frequency of exercise in accordance with the principles of a more appropriate exercise would provide benefit for people with diabetes mellitus, so that the decline in fasting blood glucose levels and two hours after eating, decreased levels of cholesterol and triglycerides, and a decrease in HbA1c according to the standard treatment of diabetes. In addition, it is necessary to design a program for the intake of the nutritional needs for people with diabetes which is nutritious, balanced and varied.

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Survey Implementation Evaluation Of Physical Education

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Abstract

This research is aimed to know the evaluation implementation of physical education in Junior high school and MTs of Mantup subdistrict 2013/2014. Using non experimental design technique, the data interpretation using questionnaire, observation, and documentation. The population of this research was all of physical teacher in Junior high school and MTs of Mantup Subdistrict 2013/2014 amounts 10 people. Instrument in the form of questionnaires and observation sheets have high levels of validity 0.962 and reliability 0.756. Analysis of experimental data using a percentage formula then the results in consultation with the percentage norm tables.

The research result showed in teacher evaluation implementation in Junior high school and MTs in Mantup Subdistrict 2013/2014. Designed evaluation before implemented evaluation of 84,6% included "good" category, give the aspects that was evaluated of 83,8% included "good" category, implanted the progress of result evaluation of 85,6% included "good" category. The research result showed through direct observation and documentation implementation evaluations, designed evaluation before implemented evaluation of 80,9% included "good" category, give the aspects that was evaluated of 54,6% included "low" category, implanted the progress of result evaluation of 38,8% included "very low" category.

The conclusion of this research is physical education in Junior high school and MTs of Mantup generally included "good" basis of knowledge, application directly to the category of "very low" but the application evaluation implementation to the category of "very low" or haven't implemented the evaluation well and haven't agree with evaluation escort of physical education that had been set by National Education Standards.

Key words: *Evaluation, Physical Education*

INTRODUCTION

Under the provisions of the Law of the Republic of Indonesia No. 20 of 2003 on National Education System in Section I of Article 1, paragraph (2) in which is discussed on National Education. National Education is education that is based on Pancasila and the Constitution of the Republic of Indonesia in 1945 were rooted in religious values, the Indonesian culture and responsive to the demands of the changing times. Physical education is the most important part of the overall educational attainment of the goal that the pattern of use of physical activity. The purpose physical education include goals to be achieved in terms of cognitive, affective, and psychomotor. Cognitive aspects that can be interpreted as covering intellectual functions such as understanding, knowledge and ability to think. Affective can be interpreted as aspects related to feelings, moral and emotional (ability to receive, respond to and belief). Psychomotor can be interpreted as aspects related to motor skills such as gestures, speech and behavior (Wahjoedi, 2000: 40). One of the learning process is an evaluation of learning activities to assess the success of the learning process. In the evaluation of learning in particular subjects physical education not out of several stages, namely: design evaluation, give the aspects that was evaluated and progress of result evaluation. The purpose of teaching the subjects were subjected to evaluation physical education established through the Government Regulation (PP) No. 19 of 2005,

Article 64, paragraph (6), it is stated that the assessment of learning outcomes physical education group of subjects is done through observation of the behavior and attitudes to assess motor development and affective student and replicates, or the assignment to measure the cognitive aspects of students. Meanwhile, according to the National Education Standards Agency (BSNP), on the Subject Group Assessment Guide for Physical education (2007: 2) are is design evaluation, give the aspects that was evaluated and progress of result evaluation. Winarno (2004: 9) the value given is based on data obtained from the measurements in accordance with the conditions of the student. So can be seen that, the evaluation physical education is very complex. This is often makes a teacher difficulties in doing so are not oriented to the evaluation of the target of evaluation can be said "gives the value don't match". Based on the reasons mentioned above in this study will learn about the "Survey of the Implementation Evaluation of Physical Education.

METHOD

This research approach is a quantitative description, which describes a particular phenomenon. By using questionnaires, observation and documentation as well as the use of non-experimental design. According Maksum (2008: 16), descriptive research is to describe the research conducted symptom, phenomenon, condition or event. While quantitative research according Arikunto (2002: 10), as the name suggests is a much required to use numbers from data collection, interpretation of the data. The population in this study were the teacher SMP and MTs District of Mantup (N=10). Instrument data collection using questionnaires and observation sheets were tested for validity and reliability. Quantitative data and the already known percentage calculations then interpreted in a descriptive sentence according Arikunto (2008) as shown in the following table:

Table 1. The Norm interpretation Answers Respondents

Category	Percentage
Good	76 % – 100 %
Fire	56 % – 75 %
Low	40 % – 55 %
Very Low	< 40 %

Analysis using the percentage formula as:

$$P = \frac{n}{N} \times 100 \%$$

Description:

P: Percentage

n: frequency or the number of cases

N: The total number or the number of times an individual (Maksum, 2009:9).

Results

Frequency Response Evaluation Design.

The results of respondents' answers to the evaluation design can be seen in the table:

Table 2. Evaluation Design

Variables	Indicator	Percentage	Category
Evaluation Design	a. Preparation grating	91,2%	Good
	b. Preparation of Instrument Evaluation	77,9%	Good
	Total	84,6%	Good

Evaluation of the design table in junior high school and MTs as Mantup subdistrict in 2013/2014 which includes the preparation of the lattice evaluation and compilation of evaluation instruments can be seen that 91.2% of the category in BothPreparation grating lattice evaluation and 77.9% good category in preparing the evaluation instrument. From the above data concluded that the design evaluation of physical education teacher can be categorized good as 84.6% is designing an evaluation in accordance with the regulations set by the government.

The Frequency Response of Aspects That Was Evaluated

The results of respondents' answers to the presentation of the evaluation results can be seen in the following table:

Table 3. Aspects That Was Evaluated

Variables	Indicator	Percentage	Category
Give the Aspects That Was Evaluated	1. Cognitive aspects	93,8%	Good
	2. Affective aspects	73,9%	Fair
	3. Psychomotor aspects	82,5%	Good
	4. Processing Evaluation	85%	Good
	5. Total	83,8%	Good

From the table presenting the results of the evaluation at junior high school and MTs as Mantup subdistrict in 2013/2014 that includes cognitive, affective, psychomotor and processing results of the evaluation can be seen that 93.8% in the good category when evaluating the realm Cognitive 73, 9% in the category Fair evaluating the affective domain, 82.5% in the good category when evaluating psychomotor domains, and 85% in the good category when processing results of the evaluation. From the above data concluded that the presentation of the results of the teacher evaluation can be categorized Well since 83.8% is

presenting the results of the evaluation in accordance with the regulations set by the government.

The Progress of Result Evaluation Frequency Response

The results of respondents' answers to the progress of result evaluation can be seen in the following table:

Table 4. Progress of Result Evaluation

Variables	Indicator	Percentage	Category
Progress of Result Evaluation	Remedial	88,7%	Good
	Diagnosis of Learning Difficulties students	82,5 %	Good
	Total	85,6%	Good

From the table progress of result evaluation at junior high school and MTs as Mantup subdistrict in 2013/2014 which include remedial teaching and diagnosing students' learning difficulties can be seen that 88.7% of the category good in teaching remedial actions and 82.5% in the good category while diagnose students' learning difficulties. From the above data concluded that the progress of result evaluation physical education teachers can be categorized good as 85.6% have done a progress of result evaluation in accordance with the regulations set by the government.

While below contains the results of observations of teachers in junior high school and MTs as Mantup subdistrict in 2013/2014 in implementation conducting an evaluation of physical education.

Frequency Observations Design Evaluation.

Observations of the respondents in the evaluation planning can be seen in the table:

Table 5. Design Evaluation

Variables	Indicator	Percentage	Category
Evaluation Design	Preparation grating	85%	Good
	Preparation of Instrument Evaluation	76,6%	Good
	Total	80,9%	Good

Evaluation of the planning table in in junior high school and MTs as Mantup subdistrict in 2013/2014 which includes the preparation of the lattice evaluation and preparation of evaluation instruments can be seen that 85% in the good category in preparation lattice evaluation and 76.6% in category both in preparing the evaluation instrument. From the above data concluded that the design evaluation of physical education of teacher can be categorized Good in 80.9% is designing an evaluation in accordance with the regulations set by the government

Frequency Observations of Aspects That Was Evaluated.

The results of observations of the respondents to the presentation of the evaluation results can be seen in table:

Table 6. Aspects That Was Evaluated

Variables	Indicator	Percentage	Caregory
Give the Aspects That Was Evaluated	a. Cognitive aspects	70%	Fire
	b. Affective aspects	46,4%	Low
	c. Psychomotor aspects	63,8%	Fire
	d. Processing Evaluation	38,3%	Very low
	Total	54,6%	Low

From the table presenting the results of the evaluation at junior high school and MTs as Mantup subdistrict in 2013/2014 that includes cognitive, affective, psychomotor and processing results of the evaluation can it can be seen that 70% of the category fire when evaluating cognitive aspects, 46.4% in category Less Well currently evaluating the affective domain, 63.8% in category Just when evaluating psychomotor domains, and 38.3% in the category very low when processing results evaluation. From the above data concluded that the presentation of the results of the evaluation conducted penjasorkes teachers can be categorized as 54.6% low. Not to present the results of the evaluation in accordance with the regulations set by the government.

The Progress of Result Evaluation Frequency Response

The results of respondents' answers to the progress of result evaluation can be seen in the following table:

Table 7. Progress of Result Evaluation

Variables	Indicator	Percentage	Category
Progress of Result Evaluation	Remedial	42,5%	Low
	Diagnosis of Learning Difficulties students	35 %	Very low
	Total	38,8%	Very low

From the table progress of result evaluation at junior high school and MTs as Mantup subdistrict in 2013/2014 which include remedial teaching and diagnosing students' learning difficulties can be seen that 42,5% of the category low in teaching remedial actions and 35% in the very lowcategory while diagnose students' learning difficulties. From the above data concluded that the progress of result evaluation physical education teachers can be categorized very low as 38,8% have notpresent the results ofthe evaluationin accordancewith theregulations setby the government.

DISCUSSION

Design Evaluation

Based on the analysis of a questionnaire completed by the respondent, the results showed that for each aspect of the design include the evaluation, preparation and evaluation lattice formulation of evaluation instruments can already be said to be good for 84.6% of teachers penjasorkes has designed an evaluation in accordance with government regulations. While the analysis of the results of observations on the design of the evaluation showed that 80.9% of teacherspenjasorkes has designed an evaluation in accordance with government regulations. This shows that between filling questionnaires and observations in the field evaluation there is a match, so the design of the evaluation can be categorized as "good", because the teacher has designed an evaluation penjasorkes before carrying out the evaluation in accordance with the rules set by the government.

The data also reinforced by documents such as a syllabus and lesson plans obtained from each school. So that in almost all aspects of the design of teacher evaluation has not yet prepared grating evaluation and evaluation instruments in accordance with the guidelines.

Presentation of Results of Evaluation

Based on the analysis of a questionnaire completed by the respondent, the results showed that for each aspect of the presentation of the results of the evaluation include, cognitive, affective aspects, psychomotor aspects, and process evaluation results can already be said to be good for 83.8% of teachers in evaluating all physical education aspect is in conformity with the objectives and process evaluation results based competencies are in accordance with the rules set by the government. While the analysis of the results of observations on the presentation of the results of the evaluation showed that the teachers in presenting the results of the evaluation of only 54.6% in accordance with the rules set by the government. This shows that between filling questionnaires and observations in the field evaluation no conformity, thus presenting the results of the evaluation can be categorized not good, because most of the teachers do not present the results of the evaluation in accordance with the objectives and unprocessed physical education based competence in accordance with the rules set by the government.

From the observation is for all aspects of the teacher to evaluate psychomotor but only on the basis of ability in accordance with SK and KD., While for general proficiency psychomotor (physical fitness test, coordination, agility, and balance) is never done. Later on cognitive and affective aspects of almost all of the teachers are not doing it because they think the value of the affective and psychomotor aspects just as the value of supporting Likewise for the processing results of the evaluation based on documents provided by the teacher the processing of the data is not based on competence or just one aspect that is processed. So for the presentation of the results indicators in the evaluation of teachers have not been able to perform optimally in accordance with the rules set by the government.

The Progress of Result Evaluation Frequency Response

Based on the analysis of a questionnaire completed by the respondent, the results showed that for each aspect of the progress evaluation included, giving remedial and diagnose students' learning difficulties can be said to be good for 85.6% of teachers in providing remedial to students who have not reached setandar competence and diagnose learning difficulties are in accordance with the rules set by the government. While the analysis of the results of observations on the progress evaluation can be said to very low because only 38.8 %% teachers in providing remedial student and diagnose students' learning difficulties. This shows that between filling questionnaires and observations in the field of learning evaluation no conformity, thus categorized as "very low" in providing progress evaluations to students who have not reached the expected standard of competence.

While the observations and statements of turns remedial teacher for students with learning difficulties have never done and the students who have not reached the standard of competence is considered to have reached, the reason they are lazy to do the diagnosis of learning disabilities siswa. Jadi on the implementation of the progress evaluation can not be done procedural by the teacher, so it can be said to progress the implementation of the evaluation is not in accordance with the rules set by the government.

CONCLUSION

The conclusion of this research is physical education in Junior high school and MTs of Mantup generally included "good" basis of knowledge, application directly to the category of "not good" but the application evaluation implementation to the category of "not good" or haven't implemented the evaluation well and haven't agree with evaluation escort of physical education that had been set by National Education Standards.

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Enhancement and Equitable Education Accessibility

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Abstract

This article titled enhancement and equitable access to education in Indonesia. The method used is qualitative description with reference to the opinions of experts. Indonesia is a country that continues to strive to increase and equitable access to education through several ways including free basic education, and distance education. It is a constitutional mandate as well as of basic human rights of citizens that shall be met by the state. Equitable education accessibility in Indonesia from years to years has shown improvement although it's still considered as low or has not been maximally implemented since there a lot of area in Indonesia where education is still below standard especially in rural areas.

Some constraints in improving and equity of education in Indonesia as a social inequality and geographical factors. This means that efforts to increase educational access and equity is not only related to the establishment of schools building, but also deals with issues of health and public welfare.

Finally, the authors concluded that Equal education access in Indonesia from years has shown improvement although it's still considered as low or has not been maximally implemented since there a lot of area in Indonesia where education is still below standard especially in rural areas, but government commitment is fairly strong. The author recommends increasing the free education program, including promoting distance learning program because geographical constraints but need synergies with relevant ministries in this case the Ministry of Information and Communication may provide support so that education can be accessed equally even to remote places.

Keywords: *enhancement, equitable, education, accessibility.*

INTRODUCTION

Reaching those who have not been reached in terms of actualizing the jargon “education for all” has been the urgent reason to improve and equalize education accessibility in terms of improving equal opportunity to gain education access to create bright society.

To educate the nation is one of the country’s aim stated in the preamble of the UUD 1945. The country’s aim expressed in the UUD 1945 preamble is to protect the whole nation and the entire homeland, educating the nation, improve general welfare and to participate in world’s peace based on independence, everlasting peace and social justice. The articles of UUD 1945 mandates the importance of education for all citizens as expressed in article 28 paragraph (1) which is each individuals has the right to develop itself by fulfilling its basic needs, rights to get education and benefit from science and technology, art and culture to improve their quality of live for human welfare, and article 31 paragraph (1) which mandates that each citizen has the right to gain education. The founding fathers believe that improving the education level is the key to reach the country’s goal, not only to educate the nation, but to create general welfare, and to implement world peace. This is reasonable since education has an important and strategic role in nation development and provides significant contribution to economic development and social transformation overall. Education will create educated

people in a nation creating a developed nation, independent, prosperous and free of poverty and squalor.

In line with it, the Law No. 20 Year 2003 on the National Education System Article 5 Paragraph (1) states that “every citizen has equal right to gain qualified education”. The right for education should be seen as society participation in education as a new education development basic concept. In a further context, rights for education is included as one of the main human rights are rights for economy, social and art (*EKOSOB*). From all the rights stated in *EKOSOB*, education is the basic right as the basis to fulfill *EKOSOB* rights. In this case the country has the obligation to meet the compliance of society’s education right. Indicator of fulfillment to education’s rights are: (a) Availability of adequate institution, institution building and school facility and educational program for everyone, (b) Accessibility, each individuals has access to institutions, institutions and programs should be economically accessible, (c) Acceptability which means format, education substance such as curriculum, teaching method should be adjusted with student’s condition and culture, (d) Adaptability, education should be flexible or adjustable with society changes.

Education is one of the most important fundamentals in improving human quality, even education performance which is a combination of Gross Enrollment Rate (*GER*) of elementary to higher education level and literacy value is used as variable in calculating the Human Development Index along with health and economic variable. Due to it, the national education development which is a national development priority agenda, must guarantee education equal opportunity, quality improvement and relevant and efficient education management to face challenges as a consequences of local, national and global changes. Education development priority should consider international agreement such as Education for all; Convention on the right of child, Millennium Development Gals (MDGs) and World Summit on Sustainable Development which obviously stress the importance of education as one of the tools to eradicate poverty enhance justice and gender equality, understanding cultural values and multiculturalism and improving social justice.

The government has implement several education development policy program stated in the medium term development plan (*MTDP*) phase I year 2005-2009, RPJM phase II year 2009-2014 and long term development plan (*LTDP*) 2005-2025 which is further expressed in the Strategic Plan of National Education Department which consist of 3 main fundamentals: (1) seek equality and widening education access; (2) improving quality, relevance and competence of school graduates; (3) improving management, accountability and public image of education management.

Based on evaluation result on education fundamental development and education service access, quantitatively there has been a gap in service and junior high school access inequality between city and village. The gap in widening and education equality aspect is differences (with the implications caused) which happen with regards to education development. Gaps in the widening and equalization access aspect was known by the average APS achievement for group of age 13-15 which in cities reached 89.3 percent while for villages achieved 75.6

percent. Limits to education access in remote villages may be caused by several factors such as specific geographical area, economy accessibility, spatial accessibility and regional infrastructure. The main factors which may cause regional gaps are geography, history, politics, government policy, administration, social culture and economy.

Generally, society in the village, especially in remote village, access to education is still in a low rate. The National Development Planning Board 2008 data concludes that the limitation is caused by unequal education service access, limited infrastructure, roads and transportation facilities which are not available yet. The same case can be seen from the number of elementary education service facilities in villages which have not been equally provided, especially junior high level service facilities, such as limited road and transportation facilities especially in villages and islands causing difficulties for kids in that area to access education.

Education access equalization

The problem in education access equalization is a problem concerned by developing countries which is in line with the vision of education for all. Education access equalization includes two big aspects which are equality and equity. Equality means all citizens have the right to have the same opportunity to gain education access. The equality concept should mean “active participation” and “equality without discrimination” which means not only it is enough for students to have school but they have to really be involved in an education system. While equity means fairness in gaining equal education opportunity between various groups in a society. Miron K, Bhowmik & Kerry J. Kennedy thinks that in equity context, everyone has to have the same flexibility in considering and choosing based on their ability and talent not based on discrimination. Therefore, education equality makes it possible for male and female from all individuals disregarding social background, economy, residential, ethnicity and sexes has the same opportunity in developing skills needed to be a productive and useful citizen. Access to equal education means all school age citizens have gained education opportunity while access to education will be fair if all groups have the same education benefit. Coleman in the book titled “Equality of Educational opportunity” states conceptual the concept of equality which is active and passive equality. Active equality means equality in giving registered student opportunities to reach maximum studying result while passive equality means equality which stresses on equality to register to school. In such understanding, education equality has a wide definition not only limited to equal education opportunity but also all students must be equally treated to gain education and develop its potential to optimally actualize it. Therefore, the education equality dimension includes such things as equality of access, equality of survival, equality of output and equality of outcome.

Afterwards, the four dimensions of equality are directed to all society in the archipelago to benefit all society. To create the dream, besides illiterate people, those who need education services to anticipate global competition are poor people scattered in remote places. To solve geographical problems of an archipelago where direct or conventional education is impossible, an approach to utilize

potential and new technology should be done. Therefore, an important priority agenda is to improve education equalization especially for the poor which totals to 38.4 million which accounts for 17.6 percent of total population. For this population of people, poverty is the main obstacle to gain education access. Besides those issues, issues on regions outside of Java which are still behind need to get attention to prevent social jealousy.

Majority of poor society in Indonesia lives in remote places. Practically they are lack of everything such as: facility, transportation and communication besides low technology literacy. If education is to reach those unlucky ones-if improving the quality of life of more individuals is our goal by providing a more qualified education; more effective and faster-a proportional condition should be created by mobilizing local and national sources.

Musembi Nungu in journal titled *Universalizing Access to Primary Education in Kenya* explained that Kenya is one of the African countries which have made prominent improvements in developing general elementary education. The main thing done was to provide free education hence creating a fair education serving all population without discrimination. But another problem came in where the class room became packed, lack of teacher and basic facility. While equality problem in regards to gender, geography, ethnic and social economy background were also abundant.

As happened in Kenya, free education policy has been done in several regions as one of the efforts to enhance education access but gaps are still found within the Indonesian geography such as between city and village, western and eastern part of Indonesia and level of income and gender.

Formal education equalization

Elementary and preschool, in the formal education category, to this date, improving access and equality is still a main problem especially for preschool and elementary level. This level of education has not reached the entire archipelago, from Sabang to Merauke and from Talaud to Rote Island in terms of physics or learning quality.

Book availability is an important factor in conducting qualified learning activity but books are not adequately available especially in elementary. Therefore students in elementary school especially in remote places often find obstacles in accessing book either by purchasing or borrowing from school. The presence of school permitting their subject teachers to sell expensive books is a problem also. Selling expensive books causes burden to the less lucky society and making them inaccessible to gain information in the book.

Middle education equalization, the presence of excel school has been a trend in cities nowadays especially starting middle school level. But in the implementation it turns out that these schools were addressed to the rich, elite and group with money which aims to keep their existence as an upper class group and due to the school's high fee thus inaccessible to society in general. Numerous label have been around lately such as plus school, excel school, nature school, integrated school, experiment (laboratorial) school, full day school and other label labeled to

school which are associated with “excel” along with image of expensive, qualified and executive school.

Higher education equalization, the problem in higher education equalization involves opportunity equalization to gain higher education for group of age 19-24 years. The fact that higher education fee is high thus only children coming from economically able family has the opportunity to gain higher education making society participation in this level of education quite low. Beside the factor mentioned, high quality higher education in Indonesia is undistributed evenly since several prominent universities are concentrated in Java Island hence society in outer of Java has to leave their hometown to continue higher education.

Under those condition, parents from out of Java has to expense more to be able to go to go the university or institute.

This symptom bothers the principle of equality and improving education access mandate in the UU of National Education System. The principle is highly important since it provides opportunity to all society groups without exception, to obtain good education service.

Non formal education equalization

The presence of non-formal education in the Indonesian education reality provides its own color especially in its position as a transition from school to working environment. In this sector problems were also found regarding access equalization since not all the society has the same opportunity in accessing and even in some level of society were unable to access due to fee and location issues.

Equalization for children with special needs, Education access equalization is not a problem faced by normal children but also children with special needs which has not been able to fully gain education service properly and evenly, especially in the elementary level. Children within this group are children having physical, emotional, mental and social abnormalities and/or have intelligence potential and special talents.

Due to education is part of basic rights for all Indonesian people therefore education service has to reach those children with special needs. According to Centre For ADD/ADHD Advocacy Canada in Equitable Access to Education for All Canadians states that these group of children should be constantly and precisely identified thus can be placed in the right school according to its ability making sure that they will not be left behind compared to other children.⁷ Even in Hong Kong children coming from minority ethnic are provided with special protection to gain equal access to education system.

Factors causing low education access equalization

Some actor causing low education access equalization: (a) Social level differences Poor family always becomes a victim by not being able to compete with rich family in accessing education. With this condition there is a high gap between family from the lowest level and middle upper class family. In this case there is a need for government’s attention to open society access to education thus creating equalization in the west and east of Indonesia. (b) Indonesian geographical condition, The Indonesian area as a big archipelago with society scattered in

thousands of island which makes it one of the obstacles to create education access equalization. This condition also pushes education development gap in between regions especially the eastern and western region, physically and non-physically. Ideally, education development in the remote area should not be behind to other region to create educated Indonesian as mandate by the constitution. Aside from that, that area of the Republic of Indonesia has equal rights as their fellow country part.

Maybe in context to break deadlock in equalization due to geographical issues, to solve gap and inequality in education, Mohammad Nuh (2010) states that open and remote education system maybe an answer or alternative. The system has been proven to solve obstacles in many countries including Indonesia to equalize access to education especially higher education. Open and remote education system also widens education access and providing educational choices according to students need and desire. “*Universitas Terbuka* “(UT) or Open University is not the last alternative but a choice for society according to its participant’s condition and needs. UT is accessible and can reach participants anywhere in any conditions” as stated by Mohammad Nuh.

Unequal school distribution

Educational institutions are partially still oriented in cities, while the willingness to build education institutions in the rural area and even in remote places is low. This causes a lot of schools centered in Western part of Indonesia, while requirement for the presence of school as an education forum in the Eastern part of Indonesia is still hoped for.

Indonesian education condition

Unequal distribution and the mess of our education are so far is due to the education which was not professionally managed. There has been an inconsistent policy knock down such as *CBSA* curriculum implementation, Competence based Curriculum (KBK) and *KTSP* curriculum. The *SMA* changes to *SMU* then back to *SMA* before its implementation is evaluated. If it is deeper evaluated, it is found that there are quite a lot of teacher teaching subjects irrelevant to its background. This condition influences studying process quality and results. A teacher having background in social studies would definitely be able to optimally teach science and vice versa

After the disaster there is a lot of *SD/MI* and *SMP/MTs* slightly and heavily damaged, these condition are still seen and has not been able to be treated well and fast. On the other hand, on the same time, some schools are not equipped with equipment and facilities to support education quality such as library and laboratory especially schools in the remote area and borders such as Talaud Island or the border area in Kalimantan and Papua.

Table 1. Amount of School, Village, and Kelurahan and Sub district in Talaud Islands Regency of North Sulawesi, Indonesia

No	Level	Amount
1	Preschool	84
2	Elementary school	114
3	Junior High School	30
4	Senior High School	9

No	Level	Amount
1	Village	142
2	Kelurahan	11
3	Sub district	19

In a certain area the school distribution may have been accessible by nearly the whole part of society but the supporting facilities might be inadequate as exemplified by Talaud Islands Regency. The distance between islands which are far and bounded by sea while the only transportation mean are boats and ships? Due to it, the connectivity really depends on weather and sea condition and at the end affects the continuity of information and willingness of teacher to be stationed to that remote area. In supporting facilities and infrastructure procurement such as computer and internet access as a form of technology and communication utilization in education sector which is still limited due to limited telecommunication network. This fact shows that limited education access still occurs in the Indonesian Archipelago, especially in remote area and low availability of teacher in the Eastern part.⁹ Limited book availability is also another important factor in qualified learning process in remote areas.

Education development priority¹⁰

In the Medium Term Development Plan of year 2010-2015, education is one of the priorities in national development program. This shows high government commitment to education development. Education development is directed to reach economic growth supported by harmony between educated human resources availability and ability to create field work or entrepreneurship and ability to answer challenges to labor demand.

In detail, goal of education development which among them is marked by improvement in Indonesian people education level trough : (a) Significant increase in percentage of people able to finish nine years of basic compulsory education, (b) Significant increase in citizen participating in mid- level education, (c) Significant increase in citizen participating in higher education, (d) Increase in proportion of children served by early childhood education, (e) Increase in education fairness and equality in between group of communities including between developed and less developed region, cities and rural areas, rich and the poor citizen and females and male.

Education development program

Generally, education development program consist of education development policy and actualized trough each level of education: elementary, middle and higher education.

Education development policy, Education development policy actually covers equalization and widening education access, improving quality and education relevance and strengthening good governance

The education development policy is directed to reach, To seek widening and equal opportunity to gain high quality education for the whole people of Indonesia toward the creation of high quality Indonesian people by significantly increasing the education budget;

- Improve academic ability and professionalism and improve teacher welfare guarantee thus teacher are able to function optimally especially in improving education in character and manner in order to return the influence of education institution;
- Renew education system includes renewing curriculum by curriculum diversification to serve the diverse student, composing a nationally and locally applied curriculum with local interest and diversification on education type professionally;
- Empower education institution, in or out of school as a center to culture values, attitude and ability and to increase family and society participation supported by adequate infrastructure and facilities;
- Conduct renewal and strengthening the national education system based on decentralization principal, knowledge autonomy and management;
- Increase quality of education institution run by community or government to strengthen effective and efficient education system in facing the development in science, technology and art;
- Develop human resource quality as early as possible, directionally, integrated and comprehensively trough several proactive and active efforts done by all the nation's component thus younger generation can develop optimally based on their potential;
- Improve mastery, development and utilization science and technology including own nations technology in entrepreneurship especially small, medium enterprise and coop to improve competitiveness of local based resources.

Elementary and preschool program

One of the elementary and preschool education development programs is to conduct equalization in the scope of preschool education trough improving society participation in providing qualified day care service, play group and kindergarten and providing easiness, assistance and reward by government.

Main activities in effort in equalization of elementary education distribution are:

- Improve education infrastructure and facilities in Elementary School and *MI* and develop and improve facilities and infrastructure in Junior High School and *MTs* including sport facilities thus having adequate facilities;
- Provide subsidies to private school so private school are able to conduct qualified learning process and provide education service accessible to wide society without any discrimination;

- Conduct alternative education service especially for the unlucky society (poor society, nomadic, isolated, alienated, minority, in conflict areas and street children) such as integrated Elementary School -MI, tutorial system and remote classes;
- Conduct revitalization and regrouping schools especially elementary school to create school efficiency and effectiveness;
- Provide scholarship to merit students especially coming from poor family.

Middle education program

Main activities in effort to conduct equalization of middle level education distribution are:

- 1) Build school with adequate facility including sport facility in city or village, adjusted to local need, regional potential, school mapping, geographical condition and also considering the presence of private school;
- 2) Implement alternative education service especially for the unlucky society such as poor society, nomadic, isolated, alienated, minority, conflict area, street children and children with special needs.
- 3) Award scholarship to merit students especially coming from poor family; and
- 4) Provide subsidies to private school which are prioritize in areas with low economic power, in forms such as self-return and other forms of assistance.

Higher education program

One of the higher education programs is to improve equal opportunity to gain higher education especially for merit student coming from poor family.

Main activities to widen opportunities to gain higher education for society are:

- 1) Increase capacity, especially in fields supporting economic growth, science and technology mastery and improving quality of life;
- 2) Push improvement of private sector role through private higher education;
- 3) Increase scholarship for students coming from poor family;
- 4) Geographically distribute higher education capacity to support regional development and providing opportunities for low income society group including conflict area society group, by developing higher education as a center of development in the corresponding area and development of excel program in the higher education location.

Role of the country

The government is to fill each citizen's basic rights in gaining education to increase Indonesian quality of life as mandate by UUD 1945 which mandates the government to be responsible in educating the country and create general welfare. The citizen's right to gain decent education by education equality and access to proper education institution as part of basic rights in economy, social culture which represent human as a creature which is able to create and need certain devices to survive for its sustainability, thus the fulfillment of those rights is the country's active obligation. With regards to previously mentioned, referring to Vierdag category, education right is categorized as positive right since to actualize the right, country active participation is needed thus this education right

formula in the context of human rights uses the term “the right to”.¹² The 1993 Vienna declaration stresses the responsibility of the country to protect and establish *EKOSOB* rights. State officials, executive or legislative, is required to actively participate in protecting and fulfilling *EKOSOB* rights since they effectively have authority to allocate national budget.

Law of the Republic of Indonesia no 20 Year 2003 concerning national education system stresses on country’s obligation in guaranteeing fulfillment of society’s right to education as regulated in article 11 paragraph (1) “government and regional government are obliged to provide service and easiness and guarantee high quality education implementation for all citizen without discrimination”. In this case the government is responsible to improve and provide larger, qualified and equal access to education for society according to their interest and talent disregarding their social status, race, religion, gender and geographical condition since all has the same right to gain qualified and decent education for the sake of Indonesian people.

The country guarantees and funds education world by preparing public policy responsive to society needs which doesn’t prefer market benefit. The country is needed since the authority possessed can guarantee equal education access.¹³ To this date, the government of Indonesia continues effort to create educated society through education equalization and access but still has some obstacles. The obstacles such as society social level, geographical problems and unequal school distribution. Through certain steps done, in recent years, such as free school policy has proven government’s strong commitment to open wider society access to education especially for the poor. The *Kartu Jakarta Pintar (Smart Jakarta Card)* applied in the DKI Jakarta region is one of the evidence of regional government’s participation in answering low education access problems since society has no fund for education. In the national level, the declaration of *Kartu Indonesia Pintar, Kartu Indonesia sehat (Healthy Indonesian Card)* dedicated to the entire Indonesian citizen who needs it is also a country’s respond to anticipate society real problem in education sector so that the society without any exception has equal access to education.

SOLUTION

Facing the problem faced in efforts to improve and equalization of education access, and alternative solution which can be done are : (a) Education access equalization should be in harmony with program to improve equality and access to health and society welfare, (b) Education access equalization should be a synergized program between involved government institution such as between elementary education ministry, higher education and research ministry, information and communication ministry and other involving ministries, (c) Education access equalization should be a synergized program between government and private especially regarding license problem and others, (d) Improving free school policy nationally especially in elementary education level, (e) Increasing open and remote education based on information technology, (f) Improving education toward children needing special attention in terms of social status, physical and mental, (g) Government should compose an education region

zone which maps and identifies society condition in terms of social, economy and culture in order to implement precise education system.

CONCLUSION

Equitable education access in Indonesia from years has shown improvement although it's still considered as low or has not been maximally implemented since there a lot of area in Indonesia where education is still below standard especially in rural areas. The phenomenon of establishing labeled school in cities has limited the access to education only for certain people in the middle upper economy class. The government has taken steps in education development in order to equalize education access such as in some regions has been implementing free education which still needs some improvement and enhanced by synergizing government and private sector.

There are still some obstacles in education access equalization in Indonesia such as wide social level gap between high and low society economy level and geographical location problems making it difficult to create equal school distribution.

Society's right to gain education is categorized as basic human rights which is also the country's obligation to fulfill it as mandate by the Indonesian constitution (UUD 1945) which states society has the right to develop through fulfillment of their basic need, has the right to gain education and benefit from science and technology, art and culture for the sake of improving their life quality and welfare. The education equalization problem is not only associated with establishing school building but with improving society welfare which is an interrelated united program. In this context, the presence of the country with its power becomes very important to play a big role to create education access improvement and equality. *Kartu Indonesia Pintar* which provides society access to education institution, *Kartu Indonesia Sehat (Healthy Indonesia's Card)* which provides access to health and *Kartu Keluarga Sejahtera (Welfare Family Card)* are one of the forms in the government's role to fill society's right in education sector.

RECOMMENDATION

Free school policy for elementary education has been implemented in some regions and it seems needs to be improved and if necessary to be made as a national policy.

Policy for establishing school for children with special needs seems to need improvement along with intense identification for children in the category so they can get precise treatment especially regarding learning system and pattern.

Government needs to compose certain zone with a certain system for establishing education institution starting from kindergarten, elementary, junior high, high school and higher education and even in non-formal education.

To create education access equalization government needs to synergize government institutions with private sector especially education foundations.

To create education access equalization, open and remote education system may be an affordable low cost alternative. To optimize open and remote education pattern, an online learning method is needed but it needs information and

technology infrastructure. In this case the Ministry of Information may provide support so that education can be accessed equally even to remote places.

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Evaluation Program Guidance On Tennis Center In West Sumatera And Riau

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Abstract

This study aimed to evaluate the program of tennis coaching centers in the province of West Sumatera and Riau, because it is an effort to obtain accurate information regarding the implementation and achievement of the program of tennis coaching centers that have been implemented. This study used a phenomenological qualitative approach using CIPP evaluation model, because this approach is in accordance with the purpose of research, namely description social events.

The instruments used were the researchers themselves, but when the focus of research has been increasingly clear then instruments in the form of observations, interviews and documentation. The process of data analysis is done by organizing data into units depicted specified, synthesize, organize into a pattern, choose the things that are important and make a conclusion. by using the technique or model of Miles and Huberman, namely data reduction, the data display and conclusion drawing / verification.

Results found: 1) aspects of context, namely: That the policy foundation and understanding of the stakeholders of the program area tennis coaching centers which have been established in a decentralized manner by the PP Pelti to Mingle Pelti West Sumatra and Riau already quite strong, integrated and relevant to local needs. This condition is strongly supported by the geographical and socio-economic factors of society. 2) aspects of the input, namely: Plans and programs such as field facility, boarding, training facilities, education and health services, as well as games and consumer nutrition needed for coaching center for tennis program areas of West Sumatra and Riau are available with either. 3) aspects of the process, namely: the implementation of the program of tennis coaching center area includes three aspects, namely the preparation, the training aspect and the aspect of control are already well underway. 4) aspects of the product, the central program of tennis coaching West Sumatra and Riau have been able to improve the quality of the players, including increased ratings (PNP), but not with increasing independence of players.

Keyword: Program Evaluation Center, CIPP Model.

INTRODUCTION

Effective sports coaching requires a fairly long time, this is in accordance with the Law of Sport Article 21, paragraph 3 states that the promotion and development of sport is carried out through the introduction stage of exercise, monitoring, pamanduan, as well as talent development and performance improvement. Along with it according to Bompa (2009), to obtain optimal results in sports coaching takes three stages, namely multilateral development stages, stages of specialization and advanced stage (advance).

Multilateral stages is a stage where children are introduced to a variety of basic movements, such as running, jumping, pulling, twisting, climbs and play. At this time the child has not been introduced technique of movement ideal, but given the form of movement is fundamental in order to develop the parts of the body in accordance with its function. While in the second stage, children are able to focus on a particular technique in accordance with the movement of exercise branch, so

it looks talents and interests objectively. The purpose of this stage is more exposed to the process according to the branch of the sport to get a more perfect results or other terms in the legislation referred to the development of athletic talent. From this side of the emerging third stage is the stage of attainment of peak performance, where the child is showing the real player, that achievement is the most that a person automatically without experiencing difficulty. This is where the optimal level of ability of a person.

For that in the development and coaching sports, especially sports achievements and the development process is required in a planned development, tiered and sustainable (Kemenegpora, 2005). One of the pathways to promote the sport can be done through the achievements of sports coaching centers. Therefore the Board Pelti Center (PP Pelti) need to declare sports coaching centers, namely through the sport of tennis coaching center area.

The program is a regional center for coaching tennis coaching in a container carried by Pelti to run tennis training systematically, gradually and continuously to the player who has the talent and potential (PP.Pelti, 2007). The program centers has long been planned by the PP Pelti, but only started in Deliberation Nasional Pelti 24-26 November 2007 in Edinburgh. One result of the recommendation of the Council is necessary to hold a program of tennis coaching center for the region in order to accommodate the talented players and achievement. That is a program of tennis coaching center area that has been agreed at the National Conference Pelti is a mandate that needs to be applied in areas throughout Indonesia, to coaching tennis achievements can be realized with a good area. During this coaching tennis area in Indonesia is perceived less unnoticed, especially outside Java. That's necessary coaching planned and that is through a program of tennis coaching center for the region, which is expected to boost the national tennis accomplishments, as he had done in countries developed, such as China, America, Germany and Sweden.

West Sumatera and Riau in Indonesia are the two areas that have a high enough desire to establish a program of tennis coaching center for the region. The results of observation that has been done 15 to 20 January 2009, envisaged that the West Sumatra and Riau have had sufficient potential and requirements, both in human resources and of natural resources. This is consistent with the assertion Kemenegpora Janurari 30th, 2011 (<http://www.rrcirebon.info/component/article/36-sport/981>), that in order to improve the achievement of the sport that is currently up and down is not easy like the back of his hand. For the related components: players, coaches and other agencies should work together and cooperate well

In addition, a program of tennis coaching centers has never been done in the area of West Sumatera and Riau, So it is expected the existence of this program, can provide hope in creating tennis players that are reliable. This is consistent with the expectations of people in West Sumatera and Riau through Mingle Chairman Pelti that the existence of a center program in this area will have a great impact on the development in the area pertennisan (interview with the Chairman of Mingle Pelti opening time tennis coaching center area February 23, 2009). For the program of tennis coaching centers need to be prepared and implemented as well as possible.

For the PP Pelti welcomed the preparation of a program that has been the center of West Sumatera and Riau done this, so on February 23, 2009, officially opened the tennis coaching program centers in Padang, West Sumatera, followed by New Week -Riau April 05, 2009. For support these activities, PP Pelti has prepared a national coach to be sent to the area of West Sumatera and Riau. His job is to help provide guidance to players and coaches who are at the center of the program. This task is carried out for 2 weeks with local coaches, so hopefully in a way and this collaboration can encourage and motivate the players and coaches to always practice with a better way, in order to obtain optimal achievement.

But after three years of the program of tennis coaching centers in West Sumatera and Riau, have not shown significant progress, especially in quantity. There has been no change in the number of players from the very beginning (a tiered system and regeneration has not run). This means that players who are underachieving are preserved, while the players are talented and have the potential can not be touched in this program. In terms of the concept of coaching centers program conducted in phases and continuous, starting from the age of 12 years, 14 years, 16 years, 18 years to the senior level (Tangkudung, 2006). Along with the coaching system tends to decline. Player no longer exercise every day, but three times a week. This is no longer compatible with the original concept, which is every day with morning and afternoon schedules except Sunday. Likewise for the national coach, who usually come to the area for two weeks has not been seen again. In addition, many players join other clubs, such as Riau join PPLP while training with the club the player joins West Sumatera workout with tennis club Semen Padang. This condition indicates that the program has been poorly organized center again. Many games that are not in the follow, but there are players who have not completed the game, especially for national competition, so this is very detrimental to the condition of the existence of the program. In quality to 2012 West Sumatera has only two players who can achieve national rankings 10. While the new Lists have rated the top 20 players. Judging from the data Pelti 2011 rankings, player of West Sumatera and Riau still ranks the 50's. This means that players of West Sumatera and Riau through tennis coaching centers program areas still showed best performance compared to players outside the program centers. This is consistent with that presented by the Chairman of the PP Pelti at a national meeting in 2011 in Jakarta, that the program of tennis coaching center for the area not reflect optimal results, so if left without thorough evaluation and alteration of the parties involved, the program will be lost by itself at the same costs that have been issued will be in vain.

From the above authors are interested in doing research on the evaluation of the program conducted tennis coaching centers in West Sumatera and Riau, with a view to obtain accurate information regarding the implementation and achievement of the program carried out in tennis coaching centers in the two regions, so that this information will be used as input for program improvement next sertra. This study uses the CIPP evaluation model that Context, Input, Process and Produc (Wirawan, 2011). Because the CIPP evaluation model is particularly relevant to the research object, and can perform program evaluations tennis coaching center for the region. In addition it is expected to obtain the most

accurate and useful in formulating strategic concepts in developing human resources that exist in tennis coaching centers program areas of West Sumatera and Riau.

METHODS

The approach used in this study was a qualitative phenomenological approach. Method CIPP evaluation model (Context, Input, Product and Process). The design of evaluation programs used are as follows:

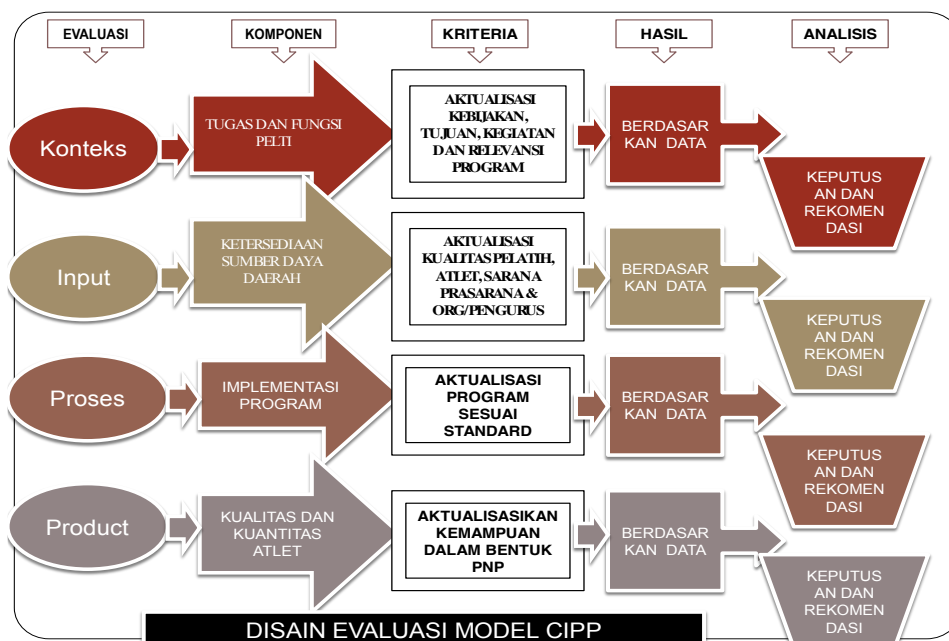


Figure 1. CIPP Evaluation Model Design

In this study, the researcher is the research instrument itself. The reason is that everything does not have a definite shape, that is the problem, the focus of the research, the research procedure, the hypothesis is used, even the expected results, that it can not be determined exactly and clearly before. In the case of uncertain and unclear, there is no other option and only the researchers themselves as the only tool that can achieve it. However, when the focus of research has become clear, it will be developed research instruments via observasi, interviews and documentation, which is expected to complete the data as well as a means of comparison.

Data analysis in this research is the process of systematically searching for and compiling data obtained from interviews, observations, field notes and documentation, so it can be understood and the findings can be informed. Data analysis was performed by organizing the data, defined in the units specified, synthesize, organize into a pattern, choose which ones are important and will be studied as well as making inferences.

RESULTS

1. Policy center programs that have been delivered by the results of the National Conference of 2007. It has been giving a positive reaction in every area, especially for the regions of West Sumatera and Riau. This condition is possible, because of the desire in each area to improve performance through the center. The center of the program is considered to evoke the spirit and motivation of the tennis community, especially professionally managed and assisted by PP Pelti through national coach has been prepared.
2. Insplit, all program plan has been arranged in the form of manuals and work plans of each trainer. All of these plans is based on observations, experience and knowledge of coaches, especially with regard to the needs of local youth players. Several national and regional coaches have provided input, in order to plan the program can be realized well.
3. The number of coaches who were directly involved and active in each region are as much as two coaches of West Sumatera, Riau as many as four coaches, all coaches already have a certificate level 1, meaning that it meets the requirements given by the PP Pelti. But to get the national experience, it takes the support and cooperation of the national coach to be able to provide measures of effective and efficient in promoting regional pertenisian.
4. Players who have been through the selection of regions in each of Mingle, sent to the national level or to Jakarta to perform initial tests for 3 days. This test consists of testing techniques, physical, mental and medical tests. From the test results obtained on each player, that player has been determined in each of these areas are not eligible to join the program of tennis coaching center for the region.
5. From the presentation and direct observation to each region agreed needs related to infrastructure programs centers. Infrastructure is prepared in such a way by Mingle respectively, so that the implementation of the centers can be run according to plan.
6. The training program is structured in such a way by the national coaching team headed by Alfred Raturandang. He was a head coach who has been appointed by the chairman of the local field coaching achievement PP Pelti Tintus Ariwibowo. Chairman of the coaches work together with national coach others to form a training program that will be given to each region. This program was written based on the modules that have been developed previously, which consists of material technique, tactics, physical and mental.
7. Financing program of tennis coaching centers more areas managed by the respective regional centers organizers. PP Pelti only provide motivation and operational costs to the national coach, in the form of fees and transportation and accommodation. While the needs of others are clearly submitted to the respective Mingle. It aims to Mingle's independence in running the program centers, in addition to the limited funds available in PP Pelti.
8. The existence of a center program manager submitted to the respective Mingle, Mingle Pelti or may form a task force or a particular manager. Center of West Sumatera formed a special manager appointed by Mingle Pelti West

Sumatera as many as three people, namely the Chairman, Secretary and members. While Riau handed over to the field of coaching achievement area.

9. The basic concept that had been developed by the national coach, that the program be implemented regional tennis coaching centers each day (morning and afternoon) except Sunday. It aims to strengthen the process and results of the exercise, so as to have the desired competencies. To streamline this time has prepared training materials and methods in accordance with a program that has been developed previously.
10. The system program runs fine center from 2009 to 2011. However, for the following years began to decline. Training process continues to run, but is no longer supported by good coaching system, which is incompatible with the concept of initial formation. Coach as a motivator center look no further, the exercise was only carried out three times a week and join other tennis clubs, matches, national special only given to certain players, training facilities have started to decrease as the accommodation is not maintained anymore by the program, but handed over to their respective parents. Discipline and motivation of the players have started to decline. Financial support has begun to diminish only given to trainers and training facilities only. Communication and support PP Pelti still running but have not provided a solution to solve the problem of the program centers. This gives the sense that the program received less attention centers ranging from 2012 to the present.
11. Any player who is in the program of tennis coaching centers of West Sumatera and Riau have the same goal, which may have the ability or skills better than before and has a National Rating Pelti. This goal can be achieved if done seriously by all relevant elements, both coaches, players, administrators or parents. In addition, education is a part that can not be separated. This means that education and training are the two parts are equally important in determining the future of the player.

DISCUSSION

Policy-making regional tennis coaching centers program is a process that has a bottom-up logic, in terms of the policy process begins with the submission of the aspirations of all members of Mingle Pelti throughout Indonesia. Submission of this aspiration is done when the Pelti national conference in 2007 in Edinburgh. This means that the existence of a central program or request support from the tennis community in Indonesia. While the policy on the other hand has a top-down logic, in the sense of a decrease in policy alternatives mutually agreed and supported by all members need to be born with a decision in accordance with the National Sports Law. Hence Authority (2004) asserts that the top-down logic action needs to be concrete or micro, by actively communicating through the activities of the area.

From Figure 2.2 below can be explained that the implementation of a policy will be done in three parts, the agenda related to the issues that will be implemented, which is a program of tennis coaching center for the region. Then the issue is taken as an agenda in a consultation to be carried out or not. If this policy is acceptable to the Mingle or subordinates, then this activity can be continued with

the execution of the form, but if it is rejected then need an insane kukan strengthening of institutions. So when public policy is considered not meeting the expectations of stakeholders. This means that the various stages of the implementation of public policies will be analyzed and evaluated by each party so that potential, strengths and weaknesses of each phase of implementation is known and immediately fixed in order to achieve the goal.

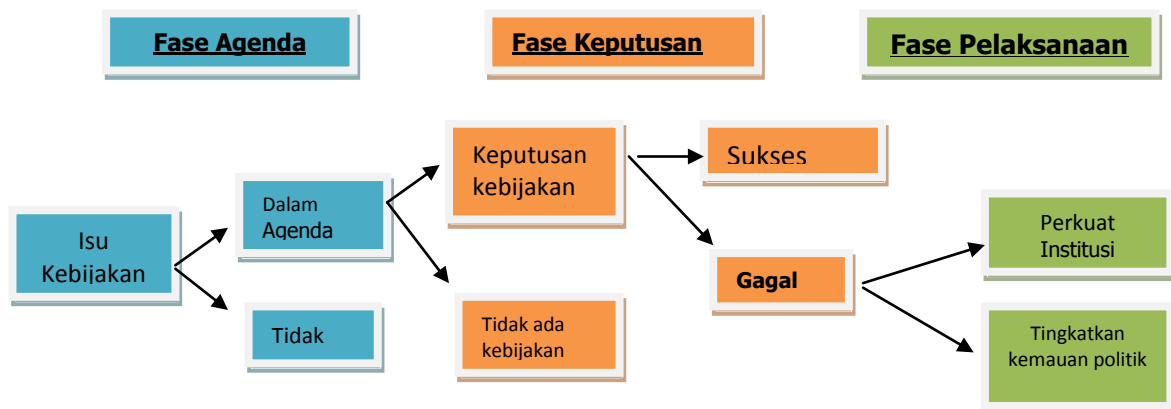


Figure 2. Linear Model Policy

Korten in Tarin (2005) states that a program will be successfully implemented if there are three elements of the suitability of the program implementation. First, the agreement between the beneficiaries of the program, ie the fit between what is offered by the program to what is needed by the target group (beneficiaries). Secondly, the fit between the organization implementing the program, the correspondence between the tasks required by the program with the ability of implementing organizations. Third, the fit between user groups with implementing organizations, namely the requirement that the fit between the organization decided to can obtain the program output with what can be done by the target group.

The evaluation process is intended to determine the extent to which the effectiveness of coaching services seen from the process. The evaluation process can be done in the following way, a) Observe participation and activity in the player development program activities, b) reveal the top players understanding material presented or understanding/deepening of the top players of his problems, c) disclose the use of coaching as a player result of participation / activity in the coaching program activities, d) expresses interest in the player on the need for sustainable development programs, e) observe the development of the players from time to time on an ongoing basis, f) reveals the smooth process of the organization of the service and the atmosphere.

The main purpose of the evaluation process as proposed by Kirkpatrick (2007), namely: knowing the weaknesses during implementation include good things to maintain, obtain information about the decisions made, and maintains records of court on matters important when implementing implemented. Participation of players during the training process implemented very well, including the

participation of coaches, administrators and parents. All of these components has contributed in increasing the achievement of players. This participation can be seen through the presence of consistent, high activity, and loyalty are pretty good in following the practice tirelessly.

Evaluation of the product is a collection of descriptions and "outcomes judgment" in relation to the context, inputs, and processes, and then interpreted prices and services rendered. This means that this product evaluation to measure success in achieving objectives, such as achieving record results and decisions for improvement and actualization, then developed and administered carefully and thoroughly. The accuracy of the analysis will be the conclusion and suggestion filing eligibility standards. Broadly speaking, the product evaluation activities include the activities of the program's operational goal setting, measurement criteria have been achieved, comparing between the ground reality with the formulation of objectives, and develop a rational interpretation. As a guideline that the aspects that will be assessed include: a) Correspondence between the implementation of the program; b) feasibility program; c) Barriers encountered; d) The impact of coaching services to the teaching and learning activities; e) Response of players, coaches, administrators, parents, and the community development services.

CONCLUSION

Context

That policy platform tennis coaching center for local programs that have been established in a decentralized manner by the PP Pelti to Mingle Pelti West Sumatera and Riau already quite strong, integrated and relevant to the needs of regional, geographic and socio-economic support, greatly affect the existence of the program centers. If both of these factors has not been established, the program centers will not be realized properly.

Input

Plans that are required for the program of tennis coaching centers of West Sumatera and Riau are arranged in the form of manuals and work programs made by the coach. The handbook is a reference for implementing the program while the program of work is a field application to achieve the plan.

Process

The process of implementation of the program of tennis coaching center area includes three aspects, namely preparation, training aspects and aspects of monitoring, everything is running properly and smoothly.

Product

Tennis coaching centers program areas have been able to improve the quality of the players, both from the aspects of knowledge, skills and other performance. Improving the quality of this is very visible in the national rankings earned by each player. But for the independence aspect of the player is still clearly visible, especially in everyday life.

Some of the obstacles encountered during the program lasts centers are:

Limitations of the funds provided by each region for regional centers coaching program, only limited to the number of players that already exist and can not be increased according to the level of actual development (KU 12 KU 14, KU16, Junior and Senior). Though the initial concept of coaching tennis at the center of the program is done in stages and tiered.

Halt the delivery of national coach by PP Pelti, highly influence the coaching is done through the wheel centers program, because it can eliminate the spirit and passion of the players, coaches and all related components in the centers. That is sending trainers still needed to raise the motivation and spirit of the players.

Communication between the parties Pelti Mingle PP is not running a communicative Pelti in addressing the problem of regional tennis coaching centers program, so the program runs centers in accordance with the capabilities and conditions of each area.

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Scoring Methods of The Skills Test To Selection New Students On Sport Sciences Faculty State University of Jakarta

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Abstract

This study aims to determine the best method of determining the final score test norms skills sports between T scores, percentiles and methods of Panitia Pusat SBMPTN. This research was conducted at the Faculty of Sports Sciences, State University of Jakarta with address Kampus B UNJ, Jl. Pemuda No 10 Rawamangun East Jakarta involving all participants who attended and follow all test items that have been determined as 742 people .

Results of studies using Friedman's Test method of comparison pairwise and stepwise-stepdown indicate that the determination of the final score by using percentile better than T scores and the norms of Panitia Pusat SBMPTN . The use of T scores and percentiles provide the same results, but the results of T-score lower than percentile .

The method to determine the final score using T scores, percentiles and norms of the Center Committee SBMPTN have advantages and disadvantages. The method to determine the percentile score gives good results, but in practice is more difficult because it requires prudential norms in reading tables and require a longer time process compared with T scores and norms the Center Committee SBMPTN.

Keywords: *skill tests, norm, T score, percentile*

INTRODUCTION

Selection of new students in the Faculty of Sport Sciences, State University of Jakarta as the college conducted under the provisions of legislation that applies. Legal basis for the admission of new students of tertiary institutions regulated by Law No. 12 of 2012 on Higher Education in Article 73, Government Regulation No. 66 Year 2010 on the Amendment of Government Regulation No. 17 Year 2010 on the Management and Operation of the Education Article 53B, Regulation Minister of Education No. 34 on Pattern Admissions Undergraduate Program in Higher Education organized by the Government.

Selection of new students for the State Universities Act refers to the foregoing is that academic selection can be done nationally with the cost borne by the government or any other form. Government regulations set new national student selection of at least 60% of the number of new students who received a State Universities including students who can not afford, not including foreign students. The pattern of new admissions nationally can be done through a written test that can predict academic potential and or skill carried out after the national exam. Can also through the invitation based on academic achievement set by the College of each run before the national exam.

The rest of the new admissions quota which 40% can be arranged and carried out independently by the college exam each including students and foreign students are not able to be implemented after the new admissions nationally.

The selection of new admissions nationally implemented by an integrated team between universities that have a permanent secretariat proposed by mutual

agreement university leaders then determined by the Director General of Higher Education. The integrated committee called the National Selection Committee Student Education Center (SNMPTN) to carry out the selection of new students without a written test based on academic achievement through the invitation and the Joint Selection Committee of the Student Center State College (SBMPTN) which take a written exam and skills test.

In 2013 state universities agreed to three (3) new admissions patterns, namely: 1) the National Selection of Higher Education Students (SNMPTN), 2) Selection of Student Joint State University (SBMPTN) and 3) Selection by State University of Jakarta.

Based on the sequence of the Faculty of Sport Sciences, State University of Jakarta carry out the selection as follows: Interest and Talent Search or now known as the National Student Selection State University (SNMPTN), Joint Student Selection State University (SBMPTN) and Admissions New Students State University of Jakarta (Penmaba UNJ).

Interest Search and Talent or SNMPTN intended for prospective students who have academic achievement and have an interest and talent sport, where the selection system using a portfolio without taking the written test. While SBMPTN and Penmaba UNJ each prospective student to follow the written test first.

Because the needs of Sport Science has special characteristics and skills that can not be measured only by a written test and/or the value of other subjects. So, we need a special selection of material that can be used to evaluate their interests, talents, and abilities of participants in the field of sports which is applicable to all new students of the Faculty of Sport Sciences, State University (SBMPTN Central Committee, 2013:3). This test is known as the skills test includes a medical and physical ability test.

For ease and uniformity test execution sport skills to prospective new students who come from all over Indonesia, the Central Committee issued guidelines SBMPTN Mechanism and assessment tests that apply to the whole of Indonesia. System assessment tests in the guide using the norm in five (5) weight category with a predetermined value for each item.

The scoring system is a topic of discussion that is quite warm in the Executive Committee meeting Admissions Faculty of Sport Science, State University of Jakarta, some of the points in question is the result of assessment can not show such a difference for the test 60 m dash and 2,4 miles because there are only 5 categories assessment. Because testee the test run of 2,4 miles record time 10 minutes 19 seconds and 9 minutes 19 seconds will obtain the same score of 20 points. Are there other ways of determining the final score of sport skills test in addition to using the norm?.

Based on the above researchers tried to find an alternative assessment in the form of norms better than using the norms set by the Central Committee SBMPTN to determine the final score of the skills test in sport.

The raw data from a test and measurement units typically have a form of distance, time, force or frequency. When multiple items test measurement results that have different units, eg standing broad jump (cm) and while other tests 60 m dash in

units of seconds. So it can not be done the calculations and comparisons directly from the raw data.

It is necessary to first transform the raw data into a raw score. Raw score is a score derived from raw data and have a base value that has been known to be used as a comparison (William J. Vincent, 2005: 38). Raw score is a score that is expressed in terms of standard deviation from the average (Jerry R. Thomas, et al., 2005: 204). Raw score indicates how far a score given from a reference point (Jack R. Fraenkel, et al. 2003: 143).

Then the raw scores can be expressed as a score derived from the raw data scores based on standard deviation and mean that inter-scores can be compared. Raw Score enables done: a) evaluation of the raw data and b) comparison of two or more data sets that have different units of measurement (William J. Vincent, 2005: 39). There are four (4) types of raw scores that can be used are: 1) a score Z, 2) T-score, 3) scores Stanine and 4) Percentile (Vincent, 2005: 77-81).

Z score is a score line that is expressed in standard deviation units (Jerry R. Thomas, et al., 2005: 75). Another definition of Z score is the number of standard deviations a raw scores deviate from the mean (Miller, 2002: 30). Z score is a score change raw data into standard deviation units where the mean zero and standard deviation 1 (Thomas, et al., 2005: 204).

Percentile is a point or position on a continuous scale from the theoretical distribution of 100 as a particular division of a balanced population data that are equal to or below the point (Vincent, 2005: 77-81). According to David K. Miller (2002: 29-31) refers percentile score distribution point as a percentage of the number of score value below that score. 80 shows the percentile scores are 80% below and 20% above it.

T-score, often used for educational norms, such as the national level of physical fitness or skill test. William J. Vincent (2005: 80), David K. Miller (2002: 31) and Jerry R. Thomas, et al. (2002: 204) states T-score is a score that has an average of 50 and a standard deviation of 10.

Stanine scale (a derivative of the word standard nine) are also frequently used for educational test results. To calculate stanine scores, first known raw data scores, average, and standard deviation (William J. Vincent, 2005: 79).

Of the four raw scores that have been described in the previous section, selected percentiles and T scores only with the consideration that the two scores are the most widely used and is based on a score of 0-100. This is in accordance with the mechanisms and guidelines in the field of sports skills assessment tests of the Central Committee SBMPTN which also uses the value of 0-100 points.

Expected to change how to determine the final score may provide a fairer assessment for new students who have physical qualities above average.

METHOD

The research method used is descriptive research method (Jerry R. Thomas, et al., 2005: 269) in which there is no treatment of the subject under study. Where this research is a case study to understand more in an event or phenomenon, according to the research objectives included in the type of evaluative case studies, case

studies and interpretations that make a picture and use the data for the evaluation of an event Thomas, et al . 2005: 291).

The population is a whole new student selection test participants Sports Sciences Faculty State University of Jakarta in 2013 through the Joint Selection State University (SBMPTN), which registered a number of 842 people. Affordable population of this study is based participants and follow the test overall sports skills test items on the day Thursday, June 20th, 2013. Participants are presents 749 people, but the following all test items that have been determined as 742 people . A total of 742 participants that analyzed in this study.

Collecting data from this study are secondary data from documents test results of the test and measurement skills sports organized by the Central Committee SBMPTN. Physical Ability Test is a test of Physical Fitness specified by the Central Committee SBMPTN (2013: 9-16) where there are 8 items test consists of: 1) Stork Standing Balance Test, 2) Ball Wall Pass, 3) Standing Broad Jump, 4) 60 m dash, 5) sit ups, 6) push-ups, 7) Illinois Agility Run test and 8) Running 2.4 miles.

The first stage of data analysis was conducted using descriptive statistics. All data were analyzed divided into 2 (two) groups based on gender male and female. Data analysis techniques to be used, among others: the average difference test for related samples using Analysis of Variances (Joanne L. Followfield, et al., 2005: 237-244), if there is a statistically significant difference followed by Tukey's test (Joanne Followfield L., et al., 2005: 245-247). Before analyzed, first analysis requirements ie normality test using the Kolmogorov-Smirnov test (WJ Conover, 1980) and homogeneity of variance using Bartlett's test (Sudjana, 1996: 261-264). If the test of normality analysis requirements can not be met then performed statistical analysis nonparametric Friedman's Test (WJ Conover, 1980: 357-361). Subsequent test with pairwise comparison method and stepwise-stepdown. The consistency of the measurement results using the norm of the Central Committee SBMPTN with T scores and percentile calculation of the correlation coefficient between the two methods. The correlation coefficient is used Pearson's correlation if the data meets the test requirements analysis of normality and homogeneity of variance. If not met then be calculated correlation coefficient nonparametric method that's Spearman rank correlation (Dergibson Siagian and Sugiarto, 2000: 315-316).

RESULTS AND DISCUSSION

Participants Student Selection Joint State University (SBMPTN) In 2013 the Faculty of Sport Sciences, State University of Jakarta (FIK UNJ) followed by 742 people, consisting of 630 (84.91%) men and the remaining 112 (15.09%) women. Height participants by sex as follows: male participants average height 167.60 cm, standard deviation 5.72 , the highest and lowest 186 cm 137 cm. While the female participants had an average height of 159 cm, standard deviation of 6.94, the highest and lowest 183 cm 140 cm.

When compared with the average group, the male participants who have heights above the group average as much as 157 (24.92%) people, is under the group average as much as 268 (42.54%) of people, and 205 (32.54%) of people are in

the group average. While the female participants in height above the group average by 39 (34.82%) people, is under the group average by 22 (19.64%) people, and 51 (45.54%) people were on average -rata group.

Weight participants by sex obtained as follows: male average weight 59.80 kg, standard deviation of 10.35, The highest and lowest 110 kg 40.2 kg. While the female participants had an average weight 56.05 kg, standard deviation 9.62, the highest and lowest 92 kg 41 kg.

Weight of participants compared with the average group, it turns out to men who weigh above the group average there are 222 (35.24%) people, is under the group average there are 204 (32.38%) people and 204 (32.38%) of people are in the group average. For women whose weight is above the group average by 26 (23.21%) of people, below the group average as many as 61 (54.46%) people, and 25 (22.32%) of people are on the mean group average.

Categories of body mass index, can be described as follows: from 742 consecutive people there are 514 (69.27%) of people fall into the category of normal, obese there were 17 (2.29%) people, overweight there are 87 (11.73%) and the 124 (16.71%) of people included in the underweight category.

Summary statistics of 8 items on the skills test test SBMPTN Faculty of Sports Sciences State University of Jakarta in 2013 can be seen in the following table

Table 1. Summary Statistics Skills Test Participants Male

	N Valid	Mean	Median	Std. Deviation	Variance	Range	Minimum	Maximum
Stork Stand (second)	630	21.16	13.00	22.40	501.76	135.00	2.00	137.00
Ball Wall Pass	630	16.59	17.00	4.77	22.77	35	0	35
Standing Broad Jump (cm)	630	219.87	220.00	22.92	525.25	181	147	328
60m dash(second)	630	8.82	8.70	.78	.62	8.50	5.20	13.70
Sit up	630	45.77	45.00	10.46	109.36	93	5	98
Push up	630	37.62	36.00	12.48	155.82	78	3	81
Illinois Agility Test (second)	630	19.15	19.00	1.62	2.61	22.50	16.10	38.60
Run 2,4 miles (minutes)	630	14.21	13.59	3.39	11.49	63.37	8.30	72.07

Table 2. Summary Statistics Skills Test Participants Female

	N Valid	Mean	Median	Std. Deviation	Variance	Range	Min	Max
Stork Stand (second)	112	17.90	13.00	16.72	279.60	107.00	2.00	109.00
Ball Wall Pass	112	10.96	12.00	6.06	36.69	23	0	23
Standing Broad Jump (cm)	112	173.13	172.50	29.42	865.26	147	118	265
60m dash(second)	112	10.72	10.70	1.67	2.78	9.10	7.10	16.20

Sit up	112	35.90	34.50	11.52	132.79	83	3	86
Push up	112	34.29	32.50	10.71	114.67	69	15	84
Illinois Agility Test (second)	112	20.88	20.95	2.08	4.32	16.60	8.40	25.00
Run 2,4 miles (minutes)	112	17.40	17.56	3.16	9.99	19.14	10.58	30.12

Summary statistics for Final Score skills test using norm, T score and percentile participant SBMPTN Faculty of Sports Sciences State University of Jakarta in 2013 can be seen in the following table

Table 3. Summary Statistics Final Score Participant Male

<i>Statistics</i>	<i>Male</i>			<i>Female</i>		
	<i>Norm</i>	<i>T Score</i>	<i>Percentile</i>	<i>Norm</i>	<i>T Score</i>	<i>Percentile</i>
<i>Mean</i>	56.29	47.53	48.53	60.14	47.49	48.56
<i>Median</i>	57.00	48.00	49.00	62.00	47.00	50.00
<i>Std. Deviation</i>	8.60	5.26	16.18	12.30	6.39	18.66
<i>Variance</i>	73.92	27.70	261.78	151.22	40.85	348.23
<i>Range</i>	56.00	44.00	83.00	51.00	28.00	72.00
<i>Minimum</i>	27.00	20.00	5.00	33.00	37.00	14.00
<i>Maximum</i>	83.00	64.00	88.00	84.00	65.00	86.00

Test for normality with the Kolmogorov-Smirnov test statistic based on gender can be seen in the following table:

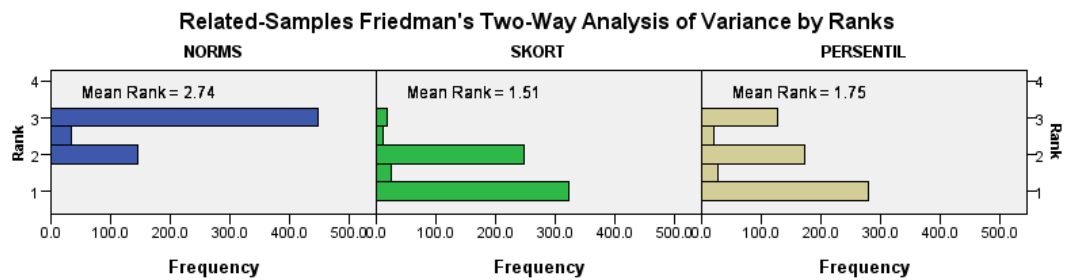
Table 4. Test for Normality

	Male			Female		
	Statistic	df	Sig.	Statistic	Df	Sig.
NORMS	.075	630	.000	.090	112	.028
T Score	.107	630	.000	.073	112	.196
PERSENTIL	.039	630	.023	.090	112	.026

a. Lilliefors Significance Correction

Based on the decision rule if the significance value of less than 0.05, then the distribution is not normal. Then the calculation results in the table above shows only the data T scores for female participants normal, while others do not follow a normal distribution.

Because the parametric statistical analysis of test requirements are not met, researchers are more likely to use non-parametric statistical test for unpaired data is that Friedman's test statistic, which if significant results are followed by the method of pairwise comparison method and stepwise-stepdown.



Total N	630
Test Statistic	547.104
Degrees of Freedom	2
Asymptotic Sig. (2-sided test)	.000

Group of male candidates obtained $\chi_F = 547.104$, with a degree of freedom 2 and $\alpha = 0.05$ obtained $\chi_{tabel} = 5.99$. Then the decision can be taken reject H_0 and accept H_1 , so that there is a significant difference in median normed SBMPTN Central Committee, T scores and percentiles.

Further tests with the method of comparison pairwise obtained as follows: 1) norm SBMPTN Central Committee with T scores obtained by the value of the test statistic 1229, the standard error of 0.056, standard test statistics 21.819 with a value of less than 0.05 Significant Adjustment. Then the decision can be taken significant median differences normed scores Central Committee SBMPTN than T score. 2) norms of the Central Committee SBMPTN with percentile values obtained statistics for 0985, the standard error of 0.056, standard test statistics 17.481 with a value of less than 0.05 Significant Adjustment. Then the decision can be taken significant median differences normed Central Committee SBMPTN than percentile. 3) T score with percentile obtained test statistic of -0.244, standard error of 0.056, with a standard test statistics -4.338 Adjustment Significant value of less than 0.05. Then the decision can be taken median significant difference using a T score compared Percentile.

The results of the test statistic continued with method stepwise-stepdown obtained the following results:

Table 5. Method of Comparison Stepwise-Stepdown Male

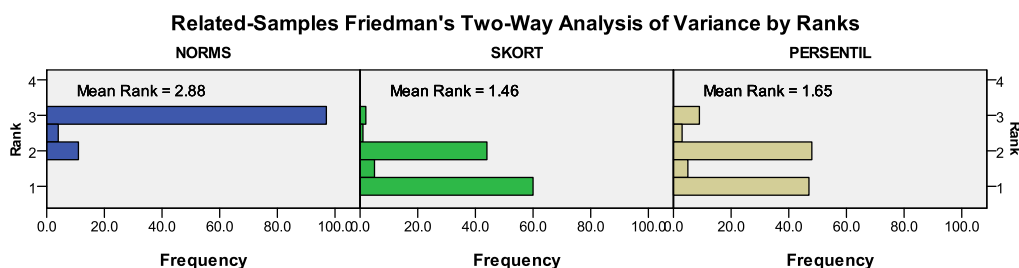
		Homogeneous Subsets	
		1	2
Sample ¹	SKORT	1.509	
	PERSENTIL	1.753	
	NORMS		2.738
Test Statistic		2.800	²
Sig. (2-sided test)		.094	.
Adjusted Sig. (2-sided test)		.094	.

Homogeneous subsets are based on asymptotic significances. The significance level is .05.

¹Each cell shows the sample average rank.

²Unable to compute because the subset contains only one sample.

Based on the test results mentioned above for the group of males can be obtained values of the test statistic ratio T score between the percentile of 2,800, with a value of no less than 0.094 Adjustment significant more than 0.05. So that the decision could be made that the T scores and percentiles no difference, while the norm SBMPTN give different results in giving the final score of the new student skills test.



Total N	112
Test Statistic	135.964
Degrees of Freedom	2
Asymptotic Sig. (2-sided test)	.000

Groups of women participants obtained $\chi_F = 135.964$, degree of freedom 2 and $\alpha = 0.05$ obtained $\chi_{tabel} = 5.99$. Then the decision can be taken reject H_0 and accept H_1 , so that there is a significant difference in median normed SBMPTN Central Committee, T scores and percentiles.

Further tests with a pairwise comparison method obtained the following results: 1) norm SBMPTN Central Committee with T scores obtained test statistic 1.420, standard error of 0.134, standard test statistics 10.624 with a value of less than 0.05 Significant Adjustment. Then the decision can be taken significant median differences normed Central Committee SBMPTN than T scores. 2) norms of the Central Committee SBMPTN with percentile obtained test statistics for 1.232, the standard error of 0.134, standard test statistics 9.221 with a value of less than 0.05 Significant Adjustment. Then the decision can be taken significant median differences normed Central Committee SBMPTN than percentile. 3) T scores with percentile scores obtained test statistic of -0.188, standard error of 0.056, standard test statistics -1.403 to 0.482 Significant Adjustment value of more than 0.05. Then the decision could be made that there is no significant difference in median normed T scores than percentile.

The statistical results of advanced test with method stepwise-stepdown obtained the following results:

Table 6. Method of Comparison Stepwise-Stepdown Female

		Homogeneous Subsets	
		Subset	
		1	2
Sample ¹	SKORT	1.464	
	PERSENTIL	1.652	
	NORMS		2.884
	Test Statistic	1.509	²
	Sig. (2-sided test)	.219	.
	Adjusted Sig. (2-sided test)	.219	.

Homogeneous subsets are based on asymptotic significances.

The significance level is .05.

¹Each cell shows the sample average rank.

²Unable to compute because the subset contains only one sample.

Based on these test results can be obtained in the above comparison between the value of the test statistic T score by Percentile of 1509, with a value of no less than 0.219 Significant Adjustment of more than 0.05. So that the decision could be made that the T scores and percentiles no difference, while the norm SBMPTN give different results in final score of the new students skill test.

The consistency of the final score skill test using the norm of the Central Committee SBMPTN, T scores and percentiles can be found by searching for the value of the correlation coefficient between items.

Groups of male participants who follow SBMPTN Faculty of Sports Sciences State University of Jakarta Spearman rank correlation coefficient between Norma

with T scores of 0.907, Norm with percentile of 0.925. While the correlation coefficient between the T scores and percentile obtained for 0.966.

As for the group of female participants who followed the SBMPTN Faculty of Sports Sciences State University of Jakarta Spearman rank correlation coefficient between Norm and T scores of 0.953, Norm with percentile of 0.951. While the correlation coefficient between the T scores and percentile obtained for 0.988. This correlation value indicates that the norm of the Central Committee SBMPTN, T scores and percentiles have a very close relationship and consistent in determining the outcome of the final score.

After testing the hypothesis by using Friedman's statistics showed that T scores and percentiles give almost the same results sedangkan norm SBMPTN Central Committee give different results with T scores and percentiles.

Norm of the Central Committee SBMPTN that only divided into five (5) categories of assessment in which each component of the test item has a weight that has been determined based on the results of testing this method has drawbacks and harmful to students who have a background in trained athletes as physical abilities are above average and non-athlete participants did not see the difference significantly. Since the norm for the best category can be achieved by several non-athlete participants who exercised regularly. The advantages of this method is very easy to use because there are only five (5) categories of value.

T scores and percentiles give almost the same results, because even though the T scores generally are of value range 20-80 is basically similar to the percentile values can have a range of 0-100 and had an average of 50. The difference between them on the score of T if there extreme value (anyone have capabilities far above average or below average), the T-score calculation results can exceed 100 or less than zero (negative).

Another shortcoming of the T-score for its value between 20-80 so that the final value of the resulting score is lower than the norm SBMPTN Central Committee and percentiles. Excess T scores are very easy to use because it does not require the norm tables are now looking for the average value and standard deviation of the raw data, then use the formula scores T.

Percentile has advantages not affected by extreme values, but the leap between categories percentile values are not consistent (not the same) because of ceiling effect where when on the far left and right of the large increase in value has little effect on the value of the percentile. As for in the middle of a little change could have a major impact on the change in the value of percentile. The weakness of the percentile rather difficult to use because the table is pretty much the norm generated from 1 up to 99 percentile, sometimes not all the observed data values appear in the table percentile norms, thus requiring more precision than researchers in using the norm tables generated by percentiles.

The results of this study percentile norms obtained locally where applicable and can be used for the selection of new students of the Faculty of Sport Sciences, State University of Jakarta in the future, but it can also be used by the Faculty of Sport Sciences or the Department of Sports in Indonesia as long as it has the same characteristics as the research object.

This study would also not be separated from the mistakes that inadvertently carried by officers in the way tests measuring or recording the results on the field. Although the execution of tests involving lecturers who are experts in conducting tests and measurements with students as field officer. Other errors that may affect the quality of the input data is a mistake because the writing is less clear from field officers who fill out a form test. Because researchers can not directly control the time of execution of the test of this possibility it could happen. How to cope with data input errors researchers re-check on the test form, especially for dubious results.

CONCLUSION

After processing and analysis of data in the previously, it can be concluded that the method of determining the final score skills test using T scores and percentile better than compared norms SBMPTN Central Committee.

However any method of determining the final score has been discussed in the research certainly has its advantages and disadvantages. The method to determine the percentile score gives good results, but in practice is more difficult because it requires prudential norms in reading table and requires a longer time process compared with T scores and norms SBMPTN Central Committee.

T scores in the implementation is quite simple to use, just give the final score lower than percentile and norms SBMPTN Central Committee. Norms Committee SBMPTN Center easier to use because there are only five (5) categories, but detrimental to the participant students with a background in the physical abilities of athletes who have above average.

Further research can be done by involving all participants of the selection of new students choose courses in the field of sports in Indonesia. So that the resulting norms can be applied nationally. The results of this study can be used as a norm in determining the final score if the skill test for new students have characteristics similar to those studied.

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Physical Activity And Blood Pressure. Pjkr

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Abstract

A problem in old age that often arises is the erratic blood pressure conditions. These conditions make the elderly people become anxious. This research aims to know the benefits of physical activity in people of advanced age. The population of this research there are elderly people age 25 is in the hamlet of sermo, Sumberarum, Moyudan, Sleman, Yogyakarta. The design of this research using pretest post test group design. The technique of data using standard normality analysis of blood pressure in elderly people. The data concluded that the results of the study, the elderly who have been carrying out of physical activity on a regular basis for 8 weeks, with a frequency of 3 times a week, have a stable blood pressure conditions in the area were normal. Thus it can be concluded that physical activity can provide a normal blood pressure conditions.

Keywords : *Physical activities, Blood Pressure*

INTRODUCTION

Humans grow older is uncertain. Humans are born, babies, teenagers, adults, and grow old. Life cycle will take place continuously. The old man would be done degenerate on the entire system of the body, either from the physical condition of his ability. Organs that had been able to play a role in optimum when it becomes gradually decreased. Josa (1987: 5) that the elderly man had some problems, namely in his body going structural changes, such as the cells became more refined, the connective tissue shrinks, causing the decline of the functions of the organs of the body.

Sadoso (1988: 143) stated that at a certain age the tools function of our body will reach its peak, and then will gradually decrease. In accordance with the increase of the age of man. Some of the degenerate body component, among others; muscle strength, respiratory system, cardiovascular system, and the system of bones.

Of opinion in conformity with what is happening in an area in Sleman. The elderly man experiencing some problems with the blood circulation system, they have a tendency to high blood pressure, so they felt her condition with am. This of course concerns make the life pattern of the elderly man become irregular and make them increasingly feeble condition.

For it is required a solution that can make the elderly feel human life be peace without whose anxiety about their high blood pressure. The most appropriate solution was the elderly man doing physical activity on a regular basis and measurable. This is in accordance with the opinion of Wayne I. Westcott (1998: 3) stated that at the age of 50 years and over humans should do strengthening exercises, that retrieved some of the benefits, among other things; maintenance of muscle, keeping the metabolism, reduce fat, increases bone mineral density, increased muscle tissue, increases the metabolism of glucose, and maintains the health condition of the lower back. And the research problem is how the

influence of physical activities (Gymnastics Elderly Tera) against the blood pressure of the aged man?

Elderly Exercisers Tera

This belongs to the gymnastics *low aerobic impact* that is specifically made for the elderly man. Gymnastics Tera compiled by Aminuddin Mahmud and evaluation team Gymnastics Tera Indonesia 1987.

Gymnastics Tera consists of three parts. The first parts there are 17 movements of stretching as a warm-up. The second part of the motion of nuclei with 45 movements. And the third parts there are 18 respiratory movements as a movement of cooling down.

Elderly Man

Elderly man is the man who has had an advanced age. Josa (1987: 1) States that human seniors are human beings who have reached the age of 55 up. Then according to Panjaitan (1991: 9) States that the elderly in Indonesia when humans have over 65 years of age.

A second opinion from the above it can be concluded that the age referred to in this research in humans have been age 60 years or older. So the age limit here is 60 years of age.

BLOOD PRESSURE

One of the components of physical fitness is cardiovascular endurance associated with blood pressure. Guyton (1992: 210) stated that the blood pressure is the force generated by the blood of the area of the blood vessel walls. Guyton (1992: 195) in blood pressure there are two terms sistole and diastole. Sistole blood pressure is at a period of contraction, and diastole is the blood pressure in a period of relaxation.

Normal blood pressure in people aged 65 or over (Wiggers, 1944: 655) is 150/90. Then, according to Edward (1975: 384) normal sistole blood pressure was 110 to 140, and diastole between 70 to 90. Then it can be inferred that the normal human blood pressure reference seniors in the study is 120-140 and sistole diastole 80-90.

METHODS

This research uses the pretest post test group design. The subject of research in the initial tests in advance and then given treatment and at the end of the treatment will be given the ultimate test.

Research on data collecting techniques using the test. The instrument measures blood pressure using the mercury Spigmomanometer, Riva Rocci and Stethoscope.

Data analysis technique used is compare blood pressure condition of beginning and end of the human condition with normal blood pressure in the elderly man. Normal blood pressure for the elderly man, sistole 110-140, and diastole 70-90.

RESULTS AND DISCUSSION

Following are the results of the retrieval of the data treatment are carried out before and after the treatment were carried out.

Table 1. Results of The Data Treatment

No.	First Data		Final Data	
	Sistole	Diastole	Sistole	Diastole
1	160	80	140	70
2	150	90	130	80
3	90	70	120	90
4	170	70	140	80
5	160	60	130	70
6	155	100	140	90
7	130	90	130	80
8	160	90	130	90
9	150	90	140	70
10	150	90	140	90
11	120	80	130	90
12	140	80	130	70
13	170	100	135	90
14	180	110	140	100
15	170	100	140	90
16	165	90	140	80
17	160	90	120	80
18	160	70	140	80
19	170	60	145	80
20	160	60	150	80
21	160	70	140	80
22	100	60	110	70
23	90	60	110	70
24	100	80	120	80
25	130	80	135	80
	146	80,8	133	81.2

From the above data, it can be seen that the average human the sistole seniors before doing gymnastics Tera Indonesia is above the normal average. Then after performing gymnastics Tera Indonesia for more or less 8 weeks gained an average of sistole elderly man went into the pressure of a normal sistole. And for the humans of diastole seniors both before and after doing gymnastics treatment obtained in the normal range.

Discussion

After research proved to be retrieved data any changes in blood pressure conditions of the elderly man became normal again. This is in accordance with the opinion of Edward (1993: 253) that perform isometric exercises for 5 to 8 weeks have given a positive effect on the patients with high blood pressure or hypertension.

This has been demonstrated in this research by doing regular exercise for eight weeks had given a positive effect on blood pressure of elderly humans. So this becomes the input for the humans to prevent the hypertension by doing gymnastics activity elderly Tera Indonesia.

CONCLUSION

Gymnastics Tera Indonesia has given effects of tallying the blood pressure of the elderly man. Sistole blood pressure tends to be high has become normal after carrying out gymnastics Tera Indonesia.

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Analysis of Basic Movement Skills of Grade II Elementary School Students

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Abstract

The purpose of this study was to : (1) determine achievement of basic motor skills and (2) reveal the professionalism teachers of physical education. The experiment was conducted in five (5) elementary schools in West Cakung, Pulogadung, East Jakarta Indonesia. The samples with a random sampling technique. Retrieved 75 students and 5 teachers of physical education. Results illustrate (1). basic movement skills in the category that is enough are 27 students, while for excellent category are 5 students, good categories are 20 students, the category of less are 20 students and worst category are 3 students. (2). Physical education teachers in elementary school, viewed from the status of education have 4 (four) teachers who completed their highest education in colleges or sports institutes, whereas only 1 (one) teacher who was graduated from sports schools (SGO). When viewed from the average working experience of physical education teachers, they were teaches less than 5 years, only 1 (one) person who teaches more than 10 years. Based on these data it is necessary to improve basic motor skills second grade elementary school students through increased physical education teaching profession with formal and informal activities

Keywords: Basic Motion Skills, Grade II Students

INTRODUCTION

Curriculums of physical education in elementary school are expected to experience the excellent of basic movement. It will affect a wide range of advanced movement capabilities in sport skills. Implementation of physical education is the basis for the movement when the child will learn or perform more complex movement tasks. Means the basic movement skills mastered properly it will affect various technique of basic skills of sports and sports advanced techniques.

Basic movement skills of students in second grade (II) elementary school is a pattern of behavior elementary school second grade students who are physically have certain characteristics through a movement activity. Basic movement skill is the basis of movement of a child whose development is in line with a child's growth. For that, it can be said that the basic movement skills are the foundation of a child's movement skills to perform various movements in a game activity, sports, and dance in social environment.

Second grade elementary school is an early age span between the ages of 7-8 years, which at this age child is still in the active state like playing activities. For the implementation of the basic movement learning in elementary schools remain organized through fun activities and physical education learning objectives can be achieved. Once the importance of basic movement skills for a child to sue the people around the child's attention to it. Teachers in elementary schools should be able to organize learning in school movement as well as possible. Existing problems of elementary school teachers are still not able to organize teaching physical education at the school well. This can be seen in the field because there are many who do not have a physical education teacher qualified to be expected. If seen, there are many teachers who teach physical education derived from non-sport education. This course will provide problems for the general education goals and objectives of physical education in particular.

Quality of physical education teachers in teaching can be seen from many things, including the background of education and working period. Background of physical education teacher education is a necessary prerequisite formally in terms of professionalism. With a linear background of science education teacher is accountable. While working period is how long a period the teacher devoted himself in work. With enough years of service, physical education teachers are expected to gain much experience that directly or indirectly are indicates good quality.

METHODS

This research is a descriptive method of data collection through surveys. To collect data related to basic movement skills second grade elementary school students through the basic movement skills test battery made by the researcher. Basic movement skills of elementary school students in grade II score or overall value is obtained by the respondent after following the basic movement skills test battery. Battery test is a test to know the level of basic movement skills of elementary school students who consist of locomotors, non locomotor and manipulative movement. Instruments basic movement skills test battery consists of 8 (eight) test which are a 30-meter sprint, jump without the prefix, the sit and reach test, air plane test, throwing a tennis ball in the basket, catch a tennis ball with one hand, throw the ball without prefix, and kicking away without a prefix . Both the worse and good movement skills of elementary students obtained high or low overall scores obtained. The higher overall score obtained the better the basic movement skills of the elementary school students. Conversely the lower overall value obtained worse basic movement skills of the elementary school students. While for working period and background education of physical education teachers were collected through a portfolio that collects files needed to know the background of education and physical education teachers working in these schools. Population of this study was students who studied in five (5) state elementary school cluster areas of West Cakung, Pulogadung, East Jakarta totaling 175 people. The samples were taken with a total sampling technique.

RESULTS

Basic movement skills of students in grade II were score or overall value is obtained by the respondent after following the basic movement skills test battery. Basic movement skills test battery is a test to know the level of basic movement skills of elementary school students. Both the worse and good movement skills of elementary students obtained high or low overall scores obtained. The higher overall score obtained the better the basic movement skills of the elementary school students. Conversely the lower overall value obtained worse basic movement skills of the elementary school students.

The following is a description of each test the data and basic movement skills test scores overall. The data presented are meant to get a picture of the spread of data that includes the maximum value, minimum value, average value, standard deviation, median, mode, variance, frequency distribution. Following complete data:

Table 1. Description Data of Each Test

Variable	Locomotor		Non Locomotor		Manipulative			Foot Put Distance
	<i>Run 30M</i>	<i>Standing Jump</i>	<i>Sit & Reach</i>	<i>Airplane Stand</i>	<i>Ball Target</i>	<i>Catch Ball</i>	<i>Ball Throw</i>	
<i>Mean</i>	7,09	1,16	5,84	2,33	1,28	2,04	3,57	3,19
<i>Median</i>	7,1	1,18	5	3	1	2	3	2,6
<i>Mode</i>	6,42	1,13	5	3	1	3	3	1,8
<i>S. Deviation</i>	0,86	0,19	3,32	0,84	0,53	0,92	1,10	1,99
<i>Variance</i>	0,74	0,04	11,00	0,71	0,29	0,85	1,22	3,97
<i>Range</i>	4,27	0,79	15	2	2	2	5	10,1
<i>Minimum</i>	5,08	0,71	2	1	1	1	1	0,6
<i>Maximum</i>	9,35	1,5	17	3	3	3	6	10,7
<i>Sum</i>	531,79	86,94	438	175	96	153	269	239,1

Table 2. Description Data of Basic Movement Skills (T-Score)

Variable	Basic Movement Skills
<i>Mean</i>	419,43
<i>Median</i>	3,72
<i>Mode</i>	-
<i>Std. Deviation</i>	32,23
<i>Variance</i>	1038,76
<i>Range</i>	160,89
<i>Minimum</i>	340,42
<i>Maximum</i>	501,31
<i>Sum</i>	31457,04

The acquisition of basic movement skills of data showed mean 419.43; Std. Deviation 32.23; median 3.72; range 160.89; minimum 340.42; Maximum 501.31. Furthermore, the frequency distribution can be seen in table below.

Table 3. The Frequency distribution of Basic Movement Skills

No	Frequency Distribution	Frequency	
		Absolute	Relative
1	340,42 - 363,5	3	4
2	363,6 - 386, 58	8	10.67
3	386, 59 - 409, 57	18	2.37
4	409,58 - 432,56	21	28
5	432,57 - 455,55	16	21.33
6	455,56 - 478,54	5	6.67
7	478,55 - 501,53	4	5.33
	Total	75	100

Based on the data distribution above it can be stated that the ability of students in the average level has 21 children (28%), average students who are below grade has 29 children (38.67%), while average students who were up level has 25 children (33.33%).

Table 4. Basic Movement Skills Category

Category	Interval	Frequency
Excellent	340,42 – 372,60	5
Good	372,61 – 404,79	20
Average	404,80 – 436,89	27
Less	436,99 – 469,17	20
Worse	469,18 – 501,36	3
	Total	75

Based on the basic movement skills categories mentioned above can be stated that the average category has 27 students (36%). While excellent categories has 5 students (6.67%), good categories has 20 students (26.67%), the category of less has 20 students (26.67%) and worse category has 3 students (4%).

Table 5. Physical Education Teachers Status

No	Teachers	Education	Working Period
1	Teacher I	School of Sport Teacher	24 years
2	Teacher II	Bachelor of Sport Education State University of Jakarta-Indonesia	5 years
3	Teacher III	Bachelor of Sport Education State University of Jakarta	4 years
4	Teacher IV	Bachelor of Sport Education State University of Jakarta	4 years
5	Teacher V	Bachelor of Sport Education State University of Jakarta	3 years

Based on the status of physical education teacher in the West Cakung, Pulogadung in East Jakarta are from institutions that prepare graduates to become a physical education teacher. Based on these data, a physical education teacher who taught in elementary school West Cakung East Jakarta areas have completed their highest education in college or institutes of sports has 4 (four) teachers, whereas only 1 (one) person only teachers completing their studies at School of Sport Teacher (SGO). When viewed from the period of employment or work an average duration of physical education teachers who teach in elementary school West Cakung East Jakarta areas of its work less than 5 years, only 1 (one) person who taught more than 10 years.

DISCUSSION

A skill is an act or duty as an indicator of the level of proficiency. Based on the statement can be said that as a skill or ability acquired competence in carrying out one's duty to achieved the goal. Word a "motion" has several meanings; Mulyana wrote in his book, it contains two meanings, namely "motion" and "movement". The first meaning associated with the migration of an object from one point to another. The second meaning is associated with a potential motion of a person and it can be grow up and developed.

Motion occurs from one point to another as power or energy which is owned and earned. For example, a ball moves because of the power of the ball itself and also caused by the presence of an outside power that moves the ball. While motion as movement occurs because the potential of a person. Therefore, in order to develop into the potential behavior of the motion capabilities it needs to get special treatment. Motion learning is one of the potential things to grow and develop into the initial capability.

While the "basic" word is implies that the bottom or foundation. Mulyana explains in his book, said the basic is owned by a person's ability inborn factors are influenced by genetic from both parents, i.e. talents, character and IQ. Then the basic movement skills are the ability of movement or potential movement of a person, which can be influenced by the environment as well as fundamental.

Some sources mention the basic categories of types of movement as follows:

Gallahu stated that the overall movement skill is a term of three categories of movement (locomotor, manipulation, and stability). Dauer and Pangrazi stated basic movement skills can be divided into three categories, each of which provides an explanation consideration separately. It is allowing a child to show the difference in the election of the ability of each category. Based on these two statements can be said that the basic movement skills consist of several components such as motion locomotor, non-locomotor and stabilization which of the three had differences in the implementation procedure of motion.

Pangrazi and Dauer more fully discuss and divide the motion into three basic categories, namely; locomotor skills, Non Locomotor Skills, and Manipulative Skills (1) locomotor skills, is a movement that uses the body to move from one place to another or to a body lift such as jumping and hopping. Where are included in this category such as: walking, running, skipping, leaping, sliding and galloping, (2) Non Locomotors skills is a form of motion without change from

one place to another. This category includes movement: bending, stretching, pushing, and pulling, twisting, turning, and shaking, (3) Manipulative skills is a movement that was in the game when the kids holding some kind of object or tool. Most of these capabilities involve the hands and feet, but other parts of the body can also be used. Most manipulative form of movement or the foundation for a lot of skills in the game. Basic categories such as throwing, catching, kicking. Based on the above statements can be said that the basic movement skills is a person's behavior patterns are revealed through three motion activities that have different characteristics in each activity, where all three of these characteristics associated with the locomotors movement, non-locomotor movement, and particular movement with the purpose.

Competence refers to the ability to execute something acquired through education; teacher competence refers to the performance of teachers and act rationally to meet certain specifications in the implementation of educational tasks. Abdul Mujib said in his book that competence intelligence is a set of actions that must be responsibly owned by a person as a condition to be considered capable of performing tasks in certain occupations. Based on above several definition competence can be defined as a person's ability to carry out the duties and responsibilities for his work based on knowledge, skills and basic values obtained either through formal and non-formal education.

Professional ability interpreted mastery and depth learning material that allow learners to meet the standards of competence set out in the National Standards. Teachers are adults who are responsible for providing help to the students in the physical and spiritual development, in order to achieve a level of maturity, be able to stand alone and meet the level of maturity, be able to stand alone fulfill his duties as a servant of Allah SWT also capable as social beings and independent. Masnur Muslich defines teachers as professional educators with the primary task of educating, teaching, guiding, directing, training, and evaluating students in early childhood education, formal education, elementary education, and secondary education. Based on these definitions, it means that the teacher is an individual who is considered to have more capabilities when compared to students with its main task is to educate, teach, guide, direct, train, and evaluate students on early childhood education, formal education, basic education, and medium education.

Physical education teacher professional competency is the ability of physical education teachers in the control of materials and learning physical activities obtained through both formal and non-formal education in order to achieve general and specific learning objectives. Professional competence of elementary school Physical Education teacher can be stated if the quality of education pathways that gone through both formal and non-formal are accordance with the competencies expected by the education providers. Similarly, the period of work or teaching experiences where considerable teaching experience both in quantity, the quality of physical education teachers in organizing teaching can working well. Quality physical education teacher cannot be separated from how teacher experiences during physical education lessons taught in school.

Experience teaches can be obtained for a certain period. From the experiences can be seen the difference quality of teaching physical education. Ali Maksun research

stated that teacher with low tenure (less than 5 years) tend to use the time to develop his profession as a teacher, while the teacher with a long tenure (more than 10 years) utilizes less time for professional development activities. From these data it can be imagined how improved knowledge gained. Clearly, not much can be done, moreover if the time is not used optimally. Such conditions certainly very alarming, considering the amount of time used by someone to do something is an important indicator of how the person in question committed to the profession.

The development of basic movement second grade elementary school is a child's behavior or actions at low level of education. Principle behavior of movement or action at elementary school can be studied and taught as humans have a long learning period. One of the deciding factors for these actions is studying child development factors and maturity. The maturity factor that restrict the types of skills, and a number of skills. Expansion and movement skill acquisition depends primarily on the degree of progress of child development, in addition to the role of the environment.

Physical development of the child's second grade elementary school needs to be improved the motor to develop skills in working on good body mechanics in lying, sitting, walking, and standing, developing muscle balance and strength to form a properly body, developing skills and relaxation, developing level of strength, speed, agility and endurance in doing activities, and forms of presentation can be done in the form of play such as race, tells a story, the boy gymnastics, mimics and gestures and songs. Related to psychological or mental development is necessary that efforts to improve the simple motion provide stimulation for children and easy to perform movement may indirectly motivate the child to be able to carry out further movement. Efforts to improve the development of other psychological variations that provide a variety of movement so that children have a diverse understanding of the movement and can do a full range of movement in a condition to play, sports and other vigorous activities .

When viewed social development of the child's second grade elementary school has begun to socialize with other friends, so the parents and teachers need to keep doing mentoring because children is still individualistic in order to created good relationship in a group. Physical education is part of the overall education as an integral part of the overall educational process, it is an effort to improve the physical condition of the students, so they are able to keep up with a good learning activity who provided based on curriculum has been established which has a degree of freshness will sustain high activity to activity and improve performance and be able to perform other physical activities.

Physical education is an integral part of the overall education system, which focus on the development aspects of physical fitness, motor skills, critical thinking, emotional stability, social skills, reasoning and moral action through physical activity. Intensification in the provision of education as a process of human development in a lifetime, the role of Physical Education is very important, which provides opportunities for students to be directly involved in a variety of learning experiences through physical activity performed systematic. Debriefing the

learning experience geared to foster the establishment of a healthy and active lifestyle throughout life.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Basic movement skills of elementary school second grade students of West Cakung region have 27 students (36%) in average category. Meanwhile for excellent category have 5 students (6.67%), good category have 20 students (26.67%), less category have 20 students (26.67%) and the worse category have 3 students (4 %). Physical education teachers in elementary school West Cakung, East Jakarta has been carrying out his professional as a teacher of physical education is taught in accordance with its scientific field. When viewed from the status of education, physical education teachers who teach in elementary school West Cakung East Jakarta areas have completed their highest education in colleges or sports institutes i.e. the number 4 (four) teachers , whereas only 1 (one) teacher completed the study until only on School of Sport Teacher (SGO). When viewed from the period of employment or work an average duration of physical education teachers who teach in elementary school West Cakung East Jakarta are work less than 5 years, only 1 (one) person who taught more than 10 years .

Suggestion

Based on the results of these studies suggested: physical education teacher can properly implement the profession as a physical education teacher to achieve good category in basic movement skills of second grade elementary school. Physical education teachers can develop the profession by increased knowledge and experience activities in any informal and formal studies that follow up to a higher level. For advanced level research can be carried out by selecting other places with the large number of schools and more samples and carried out with other issues that affect basic movement skills of second grade elementary school students.

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The Influence Of Menstruation For The Achievement Of Sprint 100 Meters In The Study Of Physical Education

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Abstract

In the study of physical education, girls usually get a problem from their reproduction organ, it is usually known as menstruation. Many girls think that menstruation which they get is problem when they are doing sport activity. Unconsciously, it makes them think about the negative effect of menstruation. They think that it will be a problem to get success in physical education in their school.

The research problem of this study is what are difference achievement in running test 100 meters, before and in the middle of menstruation. If there is a difference, which better result achievement. The research sample is taken from 27 of 130 girls in X grade of Panca Marga 1 Senior High School Lamongan. To get the sample, the researcher use purposive random sampling with interview. The experiment method used is experiment design pre-test post-test group. The technique that is used to collect the data is a running test, 100 meters. It is done before and in the middle of menstruation. The time record that they get is used to see their achievement.

The result is no difference achievement in running test 100 meters, before and in the middle of menstruation. It is proved with paired simple test, in which is counted 0,130 smaller than the table, about 2,056. So, it can be concluded that menstruation has no effect for the girls achievement in running test 100 meters in the study of physical education of X grade in Panca Marga 1 Senior High School Lamongan.

Key Words: Menstruation, Physical Education

INTRODUCTION

High school students who reach the age of puberty will experience a monthly cycle, or better known as the menstrual cycle. The most important events in puberty girls are the symptoms of menstruation, which is a sign of sexual maturity. Then there will be a variety of events, namely hormonal reactions, biological reactions, and psychological reaction that takes place in cyclic and periodic repetition of the events of menstruation.

Affandi (2009) suggests that adolescence is a crucial period in the development of biological and psychological. Adolescence is crucial in the formation of patterns of behavior and activities related to the health and fertility. Entering adolescence, girls begin menstruation which usually indicates that a child has turned into a young girl. Menstruation is also indicating that the function of the body running normally and well. Menstruation is the release of the uterine lining (endometrium) accompanied by bleeding and occurs repeatedly every month except during pregnancy. Menstruation is repeated every month will eventually form the menstrual cycle. According to Nita (2008) the duration of menstruation can be determined by putting a cross every day 1 of the menstrual cycle happens every month, then counted until the next cross. In this way it can be seen the pattern of the menstrual cycle. In the female menstrual cycle occurs on average about 28 days, although it is generally accepted, but not all women have the same menstrual cycle, sometimes the cycle occurs every 21 days up to 30 days. (Indonesian Wikipedia, 2010).

Nita (2008) describes that every month, after the 5th day of the menstrual cycle, the endometrium starts to grow and thicken in preparation for possible pregnancy. Around day 14 the release of an egg from the ovary (called ovulation). This egg into the fallopian tube. In the fallopian tubes can occur fertilization by sperm. If fertilization occurs, the egg will enter into the womb and began to grow into a fetus and become involved in pregnancy. At about 28th day, if fertilization does not occur, the endometrium is shed and bleeding occurs or is referred to as the menstrual cycle. Cycles can last for 3-5 days, sometimes up to 7 days. The process of growth and thickening of the endometrium and then started again in the next cycle.

In the learning process of physical education, there is often a student who does not follow the learning of physical education (sports) for various reasons. One reason often cited by the student is menstruating. It is also common when taking the test at the end of the value of learning the subject matter. Some girls complain that why the tests conducted when they are menstruating. The Common reason often stated is tired, ill and has not been maximized for show ability.

Physical education and sport-containing material on a quick run or sprint. Sprint is the number of competitions in athletics. Athletics is a set of sports that include running, road, throwing and jumping, which is the oldest sports activities in human civilization. This sport in English culture and several other countries, known as track and field, which means track and field (Winendra et al, 2008).

Suherman et al (2000) argue briefly athletic numbers competed are divided into 4 groups: street number, run number, number jumping, and throwing events. According Winendra et al (2008), running is a major sport in athletics. Running also includes the most popular race in athletics. Because the sport is easy to play and does not require complex rules and special place.

Physical education is a very close relation to the psychomotor skills. Where physical education put this as psychomotor skills evaluation targets the most important on physical education lesson there is a goal to be achieved. When learning 100m athletics numbers then the goal is to achieve the student is able to perform well run 100 meters. Based on these opinions in this research is the achievement of results that have been achieved by students in the learning process. So the 100 meters women's achievement here was obtained from the results of learning in school physical education is given in accordance with the material provided. Psychomotor aspects measured for purposes of this study are skills that form a complex motion student to spend his best to run a distance of 100 meters sprint and was recorded to the second two digits after the decimal.

In the process of learning the material sprint or sprint, teachers are often faced with the constraints of a complaint from a student about menstrual problems. At the time of evaluation materials and learning outcomes matter sprint, girls often complain because menstruate and have an impact on later achievement.

METHODS

Approach and Type Research

This research is a quantitative study using the experimental approach, with pre-test and post-test group. In the experimental study there is treatment (treatment), the experimental study is used to find the effect of a particular treatment over another in a

runaway condition (Sugiyono, 2008). The treatment in this study is given naturally occurring and not made-up by the researcher. Because it is related to her menstruation.

Population and Sample Research

The population in this study were all female students of class X SMA Panca Marga 1 Lamongan. Total population of 130 female students. When a large population of over 100 people, it can be 10-15% or 20-25% or more (Arikunto, 2006). Given the ability of researchers views of time, energy and money, the samples taken is 20% of the total population. The sample in this study are 27 female students.

Taking samples is purposive random sampling with particular consideration (Sugiyono, 2008). The sample in this research is the student who have the characteristic pattern of uninterrupted menstrual pain or interfere with daily activities. This data was obtained by interview on the female students. The data collection technique is based on the report on self-report, or at least the knowledge and personal beliefs (Sugiyono, 2008).

Research Instruments

The instrument of this study is a test run of 100 meters. Pre-test data obtained from the value of the practice run 100 meters is done by a student when not menstruating. Taking the value of posttest conducted by researchers after exercising pretest. The timing of the post-test sample that adapts to students who are menstruating and held on the second day of menstruation.

Data Analysis

Data analysis using t-test to see the difference in the pretest and posttest. The difference in this value will prove that there is a significant difference between the girls who menstruate and do not menstruate on the ability of the 100-meter sprint.

RESULT

Based on the analysis using SPSS.16 program, it can be seen that the average (mean) achievement run 100 meters before the menstruation of 23.5863 meters/minute, for the standard deviation of 2.53154 and variance of 6.409. While the achievements of the 100 meter dash during menstruation average (mean) of 23.5448 meters/minute, for the standard deviation of 2.88561 and for the variance is 8.327. (Table 1)

Table 1. Description of Data

Description	Before Menstruation	After Menstruation
N	27	27
Minimum	18,99	19,19
Maximum	31,86	32,21
Mean	23,5863	23,5448
Standart Deviation	2,53154	2,88561
Variance	6,409	8,327

Hypothesis testing using t-test with SPSS assisted. 16. Based on calculations using the formula t-test calculations both manually and processed SPSS.16 program obtained t value was 0.130. Sought t distribution table at $\alpha = 5\%$: $2 = 2.5\%$ (test 2 sides) with

degrees of freedom (df) $n-1$ or $27-1 = 26$. By testing two sides (significance = 0.025), the results obtained for the t table is 2.056. From the data above it is known statistical calculation: the value of $t = 0.130$ and t table value = 2.056. This means that H_0 is accepted and H_a rejected because $t < t_{table}$ ($0.130 < 2.056$) Thus it can be concluded that there is no difference between the achievements of the 100 meters before menstruation with the achievements of the 100 meter dash time of menstruation in female students of class X SMA Panca Marga 1 Lamongan. (Table 2)

Table 2. The t-test results of a test run before and during menstruation

Paired Samples Test			
			Pair
			Menstruation
Paired Differences	Mean		0,04148
	Std. Deviation		1,66240
	Std. Error Mean		0,31993
	95% Confidence Interval of the Difference	Lower	-0,61614
Upper		0,69910	
t			0,130
Df			26
Sig. (2-tailed)			0,898

DISCUSSION

Adolescence is a transitional period between childhood and adulthood, with a lifespan of between 12 to 21 years (Wardlaw et al, 1992 in Emilia, 2008). Adolescence is a crucial time for human life because in those days there were many changes both physically and psychologically. Physical and psychological changes will be positive if the optimal and supported by physical activity and good psychological effect. This rapid changes associated with physical changes, hormonal, cognitive and emotional, which requires adequate nutrition (Spear, 1995 in Emilia, 2008).

School is a place where girls get to a place of science and the physical and psychological development. In the learning and teaching process of physical education, teachers are often constrained in providing material reasons that menstruating girls. But in this study will prove that menstruation is not an excuse to not be able to get the learning achievement of physical education.

The results of this study are there is no distinction between student who does not menstruate get better results than students are menstruating. In other words, menstruation is not a reason for a student to excel in the 100-meter sprint. This is in line with the opinion of Swasta, if the woman is "normal" or not experience disturbances, then there is no suggestion to reduce or even stop sports / exercise during the menstrual period.

The results of this study are supported by Asmarani research (2010) who explains that exercise affects the menstrual cycle. Frequency of exercise that is too heavy can affect

the menstrual cycle, but menstruation does not affect physical activity performed by the student.

Fajaryati in his research also supports these results by saying that pain is understood better by the student at the time of menstruation can be overcome by doing regular exercise. Regular exercise can reduce stress and fatigue thus indirectly also reduces pain. Thus menstruation is not an obstacle to exercise, but the exercise can reduce pain during menstruation.

CONCLUSION

Based on the results of the data analysis, it is concluded in this study, that there is no difference in the effect of menstruation on achievement 100 m before menstruation or during menstruation. This is evidenced by the t test (paired simple test) which amounted to 0.130 t smaller than t table of 2.056. therefore can be stated that menstruation does not affect the achievement of women's 100-meter dash in teaching physical education student of class X SMA Panca Marga 1 Lamongan.

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Low-Level Laser Therapy for Sports Injuries

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Abstract

Low level laser therapy is well known for more than 20 years and was originally developed in Russia. It was used for a lot of different diseases like rheumatic, cardiovascular, pulmonary neurological indications as well as sports injury and had a good result. YK Madira Rehabilitation Clinic in Palembang already treated sports injuries patient with Weber low level laser therapy but few study had been done to evaluate the efficacy of LLLT for sports injuries. The aims of this study were to evaluate the efficacy of LLLT for sports injuries.

Materials and methods. Fifty patients with sports injury were recruited to joint this study. These patients included 32 men and 18 women with an average age of 23,2 years old. Patients were irradiated by diode laser at points of pain and/or acupuncture points. Patients underwent LLLT a maximum treatment of 10 times and evaluated the efficacy of LLLT using a Pain relief score (PRS). A score of 2 to 5 after treatment was regarded as very good, 6 to 8 as good, and 9 to 10 as poor. A PRS score of less than 5 was regarded as effective. **Results:** The rate of effectiveness (PRS of 5 or less) after LLLT was 76% (32/50 patients). **Discussion:** In this study, the resulting rate of effectiveness was 76% for all sports injuries. However, we have a high rate of effectiveness for Jumper's knee, tennis elbow and Achilles tendinitis, rotator cuff injury and muscle sprain. **Conclusions:** LLLT is a treatment for sports injuries, particularly jumper's knee, tennis elbow and Achilles tendinitis.

Keywords: Low level laser therapy (LLLT), Sports injuries, effective.

Introduction

Trauma from sports injuries causes damage to the cells that make up soft tissues. These damaged cells release chemicals that provoke a natural inflammatory response in the body, which result in redness, swelling, warmth and pain in the injured area. Persistent or recurrent inflammation can predispose patient to early-onset arthritis or degenerative changes in their joints. This condition can affect the weekend warrior if the patient is an athlete. The application of low-level laser therapy (LLLT) reduces short-term inflammation. Additionally, laser therapy significantly lowers the risk of arthritis frequently resulting from sports injuries. Laser therapy is used by professional sports teams and athletes to treat inflammation, provide deep-tissue therapy, and accelerate pain relief to help athletes minimize downtime. For the past decade, LLLT has revolutionized treatment in the professional sports world including NBA, NFL, MLB, NHL and USA Cycling athletes, as well as Ironman triathlon competitors, competitive runners, college athletes, former Olympic athletes, and elite cross-fitters.

Low Level Laser Therapy (LLLT) has been used for sports injuries and conditioning since 1920 in Rusia. YK Madira Rehabilitation Clinic in Palembang has used Weber LLLT in the treatment of sports injury patients for two years. The advantages of LLLT for sports injury are noninvasive procedure, fewer complications and simple administration. However, few articles have attempted to evaluate the efficacy of 10 W LLLT for sports injuries.

The purpose of this study was to evaluate the efficacy of LLLT for sports injuries.

Materials and methods

Patients

Fifty patients with sports injury were recruited to joint this study included 32 men and 18 women with an average age of 23,22 \pm 2,86 years old. Sports injuries treated include jumper's knee, lateral epicondylitis of the humerus, Achilles tendinitis, rotator cuff injury and muscle sprain (table 1)

Table 1. Sports Injuries Type In This Study

Sports Injury	No. of Cases
Achilles tendinitis	13
Tennis Elbow	9
Jumper's knee	12
Rotator Cuff Injury	4
Muscle Sprain	12

Methods of Laser irradiation

A Weber low level laser therapy was used for this study. (figure 1) The wave length of this machine was 830 nm, output power was 10 W, and power density was 6–7W/cm². Patients were irradiated by laser at points of pain and/or acupuncture points. (figure 2) Acupuncture point was irradiate for chronic pain or neuralgia and selected some acupuncture points respectively. Laser irradiation was administered for 10 or 15 seconds at each point in 5 to 10 minutes in a single weekly treatment. Patients underwent LLLT 2 or more times with a maximum treatment of 10 times3 sessions per week. All patients were invited to avoid any drugs or vitamins during the period of study.

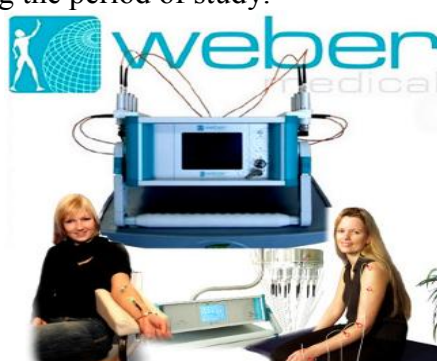


Figure 1 Weber Medical Laser

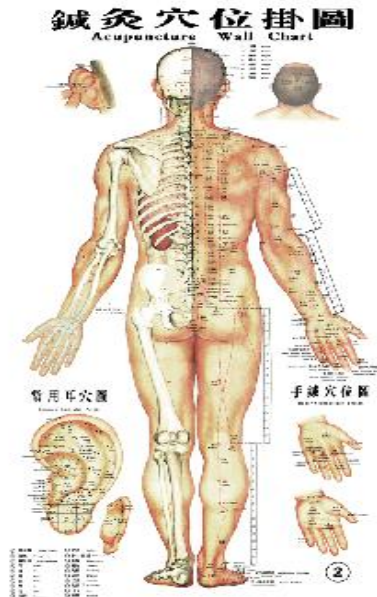


Figure 2 Acupuncture points

Measuring The Efficacy of LLLT

Measuring the efficacy of LLLT was using a Pain Relief Score (PRS) which was proposed by Japan Laser Therapy Association (JALTA). A pain score before treatment is defined 10 points. After treatment, a patient evaluates PRS by comparison with Pain score before treatment. If a patient has no pain after treatment, PRS is 0. If a patient has half pain after treatment, PRS is 5. A PRS score of 0 to 1 after treatment was regarded as excellent. A score of 2 to 5 after treatment was regarded as very good, 6 to 8 as good, and 9 to 10 as poor. A PRS score of less than 5 was regarded as effective (table).

Table 2 Pain Relief Score (PRS)

improvement of pain score	evaluation	determination
10 → 0~1	excellent	effective
10 → 2~5	very good	
10 → 6~8	good	not effective
10 → 9~10	poor	
10 → 11~	worse	

RESULTS

The resulting Pain relief scores after LLLT were as follows (figure 3): A score of 0 was recorded in 8 patients, 1 in 3 patients, 2 in 4 patients, 3 in 9 patients, 4 in 5

patients, 5 in 3 patients, 6 in 7 patients, 7 in 4 patients, 8 in 1 patients, 9 in 2 patients, and 10 in 4 patients. The rate of effectiveness (a score of 5 or less) was 76% (32/50 patients). The following injuries resulted in higher rates of effectiveness: 75% for jumper's knee, 77% for tennis elbow, and 59% for Achilles tendinitis.

Table 3. PRS after LLLT

Score	Effective	Score	Not Effective
0	8 cases	6	7 cases
1	3 cases	7	4 cases
2	4 cases	8	1 cases
3	9 cases	9	2 cases
4	5 cases	10	4 cases
5	3 cases		

DISCUSSION

Mechanism of LLLT

LLLT is known to have many bioavailable effects. LLLT activates the electron transport chain, increases ATP synthesis, and therefore causes macrophage, fibroblast and lymphocyte activity. Some studies have shown that LLLT changes nerve conduction and regeneration and induces vasodilation, particularly in microcirculation. The effect of pain relief through LLLT is caused by the development of circulation in the injured area. Pain producing substances are washed out by vascular flow, regardless of the type of pain.

LLLT is clinically useful for pain relief. The side effects and complications of LLLT are unreported. For athlete's conscious of drug testing, it is of great benefit. For athletes, such as professional athletes, who are unable to take proper rest to heal injuries, LLLT can be administered daily and in short treatment sessions.

LLLT works to photobiostimulate chemically damaged cells via specific wavelengths of light in a coherent manner. *Coherence* means that light photons propagate in the same direction, amplitude and phase. This is important to maximize the depth of penetration in order to trigger a biological response. The cell membrane within the skin absorbs these photons via a photochemical effect, not photothermal; therefore, LLLT does not cause heat damage to the tissues. When cells are chemically damaged through injury, they stimulate the pain cycle. LLLT excites kinetic energy within the cells by transmitting these healing stimuli that are photons. Once photons reach the cells of the body, they promote a cascade of cellular activities. LLLT can ignite the production of enzymes, stimulate mitochondria, increase vasodilation and lymphatic drainage, ATP synthesis, and elevate collagen formation substances to prevent scar tissue. This is a critical step in reducing chronic, disabling myofascial pain syndromes. Simply stated, LLLT enables athletes to get out of pain faster and heal at the same time.

Methods of irradiation of laser

Many irradiation methods have been documented. Irradiation on tender points has an effect on shallow disorders, and irradiation on acupuncture points has an effect on deep disorders (lumbar disc herniation's, etc.) or on complicating pain (rotator cuff injury, etc.).

In this study, LLLT was administered on both tender points and acupuncture points. The resulting rate of effectiveness, 76%, was particularly good. Jumper's knee, lateral epicondylitis of humerus and Achilles tendinitis are injuries commonly treated for long periods of time. It is difficult to manage these disorders. The results of our study show a higher rate of effectiveness in patients with these disorders and LLLT can be a useful treatment. The same figure was also reported by Morimoto (2013) with efficacy rate of 65,9%.

While LLLT has been shown to be effective, long-term treatment is often impractical. Patients are required to come to the hospital for treatment at frequent intervals. High cost prevents teams or individual athletes from buying the necessary equipment.

CONCLUSIONS

Fifty-one patients with sports injuries were treated by using LLLT. The rate of effectiveness was 76%. The rate of effectiveness in cases of jumper's knee, tennis elbow and Achilles tendinitis was high. LLLT is an effective treatment for sports injuries, particularly jumper's knee, tennis elbow and Achilles tendinitis.

Suggestion

The limitations of this study were the small number of patients and the subjective grading method by the patients. More objective studies should be performed in the future.

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Characteristics of Physical Education Teachers who can Develop Empathy Children

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INTRODUCTION

Indonesia is currently being promoted in a government program called Mental Revolution. This is done in order to welcome the ASEAN Community in 2015. Here, the individual must have the competence to compete in the ASEAN Community and should have great quality. visionary and widely viewpoint in perspective thinking. Individuals are expected to get used to the difference and openness. Mental like this is ultimately expected to shape the character of Indonesia in the future.

But in reality, many challenging conditions to the Mental Revolution in Indonesia. Among them are cases of bullying that occurs at school, not only occur at the level of junior high school and High School, even at the level of elementary school and also Kindergarten. If this is allowed, it will be more and more people in Indonesia are more happy to see other people difficult than seeing other people happy.

Based on data from the Indonesian Child Protection Commission (KPAI) shows the cases in school bullying topped KPAI public complaints to the education sector. Since its inception in 2011 until August 2014, KPAI recorded 369 complaints related to the problem. The number was about 25 percent of the total complaints in the field of education as much as 1480 cases (Republika, 2014). Bullying is a form of violence in schools beating student brawls, educational discrimination, complaints or extortion (Republika, 2014).

According Sarwono (2013) one of the ways to overcome the moral condition as above is to increase the levels of empathy back of the Indonesian nation.

Definition of Empathy

Empathy is a reaction in which a person understands the feelings, thoughts, and desires of others in certain situations (Prianto, 2006). Empathy is a mental state that makes a person feel or identify themselves in a state of feeling or thought the same with other people or other groups. Empathy is the root of moral development, because with empathy, someone so much care about other people (Kapin, 1984 in Prianto, 2006).

Empathy is different from sympathy. Sympathy means you feeling drifting to come to feel if I were on your shoes. Our emotions will be reflected through our body language that show us immersed in feelings too. Whereas if empathy, we not only have the feeling of drifting in the situation, but intellectually we were also actively react. In empathy, we use the eyes, heart, objective mind, and all our senses (Sutikno, 2007).

Aspects of Empathy, Erwin (1995) states three aspects of empathy, namely:

- a. The ability to distinguish and label the feelings or emotions of others

- b. Ability to assume the other's perspective and role.
- c. Capacity and ability to provide emotional response, which is the ability of a person to be able to know the feelings or emotions experienced by others both pleasant and unpleasant feeling is revealed through understanding.

The Importance of Empathy in Education

Much research about empathy has been conducted by academics. Among them are:

1. The relationship between religiosity, empathy, social networking sites, and social capital with the moral behavior of adolescents (Dissertation Selviana, in Sarwono, 2013). The result is amazing. Through statistical analysis technique called Structural Model Analysis, the results of questionnaires collected from 294 students School and Vocational School Mahanaim (70% of students it came from poor families) indicate that religiosity is the smallest influence on moral behavior. It was not in the form of direct influence, but must go through a factor (in the study called: variable) social capital (parents, teachers, and friends). While the influence of social capital itself to moral behavior is the lowest (0.36 correlation value) compared with social networking (0.47) and empathy (0.56). So in conclusion, not religiosity that determines moral behavior, but empathy, social networking, and social capital with empathy as an influential factor most powerful among the three.
2. Kraus, Dacher Keltner, professor of psychology, University of California, Berkeley, agreed that individuals in classes lower socioeconomic life is defined by the threat. Their lives are threatened by environmental, institutional and other individuals. "One form of adaptation of the environment as it bore a feeling sensitive, alert and cautious in view of the presence of others and try to establish close cooperation in order to form a strong attachment. It shows abundant wealth and high social status holds no guarantee someone has a sense of empathy and care for others. on the contrary, a person who lives it's difficult to have a high sense of empathy and concern on around them (<http://www.Republika.co.id>, 30 November 2010).
3. The team of researchers from the University of Groningen in the Netherlands. They find in the journal *Brain*, how psychopaths can be a heartless person and attentive. In the experiments, they scan the brains of psychopathic criminals were asked to watch a video of the person being hurt. The psychopath then asked to empathize with people who are in pain it. The scans showed brain areas associated with pain seemed to light up when psychopaths are asked to feel the pain as experienced by people who were tortured in the video. It shows a sense of empathy within the psychopath. Research leader, Christian Keysers, said psychopaths are a personality disorder characterized by the appeal made-up, the tendency to lie, and lack of remorse. Criminals with psychopaths showed a decrease in the ability to empathize with others, including their victims. Evidence

suggests psychopaths do not indicate guilt more than villain same without psychiatric conditions (<http://www.tempoco.id>, July 29, 2013).

Based on some of these results, we can conclude the importance of an individual developing empathy early on so that individuals can develop into a good moral person, concerned about the environment, and also to avoid all such psychopathic personality disorder. In order to foster empathy, the parents and teachers who became the most appropriate to develop at home and at school.

Characteristics of Physical Education Teachers

In the implementation of the physical education program there must be a quirk in the implementation of the psychomotor development of the region, which is usually associated with the aim of developing a child's physical fitness and movement skills achievement. Likewise in the development of cognitive and affective aspects, of course not only be implemented by requiring children to read books related to the source of the theoretical concept only. But experts agree that the development of the cognitive aspects, the child is also expected to master important concepts, such as: 1) Statement descriptions that provide information about the "what" facts, knowledge, information; 2) A statement of intent to answer the "why" simple reason, value, justification, benefits; 3) A statement that intends to answer "why it happened" principles, relation, and legal or equitable; 4) Statement of problem solving (what to do) the application of the principle facts, and connectedness (Samsudin, 2008). When seen from this explanation, then every child should not only know how to do any physical activity, but also can internalize value, usability, the principle of causality and the applicable law in any of the physical activities.

In addition, the development of affective aspect is not as easy on the implementation aspects of the motor. During the Physical Education program implementation is limited in order to raise the students' attitudes and interest in physical education even without clear reference. Though further study the affective domain can be used to focus attention, maintaining concentration, induce and maintain motivation, managing anxiety, develop self-esteem, and learn ethics and social behavior (Samsudin, 2008).

Therefore it can be said in building the character of children, the role of physical education teachers is very important. In Physical Education lessons, teachers have a great opportunity to develop empathy in children. Among these, when small conflicts associated with motion learning, games, learning activities that can improve children's stages of moral development when facing the right way. With so many opportunities that happens, it will be easier for teachers to more intensely develop empathy students through opportunities that occur daily in the study.

Related to develop empathy children, then the teacher is expected to have characteristics as expressed Lickona (1991) following. Here's the explanation:

a. The Teacher as a caregiver

Teachers as a caregiver means teachers who love children, respect for children, and help children achieve success, so that the children have confidence. According Lickona (1991) helps children to achieve success in learning is

important to point out that the teachers care about them. For example, when children facing a difficult matter, the teacher give the steps that must be students do from the easiest to the most difficult. **Example:** In doing a jump in the pool. Stage 1, by way of sitting. Stage 2, by means squat. Stage 3, standing on the board repulsion. If there are students who are able to direct the third stage is great. But there are also students who feel fears, then ask him to do a stage 1 first.

In addition, the teacher as a caregiver also has a good relationship with the children to behave in a warm and appreciative. It can make children feel comfortable talking about the issue and accept the moral guidance of the teacher. Most studies also said that the support and warm attitude that occur in the relationship between adults and children is important in the development of the child to be able to give attention to others. **Example,** use positive words and reinforce, such as: I know you can do butterfly stroke in swimming; I believe you can fight your fear to jump on board repulsion.

Teachers also need to build a children's confidence in its interaction either in class or outside the classroom. For example, when the teacher asks, and the child was asked to answer. Maybe not all children can answer correctly, then this is where the role of the teacher to find something of an answer that can strengthen children their confidence. **Example,** Avoid words that discourage student, if the student answered incorrectly, such as: "a good effort to answer, then what 'it' is?" Here the teachers do not blame the student's answers, but just to remind students that lack any answer.

According Karabenick and Sharma (in Le Mare and Sohbat, 2002) teachers who display positive emotions, will be perceived by the children as a teacher who has made the children feel comfortable. This is giving more freedom to ask and be open. Conversely, if the teacher displays negative emotions, children become fearful and away from the teacher. For **example,** "Fool, Rolling forward can not..!"

b. The Teacher as a model

Teachers as role models that teachers can show respect and responsible behavior to children, both inside and outside the classroom, so that children can see and follow the teacher's behavior displayed. For **example,** the teacher pointed to the child to respect and be kind to anything and anyone, hope the children can follow. Added also by Lickona (1991), basically a lot of children know which behaviors are good and which are bad behavior. But the children do not care for the realization of the good behavior. One way that can be used by teachers to raise awareness of children to good behavior is to show how the teacher cares for moral values. For example, with the realization of good behavior in everyday life and react not like to bad moral values carried by children.

According Ormrod (2000) when the teacher becomes a model that is sensitive and attentive to the feelings of others, then the children perceives teacher as a good teacher, so the children will follow. Conversely, when the teacher becomes a model that selfish and put they own needs above the needs of others, then the children will be follow the teacher.

Examples of physical education teachers as a model: 1. Appearance (dressed neat, clean, fixtures whistle and stopwatch all taken), 2. Creating lesson plans and arrive on time, 3. Also part in the anti-smoking campaign, 4. Doing jogging in the morning, in addition to health, as well as to motivate the children to have a healthy life, 5. Mastering the material to be teach : teach martial least been practicing martial. Because if the teacher gives a good example of the technique, the students will be reluctant and willing to follow the teacher's movement, etc.

c. The Teacher as a mentor

Teachers as mentor means teachers discuss about the reasons why we should have a good moral. The discussion could include the impact of deviant behavior for others (Ormrod, 2000), or the events that occurred at school that caused disagreement between students that need to be discussed (Lickona, 1991). Such an approach is called induction approach. **Example:** When the physical education teacher following the inter-school sporting events, and there was a commotion with other schools. Teachers try to calm the situation and give direction to always keep sportsmanship and respect.

The discussion about good and bad can help children to know that other people do not like the bad behavior do (Hoffman, 1970 in Ormrod, 2000), and train children's moral reasoning in the face of a problem (Lickona, 1991). The use of induction technique in children discipline coupled with the application of a light punishment for deviant behavior will produce children who can work according to the rules (Baumrind, 1971 in Ormrod, 2000), and will facilitate the development of prosocial behaviors such as empathy and altruism (GH Brody and Shaffer, 1982; Hoffman, 1975; Maccoby and Martin, 1983; Rushton, 1980 in Ormrod, 2000). For **example**, when dealing with children who are late, the teacher should have made a contract regulations since the beginning of the meeting.

In addition to an explanation of the behavior, teachers also need to develop children's moral to invite children to talk about controversial topics and moral issues that can improve children's moral reasoning and expand the child's perspective (DeVries and Zan, 1996; DW Johnson and Johnson , 1988; Power, Higgins and Kohlberg, 1989; Schlaefli, Rest and Thoma, 1985, in Ormrod, 2000).

Example, Physical education teachers can discuss the controversial behavior of Louis Suarez at the World Cup 2014 who biting other player's shoulder and finally sanctioned; or 'game soaps' in Indonesian football league show unsportsmanlike.

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Factors Contribute To Obesity Among Primary School Children At Langkawi Island

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Abstract

This research has been conducted to determine the factors that contribute the obesity among primary school children at Langkawi Island. Obesity among children occurs in the phenomena that associated with changes in habits and lifestyles. The cross-sectional design has been used to implement the factors that contribute the obesity among primary school children. Result showed that development of the area was the most important element that contributes the obesity among primary school children. Meanwhile, for health status and lifestyle, result showed that genetic factors do not showed the high percentage and it was not the main factors that influencing the obesity. Further study for government sector, private sector and society should think the ways of life surrounding population in the area before some development built at the area.

Keywords: *obesity, primary school children, development, genetic*

INTRODUCTION

There are many factors that may influence to the obesity among children. Obesity among children occurs in the phenomena that associated with changes in habits and lifestyles. By doing the exercising regularly and eating a healthy diet, these are the ways to overcome the obesity. Based on Wolfenden (2011), obesity usually occurred in the urban area because of many fast foods stall with not in appropriate control. Furthermore, eating behaviours has been changed such as the fruit intake has been decrease and fast food intake has been increased. In addition, obesity also occurred in family environmental factors such as health problems of their parents.

According to Newfield (2004), genetics can play a role in determining whether a child become overweight or obese, but these factors also can be aggravated by non-genetic factors. The condition occurs when the amount of calories consumed exceeds the amount of calories expended over a long period of time. Excess calories were stored as fat in the body, and with long-term caloric excess, an individual eventually become obese. Kemper (2004) observed a strong dose-response relationship between the prevalence of overweight in 1990 and hours of television viewed. The results revealed that being overweight were 4.6 times greater for youth watching television more than 5 hours per day compared with those watching for 0 to 2 hours. Girls engaged in less physical activity and consumed fewer joules per day than boys. Watching television was positively associated with obesity among girls, even after controlling their age, race/ethnicity, family income, weekly physical activity, and energy intake.

Study done by Williams and Alexandra (2013) revealed that many factors may influence the energy balance and can be identified as contributors to the obesity epidemic among children. Behavioural factors such as physical activity and dietary intake are considered significant contributors to the occurrence of childhood obesity. The result from previous study shown that children who is low physical activity in adolescence independently predicts obesity in adulthood. Furthermore, many factors that account for significant recent increases in the prevalence of obesity may have also changed over time. These include the increasing in the perceived risks of physical activity and sports participation, changes to the physical environment, a scarcity of time, prioritizing academic versus more active pursuits, and potentially, the cost.

Obesity among children is getting serious when an estimated 40% occurred due to the lifestyle of parents who like to bring their children to eat outside especially, the fast food. Thus, a study on factors that lead to obesity among children is needed. This study aim to find the causes that lead the children that have obesity and to find the most contributors among the factors.

METHOD

There are 83 subjects that involved in this study and consisted of 45 boys (n=45) and 38 girls (n=38) with 65% of participants were come from rural area. All subjects were required to answer the self-administrated questionnaires that given by the researcher. Data collection was taken among primary school in Langkawi and a descriptive analysis was used in this study. A paired sample t-test was conducted to evaluate the differences between area and parents concerns in children obesity.

RESULT

Frequencies ad percentages were computed for the demographic and subjects profile variables. All the results are shown in Table 1. Based on the Table 1, 71.1% were not known about the genetic information in their family. This might be the main problem that can lead the children become obese in future. Parents have to play the main role in order to influence the daily nutritional intake among their children. Parents should consults and learn on how to eat in healthier in daily life. Furthermore, parents have to influence their children to involve in sport and physical activity, instead of being watching television at home.

Table 1: Subjects Profile of Survey Respondents by Frequencies and Percentages

Variable	n	%
<i>Genetic Information</i>		
Yes	24	28.9
No	59	71.1
<i>Influence Daily Nutritional Intake Information</i>		
Parents	8	9.6
Friends	2	2.4
Teachers	9	10.8
Others		
<i>Physical Activities Participation</i>		
General playing	54	65.1
School sport	22	26.5
Others	7	8.4
<i>Watching Television / per day</i>		
Less than 1 hour	12	14.5
1-2 hours	30	36.1
3-4 hours	20	24.1
5 and more	18	21.7
None	3	3.6
TOTAL	83	100

A sample t-test was conducted to compare the area score for urban and rural area and parents concerns. There was a significant differences in score for area ($M=1.35$, $SD=0.480$) and parents concerns ($M=1.36$, $SD=0.53$; $t(26) = 1.24$, $p=0.001$). All the result are shown in Table 2 and Table 3.

Table 2: Mean and Standard Deviation for Area and Parents Concerns in Children Obesity

	N	Mean	Std. Deviation	Std. Error Mean
Area	83	1.35	.480	.053
Parents Concerns	83	1.36	.483	.053

Table 3: One Sample T-test in Area and Parents Concern among Children Obesity

	t	df	Test Value = 0		95% Confidence Interval of the Difference	
			Sig. (2-tailed)	Mean Difference	Lower	Upper
Area	25.629	82	.000	1.349	1.24	1.45
Parents Concerns	25.662	82	.000	1.361	1.26	1.47

DISCUSSION

Result showed that development of the area was the most important element that contributes the obesity among primary school children. Meanwhile, for health status and lifestyle, result showed that genetic factors do not showed the high percentage and it was not the main factors that influencing the obesity. Furthermore, parents concerns about nutritional intake were neither shows a relatively high percentage and it because parents were not controlling their nutritional intake. Parents should properly expose to their children with eating the diet in healthier. The basic knowledge regarding the diet and nutrition can be found in media and school.

Normally, students who suffer from obesity are mainly coming from urban areas and they did not get more exposure about healthy diet. Compared with students who live in rural area, they are more active due to more exposed in physical activities such as traditional game that allows them to interact with peers. However, in this study, the obesity student come from urban area and these is because of family attitude and lack of knowledge in healthy diet.

CONCLUSION

As the prevalence of overweight increases, the need to reduce sedentary behaviours and to promote more active lifestyles becomes essential. Clinicians and public health interventionists should encourage active lifestyles to balance the energy intake of children. Further investigations are needed to explore the factors such as feeding pattern, food habits, and physical activity o weight. Suggestion for the future study is the government, public sector and also society should think the ways of good life and the impact on the surrounding population in the rural and urban area before more development have been made.

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Physical Education Management to Enhance Kinesthetic Intelligence (Kinesthetic Intelligence Sport Skill-KISS)

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Abstract

The purpose of this study in the short term is to obtain an instrument to measure the kinesthetic intelligence. Some of the relevant literature and research used in this study show success in life obtained from kinesthetic intelligence. In the long term, by expanding testing the use of this instrument is expected to be a reference to measure children's intelligence-based physical activity. This instrument is expected to also be the basis for the development of early childhood sport, by recognizing the potential of children based physical activity. Research to make the instrument kinesthetic intelligence is one of a series of research dissertation with the title: Intelligence and its relationship with physical activity, classroom management, social development and self-concept. Instrument developed in this study will help make an assessment of the child's intelligence. kinesthetic intelligence instruments are included into the psychology of measuring instruments, so that needs to be made in accordance with the stages of child development and research needs. The method used in this research is the development of instruments through the development procedure: synthesis, study experts to draft, prepare a range of parameters, construct lattice, grain and examine expert validation, testing, revision, and preparation of grains for raw instrument. The study was conducted in Jakarta, taking time from 2013 to 2014. The study population was children grades 1-3 elementary school in the village Rawamangun).

Keywords: *Kinesthetic, Kinesthetic Intelligence, Test Instrument*

INTRODUCTION

We have many developing tests to measure different types of intelligence. IQ tests are commonly used to measure intelligence can not be used to measure the intelligence of bodily kinesthetic intelligence. One form of the test used is the self-assessment or assessment / self-evaluation. In addition to measurement issues related to reliability and validity, the manufacture of the test need to define what is meant by the concept of "intelligence". Gardner (1983) reveals the true intelligence is multiple intelligences. a kinesthetic intelligence measuring instrument suitable for measuring the motion intelligence or bodily kinesthetic intelligence that will benefit education in general, physical education and the integration of sports talent early age.

Measurements can mean the process to obtain a description of a certain number of degrees of characteristics possessed by the individual (Gronlund). In more detail, J.Shavelson mentioned measurement is giving numbers to the attributes of people, objects, or events according to accepted rules of logic.

Kinesthetic Intelligence

The concept of multiple intelligences was introduced by Prof. Howard Gardner, who is a psychologist and professor of Cognition and Education major at Harvard Graduate School of Education and Professor of Neurology, Boston University School of Medicine. This concept has an essence that every person is unique, every person needs to be aware of and develop a variety of human intelligence and combinations thereof. Every student is different because it has a different combination of intelligence. The concept of multiple intelligences according to Gardner (1983) in his book *Frame or Mind: The Theory of Multiple Intelligences* there are eight types of intelligence possessed by each individual. Eight types of intelligence, every individual access to the information to be entered into him. And

everyone has more than one intelligence, have at least eight intelligences are linguistic, logical-mathematical, intrapersonal, musical, naturalist, visual-spatial, and kinestestis.

Everyone has this intelligence with eight levels of development vary.

Gardner explained that the multiple intelligences offer a variety of ways to success and achievement, but each intelligence plays an important role. Successful human interaction in any form requires the ability to recognize themselves and cooperate with others. That's why personal intelligence is needed. This intelligence includes the intrapersonal and interpersonal intelligence, Linguistic-Verbal Intelligence, Intelligence Logiko-Mathematics, Visual-Spatial Intelligence, Intelligence-Rhythmic Music and Kinesthetic Intelligence.

Cratty stated several theories of intelligence that uses a motor test to measure intelligence include C. Newell Kephart and Barsch. Kephart theory is based on the assumption that the motion is the basis of intelligence, where the activities of writing, reading, math involves a lot of motor perceptual skills. Where the child will connect the input (perception) with motion.

Barsch, the method "Movigenic Curriculum" says there are eleven dimensions that can be used to observe the intelligence, the Muscular Strength, Dynamic Balance, Spatial Awareness, Body Awareness, Visual Dynamics, Dynamics Auditory, Tactual Dynamics, Bilaterally, Rhythm, Flexibility.

Sternberg identifies Gardner's theory of multiple intelligences as a systems approach similar to triarchic theory itself. Although he liked the assessment Gardner on a theoretical level, he believed them to be a nightmare psychometrics. The biggest challenge for supporters of Gardner's approach is to demonstrate the validity of their psychometric instruments. Sternberg called Gardner's theory should be able to be operating satisfactorily scientists and teachers. Sternberg theory itself promises extensive measurements implied by triarchic theory (Sternberg, 1985). The theory gives a score componential processing, addressing new things, automation, and the practical and contextual intelligence, and balanced content to verbalize, and quantitative content domains and figural (Sternberg, 1991).

Observations Sternberg on Gardner's theory should be remembered in an attempt to create a test based on his theory. However, in an educational setting theory can be used as a framework for planning programs that will meet the needs of different learners (Tirri, 1997). Gardner has shown particular interest in the possibilities and limitations of schools to encourage different talents in students (Gardner, 1991).

Gardner's theory has been applied in educational settings and in schools (see, for example, Armstrong, 1993). Gardner warns against using theory as the only approach to education. There is no single way to adapt his theory, but he has given some guidelines for the possible use of theory in school (Gardner, 1995).

Development of instruments using Gardner's theory as a guiding theory for building a self-evaluation tool for students. Intelligent self-evaluation is closely related to the concept of a person (SC). According to leading researchers, self-concept has a structure of two factors: general self-concept and academic self-concept (Shavelson, Hubner and Stanton, 1976). Byrne & Gavin (1996) argued that the SC is multidimensional, that in their study consists of four general aspects, academic, English, and math self-concept. Self-evaluation intelligence can reflect both public and academic components of one's self-concept. In addition, self-evaluated intelligence is closely related to one's self esteem and confidence. The concept of self-efficacy should be recognized in the context of self-evaluation. According to Bandura (1978), self-efficacy is specific to a particular activity or situation, in contrast to the global confidence as the concept of self. In this study, researchers concentrated on the intelligence of self-evaluated within the framework of Gardnerian. Assuming that students reflect both

general and academic self-concept in their assessment, their strengths and weaknesses.

Kinesthetic is something related to the feeling of motion such as voltage, pressure, force conducted and influenced by gravity orientasi body in the room, the difference position limb motion. Pengideraan kinesthetic occurs when a person is in a position specific gestures will lead to useful feedback to adjust the position or movement of the body. Therefore, kinesthetic senses very instrumental in mastering skills smash volleyball.

Kinesthetic senses divided into three kinds, namely: (1) awareness of the body, namely the ability to recognize and control the sense of the body or parts of the body, (2) the imagination of the body, namely the sense of body structure and (3) the relationship of the body to the surrounding objects, which is done in relationship with the environment. Harsono said the feeling of motion (kinesthetic sense) is the feeling that provide awareness of the position of the body or parts of the body at the time of move / are diudara. Because the sense or feeling that we will be able to control the movement of a bunch more accurate, for example, is: gymnastics, diving and trampolin. Furthermore Oxendine found kinesthetic sense (kinesthetic sense) is an awareness of one's body position and movement very penting in most motion or activity (motor activities). Nature or feelings should be controlled, namely (1) the position of the body or (whole body) as an example in diving and high jumps, (2) control the position of the body, or (with appropriate controls movement), (3) maintain a balance, for example, the motion stands by hand (handstand) or walking on a balance beam. Sage, kinesthetic is the ability to observe the position of the body in space and the relation of each part, kinesthetic are special observations related to the five senses in the muscles, tendons, joints and muscles in the ear vestibular.

While Lutan said that, kinesthetic prespsi defined as a person of his own movement, both of limbs with regard members of other agencies, as well as overall body movement.

After seeing dikemukakan definition has been mentioned above, the results of studies Gibson who argue about the kinesthetic very useful in learning motor skills exercises, for Gibson differences in body position there is a movement based on the information, encouragement, pressure and power are affected by gravity. While Howard saw in terms of differences in body position, broad and wide swings and gestures actively or passively after the Rush Lutan says there are several factors in making gestures of activity starting from the information signal then mamsuk receptor together will do a movement. Kinesthetic intelligence (kinesthetic intelligence) or "body smart" by Gardner is the capacity or ability to use some or all parts of the body to resolve issues / problems and make something. Or in other words, kinesthetic intelligence is the ability to fine-tuned using the body and handle objects, namely the ability of coordination and physical movement.

According to Gardner, bodily kinesthetic intelligence or bodily-kinesthetic intelligence is the ability to create goals, specific body movements such as throwing a ball or dance. Movement is controlled by the two hemispheres of the brain in the motor cortex. The right hemisphere of the brain controls the left side of the body and vice versa. Apraxia, or loss of ability to perform the movements studied or planned, occur in people with damage to the motor cortex. The human ability to perform specific body movements, coupled with the use of sophisticated tools, has made it possible for humans to develop and move through the extraordinarily complex technology environment.

While Yuliani (2009) says that the kinesthetic intelligence is an intelligence which use it when we are able to do good movements, running, dancing, building something, all works of art and feet. People who have a kinesthetic intelligence, according to this theory is that they are doing the job performance of motion, such as athletes, movie players, dancers, surgeons, builders ..

Kinesthetic intelligence area is located in the cerebellum and thalamus, primary ganglion

and other parts of the brain. The motor cortex of the brain controls body movements. People with this intelligence shows skills and fine motor using fingers. Characteristics of people who have kinesthetic intelligence is:

- always explore the environment
- coordination and sensitivity have a great time (sense of timing)
- always shows the direct involvement
- always enjoy the experience of learning the concrete
- demonstrate skill in performing work tasks, which require gross motor skills and fine motor skills
- very sensitive and always responds to the physical environment
- be able to demonstrate skills in acting, sports, dancing
- can demonstrate balance, dexterity and accuracy
- be able to express an interest in the fields of sports, acting, dancing, builders building.
- creating new approaches to physical skills

Based on these theories, kinesthetic intelligence is the ability to adapt to its environment and complete the task of movement (motor task) to learn from experience.

METHOD

Methods Based on instrument development procedures so as to obtain raw instrument, then the procedure is through the eight stages: (1) literature review and synthesis, (2) Preparation of grating instruments, (3) Preparation of Grain instruments, (4) Study of experts for each item, (5) and determining the sample, (6) Testing Instrument, (7) Revision of each item, (8) The development of grain raw instrument.

Then, the preparation of this measure will reduce the 6 items of dimensions that have been described in Gardner's theory and Efendi and Praja, namely: kinesthetic intelligence is using the expertise of the entire body to express ideas and feelings and skills using hands to create or change something form. Specific physical capabilities include:

Coordination is the ability biomotor very complex. Individuals with good coordination will be able to perform the movement of various levels of difficulty with fast, efficient and precise. Operational Definition: measured as the length of time and the accuracy of a single movement of the joint range of motion and with various levels of difficulty. Time is in seconds, accuracy in a score of 1 to 3.

Balance, is the ability to maintain the attitude of a balanced state (equilibrium) while it is stationary or moving. Operational Definition: the balance is measured as the length of time poise when stationary or moving on balance tests. Time is in seconds.

Skills, is a locomotor skills (walking, running, jumping, marching, jumping, mencongklak, creeping, rolling and crawling); and nonlokomotor (bending, reaching, twisting, stretching, swinging, squatting, sitting, standing) as well as the ability to control and regulate body (showing body awareness, spatial awareness, awareness of rhythm, balance, ability to take the start, the ability to stop motion, and change direction). Operational Definition: ketermapilan is a score derived from the ability to perform a variety of movement skills. Scores are on a scale of 1-3.

Flexibility is affectivity in conformity to all the activities with a wide body stretching. Operational Definition: breadth stretching the body in movement. Extensive body elongation measured in a scale score 1-3.

Speed, is the ability to perform continuous movements in the same form and in the shortest possible time. Operational Definition: a long time the same movement performed several times in a short time. Time is measured in seconds

The ability of the senses receive sensory stimuli is the reaction rate when receiving

stimulation. The operational definition is a long time sensorial reaction after being given stimulus. Time is measured in seconds.

Items in tests made using a score of 1-3 and record the time (seconds) with consideration to achieve the objectives of the development of this measure alone is creating a practical measurement tool, easily administered and efficient in terms of time. Subjects in the study were students in elementary school aged 7-8 years.

The development of this measure using descriptive research methods, survey data retrieval measuring devices against 63 students in three elementary schools, public and private in the Rawamangun.

Statistical Analysis. A measuring device can be said to be good, if the instruments meet the three requirements are: to have a good item, reliable and valid ..

Item Analysis. To determine whether the measuring instrument has drawn good items, it is necessary to analyze the item. Three calculations are most often used in the analysis of the item is the level of difficulty of items (item difficulty), distinguishing items (item discrimination), and the strength of detractors (distractor power). In this study the analysis of the items will be used in the calculation of distinguishing items. Calculation of distinguishing items can be done in two ways, namely by looking at the item-discrimination index and item-total correlation. Item- discrimination index calculation requires the items could be suspended right or wrong.

In addition to seeing the item-discrimination index, item analysis can be done by calculating item-total correlation. Calculation of distinguishing items by item total correlations useful to see consistency between the scores of items with overall scores. Consistency is seen from the magnitude of the correlation coefficient between each item with an overall score. Because the scores of each item on research using scale measuring tool, then correlation coefficients obtained by using the Pearson Correlation Formula:

$$r_{xx} = \frac{\sum X_1 X_2 - (X_1)(X_2)}{s_{X_1} s_{X_2}}$$

where: X1 = Total scores for the first set

X2 = Total scores for the set into two

X1 = average score X1

X2 = average score X 2

sX1 = standar deviasi X1

sX2 = Standar deviasi X2

The correlation coefficient obtained was then based criteria Guilford (1956), namely:

R	0,0	No Correlation
	< 0,2	Very Low Correlation
	0,2– 0,4	Low Correlation
	0,4– 0,7	Midle Correlation
	0,7– 0,9	High Correlation
	>0,9	Very HigeH Correlation
	1	Perfect Corelation

Reliability. This measuring instrument reliability test was conducted by internal consistency, where testing is done by performing measurements on different items in the same assay. This instrument has only one version and the measurement can only be done one time measurement, therefore the reliability test is very appropriate. Conceptually, in this measure will not obtain a total score of the measuring instrument, but the total score perdimensi, the reliability coefficient calculation will be done per dimension. Therefore, the number of items per dimension quite a bit (10 items per dimension), the reliability coefficient formula used is alpha coefficient, as follows:

$$r = k \cdot k^{-1}$$

Where: $k = \frac{\sigma_i^2}{\sigma_x^2}$

σ_i^2

σ_x^2

$(1 - \frac{\sigma_i^2}{\sigma_x^2}) \cdot \sigma_x^2$

= Number of items = variance of each item = number of each item variance = variance test

To determine the reliability of the measuring instrument used criteria Kaplan (Kaplan & Sacuzzo, 2005), namely: $\alpha \geq 0.70$ = reliable measuring instrument (less reliable) $\alpha < 0.70$ = less reliable measurement tool (reliably).

Validity. The validity of the study indicate whether the measuring instrument can really gauge what will be measured. So the more valid a measuring instrument, the measuring instrument is increasingly on the target, or even indicate what should be measured. Factor analysis is a statistical procedure to study the internal structure of a construct assay. Implementation Procedures Test. Instrument test is a series of motion assignment to do a child. Assessment conducted by the observer who understands about motion. The timing of the test is 90 minutes, consisting of 60 movements. Observer observe, calculate with a stopwatch and make notes and scoring. Attempts were children in the natural state, and in an atmosphere of play. One person observer can observe one to three children.

RESULTS

In this study, the calculation of distinguishing items made with SPSS 16, in order to obtain the results of the calculation as follows:

Table 4.1. Item Analysis for Cordination Dimension

ITEM	R	KORELASI
40	0.196	Very low correlation
43	0.426	Midle Correlation
45	0.012	No Correlation
47	0.178	Very low correlation
49	0.162	Very low correlation
50	0.155	Very low correlation
52	0.261	Low Correlation
53	0.116	Very low correlation
54	0.489	Midle Correlation
57	0.046	Very low correlation

Table 4.2. Item Analysis for Balance Dimension

ITEM	R	KORELASI
41	0.093	Very low correlation
44	0.008	Very low correlation
46	0.168	No Correlation
48	0.196	Very low correlation
51	0.196	Very low correlation
55	0.305	Low Correlation

Table 4.3. Item Analysis for Skill Dimension

ITEM	R	KORELASI
1	0.628	Midle Correlation
7	0.472	Midle Correlation
9	0.296	Low Correlation
13	0.484	Midle Correlation
17	0.532	Midle Correlation
21	0.523	Midle Correlation
23	0.484	Midle Correlation
25	0.418	Midle Correlation
27	0.296	Midle Correlation
29	0.456	Midle Correlation
30	0.523	Low Correlation
33	0.403	Low Correlation
37	-0.092	No Correlation
38	0.296	Low Correlation
56	0.624	Low Correlation
58	0.524	Low Correlation
59	0.294	Low Correlation
60	-0.092	No Correlation

Table 4.4. Item Analysis for Felxibility Dimension

ITEM	R	KORELASI
2	0.144	Very low correlation
6	0.069	Very low correlation
10	0.149	Very low correlation
14	-0.001	No Correlation
18	0.258	Low Correlation
22	0.005	Very low correlation
26	0	No Correlation

Table 4.5. Item Analysis for Speed Dimension

ITEM	R	KORELASI
3	0.294	Low Correlation
5	0.204	Low Correlation
11	0.212	Low Correlation
15	0.503	Midle Correlation
31	0.363	Low Correlation
35	0.523	Midle Correlation
39	0.453	Midle Correlation

Table 4.6. Item Analysis for Stimulus Reaction Dimension

ITEM	R	KORELASI
4	0.563	Midle Correlation
8	0.517	Midle Correlation
12	0.481	Midle Correlation
16	0.079	Very low correlation
20	0.376	Low Correlation
24	0.644	Midle Correlation
28	-0.144	No Correlation
32	0.463	Midle Correlation
36	0.168	Very low correlation
42	0.342	Low Correlation

Based on the results that can be observed from Table 4.1 through Table 4.6 it can be concluded that this measure is still in need of improvement by eliminating items that do not correlate and repair items that have a very low correlation and low. On this measure can be seen that the items that had the highest correlation is still considered the correlation being, yet there are items that have good correlation, so it is still necessary to add more items to get items with good correlation. Based on an analysis of existing items, found that the items were not correlated, the item has a double meaning that less able to reflect the respondents' answers. While other items despite having enough can describe, still require a test of respondents more.

Reliability. The following Table 4.7 presents the results of the reliability calculation follows the criteria that refer to Criteria Kaplan. Based on the reliability coefficient calculation performed with SPSS 16, in order to obtain the results of the calculation as follows:

Table 4.7. Reability for Activity

DIMENTION	ALPHA	CRITERION
Cordination	0.725	Reliable
Balance	0.702	Low Reliable
Skills	0.254	Reliable
Flexibility	0.425	Low Reliable
Speed	0.602	Low Reliable
Stimulus Reaction	0.712	Reliable

Based on the above table it can be concluded that there are more dimensions which are less reliable than reliable. This is caused by the manufacturing procedure is not appropriate. Measuring devices are still in need of repair items. However there are three dimensions that have reliable namely dimensional coordination, balance and reaction, this can be due to the content items that have been specific enough to measure the criteria of these dimensions. In addition, if we look at the analysis of the dimensions of the item is the highest item that has a moderate correlation criteria. So for this activity measurement tools, dimensional coordination, balance and reaction has been a reliable stimulus keajegannya.

Validity. Factor analysis performed with SPSS 16, in order to obtain results that through exploratory factor analysis procedure, items measuring instrument is divided into 20 factors,

not the six factors (as in accordance with the conceptual framework). Therefore, it can be said that this measure has not proven its validity. In other words, this measure has not been proven to be able to measure the kinesthetic intelligence.

CONCLUSION

Stages that have been made in the development of kinesthetic intelligence instrument produces a draft instrument named Kinesthetic Intelligence Scale Sport (KISS). In limited testing results that this instrument has not been steady and belum proved its validity, so it cannot be used as the only instrument to measure the kinesthetic intelligence. The next stage is required to revise and make the construction of instruments and test with a larger sample.

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Improving Learning through Engineering Services Sepak Takraw Game Target, In Class V SD State 7 Lubukkeliat Kab. Ogan Ilir

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Abstract

This study titled Learning Techniques to Increase Service Sepak Takraw through Goal Game in Fifth Grade Elementary School Students 7 Lubukkeliat Kab.Ogan Ilir. This study aims to determine whether through the target Games Traffic engineering can improve the service under sepak takraw. The problem in this research is the lack of ability to service sepak takraw. This study uses the Classroom Action Research (CAR) or often called classroom action research and conducted a two cycle starts with planning, action, observation, and reflection. The subjects were students of class V Elementary School District 07 Lubukkeliat. Ogan Ilir, amounting to 21 people. Data were collected from field observations. After students perform Target Games repeatedly , then long jump test held at the end of the first cycle and the data showed that both students are 12 students or 57 % , while students who have sufficient value criteria as 4 people or 19 % , and student which has value with less criteria as many as 5 people or 24 % . In the second cycle of implementation is not much different from the first cycle by providing targeted training and repeatedly done, then held serve tests sepak takraw, at the end of the second cycle and the data showed that students who meet either category 80 % (17 student), being 10 % (2 students), approximately 10 % (2 students), overall results obtained by 19 students completed or 90 %. The conclusions of this research are sepak takraw Through Service Learning Techniques Target Games can improve the service ability of sepak takraw

Keyword: *Sepak Takraw, service, target games and Classroom Action Research (CAR).*

INTRODUCTION

Physical Education based Sukintaka (1992: 9-10), said physical education is an interaction between the learners and the environment are managed through systematic physical activity towards the formation of fully human Indonesia.

Physical education is an educational process that is carried out by someone as an individual or community members who made consciously and systematically through a variety of physical activities to obtain health physical growth and physical fitness, ability and skill, intelligence and character development as well as a harmonious personality in the context of human formation Indonesia quality based on Pancasila (Cholik , 2002: 12) .

Learning physical education consists of six aspects, namely games and sports aspects of development activities, aspects of self-test activity, rhythmic activities, water activities and activities outside of school. One studied by students of SD Negeri 7 Lubukkeliat which aspects of the game and sport, which sport sepak takraw.

Sepak takraw sport is a sport option given in SD Negeri 7 Lubukkeliat. Sepak takraw is a small ball game played using a leg kick without using hands. The game is played by three people in each team. But to play sepak takraw well needed good technique. One important technique in the game sepak takraw is servicing techniques; this technique is a technique beginning of the game.

Based on observations of researchers, students have not been optimal in service engineering, alleging visible from the KKM, i.e. 10 students from 21 students (7%), which meets. While 11 students (53%) who have not met the KKM, consisting of medium category 6 students (27%), and less than 5 students (21 %). Problems encountered i.e., First, students not understand how to do a proper service. Errors that occur as kick the wrong foot kick the weak so that the ball did not cross the net. Which is good when served is located on the inside of the leg, a lot of students who perform at the toe kick, outer legs, so that in fact the ball cannot be routed properly. Technique improper service like legs on a circle, the position of the pivot foot wrong. Some errors are a concern for researchers to make improvements in the teaching of physical education in sepak takraw game material.

Researchers interested in providing measures to improve service movement through the game. In addition to improve movement, students are also expected to be happy in the learning process. Games that researchers mean that the target game. The game is a form of learning by playing; the teacher gives the cue before playing. Students will conduct a service sepak takraw, with specific targets. The target can be a direction, goods, and friends alone. For that we need a scientific study in order to prove whether the target game can increase service technique sepak takraw, so that researchers will conduct research with the title “Learning Techniques to Increase Service Sepak Takraw through Goal Game in Fifth Grade Elementary School Students 7 Lubukkeliat Kab. Ogan Ilir”. Based on the background of the problem, the problem can be formulated as follows, whether via objectives games mastery learning techniques can improve the service sepak takraw in class V SD Negeri 7 Lubukkeliat.

Based on the description above problems, the objectives of this study to enhance the learning techniques of sepak takraw service after being subjected to the action game Elementary School fifth grade students 7 Lubukkeliat Kab . Ogan Ilir.

Benefit for these research, namely: 1) Can add insight and knowledge to the author and physical education teachers in order to develop and nurture servicing techniques sepak takraw students in Elementary School; 2) Can add to the understanding and skills of students in participating in the game sepak takraw.

THEORETICAL FRAMEWORKS

Service Sepak Takraw

The game begins with a service that is performed by Tekong to the opposite field, then the opposing players try to play with the feet , head and limbs in addition to the hand as much as three times the touch (Syafaruddin and Hary, 2013:7). Sepak takraw game is played by two teams collectively. Each team consists of three players. One of three players called Tekong (server) is the most players on the pitch back. Tekong is responsible for servicing the ball, receiving the ball, and withstand attacks from the opposing team at the back of the field.

The Service or the beginning of the first football game sepak takraw, originally performed by Tekong football towards the opposite field and the way work is very important because it points or numbers can be obtained by the team that did (Suhud in Iyakrus, 2012:26). Based Dervish (1992:61), Football first or servicing

is carried out by Tekong direction opposite field as a way to start the game. Football origination or servicing is an important way of working in sepak takraw as points or numbers can be obtained by conducting football first team (servicing)

Target Games

The game goal is one form of modification games. Modification by Lutan (2005:67), Modification is defined as the change from the old state into a new state. That change may be in the form, content, function, how to use and benefit without completely eliminating the original characteristics ". This game expects students to serve the direction and place specified.

According to Mahendra in Charisma (2012:12), exercise targets/objectives are prevalent method chosen. This method was unique because it allows students to practice in a focused, train one skill over and over again without being interrupted other activities. All you need do is look for the game using the core objectives of skills concerned. Skills in this study are the ability of a service sepak takraw. In the training process using game sepak takraw service objectives that must be considered is the precision, speed, and balance. Based Dervish (1992), a series of motion in conducting the game objectives, namely:

1. Tekong stand in place field servicing (servicing circle) and a wedge in place anyway to toss the ball to Tekong.
2. Tekong hold on his hand as a sign of the direction the ball thrown up by the wedge
3. Tekong low punt (the ball that bounced low). At first, then set him free follows certain direction
4. Tekong using leg kick in
5. To determine the target at first football (service) field can be divided on the Courant - specific portion (rated)
6. Other students waiting for the ball preparing and serving the other way.
7. Students get points right pre-determined Fig shape Games

Hypothesis Actions

Based on the study of theory and frameworks above can be hypothesized actions as follows: There is a repair technique under sepak takraw service through game objectives.

METHODS

This research is a class action or often called action research. This research was conducted through several cycles with an expectation of an increase in the ability to use the game sepak takraw services targeted at SD Negeri 7 Lubukkeliat. The steps are performed at each cycle includes; (1) planning, (2) action, (3) evaluation, and (4) reflection to perform the next step (Kusuma , 2009: 44). Design this research to find out how much the activity and the learning ability of students in sepak takraw, teachers provide the initial test as early reflections to determine further action. This study was conducted in cycles consisting of two cycles, divided into four aspects, namely planning, action, observation and reflection. The study carried out, in September 2013, the location of this research

that SDN 7 Lubukkeliat Kab. Ogan Ilir. Research subjects in this study were students of class V SD Negeri 7 Lubukkeliat totaling 21 students. This consisted of 13 boys and 8 female students.

Data about upgrading service after learning through play sepak takraw sasa rayang, performed at the time of learning. Observations conducted by researchers and colleagues with the indicator of increased service capability that obtained by students in serving game sepak takraw.

If the results of the first cycle analysis showed that the learning has not increased or increased yet reaches a specified threshold, then the research process was resumed in the next cycle so that most students can achieve completeness limit of the study is based on a minimum completeness criteria (KKM) set by teachers, with the value of learning outcomes for the 75 individual values . For the whole, when 85 % of students received grades 75 and above, the study declared successful. Conversely, if students who scored above 75 to less than 85 %, the research will be continued in the next cycle.

RESULTS AND DISCUSSION

Prior to the action, based on the data of students who meet the KKM in sepak takraw with learning materials to meet the criteria for a good service that is 40 % (8 people) with an average of 71 this is possible because the students have not been able to perform movements with good service. Preliminary data service capabilities of the students found that students have a good criterion of 8 students or 40 %, while students who have sufficient value criteria as much as 8 people or 20 %, and students who have less value to the criteria of 8 people or 40 %.

Research on the cycle is implemented; the material provided is a service through game objectives with indicators improving service capabilities in sepak takraw. Served through games or goals, students direct the ball towards a predetermined, which is expected to improve the movement of student services. Data observation student interest in cycle one criteria, good, average, approximately as follows:

Based on the above table that the student has obtained a good criterion is 12 students or 57 % , while students who have sufficient value criteria as much as 4 people or 19 % , and students who have less value criteria as much as 5 or 24 % .

In the second cycle of researchers carrying out a plan of action improving service capabilities through the target game. The game is expected to improve the movement of student services and increase the willingness of students in the following study. The steps are performed in the second cycle are examined , giving students an explanation on the objectives to be achieved and learning activities performed in SEVIS sepak takraw .

The study should motivate student activity to be more active in following the movement of learning and improve the services that are still not right with the techniques that have been repaired and done repeatedly, the last student to test the service. Data observation interests of students with good category , moderate , less, students can perform service skills properly i.e. students who have a good category to 80 % (17 students), while 10 % (2 students), approximately 10 % (2 students) overall attitudes, interests and abilities of students services has reached the standard expected , for it is not necessary to continue research next cycle

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the results of data analysis Classroom Action Research (CAR) or often referred to as classroom action research that has been done, conclusions can be drawn as follows:

1. In the first cycle, the researchers saw no increase in interest by applying the learning model playing with students who have obtained a good criterion is 12 students or 57 %, while students who have sufficient value criteria as much as 4 people or 19 %, and students who have a value with less criteria as much as 5 or 24 %. Average score of 71.
2. in the second cycle , namely , can perform service skills properly i.e. students who have a good category to 80 % (17 students) , while 10 % (2 students) , less 10 % (2 students) , with an average value 79 .
3. There was enhancement service skills through games target

Suggestions

After the conclusion drawn from the findings of this class action, it needs to make suggestions to be considered in determining policy related to the quality of learning, especially in the field of study Physical Education and Health.

- a. Hope researchers with models play service targets in an effort to improve service in sepak takraw material can be used as ingredients in learning.
- b. Penjasorkes teachers and trainers can use simple exercise equipment / modified in providing physical education materials

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Petanque's Equipment as One of Business Opportunities in the Sports Industry in Indonesia

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Abstract

This article aims to review about petanque's equipment as one of business opportunities in the sports industry in Indonesia. Global action sports industry are moving and occur anywhere, anytime and by anyone who is willing to experiment and interested in it. That's why it's important to develop the sports industry in Indonesia. So Indonesia can be a produsen of sports industry for Indonesia itself and can support the sports achievement in Indonesia. One of the business opportunities in the sports industry in Indonesia is Petanque's equipment. Petanque's equipment can be develop as business in the sports industry in Indonesia because Petanque's is a new sport in Indonesia and to get the Petanque's equipment we should import it from other country. To develop the Petanque's equipment as one of business in the sport industry in Indonesia we need to use SWOT analysis, a good partnership between private institution, government and the media through an agreement, and also regulation that simplified and support all forms of sports industry development.

Keyword : Petanque's equipment, Sport Industry

INTRODUCTION

Like we know that sports also influencing our daily lives, playing a key role in our socialization and entertainment. Sport is an activity that is essential for physical and mental development of society. Sport is not just physical fitness activities to obtain, but is also expected to provide improvements in terms of mental and economic community. Integrated between sport activities, economic and commercial is a positive to support the development of modern sports life. Sports activity is required for today's modern society with a remarkable degree of mobility to perform their respective activities and requires extra effort and high concentration.

One of the effects of globalization in sports is increasingly more modern sport that came from other countries such as Petanque that come from France. So, finally we expect that sports can become an industry, if can be manage with professional management. We also believe that sport can be a good tool to develop nation and character. For example, the achievement that athletes get, can give a snowball effect to all aspect of life, including economic sectors. So, it can say that with achieving and good performing in sports can become a commodity for economic sector.

Sports are a big business and know it become an industry that called a sports industry. Now, sport industry had become a significant industry in all of countries in the world, include Indonesia. Sport industry became an industry that give a future looks bright with a good synergy for all aspect that include in sport industry and should be managed professionally. We can say that sport will be chain synergy and also attractive for community, because sports have high price and can

Physical Exercise Model for Tekong Athlet Sepaktakraw Sriwijaya University

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Abstract

This study aims to: (1) Determine the effectiveness of the model of physical exercise athlete Tekong sepaktakraw Sriwijaya University to increase leg muscle flexibility. (2) develop a model of physical exercise for athletes Tekong sepaktakraw Sriwijaya University (3) determine the validity of the model of physical exercise for athletes Tekong sepaktakraw Sriwijaya University (3). Subjects were athletes Tekong sepaktakraw Sriwijaya University totaling 20 people. The technique data collection using the observation and questionnaire with data analysis techniques while the percentage of physical test data collection techniques to the measurement of physical test measurements of leg muscle flexibility with data analysis techniques t test. The method used is the method of product development research in the form of physical exercise model for Tekong athletes sepaktakraw Sriwijaya University conducted with the following procedures: (1) analysis of the product, (2) develop the initial product (3) to validation of experts (4) test field of small and large scale (5) revision of the product and (5) the final product. Results of the study 1) exercise model developed effective increases the flexibility component leg muscle Tekong athletes sepaktakraw Sriwijaya University, 2) model is a valid exercise developed for athletes Tekong sepaktakraw Sriwijaya University. It can be concluded that the development of models of physical exercise for athletes Tekong sepaktakraw Sriwijaya University produces an effective product that can improve the physical components of athletes

Keywords: *Physical Models, Tekong Athletes.*

Introduction

Sepaktakraw as a sports of achievements are required to have a good physical components in order to achieve peak performance. According to Hanif, S (2011) players of sepaktakraw can achievement if it has a good physical components in order to support the appearance of the game. But in the national game match athlete sepaktakraw Sriwijaya University failed to present a gold medal.

According Iyakrus (2013) the failure of sepaktakraw team Sriwijaya University get achievement because of poor physical condition of athletes, especially athletes Tekong, this can be seen several times service launched failing to score points against an opponent in a match at national or regional level.

In addition to the above problems writer observed, sepaktakraw Sriwijaya University has not had a physical exercise athlete Tekong models that can be used as a guide in preparing a form of exercise that is given to athletes, especially in the physical preparation stage. Because it does not yet have a model of physical exercise, then every coach has their own form exercise that suits their tastes.

Physical exercise models designed are expected to be used as a guide by coach in the physical training of athletes sepaktakraw so as to improve the quality of the physical components that ultimately improve the performance of athletes on the game.

In the context of this study the term of model is used to show understanding as the conceptual framework used in the conduct of activities. Further according Sugiono (2009) that the model is a set of universal sequential procedure to realize a process, media of the selection and evaluation. Then the opinion Winataputra Udin S (2005) defined the model as a conceptual framework that is used as a guideline in conducting activity.

Based on the opinion on the above definition of related models in this study is a model of development physical training for athlete Tekong is a conceptual framework on physical exercise of sepaktakraw players systematically arranged and designed and developed to help achieve the goal of improving the physical components that include flexibility of leg muscle for athlete Tekong.

Hanif Opinions (2011) in sepaktakraw sports the athletes Tekong so can achieve peak performance then a coach must prepare the physical components of leg muscle flexibility. Flexibility (flexibility) is a person's ability to perform movements with large amplitude (Bompa, 2009). Flexibility exercises are intended to increase the likelihood of motion in the joints, more space of joint movement then more flexibel. Besides, the characters of flexibility exercises are stretching and stretching. The stretched and extended are the connective tissue of the joints and muscles associated with the possibility of motion in the joints concerned.

On this occasion, the author examines how to develop the physical training models for athletes Tekong sepaktakraw that suits what Sepaktakraw needs for athletes to have good physical component to face a match. It's been quite a lot of research done on physical exercise, but specifically about the model of physical training for athletes Tekong sepaktakraw not been investigated.

Physical Exercise

Physical exercise is a systematic process of preparing athletes at the highest level performances done repeatedly with more load high / increases. According to Fox, (2008) Physical exercise in the physiological sense is a repair system and organ function in its duty to create a performance of athlete. Pate (1999) argues physical exercise can improve the efficiency of several organs and functions involved in the implementation of physical latihan. Latihan in principle is to provide the physical stress on the body regularly, systematically, have a relation that can cause their ability to do the job (Soekarman, 2000).

From some opinions before, can be concluded that regular physical exercise and berkesinabungan will be able to increase the ability of the organ work and skill athletes, thus exercise aims to improve physical appearance.

Bompa (2009) argues that the main in the physical exercise is carried out repeatedly and increases the resistance to increase strength and muscle endurance, physical exercise is also aimed at achieving biological adjustment so that the activity can be displayed optimally. In principle, the exercise must be in

accordance with the needs and biological stress must occur in order to face the task or job that is heavier. This opinion is consistent with the statement Fox (2008) if you want to develop strength should exercise the power, if you want to develop speed must exercise speed, and if you want to develop flexibility should exercise flexibility. The purpose of physical exercise by Bompa (2009), among others: 1) To improve the general physical, 2) To develop in accordance with the special physical sport that occupied, 3) To improve the coordination of movement and enhance the sport branch technique.

A coach is required to know and have knowledge of the principles of physical exercise and weight training because the shape is very influential in mamgembangkan physical condition of athletes. According to O, Shea (2006) is physiologically the most basic principle of training is specific adabtations to inposed demand and progressive overload principle. According to Fox (2008) the basic principles of exercise are as follows: 1) Know the main energy systems are used, 2) Develop a training program that will further develop the energy system through exercise done regularly and continuously with sufficient intensity within a specified time will be able to cause physiological changes and can improve physical appearance. According to Fox (2008) Physical exercise will cause physiological changes include: 1) bio-chemical changes that occur in the network, 2) creatine concentration increased 39%, 3) creatine phosphot increase concentration increased 22%, 4) ATP concentration increased 66%, 5) increased glycolytic enzyme activity

The Components of physical flexibility in Athletes Tekong sepaktakraw

Sports sepaktakraw is a sport game that requires physical component to support the appearance of athletes. According Bompa (2009) stages in starting a stage of conditioning the exercise is to provide a physical exercise to develop, among others, endurance, explosive power, strength, speed, agility, and flexibility needed in a sport. Physical components developed in the game of sepaktakraw in this study were the leg muscle flexibility from athletes Tekong.

Flexibility (flexibility) is a person's ability to perform movements with large amplitude (Bompa, 2009). According to Fox (2009) flexibility is the distance range of a joint or group of joints or the distance that may be achieved by a joint in motion possibility is the quality of these capabilities. The greater the distance the better achieved the flexibility of joints. Then the opinion Nur Hasan (2006) is the effectiveness of a person's flexibility to adapt itself to doing all the activities of the body with stretching widest especially the muscles and ligaments around the joints. Flexibility can be defined as the range of motion or the degree of movement that occurs in certain joints are also referred to as range of motion.

From the above it can be concluded opinion of flexibility in this research is the ability to perform motion joints in the broadest optimally. Flexibility exercises are intended to increase the likelihood of motion in the joints, more space of joint movement then more flexibel. Flexibility exercises characters are stretching and stretching. Stretched and extended are the connective tissue of the joints and muscles associated with the possibility of motion in the joints concerned. Soekarman (2000) says that the greater flexibility will benefit in all the numbers,

if it is used appropriately. Besides, a person will not master the perfect technique when not have the flexibility and the development of techniques that will be hindered by barriers on certain body parts. Parts of the body is very important for athletes Tekong regarding flexibility is the crotch or groin and waist. Breadth less motion will limit the quality of the appearance of movement, so that for an athlete Tekong sepaktakraw would be difficult to master the technique movement service.

Joints can be moved by muscles as active components (drive). Strength and speed of movement is also determined by the active components that need to be trained to achieve maximum strength and speed. In addition, the breadth of motion is determined by passive components, namely the joint surface and structures around crate ligaments and muscles and tendon (as stabilizer joints).

Soekarman (2000) argues about the limiting factors are the most important of flexibility, such as muscle movement, joint capsule, tendons, skin. While Fox (2008) stated that the prisoners were most to the flexibility derived from the joint capsule is 47%, 41% of muscle, tendon and skin 10% 2%. Fox (2008) also states that the degree of flexibility of the joints is determined by: 1) The structure of the anatomy of joints, 2) extend the capability of the soft tissues, 3) ligaments. Michael (1999) states that a good flexibility will significantly support the efficiency of the movement and the amplitude of the motion and prevent injuries on the network as well as an important factor to learn a movement.

Movement at a joint will be limited, if the ligaments and tendons surrounding become stiff. As we know, that increasingly up a age of a person, the less precisely the elasticity of tissue, include tendons and ligaments, thus increasing the breadth of motion is limited. Therefore, to increase and maintain the breadth of the movement started as early as possible to let a young age, and this exercises should also be maintained on a regular and ongoing secra (Bompa, 2009).

Michael (1999) specifying the 4 ways for how to improve and maintain flexibility, namely 1) The movement to limit the breadth of active or the movement active, 2) Movement to limit the breadth of passive or the movement passive, 3) Exercise is active in the final position, 4) Exercise passive in the final position. According to Fox (2008) that the best form of exercise to improve flexibility is stretching exercises. Stretching exercises can be divided into 2 types: 1) Static Stretching (static stretching) is a form of exercise that is repeated without any movement, so just to maintain its position within a specified period, 2) Stretching active (active stretching) is a form of exercise with an active movement. Both are excellent forms of exercise to improve one's flexibility

From the results of research conducted showed that between static stretching with active or dynamic stretching exercises no differences were convincing to increase a person's flexibility, or in other words the two kinds are equally effective to stretching exercises increase flexibility someone (Fox 2008). Likewise, the results of research that both types are equally effective to stretching exercises increase flexibility person. Flexibility is not an end. The final assessment of flexibility is how to incorporate them into an appropriate technique to sports like doing service in game of sepaktakraw by players Tekong.

According to Fox (2008) whether or not a person is determined by space motion joints the widespread or not, thus flexible athlete is an athlete who is able to move through the body member or part of the motion, because the element of flexibility will determine the extent in space motion, whether or not elastic muscles, tendons and ligaments. So the main factor that determines the flexibility is muscle elasticity.

Flexibility that will be developed for athletes Tekong sepaktakraw in this study is the flexibility of leg or groin. The good groin flexibility is can trained by split exercise. According to Michael (1999) split is a form of exercise with a stand up position and slowly one of foot open to backward and laterally.

METHODS

This research is the development of a type of research that the user is used in solving practical problems in the field of sport with the following procedures:

1. Analysis Requirement

- a) Assess the general physical characteristics of the athletes Tekong sepaktakraw.
- b) Survey of training at the University of Sriwijaya Palembang training camp.

2. Develop Initial Product Model Athlete Physical Tekong sepaktakraw

- a) Analyzing needs and product characteristics
- b) Analyzing the character of the game
- c) Determine the purpose and form of exercise
- d) Establish strategies pengorganisasian exercise

3. Validation Expert

The initial product of model physical exercise athlete Tekong before tested on a small scale validated by experts in accordance with the field. In the research model of physical exercise athlete Tekong sepaktakraw involves two experts from the University of Srivijaya and coach sepaktakraw.

4. Field Trial

Field trials conducted to obtain feedback and revision of the product in the form of physical exercise models athlete Tekong sepaktakraw players. The test can be done: 1) Implement a small scale trial, 2) Implement wide-scale testing. In testing the product on the study of design used is the design of pre eksprimental design with form one group pretest posttest design. According Sugiono (2009) pre eksprimental design with form one group pretest posttest design is by comparing before and after being treated. In this study, the treatment given is a model of physical exercise for athletes Tekong sepaktakraw be split exercise active and passive split.

5. Revised Product

Product revision is done based on the input of experts to improve the product before the product is used.

Subject Test

Target product usage is Tekong sepaktakraw athletes Sriwijaya University numbered 20 people.

Type of Data

The data used in this study is qualitative data and quantitative. The qualitative data obtained from interviews of experts and trainers orally mapun written as

input for product revision material. Quantitative data obtained from test taking physical component leg muscle flexibility.

Data Collection Instrument

Instrument for collecting data in this study using the observation and questionnaires and measurements of physical ability test leg muscle flexibility with sit reach test.

Data Analysis Techniques

The qualitative data obtained through observation and questionnaires were analyzed by percentage to assess the feasibility and quality of the product, while the quantitative data obtained from the flexibility measurements were analyzed by t-test to determine the effectiveness of the product.

Below are the steps being taken to generate models of physical training athletes Tekong sepaktakraw.

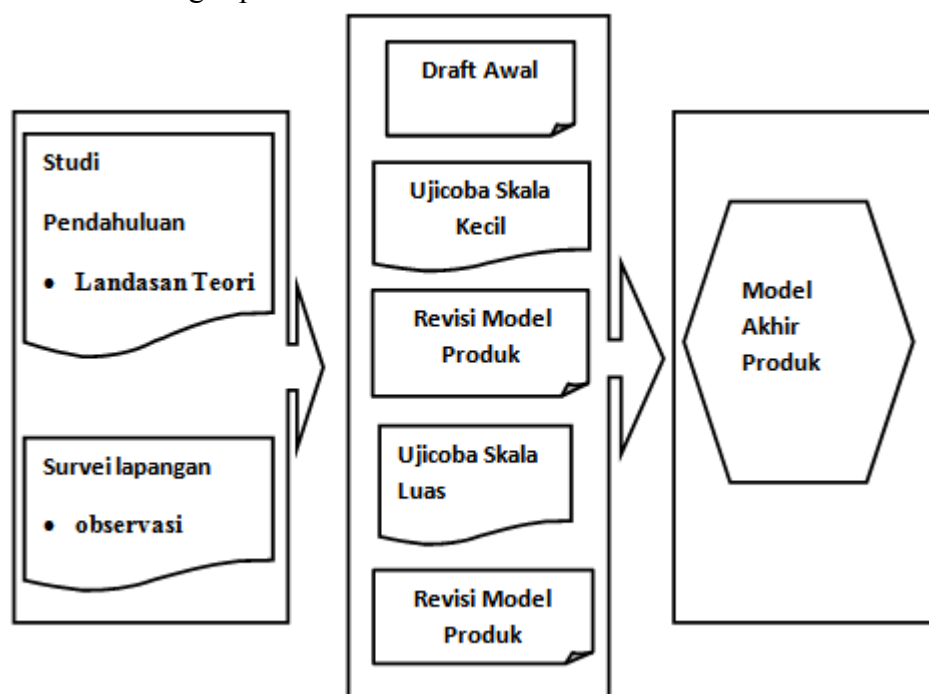


Figure 1: Stages To Do In Generate Physical Model Products For Athletes sepaktakraw.

RESULTS

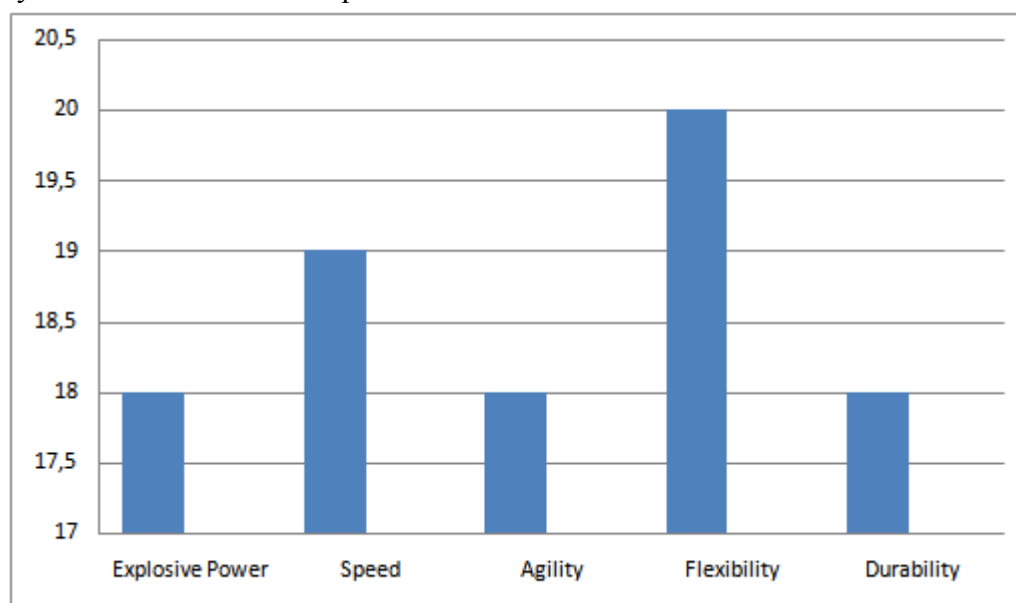
Analysis Requirement

Needs analysis performed to identify the problems faced in the process of physical exercise for athletes Tekong sepaktakraw by observing physical exercise activities for athletes sepaktakraw, followed by a literature study / review of the literature.

Observations have been made to 20 athletes on Pelatda sepaktakraw Sriwijaya University (training camp area). Emperis observed that physical exercise alit Tekong do not specifically point to the needs of athletes in the field, based on the physical component is dominant in the game sepaktakraw. Besides, the initial survey using a questionnaire to 20 (twenty) people involved in the training consists of 2 (two) sepaktakraw coaches and 18 athletes can be seen training

needs physical components necessary for sepaktakraw namely flexibility, explosive power, speed, agility, flexibility and durability as in the table below.

Diagram 1: Needs Questionnaire Results Physical Components Tekong athletes by coaches and athletes Sepaktakraw



Based on the above data the researchers developed a model of physical exercise sepaktakraw the required flexibility aspect for athletes Tekong in the game of sepaktakraw through split exercise active and passive split.

Draft Description Product Selection

After determining which products will be developed in a form of physical exercise for athletes Tekong sepaktakraw, then the next step is to create a product using the following steps: (1) analysis of the purpose and character of the product (2) to analyze the character of the game (3) set goals and form of exercise (4) establish the strategy of organizing training. After going through the design and production process, the resulting product can improve the physical abilities of athletes leg muscle flexibility Tekong sepaktakraw.

Initial Product Validation

The initial product development models of physical exercise sepaktakraw before tested in small-scale test should be validated by experts ie expert lecturers and two trainers sepaktakraw Sriwijaya University.

Validation is done by providing a draft of the initial product development of physical training model for athletes Tekong sepaktakraw with accompanying evaluation sheet the experts. Evaluation sheet in the form of questionnaires which contains aspects of quality development of physical exercise models for sepaktakraw as well as advice and comments from experts on the model of the development of physical exercise for athletes Tekong sepaktakraw. The results of the evaluation in the form of the value of the quality aspects of the development model of physical exercise using a Likert scale sepaktakraw 1 to 4.

Description Data Validation Expert

Data obtained from the questionnaires by experts is a guide to whether the product development model of physical exercise for athletes Tekong sepaktakraw can be used for small-scale testing and wide scale.

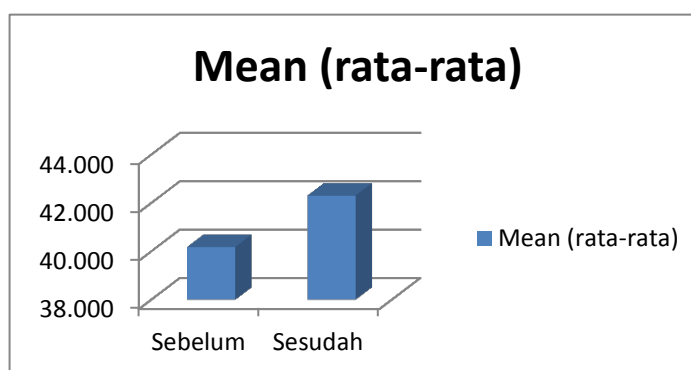
Revised Draft Preliminary Product Before Trial Small Scale

Based on the advice of experts Lecturers and Trainers sepaktakraw on the model of physical exercise for athletes Tekong sepaktakraw as described above, then held product revision.

Data Results from Pilot Small Scale and Scale Size

After product development model of physical exercise for athletes Tekong sepaktakraw validated by a team of experts and revision then tested products to athletes sepaktakraw Sriwijaya University amounting to 8 people on a small scale and 20 athletes on a wide scale. The trial aims to determine weaknesses, shortcomings or effectiveness of the product to be used for athletes sepaktakraw. Data obtained from this test are used as a basis for revising the product before using it on a large scale trials.

Measurement of flexibility as well as the percentage increase is one of the indicators used to assess the effectiveness of the product to be used for athletes sepaktakraw. Flexibility measurements made before and after the exercise carried out for 4 weeks with a frequency of 3 times a week for 8 athletes on a small scale showed the following results:



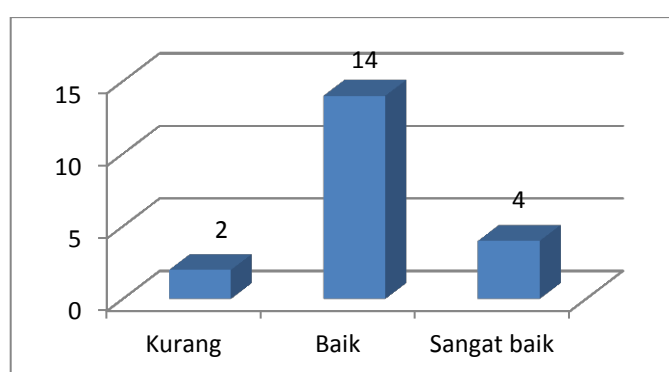
The above data indicate that the increase in the aspect of physical flexibility athletes before and after exercise increase of 1.05%. This case shows that the practice of physical exercise for athletes models Tekong sepaktakraw effectively increase leg muscle flexibility and can be continued on a large scale group trial.

Frequency Distribution Aspects of flexibility

After testing a wide scale for 6 weeks with a frequency of 4 times a week with a split workout treatment of active and passive split to 20 athletes Tekong showed the following results:

Table 2: Frequency Distribution Aspects of flexibility

No	Category	Scores Range	Frekuensi	
			Absolut (F)	Prosentase (%)
1	Less	< 38.15477	2	10
2	Good	38.15477 - 54.14523	14	70
3	Very Good	> 54.14523	4	20
	Sum		20	100

**Figure 2: Frequency Distribution Aspects of flexibility**

Based on the frequency aspect of flexibility aspect can be concluded that 14 of the 20 athletes, or about 70% are good, whereas 4 of 20 people or about 20% including karegori very good and 2 of 20 people or about 10% of athletes including categories less.

DISCUSSION

Models of physical exercise for athletes Tekong sepaktakraw in this study is to develop a model exercise physical aspect needs players in the sport sepaktakraw the flexibility aspect through active split exercise or passive split.

Models of physical exercise for athletes sepaktakraw Tekong is in line with the opinion of Hanif (2011) that the form and manner of physical exercise is very dependent on the components that are trained, so it is important to know the components necessary to improve the physical players sepaktakraw. Then according Dervish (1992) sepaktakraw athletes to excel is not enough to simply practicing techniques but also have to practice physical mainly for physical aspects related to the technique of playing the field. Then Opinion Bompa (2009) Stages to start an exercise program is conditioning stages that develop in accordance with the physical aspects of the sport in question. Then Iyakrus opinion, (2010) physical exercise that develops aspects in accordance with the needs of the field athletes will be able to support athletic performance, causing a sense of confidence in a match.

Model Physical Exercise Effective For sepaktakraw Athletes to Improve flexibility

Below are the results of the t test on aspects of flexibility after doing physical exercise models athlete Tekong sepaktakraw as in the table below.

Table 2: Test t test aspects of flexibility

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Eksperimen-Kelentukan	25.814	19	.000	46.1500	42.4081	49.8919

CONCLUSION

Based on the analysis of the results of research on the development of models of physical exercise for athletes Tekong sepaktakraw Sriwijaya University, it can be concluded as follows:

- 1) The model of physical exercise for athletes Tekong sepaktakraw is a form of exercise based on the needs of the physical components of athletes Tekong in sepaktakraw game that includes a form of exercise flexibility designed in a string of physical exercise.
- 2) The model of physical exercise for athletes sepaktakraw has good effectiveness in improving the physical components Tekong flexibility athlete in the game sepaktakraw

Models of physical exercise for athletes Tekong on sepaktakraw game as a product that has been produced in this study can be used as an alternative in preparing the athletes training program to prepare the athlete physical components sepaktakraw.

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attract sponsorship and finally they becoming the future as a big industry that can competitive with other commodity.

Sports industry which is become the seed is sports equipment industry with a global brand that is able to penetrate the world market. Some categories that being the focus of the development of sports industry, are: first, the development of creative products and a variety of sports clothing and sports equipment of creative products and a variety of sports clothing and sports equipment for educational sport, recreational sports and achievement sport, which has a national and international standards.

Sports industry has become a significant industry in many countries, including in Indonesia. Sports industry may be in the making of a good sport, sports events and sports industry service industry that includes scouting, sports clubs, sports tourism, education, sports, sports media, sports physiotherapy and fitness center (Pitts et al. 1994). So the development of the sports industry needs to be well planned by the government, society and sports stakeholders in Indonesia including all Institutions Sports Education Teacher. The growth of the sports industry will reduce the problems of sports in our country.

One of sport that has a big opportunity can develop and growth in sport industry in Indonesia is Petanque. History of petanque in Indonesia officially marked at SEA Games XXVI in Palembang on November 11, 2011. At that time, Indonesia sends one team of athlete petanque consisting of 8 people. Name the States Parties grand event were Laos, Cambodia, Thailand, Vietnam, Malaysia, Singapore, Philipina, Brunei Darussalam. Although relatively new sport in Indonesia, including petanque actually a well known sport. Petanque is a form of boules game whose goal threw the iron ball as close as possible to the wooden ball called Cochonnet, and feet should be in a small circle. Ball petanque is not currently manufactured in Indonesia, so as to obtain it must import from Thailand. Therefore expected the ball petanque can be made in Indonesia so the sport petanque can grow faster.

Above all, what is the bottom line now is whether and how to develop the potential of the sports industry and the opportunities of the free market in an era of globalization? Partially, there are the sports industries in Indonesia, but the help of the various parties are still required to maximize results. Therefore, in this discussion the authors suggest that petanque became a new big opportunities in sport industry in Indonesia.

THEORETICAL REVIEW

First we should know what the definition of sports industry is. The term of sport industry is two words of sports and industry that put together. An "industry," as defined by Porter (1985), is "a market in which similar or closely related products is sold to buyers" (p. 233). Some industries may contain only one product. It is more typical that an industry comprises a variety of product items sold to many existing or potential consumers who vary demographically and psychographically, and who may change in need, want, desire, or demand (Porter). So, we can say that industry is an activity for manufacture or produce goods that have a higher value than raw materials.

Sport is defined in many different ways depending on the context in which it is used. In many fields such as sport sociology, physical education, and recreation, sport is used to denote sporting activities such as basketball, hiking, snowboarding, and boating. Sport sociology is the study of people and sport and society. Physical education involves teaching sports to people. The Council of Europe (2011, p.1) defines sport as “all forms of physical activity which, through casual (informal) or organized participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels”. The term *sport*, as used in contemporary sport management and in relation to the sport business industry, is a broad concept term used to denote all people, activities, businesses, and organizations involved in producing, facilitating, promoting, or organizing any activity, experience, or business enterprise focused on fitness, recreation, sports, sports tourism, or leisure (Parks et al, 1998; Pitts, Fielding, and Miller, 1994).

We may now put the two words together and define the term *sport industry*. The research of Pitts et al. (1994), a study by *The Sporting News* and Wharton Econometric Forecasting Association Group (Comte and Stogel, 1990), the books of Parks, et al (1998), and a study by Meek (1997) provides descriptions of the many different products and businesses that comprise the sport industry. The products and businesses focus on sports, fitness, recreation, or leisure products. There are many different groups of consumers for these products, and they can be largely categorized as either end consumers or business consumers. Based on this research and the definitions of *sport* and *industry* presented earlier, the definition of *sport industry* follows: The *sport industry* is the market in which the products offered to its buyers are sport, fitness, recreation, or leisure related and may be activities, goods, services, people, places, or ideas.

Sport industry according to Undang-Undang RI No. 3 2005 is: business act in sport areas in goods or service form. Sport industry can be formed as facility and infrastructure that be produce, sell and or rent for society. Which means of that people who doing goods industry and or sport service must be pay attention to sport actor's welfare and sport progress. In Undang-Undang RI No 3 2005 also says: guidance and sport industry development held by partnership that advantage as mutual so that can form sport act that be autonomous and professional. Certainly region government in developing sport industry give easy way in formed guidance units and sport developing.

In the Law of The Republic of Indonesia on National Sports System No. 3 2005 article 4, say that sports industry is the field of sports business activity in the form of goods and / or services. Sports industry can take the form of infrastructure and facilities which produced, bought and sold, and / or leased to the public. And in article 36 about coaching and development of sports industry says that: carried out through mutually beneficial partnerships in order to materialize the activities of an independent and professionals sport.

The sporting goods industry is an example of an industry comprising many different but related products. It comprises all products sold as goods, equipment and apparel for use in sports, recreation, and fitness activities. This industry can be subdivided into several segments using different ways to define those

segments. There are three model of industry segmen that conceptualizing the sport industry, are:

1. Product Type Model.

Pitts et al. (2994) developed a segmentation model of the sport industry based on the types of products sold or promoted by the businesses or organization within them. The industry segmentation approach is especially useful to sport marketers, who are typically responsible for formulating competitive strategies. Sport marketers can use their understanding of the sport product segments as they make decisions such as choosing the segments in which they wish to position their products.

Pitts et al (1994) proposed three product segments of the sport industry, there are:

- a. Sport Performance segment. Sport performance as offered to the consumer as participation to spectatorial product. This includes such varied products as school-sponsored athletics, fitness clubs, sport camps, professional sport, and municipal parks sport programs.
- b. Sport Production segment. Those products needed or desired to produce or to influence the quality of sport performance. Examples of this segment are basketballs, fencing foils, jogging shoes, sports medicine clinics, swimming pools, and college athletic conferences.
- c. Sport Promotion segment. Those products offered as tools to promote the sport product. These are includes products such as T-shirt, giveaways, print and broadcast media, and celebrity endorsement.

2. Economic Impact Model

Meek (1997, p.6) took another approach to describing the sport industry. First, Meek proposed that the industry can be defined by describing three primary sectors:

- a. Sport entertainment and recreation such as events, teams, and individual participants; sports and related recreational activities;
- b. Sport products and services such as design, testing, manufacturing, and distribution of equipment, clothing and instruments;
- c. Sport support organizations such as leagues, law firms, and marketing organizations

3. Sport Activity Model

Li, Hofacre, and Mahony (2001, p.6) proposed a model of the sport industry based on the single characteristic that differentiates sport industries from all other industries: sport activities (i.e., games and events). These authors defined the sport industry as:

- a. The firms and organizations that produce sport activities
- b. The firms and organizations that provide products and services to support the production of sport activities, and
- c. The firms and organizations that sell and trade products related to sport activities.

Accordance with the Law of the Republic of Indonesia No. 3 Year 2005 on National Sports System 2005 article 4, that the sports industry is the field of sports business activity in the form of goods and/or services. Sports industry can take the

form of infrastructure and facilities which produced, bought and sold, and/or leased to the public. In the Law of the Republic of Indonesia No. 3 Year 2005 article 36 also says that coaching and development of sport industry is carried out through mutually beneficial partnerships in order to materialize the activities of an independent and professional sports. Of course the local government in developed the sports industry to provide facilities in the formation of centers of coaching and sports development.

DISCUSSION

The *sport industry* is the market in which the products offered to its buyers are sport, fitness, recreation, or leisure related and may be activities, goods, services, people, places, or ideas. Indonesia has a big opportunity in sports industry, that's why the opportunities in sports businesses widely open. Especially for new sport in Indonesia like Petanque. History of petanque in Indonesia officially marked at SEA Games XXVI in Palembang on November 11, 2011. At that time, Indonesia sends one team of athlete petanque consisting of 8 people. Name the States Parties grand event were Laos, Cambodia, Thailand, Vietnam, Malaysia, Singapore, Philippine, Brunei Darussalam. Although relatively new sport in Indonesia, including petanque actually a well known sport.

Petanque is a form of boules game whose goal threw the iron ball as close as possible to the wooden ball called Cochonnet, and feet should be in a small circle. Ball petanque is not currently manufactured in Indonesia, so as to obtain it must import from Thailand. Therefore expected the ball petanque can be made in Indonesia so the sport petanque can grow faster.

That's why Petanque can be a big opportunity in sport industry in Indonesia. We can see the opportunity how an industrials sport equipment can be develop by using the SWOT analysis. By using the SWOT analysis we can know the strength, weaknesses, Opportunity, and Treat that we have to develop industrials sport equipment Petanque in Indonesia. Example of SWOT analysis of industrials sport equipment Petanque is:

- a. Strength.
 - Indonesia has an abundant labour
 - Having a rich natural resources
- b. Weakness.
 - Shortage of raw materials
 - Lack of human capital in terms of design and process technologies
- c. Opportunity
 - Has a good chance to enter the domestic and international markets
- d. Threat
 - International brands are preferred

In accordance with the SWOT analysis, the development of the sports industry needs to be well planned by the government, society and sports stakeholders in Indonesia including all Institutions Sports Education Teacher. So, if we want to develop this sport becomes a sport industry we must have a framework of competitiveness of sport industrial Petanque's equipment, like the picture's below:

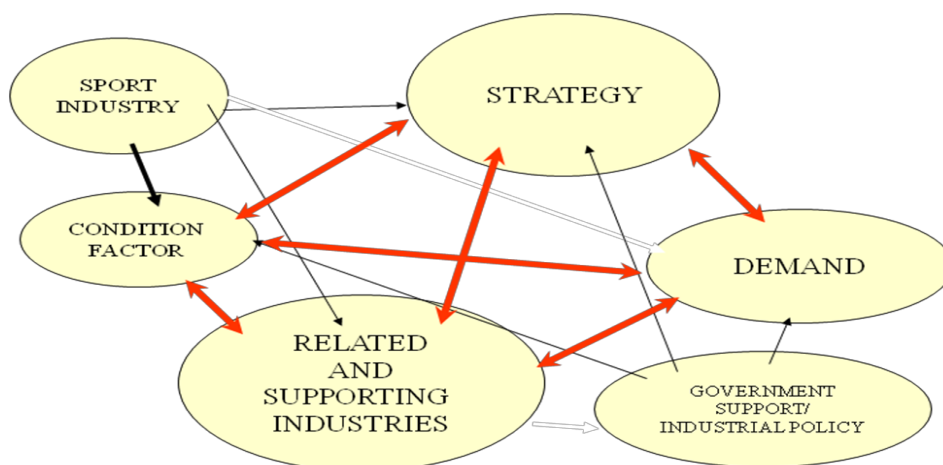


Figure 1. Framework of Competitiveness Sport Industrial Petanque's Equipment

If we see the framework's picture above, first we must determine about what kind of sport industry that we want develop. In this paper, the sport industry that we choose is Petanque's equipment. Petanque equipment is very simple. This is one more point that makes Petanque very affordable and open to all. The equipment of Petanque is:

a. BOULES SET - boule is french for "Small Ball"

A standard "boule set" is composed of 3 boules. Boules are hollow and made of metal. Boules sets come in various characteristic of design, material, quality and performances to please all type of players for leisure or competition. For competition, the boules used are only the one approved by the F.I.P.J.P. Diameter may vary between 7.05 to 8.00 centimeters and weight between 650 to 800 grams. Main manufacturer are French but also Italian and Thai. In Indonesia BOULES are called "BOSI".

b. JACK

It is the small ball target of the game. Originally they are made of boxwood and today also in synthetic material. They can be colorful for better viewing. Recognize diameter should be of 30 mm. (+/- 1 mm). Common French names for the Jack are "BUT" (goal), "PETIT" (small) "COCHONET" ("piglet"). In Indonesia the jack is called "BOKA".

After we decide what kind of sport industry we want to develop, there are two ways we must know and thinking about. There are the condition factor and what strategy will use to develop the sport industry of Petanque's equipment. The condition factor that maybe influences are: human resources, natural resources, knowledge about technology and equipment (know how to), financial and infrastructure. And there are many strategies we can use to develop the sport industry of Petanque's equipment. The strategy are: Conducting socialization to various agencies, especially schools that have a lot of human resources to assist the development of sport petanque, Conducting education and training for trainers, Hold various events / championships starting from the lowest level to the

high level such as the SEA Games, Asian Games and the Olympics, In cooperation with the media both print, electronic media.

But, to make the framework work properly needs more support from the other like: related and supporting industries, demand and government support (industrial policy). We can get related and supporting industries from many human resources and natural resources that Indonesia have like great potential sports agents and sports scope includes sport education, sport for all, and encourage the growth of commodity competitive sports in the sports industry. The growth of the sports industry will reduce the problem of sports in our country. Most problems faced in developing sports in Indonesia are financial. This is understandable because of the state budget to the sector prorated urgent need to repair our economy. As a consequence, the monetary cycle in the sport is so limited that it cannot handle sports agency sports development optimally. However, recently the problem is how to turn sport into something economically? As a social and cultural phenomenon, sport cannot avoid the domination of the market value of modernity. Sociological its existence depends on its ability to adapt to the marketed, on the contrary, the market would make it a target of its extensiveness. Because of the potential possessed by Indonesia, widely open business opportunities in this sport. One of the governments supported or industrial policy is sports industry has strong protection laws and so it can only be developed in Indonesia, but also in the whole world. The law applied in Indonesia is the Indonesian regulation No. 3 in 2005, about the 'national sport system 'which consists of 3 verses: 78, 79 and 80.

CONCLUSION

Global action sports industry are moving and occur anywhere, anytime and by anyone who is willing to experiment and are interested in it. Indonesia needs to manage well on a national sports policy and administrative structures that bear particularly with the development of the sports industry. Following up on the era of the sports industry in Indonesia, comparative studies and the study experience for the industrial countries have well-developed sport needed to start our sports industry. Partnership between private institution, government and the media to developed the sports industry through agreement also desirable. Excluded from regulation by national sport, we need to think about industrial policy encourages sports in our country.

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Physical Exercise Model for Tekong Athlet Sepaktakraw Sriwijaya University

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Abstract

This study aims to: (1) Determine the effectiveness of the model of physical exercise athlete Tekong sepaktakraw Sriwijaya University to increase leg muscle flexibility. (2) develop a model of physical exercise for athletes Tekong sepaktakraw Sriwijaya University (3) determine the validity of the model of physical exercise for athletes Tekong sepaktakraw Sriwijaya University (3). Subjects were athletes Tekong sepaktakraw Sriwijaya University totaling 20 people. The technique data collection using the observation and questionnaire with data analysis techniques while the percentage of physical test data collection techniques to the measurement of physical test measurements of leg muscle flexibility with data analysis techniques t test. The method used is the method of product development research in the form of physical exercise model for Tekong athletes sepaktakraw Sriwijaya University conducted with the following procedures: (1) analysis of the product, (2) develop the initial product (3) to validation of experts (4) test field of small and large scale (5) revision of the product and (5) the final product. Results of the study 1) exercise model developed effective increases the flexibility component leg muscle Tekong athletes sepaktakraw Sriwijaya University, 2) model is a valid exercise developed for athletes Tekong sepaktakraw Sriwijaya University. It can be concluded that the development of models of physical exercise for athletes Tekong sepaktakraw Sriwijaya University produces an effective product that can improve the physical components of athletes

Keywords: *Physical Models, Tekong Athletes.*

Introduction

Sepaktakraw as a sports of achievements are required to have a good physical components in order to achieve peak performance. According to Hanif, S (2011) players of sepaktakraw can achievement if it has a good physical components in order to support the appearance of the game. But in the national game match athlete sepaktakraw Sriwijaya University failed to present a gold medal.

According Iyakrus (2013) the failure of sepaktakraw team Sriwijaya University get achievement because of poor physical condition of athletes, especially athletes Tekong, this can be seen several times service launched failing to score points against an opponent in a match at national or regional level.

In addition to the above problems writer observed, sepaktakraw Sriwijaya University has not had a physical exercise athlete Tekong models that can be used as a guide in preparing a form of exercise that is given to athletes, especially in the physical preparation stage. Because it does not yet have a model of physical exercise, then every coach has their own form exercise that suits their tastes.

Physical exercise models designed are expected to be used as a guide by coach in the physical training of athletes sepaktakraw so as to improve the quality of the physical components that ultimately improve the performance of athletes on the game.

In the context of this study the term of model is used to show understanding as the conceptual framework used in the conduct of activities. Further according Sugiono (2009) that the model is a set of universal sequential procedure to realize a process, media of the selection and evaluation. Then the opinion Winataputra Udin S (2005) defined the model as a conceptual framework that is used as a guideline in conducting activity.

Based on the opinion on the above definition of related models in this study is a model of development physical training for athlete Tekong is a conceptual framework on physical exercise of sepaktakraw players systematically arranged and designed and developed to help achieve the goal of improving the physical components that include flexibility of leg muscle for athlete Tekong.

Hanif Opinions (2011) in sepaktakraw sports the athletes Tekong so can achieve peak performance then a coach must prepare the physical components of leg muscle flexibility. Flexibility (flexibility) is a person's ability to perform movements with large amplitude (Bompa, 2009). Flexibility exercises are intended to increase the likelihood of motion in the joints, more space of joint movement then more flexibel. Besides, the characters of flexibility exercises are stretching and stretching. The stretched and extended are the connective tissue of the joints and muscles associated with the possibility of motion in the joints concerned.

On this occasion, the author examines how to develop the physical training models for athletes Tekong sepaktakraw that suits what Sepaktakraw needs for athletes to have good physical component to face a match. It's been quite a lot of research done on physical exercise, but specifically about the model of physical training for athletes Tekong sepaktakraw not been investigated.

Physical Exercise

Physical exercise is a systematic process of preparing athletes at the highest level performances done repeatedly with more load high / increases. According to Fox, (2008) Physical exercise in the physiological sense is a repair system and organ function in its duty to create a performance of athlete. Pate (1999) argues physical exercise can improve the efficiency of several organs and functions involved in the implementation of physical latihan. Latihan in principle is to provide the physical stress on the body regularly, systematically, have a relation that can cause their ability to do the job (Soekarman, 2000).

From some opinions before, can be concluded that regular physical exercise and berkesinabungan will be able to increase the ability of the organ work and skill athletes, thus exercise aims to improve physical appearance.

Bompa (2009) argues that the main in the physical exercise is carried out repeatedly and increases the resistance to increase strength and muscle endurance, physical exercise is also aimed at achieving biological adjustment so that the activity can be displayed optimally. In principle, the exercise must be in

accordance with the needs and biological stress must occur in order to face the task or job that is heavier. This opinion is consistent with the statement Fox (2008) if you want to develop strength should exercise the power, if you want to develop speed must exercise speed, and if you want to develop flexibility should exercise flexibility. The purpose of physical exercise by Bompa (2009), among others: 1) To improve the general physical, 2) To develop in accordance with the special physical sport that occupied, 3) To improve the coordination of movement and enhance the sport branch technique.

A coach is required to know and have knowledge of the principles of physical exercise and weight training because the shape is very influential in mamgembangkan physical condition of athletes. According to O, Shea (2006) is physiologically the most basic principle of training is specific adabtations to inposed demand and progressive overload principle. According to Fox (2008) the basic principles of exercise are as follows: 1) Know the main energy systems are used, 2) Develop a training program that will further develop the energy system through exercise done regularly and continuously with sufficient intensity within a specified time will be able to cause physiological changes and can improve physical appearance. According to Fox (2008) Physical exercise will cause physiological changes include: 1) bio-chemical changes that occur in the network, 2) creatine concentration increased 39%, 3) creatine phosphot increase concentration increased 22%, 4) ATP concentration increased 66%, 5) increased glycolytic enzyme activity

The Components of physical flexibility in Athletes Tekong sepaktakraw

Sports sepaktakraw is a sport game that requires physical component to support the appearance of athletes. According Bompa (2009) stages in starting a stage of conditioning the exercise is to provide a physical exercise to develop, among others, endurance, explosive power, strength, speed, agility, and flexibility needed in a sport. Physical components developed in the game of sepaktakraw in this study were the leg muscle flexibility from athletes Tekong.

Flexibility (flexibility) is a person's ability to perform movements with large amplitude (Bompa, 2009). According to Fox (2009) flexibility is the distance range of a joint or group of joints or the distance that may be achieved by a joint in motion possibility is the quality of these capabilities. The greater the distance the better achieved the flexibility of joints. Then the opinion Nur Hasan (2006) is the effectiveness of a person's flexibility to adapt itself to doing all the activities of the body with stretching widest especially the muscles and ligaments around the joints. Flexibility can be defined as the range of motion or the degree of movement that occurs in certain joints are also referred to as range of motion.

From the above it can be concluded opinion of flexibility in this research is the ability to perform motion joints in the broadest optimally. Flexibility exercises are intended to increase the likelihood of motion in the joints, more space of joint movement then more flexibel. Flexibility exercises characters are stretching and stretching. Stretched and extended are the connective tissue of the joints and muscles associated with the possibility of motion in the joints concerned. Soekarman (2000) says that the greater flexibility will benefit in all the numbers,

if it is used appropriately. Besides, a person will not master the perfect technique when not have the flexibility and the development of techniques that will be hindered by barriers on certain body parts. Parts of the body is very important for athletes Tekong regarding flexibility is the crotch or groin and waist. Breadth less motion will limit the quality of the appearance of movement, so that for an athlete Tekong sepaktakraw would be difficult to master the technique movement service.

Joints can be moved by muscles as active components (drive). Strength and speed of movement is also determined by the active components that need to be trained to achieve maximum strength and speed. In addition, the breadth of motion is determined by passive components, namely the joint surface and structures around crate ligaments and muscles and tendon (as stabilizer joints).

Soekarman (2000) argues about the limiting factors are the most important of flexibility, such as muscle movement, joint capsule, tendons, skin. While Fox (2008) stated that the prisoners were most to the flexibility derived from the joint capsule is 47%, 41% of muscle, tendon and skin 10% 2%. Fox (2008) also states that the degree of flexibility of the joints is determined by: 1) The structure of the anatomy of joints, 2) extend the capability of the soft tissues, 3) ligaments. Michael (1999) states that a good flexibility will significantly support the efficiency of the movement and the amplitude of the motion and prevent injuries on the network as well as an important factor to learn a movement.

Movement at a joint will be limited, if the ligaments and tendons surrounding become stiff. As we know, that increasingly up a age of a person, the less precisely the elasticity of tissue, include tendons and ligaments, thus increasing the breadth of motion is limited. Therefore, to increase and maintain the breadth of the movement started as early as possible to let a young age, and this exercises should also be maintained on a regular and ongoing secra (Bompa, 2009).

Michael (1999) specifying the 4 ways for how to improve and maintain flexibility, namely 1) The movement to limit the breadth of active or the movement active, 2) Movement to limit the breadth of passive or the movement passive, 3) Exercise is active in the final position, 4) Exercise passive in the final position. According to Fox (2008) that the best form of exercise to improve flexibility is stretching exercises. Stretching exercises can be divided into 2 types: 1) Static Stretching (static stretching) is a form of exercise that is repeated without any movement, so just to maintain its position within a specified period, 2) Stretching active (active stretching) is a form of exercise with an active movement. Both are excellent forms of exercise to improve one's flexibility

From the results of research conducted showed that between static stretching with active or dynamic stretching exercises no differences were convincing to increase a person's flexibility, or in other words the two kinds are equally effective to stretching exercises increase flexibility someone (Fox 2008). Likewise, the results of research that both types are equally effective to stretching exercises increase flexibility person. Flexibility is not an end. The final assessment of flexibility is how to incorporate them into an appropriate technique to sports like doing service in game of sepaktakraw by players Tekong.

According to Fox (2008) whether or not a person is determined by space motion joints the widespread or not, thus flexible athlete is an athlete who is able to move through the body member or part of the motion, because the element of flexibility will determine the extent in space motion, whether or not elastic muscles, tendons and ligaments. So the main factor that determines the flexibility is muscle elasticity.

Flexibility that will be developed for athletes Tekong sepaktakraw in this study is the flexibility of leg or groin. The good groin flexibility is can trained by split exercise. According to Michael (1999) split is a form of exercise with a stand up position and slowly one of foot open to backward and laterally.

METHODS

This research is the development of a type of research that the user is used in solving practical problems in the field of sport with the following procedures:

1. Analysis Requirement

- a) Assess the general physical characteristics of the athletes Tekong sepaktakraw.
- b) Survey of training at the University of Sriwijaya Palembang training camp.

2. Develop Initial Product Model Athlete Physical Tekong sepaktakraw

- a) Analyzing needs and product characteristics
- b) Analyzing the character of the game
- c) Determine the purpose and form of exercise
- d) Establish strategies pengorganisasian exercise

3. Validation Expert

The initial product of model physical exercise athlete Tekong before tested on a small scale validated by experts in accordance with the field. In the research model of physical exercise athlete Tekong sepaktakraw involves two experts from the University of Srivijaya and coach sepaktakraw.

4. Field Trial

Field trials conducted to obtain feedback and revision of the product in the form of physical exercise models athlete Tekong sepaktakraw players. The test can be done: 1) Implement a small scale trial, 2) Implement wide-scale testing. In testing the product on the study of design used is the design of pre eksprimental design with form one group pretest posttest design. According Sugiono (2009) pre eksprimental design with form one group pretest posttest design is by comparing before and after being treated. In this study, the treatment given is a model of physical exercise for athletes Tekong sepaktakraw be split exercise active and passive split.

5. Revised Product

Product revision is done based on the input of experts to improve the product before the product is used.

Subject Test

Target product usage is Tekong sepaktakraw athletes Sriwijaya University numbered 20 people.

Type of Data

The data used in this study is qualitative data and quantitative. The qualitative data obtained from interviews of experts and trainers orally mapun written as

input for product revision material. Quantitative data obtained from test taking physical component leg muscle flexibility.

Data Collection Instrument

Instrument for collecting data in this study using the observation and questionnaires and measurements of physical ability test leg muscle flexibility with sit reach test.

Data Analysis Techniques

The qualitative data obtained through observation and questionnaires were analyzed by percentage to assess the feasibility and quality of the product, while the quantitative data obtained from the flexibility measurements were analyzed by t-test to determine the effectiveness of the product.

Below are the steps being taken to generate models of physical training athletes Tekong sepaktakraw.

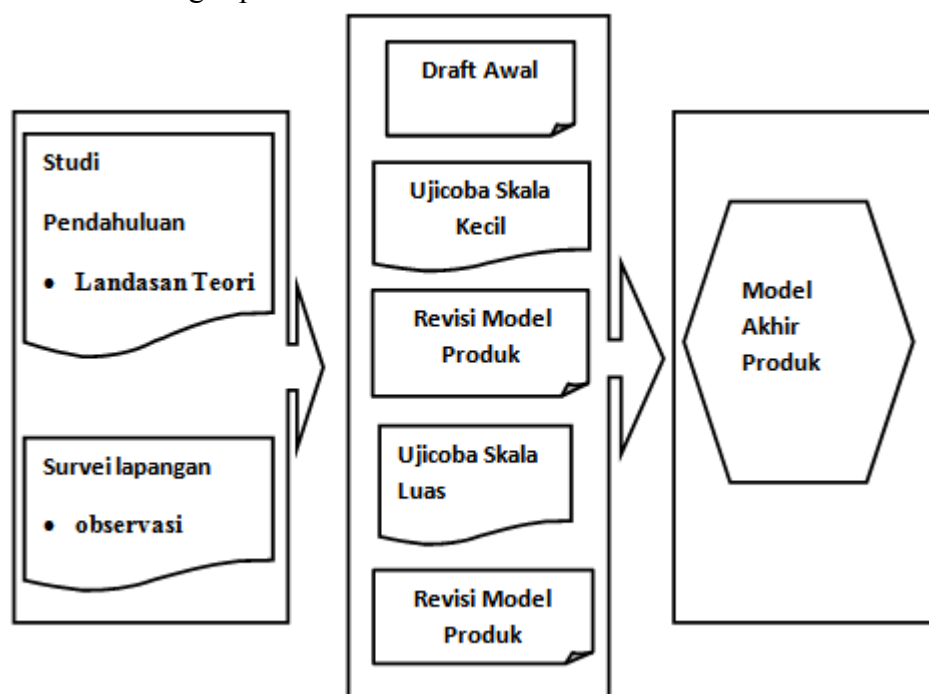


Figure 1: Stages To Do In Generate Physical Model Products For Athletes sepaktakraw.

RESULTS

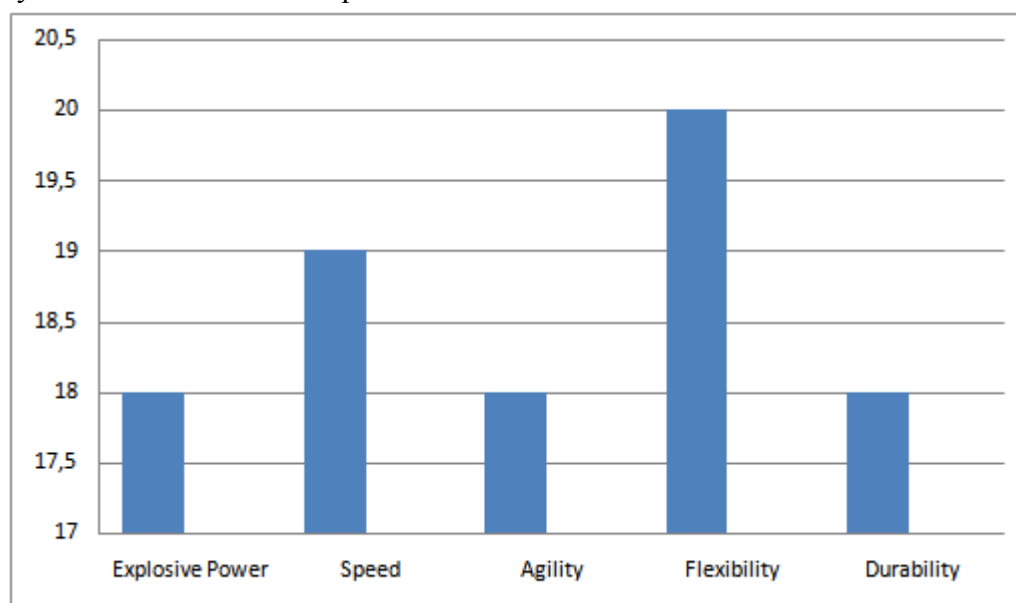
Analysis Requirement

Needs analysis performed to identify the problems faced in the process of physical exercise for athletes Tekong sepaktakraw by observing physical exercise activities for athletes sepaktakraw, followed by a literature study / review of the literature.

Observations have been made to 20 athletes on Pelatda sepaktakraw Sriwijaya University (training camp area). Emperis observed that physical exercise alit Tekong do not specifically point to the needs of athletes in the field, based on the physical component is dominant in the game sepaktakraw. Besides, the initial survey using a questionnaire to 20 (twenty) people involved in the training consists of 2 (two) sepaktakraw coaches and 18 athletes can be seen training

needs physical components necessary for sepaktakraw namely flexibility, explosive power, speed, agility, flexibility and durability as in the table below.

Diagram 1: Needs Questionnaire Results Physical Components Tekong athletes by coaches and athletes Sepaktakraw



Based on the above data the researchers developed a model of physical exercise sepaktakraw the required flexibility aspect for athletes Tekong in the game of sepaktakraw through split exercise active and passive split.

Draft Description Product Selection

After determining which products will be developed in a form of physical exercise for athletes Tekong sepaktakraw, then the next step is to create a product using the following steps: (1) analysis of the purpose and character of the product (2) to analyze the character of the game (3) set goals and form of exercise (4) establish the strategy of organizing training. After going through the design and production process, the resulting product can improve the physical abilities of athletes leg muscle flexibility Tekong sepaktakraw.

Initial Product Validation

The initial product development models of physical exercise sepaktakraw before tested in small-scale test should be validated by experts ie expert lecturers and two trainers sepaktakraw Sriwijaya University.

Validation is done by providing a draft of the initial product development of physical training model for athletes Tekong sepaktakraw with accompanying evaluation sheet the experts. Evaluation sheet in the form of questionnaires which contains aspects of quality development of physical exercise models for sepaktakraw as well as advice and comments from experts on the model of the development of physical exercise for athletes Tekong sepaktakraw. The results of the evaluation in the form of the value of the quality aspects of the development model of physical exercise using a Likert scale sepaktakraw 1 to 4.

Description Data Validation Expert

Data obtained from the questionnaires by experts is a guide to whether the product development model of physical exercise for athletes Tekong sepaktakraw can be used for small-scale testing and wide scale.

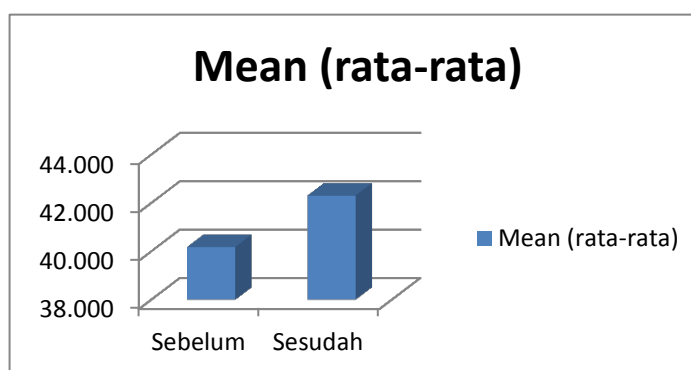
Revised Draft Preliminary Product Before Trial Small Scale

Based on the advice of experts Lecturers and Trainers sepaktakraw on the model of physical exercise for athletes Tekong sepaktakraw as described above, then held product revision.

Data Results from Pilot Small Scale and Scale Size

After product development model of physical exercise for athletes Tekong sepaktakraw validated by a team of experts and revision then tested products to athletes sepaktakraw Sriwijaya University amounting to 8 people on a small scale and 20 athletes on a wide scale. The trial aims to determine weaknesses, shortcomings or effectiveness of the product to be used for athletes sepaktakraw. Data obtained from this test are used as a basis for revising the product before using it on a large scale trials.

Measurement of flexibility as well as the percentage increase is one of the indicators used to assess the effectiveness of the product to be used for athletes sepaktakraw. Flexibility measurements made before and after the exercise carried out for 4 weeks with a frequency of 3 times a week for 8 athletes on a small scale showed the following results:



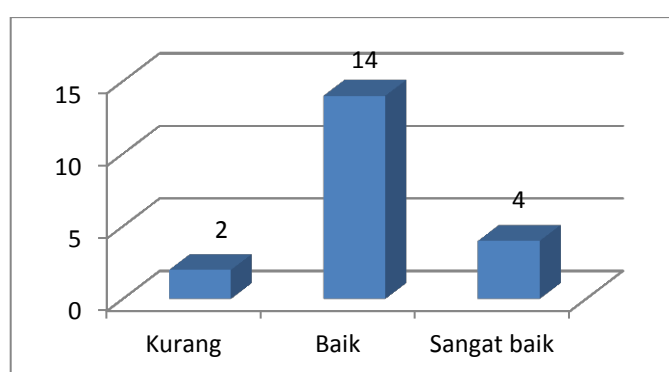
The above data indicate that the increase in the aspect of physical flexibility athletes before and after exercise increase of 1.05%. This case shows that the practice of physical exercise for athletes models Tekong sepaktakraw effectively increase leg muscle flexibility and can be continued on a large scale group trial.

Frequency Distribution Aspects of flexibility

After testing a wide scale for 6 weeks with a frequency of 4 times a week with a split workout treatment of active and passive split to 20 athletes Tekong showed the following results:

Table 2: Frequency Distribution Aspects of flexibility

No	Category	Scores Range	Frekuensi	
			Absolut (F)	Prosentase (%)
1	Less	< 38.15477	2	10
2	Good	38.15477 - 54.14523	14	70
3	Very Good	> 54.14523	4	20
	Sum		20	100

**Figure 2: Frequency Distribution Aspects of flexibility**

Based on the frequency aspect of flexibility aspect can be concluded that 14 of the 20 athletes, or about 70% are good, whereas 4 of 20 people or about 20% including karegori very good and 2 of 20 people or about 10% of athletes including categories less.

DISCUSSION

Models of physical exercise for athletes Tekong sepaktakraw in this study is to develop a model exercise physical aspect needs players in the sport sepaktakraw the flexibility aspect through active split exercise or passive split.

Models of physical exercise for athletes sepaktakraw Tekong is in line with the opinion of Hanif (2011) that the form and manner of physical exercise is very dependent on the components that are trained, so it is important to know the components necessary to improve the physical players sepaktakraw. Then according Dervish (1992) sepaktakraw athletes to excel is not enough to simply practicing techniques but also have to practice physical mainly for physical aspects related to the technique of playing the field. Then Opinion Bompa (2009) Stages to start an exercise program is conditioning stages that develop in accordance with the physical aspects of the sport in question. Then Iyakrus opinion, (2010) physical exercise that develops aspects in accordance with the needs of the field athletes will be able to support athletic performance, causing a sense of confidence in a match.

Model Physical Exercise Effective For sepaktakraw Athletes to Improve flexibility

Below are the results of the t test on aspects of flexibility after doing physical exercise models athlete Tekong sepaktakraw as in the table below.

Table 2: Test t test aspects of flexibility

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Eksperimen-Kelentukan	25.814	19	.000	46.1500	42.4081	49.8919

CONCLUSION

Based on the analysis of the results of research on the development of models of physical exercise for athletes Tekong sepaktakraw Sriwijaya University, it can be concluded as follows:

- 1) The model of physical exercise for athletes Tekong sepaktakraw is a form of exercise based on the needs of the physical components of athletes Tekong in sepaktakraw game that includes a form of exercise flexibility designed in a string of physical exercise.
- 2) The model of physical exercise for athletes sepaktakraw has good effectiveness in improving the physical components Tekong flexibility athlete in the game sepaktakraw

Models of physical exercise for athletes Tekong on sepaktakraw game as a product that has been produced in this study can be used as an alternative in preparing the athletes training program to prepare the athlete physical components sepaktakraw.

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The Role Of Airsoftgun Game In Building The Values Of Leadership

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Abstract

Airsoftgun is a recreational activity that can be quite challenging and developing adrenaline for someone. Airsoftgun is a game that simulates military or police activities using imitation firearm. Airsoftgun game is now much in demand and popular in the community .

This study aimed to identify the role of arisoftgun game in building the values of leadership. This study is a qualitative descriptive study conducted in June 2013. The samples were active players of the airsoftgun game incorporated in the sniper community as much as 5 people. While the research instrument is the form of interview consisting of four aspects of leadership are : discipline, hard work, creativity, and care .

The results showed that the airsoftgun game has the role in building the values of leadership. Its strength it can be an alternative activity to buiding the values of leadership. The airsoftgun game have a great opportunity to be developed in the future .

Keywords : *airsoftgun game, values of leadership*

INTRODUCTION

Recreation is usually done when the individual has spare time, that is, free from work or duty or after they met their daily needs. Recreation as a means of entertainment to refresh individual conditions and also can be done a fee. Recreation is done to restore the condition of the body and the mind, and renew the physical fitness. According to K. Risdrop in Arsyad (1997), a recreational is activity or volunteer experience that a person does in his spare time, which gives satisfaction and pleasure.

Recreation has a lot of ways, such as picnic with family, colleagues, with a partner, even not accompanied by anyone. Recreation also can be done by bike, go out of town or overseas. There are many other recreations to do to entertain for ourself and for people around us .

One of the challenging recreational activity and can stimulate adrenaline someone is to play airsof gun. Many recreation areas that provide airsoftgun games like : outbound Sukabumi, West Java, Ciloto, and Kelapa Gading shopping center Lapiazza. The game is already very widespread and popular in the community . This game requires a lot of people or teams to work together to win a battle and capture the flag.

In airsoftgun, not only play the game and target shooting, but the airsoftgun game can also improve physical fitness, mental training, building self-confidence and cooperation in team training. In addition, the most important thing that the game can train airsoftgun leadership values for anyone . Through airsoftgun game, individuals are trained to learn to lead together team, friends, and yourself. In the playing airsoftgun, the individual soul is also trained to become leaders who challenge the process or look for opportunities to do things better the way include:

enabling others to act, supporting colleagues in the development itself, the courage and acknowledge the contributions of colleagues in order to build the development in him.

Based on the description above, it is through this study wanted to know how far the role of airsoftgun game in building the values of leadership.

Airsoftgun Game

According Catono (2013) in a book called "The Creativity Gate of Interactive Games, the game is something that is played with certain rules that have been made previously. This rule must be followed by anyone who plays. When violates the rule, no reprimand or punishment. Typically, at the end of the game there are winners and there are losers .

Airsoftgun itself is a sport or game that simulates military or police activity using a replica firearm called airsoft gun . Airsoftgun game originally started in Japan in the 1970s, where the possession of firearms is very difficult or impossible to obtain due to tight regulation. Then the last weapon lovers looking for an alternative that is legal to do their hobby. Now airsoftgun most popular activities in Japan, China, Hong Kong, Taiwan, Macau, South Korea, and also spread to the Philippines and Indonesia. Airsoftgun game also popular in North America and Europe, particularly in the US, Canada, UK, Germany, Austria, Switzerland, France, Spain, Poland, Portugal, Sweden, Finland, Norway, Italy, Belgium, Denmark , and Chile. Nowadays, more information about the airsoftgun game spread because it is supported by an active internet community (Anonymous, 2013).

In playing airsoft gun, it also sets rules. Some of the terms used in the game airsoftgun like : Skirmish, Close Quarters Battle (CQB), Spring, Hit, Hold, Move, Stand Down, and the others term. Some existing regulations that players should not be doing in origin, because it is very dangerous when contact occurs. Airsoftgun also able to match the speed of a rifle bullet fire, because of the enhanced electronic parts and batteries .

Based on the description above, the airsoftgun game originally started in Japan in the 1970s. This sports game simulates military or police activity using firearms –replica called airsoftgun. Airsoftgun created to meet the desires of lovers arms positively .

The Values of Leadership

Leadership has a broad sense, which includes the study of leadership, leadership technique, the art of leadership, leadership traits, as well as the history of leadership. Leadership have basic word leader. The word ' leader ' in Indonesian itself has many meanings, such as leadership, chief, or commander. However, in a deeper sense, the leader is intended in the " leadership " should be defined as a person who leads an organization or institution. Leader here does not mean the leader of incidental or momentary only (Lensufiie, 2010) .

In the book *The 21 Indispensable Qualities Of A Leader*, Bernard Montgomery argues that leadership is the ability and willingness to mobilize people to achieve

a goal. Leadership is also defined as a character that evokes trustworthiness. There are characters elements and a long-term vision in a leadership (Maxwell, 2009) .

According Dubrin (2010), leadership is influencing people through communication to achieve the intended goals. Communication is sending and receiving messages . According to this definition, a leader can come in and given rewards because he has managed to meet many potential clients .

Based on the understanding of leadership values such experts, leadership is more than just a label or title given to a man, the more clearly refers to a set of attitudes, behaviors, motivations, and skills, there is an element of long-term vision as well as a character in a leadership. The quality of the must-have leaders in leadership is the commitment, competence, courage. Communication skills to achieve a goal is very important to be a leader.

According to Naim (2012), there are four aspects of leadership, namely : discipline hard work, creative and care for others. Further explanation of the values of leadership are as follows : (1) Discipline. Judging from the origin of the word, the word discipline comes from the Latin word which means learning *discere* From this word then came the word “disciplina” means teaching or training. Over the years, the word of disciplina also interpreted in various ways . (2) Work hard. No success can be achieved without hard work. Hard work symbolize the persistence and seriousness to realize ideals. Life lived with hard work will give greater favor when achieving succes . According to David Hakala in Danim (2012), leadership is a person's ability to make others willing to follow him, of whom 10 qualified leadership character such as : Envision, Integrity, Dedication, Magnanimity, Humality, Opennes, Creativity, Fairness, Assertiveness, Sense of Humor. (3) Creativity. Words containing intrinstik creative dynamic properties. The creative person is one who can not sit still, in the sense of always trying to find new things from the things that have been there. Therefore, very important to the creative nature of progress. Progress will be easily realized by those who always contemplate, think, and look for new things that can be made use for life. Creative as one of the values of leadership is appropriate since it would make the creative individual is not passive. Creativity is discovered, run, develop, take risks, destroy the stag one, make mistakes, and run them without a load. By running the process of doing, learn, and apply, so the knowledge, understanding, and experience of the person will increase from activity one does every day . (4) Care for others. The relationship between human beings is always full of dynamics, not always everything goes well and not infrequent different happening. There is conflict and violence that recently occurred in many regions in Indonesia shows how the distinction is not made as the potential to build life. Whereas, differences are part of God's law which is unlikely to ignored. Therefore, the difference should be used as a means to enrich life .

Care for others should be selfless , selfless means not expecting something in return for the provision or any sort individu do to others. So , while doing the activity as a concern, there is no reluctance or angry. Everything is done for free, no strings attached, open heart, and without calculating and it calls unconditional.

The problem of the research is how far the role of airsoftgun game in building the values of leadership?

METHODS

This study is a qualitative research to generate descriptive data about the role of airsoftgun game in building the values of leadership. Data collection was conducted in June 2013. The study population was a sniper community who play airsoft gun in the forests of TVRI Depok, while the sample is five representative of the community who significant in providing information .

The instruments used in this research is the development of interview guides of leadership values of Naim (2012) which consists of four aspects: discipline, work hard, creativity, and care for others. Data analysis techniques in this study is to create a category of sequence data, organized into a pattern, category and description of the basic unit in order to discover the theme suggested by the data.

RESULTS

Overall , these results illustrate the role of the airsoftgun game in building the values of leadership based on each aspect as follows :

1) Aspect of the Discipline

Indicators	Results
Compliance with instruction	All informants showed submissive behavior when given instructions by the team leader . This is because the leader is regarded as the person responsible for directing the team and help the team members are acting to prevent their own way.
Behave orderly	All informants stated that the order is necessary. They also remind each other and other members of the team in order to direct the game running well .
Following the Rules	According to the informants, they do not feel compelled to follow the rules. The action taken by the members of the team have grown in them respectively. They also mutually inform one another in order to keep up with fellow team rules.
Note the Action	The entire informant claimed to communicate with each other and tell to keep their compactness . They are happy and comfortable as can be noticed and appreciated each other.

2) Aspect of Work hard

Indicators	Results
Persistence / Seriousness	Almost all respondents stated that persistence is necessary, although among

	those just wanting to get the airsoft game only. It requires seriousness though still have fun and enjoy .
Trying to achieve the best	Almost all respondents said they would continue to try my best for the game is still going on. Although one among informants stated that the team always strive together. It is also need for motivation and support from the team leader .
Work / act productive	Almost all respondents stated that they were waiting for instructions from the leader of the team in action. The strategy to be able to shoot as many enemy is to secretly (steal) and wait for an opportunity. This is necessary so that the speed can not be tracked by the opponent team. All it also requires courage
Dare to sacrifice	The entire informants stated that it was necessary courage to sacrifice for the sake of interests in joint. Almost all respondents stated that all team colleagues dared to sacrifice each other, although one informant said that not all team colleagues have courage to sacrifice taste.

3) Aspect of creative

Indicators	Results
Learning to accept the change / new things	Each informant stated that a change of strategy and technique is not always the case. In order for handle the monotonous and boring game, the changes are needed.
Perform / implement new	Almost all respondents stated that when they move, run fast, and look for a position for cover, depending the position or wait for an opportunity. It is waiting for instructions from the leader. All depends on the position and situation .

4) Aspect of Care for others

Indicators	Results
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Togetherness	All informants argued that the togetherness is something that needs to be in this game. Any condition that should remain together, despite frequent disagreement, but the union still must be embedded in individual members.
Help each others	Helping each other is very important, although the state of urgency was to help each other is one of the parts that should be on every member of the team .

CONCLUSION

The airsoftgun game has the role in building the values of leadership. Airsoftgun game can be an alternative recreational activities as well as to establish the values of leadership, thus making the game airsoftgun have a great opportunity to be developed in the future.

Advice

Considering this game could be one alternative recreational activities as well as to establish the values of leadership, the infrastructure of airsoftgun game should develop more broadly in the future. In addition, it needs facilitator who guides and directs the participants, both before and during the playing, so that participants feel more comfortable and get the benefit of the game. For further research, it can examine the role of airsoftgun game in building the values of leadership further with more samples or by using different methods and different theories.

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The Development Of Single Move In *Pencak Silat* For Ages 9 To 12 Years

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Abstract

This study aims to: (1) develop a single move model for ages 9-12 years, (2) determine the effectiveness of the development of a single move in Pencak Silat.

This study is a research and development carried out in 5 steps by adapting the research and development according to Sugiyono model consisting of: assessment needs, product development analysis, various proper move model training development, product design and testing, and product revision. The validation of the content of such products is made by some experts in the development of pencak silat moves, child development and motion learning. Product tryout involves 20 elementary school athletes of some martial art schools in Jakarta. The use of experiment involves 30 student athletes from elementary school in Jakarta. Data collection instrument is in the form of a general interview guide, field studies, validation and observation sheet for models, rubric assessment and the ability of a single move.

The result of this study is a single move model in pencak silat for elementary school students of ages 9-12 years. According to experts, martial art trainers (move), and the result of the test, can be concluded that the single move model for elementary school students of ages 9-12 is more effective to improve the ability of basic move at its ages.

Keywords: Development, Single Move, Pencak Silat, ages 9-12 years

INTRODUCTION

Pencak Silat is a martial sport branch that originated from Indonesia, which continues to develop until recently, both in terms of organization and the rules of game.

The accommodated rules of game for pre-teen of ages 9-12 years, indicate that PB IPSI or Persilat continues to anticipate the public interest of Pencak Silat game. The readiness of PB IPSI with the creation of the game rules must be supported by existing development by not forgetting the principles of growth and development of children of that ages.

The single move competed at this time is standard moves. The term of standard gives a definition that the move is one form of a complex skill that consists of a wide range of motion and moves, both empty-handed and weapons. Meanwhile, in the single move of standard move consists of 7 empty-handed moves, 3 machete weapon moves and 4 stick weapon moves, with a 3-minute appearance. The series of motion have the same rules for both teens and adults.

Pre-teen ages are elementary school ages ranging between 6-12 years according to Seifert and Haffung have three types of development: 1) Physical Development;

2) Cognitive Development; 3) Psychosocial Development; Physical Development according to sumantri (2005) is development that includes biological growth such as the growth of brain, muscles and bones. At the age of 10 years, the height and weight for both boys and girls approximately gain 3.5 kg. But after adolescence, namely 12 -13 years girls develop faster than boys.

Based on the background of the problem can be formulated issues as follows: How is the development of a single move for the sport of *pencak silat* of ages 9-12 years?

BASIS THEORY

Model development is an ongoing series of processes related to the previous model, the evaluation of the current athletes, and the very strong scientific foundation. One of the researches that is relevant and can always be used is research and development. Research and Development is a study that is not used to test a theory. What is produced is tested in the field and then revised until the results are satisfactory. According to Sugiyono (2009) the research and development is the research used to produce a particular product, and test the effectiveness of the product.

Then according to Sukmadinata (2005) and Dwiyoogo (2004), research and development is a process or steps to develop a new product or improve the existing products, which can be justified. They also give an opinion that the research development is a research-oriented development to produce or develop a product, for example, to develop a sport school model, develop physical education curriculum, develop strategies/methods of sport learning, develop sport learning media, develop sports instructional text book and so on.

In this case the study that will be developed is the development of a model of workout single move.

Research and development according to Sugiyono (2009) is a study that is used to produce a particular product, and test the effectiveness of the product consisting of ten steps, among others: (1) the potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trial, (7) product revision, (8) use trial, (9) product revision, (10) mass production.

Model Concept Developed

A single move is one form of a complex skill that consists of a wide range of motion and moves, both empty-handed and weapons. In the rule book is mentioned that: a single category is the martial art game performing a fighter to demonstrate their skills in a single standard move correctly, precisely and steadily, full of inspiration with empty-handed and weapon.

Meanwhile, in a single move of standard move consists of 7 empty-handed moves, 3 machete weapon moves and 4 stick weapon moves, with a 3-minute appearance. In a single category game, a good fighter performs a single empty-handed move, machete and toya weapons that should be with the order of motion or moves properly for 3 minutes.

Characteristics of Elementary School Children

Elementary school students are a group of children of ages 7-12 years. Physically, boys are better than girls. Both physically do not have apparent differences in the body muscles.

The characteristics of learners of ages 6-12 years according to Nursidik Kurniawan (2005), are as follows. a) Happy to play; b) Happy to move. c) Happy to work in groups; d) Happy to feel or perform or demonstrate something directly. The development at the ages of 6-12 years according to Syamsu Yusuf (2006: 178-184) is: a) Intellectual development; b) Language development; c) Social development; d) Emotional development; e) Moral development; f) Religious development; g) motor development.

The development of a single move of *pencak silat* for ages 9-12 years, is compiled based on the development of elementary school or pre-teen ages, so that the dominant muscle analysis in a single move technique performed is gained. From this analysis, it can produce a single move design which will be developed as locomotor and non-locomotor movements, while manipulative motion is removed.

METHODS

The aim of this study is to develop a single move for the sport of *pencak silat* of students level at the ages 9-12 years, and of this research development is to produce a product in the form of a single move of pre-teen of ages 9-12 years made in the form of manual containing the movement of a single move for the sport of *pencak silat*.

The research was conducted in Padepokan TMII and Elementary Schools, among others: SD 05, SD 07, SD 08, Jagakarsa, Jakarta Selatan. The time of this research was planned for 4 (four) months, namely from August-November 2014. The purpose of the research for the development of a single move for elementary schools or pre-teen of ages 9-12 years.

This research was conducted using the method of Research & Development (R & D) to develop and validate a product in the form of a single move for the sport of *pencak silat* for elementary school level students. According to Sugiyono (2009; 407) the research and development is a research method that is used to produce a particular product, and test the effectiveness of the product. The research and development method used from Sugiyono that has the following steps:

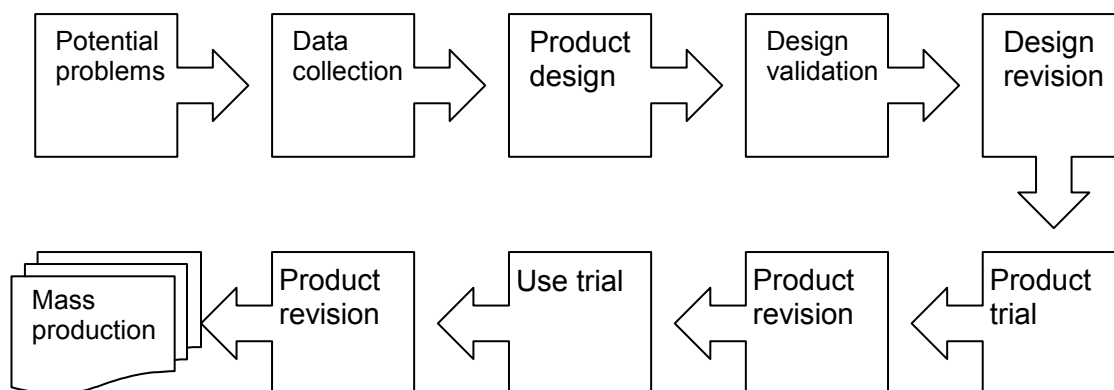


Figure 1. Steps of Research and Development Model

Source: Sugiyono. Research and Development Method

(1) the potential problems (literature review, subject observation, subject report preparation) (2) data collection (3) product design (4) design validation (5) performing product revision (6) performing product trial (7) performing product revision (based on the suggestions and test results). (8) use trial (9) product revision (10) mass product (making a report about a product).

The decision making on the data analysis is done by looking at the reliability coefficient value of calculation results. If the calculated reliability coefficient is greater than the reliability coefficient in the table, then the item is considered reliable, and vice versa if the calculated coefficient reliability is smaller than the reliability coefficient in the table then the item is considered unreliable. The results of the calculation of reliability degree of the test instrument can be seen in the following table:

Table 1. The Calculation Results of Reliability Degree

No	Test Instrument	r. calc	r. Correlation	Remarks
1	Movement Ability	0.867	r.calc > r.table	Reliable test instrument
2	Movement Stability Ability	0.982	r.calc > r.table	Reliable test instrument

Remarks: r. table of 5% = 0.456

Based on the Table 1, then the test instrument prepared is expressed to have a high level of reliability. With the calculated r approaching the correlation coefficient value of 1.0. The higher the correlation coefficient means that the consistency between the results of the imposition between the two tests is getting better and the measuring results of both tests are said more reliable.

1) Use Trial

The use trial, aims to determine deficiencies or obstacles that arise during the implementation of a single move in some different places and different subjects.

2) Data Analysis Technique

Data analysis technique used in this research is the qualitative and quantitative descriptive data analysis. The qualitative descriptive data analysis technique is performed on the observation result of the need analysis to clarify the existing problems so as to strengthen the research background and on the data corrective suggestion from validators and observers to be concluded as a revision.

The range of scores on the product validation questionnaire is five, namely: (1) the score of 1 for very inappropriate assessment, (2) the score of 2 for inappropriate assessment, (3) the score of 3 for quite appropriate assessment, (4) the score of 4 for appropriate assessment, and (5) the score of 5 for very appropriate assessment. Variations in a single move compiled are considered worthy to be tested for product trial and use trial when quantitatively.

The formula to calculate the results of the validation by experts for the products developed is as follows:

1) The formula to process the overall data.

$$P = \frac{\sum X}{\sum X_i} \times 100 \%$$

Remarks:

P = Percentage of expert validity results

$\sum X$ = The total number of expert answers

$\sum X_i$ = The total maximum score

100% = Constant

Based on the assessment criteria above, is obtained a draft quality standard of a single move with the details as follows:

a) The draft of a single move variation developed is declared invalid and used when the average score obtained is $\geq 60\%$.

b) The draft of a single move variation developed is declared invalid and not used/enhanced when the average score obtained is $\leq 60\%$.

The range of scores on the questionnaire observations on product trials and testing the use of five, namely: (1) the score of 1 for very inappropriate assessment, (2) the score of 2 for inappropriate assessment, (3) the score of 3 for quite appropriate assessment, (4) the score of 4 for appropriate assessment, and (5) the score of 5 for very appropriate assessment. Variations in a single move compiled are considered worthy to be tested for product trial and use trial when quantitatively.

The calculation of score according to Saifuddin Anwar (2004) reaches the minimum feasibility standard. The categorization norm used is in accordance with the following condition.

Table 2. The Categorization Norm

Formula	Category
$X < (\mu - 1,0\sigma)$	low (inappropriate/ineffective)
$(\mu - 1,0\sigma) \leq X < (\mu + 1,0\sigma)$	medium (quite appropriate/quite effective)
$(\mu + 1,0\sigma) \leq X$	high (appropriate/effective)

Revising Products

From one test is obtained an initial product draft, so that the form of the product is still not considered final. Results of the assessment and corrective suggestion on the results of large-scale testing and field note are used as a material for the product revision to prepare the final product. The final product produced is in the form of a single move for the sport of elementary school student level. The final product will be summarized in the form of the implementation of a single move manual for students of *pencak silat* athletes.

RESULTS

Overall, there are three general purposes to be revealed in the preliminary studies or the need analysis, namely: (1) how well students of ages 9-12 years master a single move; (2) how important the development of a single move model for students of 9-12 years; and (3) the constraints and support found in the development of a single move model for students of ages 9-12 years.

Based on these general purposes, the researchers conducted a preliminary study using in-depth interview instrument to *pencak silat* coaches especially art coaches and conducted surveys because its main purpose is to conduct the technical preparation by exploring in advance the characteristics of research subjects and places for the research and development.

The results of preliminary studies or further field findings are described and analyzed so as to obtain a formulation of the results of the data that have been collected. The formulation of this result is descriptive and analytical, with reference to the purpose of the preliminary studies. The following will describe the results of a need analysis and field findings obtained by researchers.

Table 3. Results of a Need Analysis and Field Findings

No	Butir Pertanyaan	Temuan
1	What material provided in a single move workout for student athletes of ages 9-12?	The coach has given various single move work out to improve the basic skills of athletes, for example, the basic hands and legs attack techniques.
2	Is the single move workout always given in every workout?	The single move workout is given each move workout based on the order of the series of moves.
3	How is weapon available for single move workout activities?	Single weapon and Toya are very difficult to obtained in a single move workout when there are many students attending the workout; this obstacle is difficult to overcome and can only be replaced with pickup wood and toya, so its use is by turns. Movements and techniques with weapons are very difficult for students of 9-12 years.

4	How is the athletes enthusiasm in attending the single move workout?	Athletes are delighted with the empty-handed single move, but when entering the weapon move, they often make a mistake considering the difficulty is quite high.
5	What efforts made so that athletes are interested in attending in the process of the single move technique?	So far, the coach has sought so that athletes are interested in following the workout process by modifying a wide range of motion and the existing media.
6	Does it need the development of other models that can be used in the single move workout?	In general, the coaches desperately need a wide range of varied move workout models, especially with the use of simple tools and the move that has not been done previously. This is due to the dependence of the coaches in the standard workout model that causes less varied pattern workout and tend to be boring for athletes.

From the results of direct observation in the field are also found that,

- 1) The researchers found some athletes are not consistent in motion when doing empty-handed move techniques. This is caused by too much movement variation that is almost the same.
- 2) Athletes are still experiencing difficulties in controlling movement. This is due to athletes do not understand the function of this movement or technique; they are just memorizing the movement.
- 3) The researchers found that athletes are still experiencing fatigue and instability when doing a single move martial technique. This occurs in the 5th move and so on, thus affecting the ability of the student skills.
- 4) From the interviews with athletes, it is found that athletes often feel exhausted at a low stance and not consistent with hand movements.

Based on the results of the observation, it is deemed necessary to develop a single move workout model according to students of ages 9-12 years. So researchers think that it is necessary to develop the existing single move workout model by too much modification of the standard move; the model is adjusted to the existing rules and provisions. The focus of development includes aspects of the order of movement and beauty and suitable motion stability for students of ages 9-12 years by providing instruction for movement order and benefits.

Based on the needs analysis, researchers conducted a discussion with the supervisor and the lecturer of *pencak silat* expert and martial arts coaches and biomechanics experts. From the result of discussion, it is decided to undertake the development of a single move workout model for the sport of *pencak silat* for students of ages 9 -12 years. The single move workout model is chosen because of the need to learn a lot of single move, but often get frustrated when there are too many moves that must be mastered. This workout model is to reduce the use of

machete and Toya weapons which is manipulative movement. This workout is also one of defense workout models.

Based on the need analysis and biomechanical analysis, the researchers develop workout move models for the sport of *pencak silat* of student level of ages 9-12 years. Researchers expect the resulting product may: (1) help improve the ability to learn a single move for athletes, (2) increase the variety of move workout models for the sport of *pencak silat* of student level, (3) motivate athletes to perform martial arts workout, and (4) assist the coach in improving student fitness condition.

1. Initial Product Draft

The initial product draft of the development of various move workout model consists of 7 series of empty-handed moves described in a more detail order of movement, the name of movement and the angle position of movement and its benefits.

2. The Results of Expert Validation (Expert Judgement)

The expert validation or initial product evaluation is conducted to evaluate the initial products, provide input for improvement by conducting a conceptual analysis and further being revised and validated. In this research, expert judgment is conducted to obtain input on the preliminary design of initial draft of the move workout variation model for the sport of *pencak silat* of student level of ages 9-12 years. Validation is done by three material experts, namely (1) Tulus Pribadi, M.Pd, National Move Coach, (2) Hendro Wardowo, M.Pd, a *pencak silat* lecturer and (3) Eko Wahyudi, a *pencak silat* expert (a *pencak silat* coach). The validation is conducted to obtain feedback on the initial draft of move workout model variation for the sport of *pencak silat* of student level that will be developed.

The evaluation is done by showing a design draft of move workout model variation for the sport of *pencak silat* of student level, along with an evaluation sheet for experts. The evaluation sheet is in the form of a questionnaire that contains a model lattice, assessment and suggestions questionnaire as well as comments on the draft of move workout model variation for the sport of *pencak silat* of student level developed. The results of the evaluation in the form of grade for the quality of the model variations and input and comments on the design draft of move workout model variation for for the sport of *pencak silat* of student level using a Likert scale of 1-5. The scores and criteria used are as follows: (1) the score of 5 if the answer given is "very appropriate"; (2) the score of 4 if the answer given is "appropriate"; (3) the score of 3 if the answer given is "quite appropriate"; (4) the score of 2 if the answer given is "inappropriate" and the score of 1 if the answer given is "very inappropriate".

3. Design Revision

After getting the valid design draft of move workout model variation for the sport of *pencak silat* of student level will then be tested on a limited group with the purposes to obtain information on whether the move workout model

variation is effective to increase the muscle strength and endurance of *pencak silat* athletes of student level.

Based on the data above is then analyzed by repeated observation t-test to determine the effectiveness of move workout model variation. Before performing data analysis of repeated observation t-test, the data normality and homogeneity should be first tested. The test statistic used is the Lilliefors Kolmogorov-Smirnov and Shapiro-Wilk normality test and Levene homogeneity test. The results of the normality test, homogeneity test and repeated observation t-test of initial test and final test data for each test are as follows.

1. Movement Truth Ability

Table 4. Results of Normality Test Analysis of Movement Truth Ability

Movement Truth Ability	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Significance	Statistic	df	Significance
Initial Test	0.153	20	0.200*	0.919	20	0.096
Final Test	0.174	20	0.115	0.912	20	0.071

From Table 3 it can be seen that the calculated significance values (p-values) of the results of Lilliefors Kolmogorov-Smirnov and Shapiro-Wilk normality test for the initial test of movement stability respectively are 0.200 and 0.096, while the p-value of the movement stability final test respectively are 0.115 and 0.071. Thus, the p-value of normality test for initial and final test data is greater than 0.05, meaning both of the data derived from a normal spread population.

Table 5. Results of Analysis of Movement Stability Homogeneity Test

Movement stability	Based on Mean	Levene Statistic	df1	df2	Significance
		0.019	1	38	0.892

Table 4 shows that the movement stability data has calculated significance value of 0.892. Thus, the calculated significance value of the movement stability data is greater than 0.05, meaning that the data has a homogeneous variant.

After being found that the initial and final test data of movement stability are distributed homogeneously and normally, the repeated observation t-test can be applied. The analysis of repeated observation t-test of the movement stability is as follows.

Table 6. The Analysis Results of Repeated Observation T-Test of the Movement Stability

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Movement Stability Ttest	6.900	2.017	0.451	5.956	7.844	15.299	19	.000

Table 5 shows that the value of the calculated t of the repeated observation t-test is 15,299 at significance level of 5%. This value is greater than the t-table that is 2,093 (calculated $t = 15,299 > t \text{ table} = 2,093$). So, there are significant differences between the final and the initial test of the movement stability. Thus, the move workout variation models for the sport of pencak silat of student level are effective to increase the movement stability for *pencak silat* athletes of student level.

DISCUSSION

Some of the contributing factors experienced during the research includes: 1) The research process is fully supported by *pencak silat* men of both athletes and coaches; 2) The selection of experts that are appropriate and have free time to do discussion about the developed model is very helpful in the process of research.

While the factors considered as an obstacle in the development of this model are: 1) The use of a mattress as a mat is badly needed, sometimes in several places of workout is difficult to find a mattress; 2) the weather factors that cannot be predicted such as rain sometimes become an obstacle to workout outdoors.

The strengths and weaknesses of the product or the limitations of the reserach are as follows: 1) The new move workout variation model so that athletes do not feel bored; 2) The move workout variation model for the sport of *pencak silat* of student level is developed based on the need analysis and the results of interviews with coaches, so that the resulting product is really a necessity in the field of *pencak silat*; 3) The move workout variation model for the sport of *pencak silat* of student level is the result of a series of trials resulting in feasible and effective model variation to increase muscle strength and endurance for *pencak silat* athletes; 4) Can be utilized by coaches and students of ages 9-12 years.

Several weaknesed of the move workout variation model for the sport of *pencak silat* of student level, among others: 1) The implementation of move workout variation model requires manual that they should have from the outside so that it is burded the school/club financial club; 2) To be able to practice alone

requires a more interesting book with pictures and color; the book should be created so that it takes some costs to create it.

CONCLUSION

Based on the results of the research, it can be concluded that it is necessary to create a draft of product in the form of a single move for the sport of *pencak silat* of student level of ages 9-12 years, which consists of 7 empty-handed moves. Meanwhile, the move is; (1) the move 1 is a series of forward movement step (2) the move 2 is a series of forward to the right side step (3) the move 3 is a series of forward movement step (4) the move 4 is a series of forward movement to the left side step (5) the move 5 is a series of movements in a steady position (6) the move 6 is a series of forward movement and jump backward (7) the move 7 is a series of sweep movement in place and back kick. In the final stages of research can also be concluded that the empty-handed move of the sport of *pencak silat* of student level is effective to increase the mastery of memorizing and meaning of movement. This can be seen from the results of product trial by using the repeated observation method. In the calculation of move mastery test results performed with repeated observation t-test, 100% of the result of calculated t is greater than t table (calculated $t > t$ table). This means that there is a significant improvement between the initial and final tests. That is the mastery of a single move for the sport of *pencak silat* of students level of ages 9-12 years is effective to increase the mastery of a single move of *pencak silat* athletes of student level of ages 9-12 years.

The implications on the development of a single move model in improving the ability of a single move for student level athletes. There are several implications of the results of this reserach that can be stated as follows.

The findings of this research indicate that there is an increase in the ability to learn a single move for athletes using empty-handed move for the sport of *pencak silat* of student level. The results of this research have implications on several things, namely the importance of proper training and in accordance with the characteristics of students of ages 9-12 years. Second, the need for a single workout model variation to be developed for locomotor and non-locomotor movement. As for weapon moves are deleted.

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The Effectiveness of Multimedia Class in Learning at Cipete Utara 16 Pagi Elementary School

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Abstract

This study aims to determine the effectiveness of multimedia class in learning at school. This study was conducted in Cipete Utara 16 Pagi elementary school 4th, 5th, and 6th grade in the second semester (six months), school year 2012/2013. Research subjects in this study were all students who were in 4th, 5th, and 6th grade. There are 35 students in each class. This study uses descriptive analysis. The results showed the increased student learning outcomes, with an average of 78 for all studies, Math, Science, Social, Bahasa Indonesia, and Civic. All students have reached a predetermined standard; 70. The data show that students have a very high motivation to learn in a multimedia class, the teacher also has a very high motivation to implement the learning process in a multimedia class because it's very helpful in providing information to students. Thus multimedia class in school has effectively assist teachers in providing information to students and assist students in improving learning outcomes and student motivation.

Keywords: multimedia class, learning, elementary school

Introduction

Educational facilities as well as the computer is one very important component in the learning process. Because by means of a complete and quality education, the better the quality of learning and student motivation will increase. It will result in increased absorption, which in turn will impact on improving the quality of education. Technological innovations make the computer more and more clever, compact, and easy to use. Which was large, it becomes smaller. It can be brought anywhere. Which was just to help solve complex calculations can now be used for word processing, data processing, image processing, and database various fields of life. Including for the purposes of education and entertainment for children. Moreover, with the advent of multimedia technology (dual media) that could present an interactive text, sound, images, animation, and video simultaneously or alternately. Children are more familiar with the world of advanced devices in the early decades of the '80s' is still a rare commodity. Now children are computer literate. Advances in computer technology made into a fast-paced activity and make the world be like without limit. Various types of information can be accessed quickly and accurately. This wave of change that rocked the education sector has been forced to rethink everything which we understand about learning, education and schooling. Technological revolution must also be balanced with educational reform, teaching and schooling. Primary education is the foundation that must be passed for someone to be able to continue to pursue the better. Experience that gained by the students during the learning in primary schools is the core experience which will further be developed in the further education. In the learning process, teachers act more as a facilitator and motivator of student learning, as well as help in terms of getting a learning experience. To achieve the desired objectives, teachers must learn to master a variety of media to support the learning process. There is an educational interaction in the process of teaching and learning, which is an active two-way relationship that is education. To ensure the effectiveness of this educational interaction required a variety of media as a means of liaison between teachers and students in the delivery of teaching materials. Because learning is an internal process in human beings then the teacher is not the only source of learning, but it is one component of learning resources. Along with the development of technology and communication in today's era of globalization, as well as to make use of human creativity. Technological developments can treat and improve outcomes smoothly educational process. Multimedia needs seems to have become a necessity in learning at school. This need refers to

the development of technology that is public information. Currently students can use multimedia-based technologies outside of school to find information relevant learning materials freely and without limit. Multimedia is a medium in which there is a mix or combination of elements of various forms of information, such as text, graphics, animation, video, and interactive voice as a support to achieve the goal of conveying information or simply provide entertainment for the target audience. Procurement multimedia class in school learning activities is a medium for teachers to facilitate teachers in providing information to students, so that learning objectives can be achieved. Learning that takes place in a multimedia class gives real interaction because among other media, multimedia interactivity or other computer-based media is the most obvious (overt). Real interactivity here is interactivity that involves physical and mental of the teacher and the students while trying to multimedia programs. For comparison, a book or television media actually also provide interactivity, but the interactivity is only vague (covert) because it only involves the user mentally. Physical interactivity in multimedia learning is varied, from the most simple to the complex. For example, interactivity simple, pressing the keyboard or clicking with the mouse to move the page (display) or insert answer from a training given by the computer. Interactivity is a complex activity, for example in a simple simulation in which the user can switch the particular variable or in a complex simulation in which a user moves the joystick to simulate the movements provided. Excellence in multimedia interactivity is capable of forcing the user to interact with the material, both physically and mentally. Of course, this ability depends on how effective instruction are able to attract users to try active learning are presented. SDN Cipete Utara 16 Pagi is a public elementary school located in South Jakarta. Since the year 2013 the SDN Cipete Utara 16 Pagi get assistance from the government in the form of a set of tools to create multimedia class consisting of computers, programs, sound system, projectors etc. Thus the learning process that takes place at this school, especially high-grade class has been able to use multimedia. We therefore conducted a study to determine the effectiveness of the use of multimedia in learning class in SDN Cipete Utara 16 Pagi.

Definition of Multimedia

While Gayeski (1992) interpreting multimedia as an interactive communication relation through computer that able to create, save, move, and transfer the data back in the form of text, graphics, animation, and audio systems. Presented by combining all of the elements of multimedia make information in the form multimedia that acceptable to the senses of sight and hearing, is closer to the original form in the real world. the role of multimedia in learning closely related as a means to convey a message to the students, with the incorporation of many elements of the media. In the learning process, media has a function as an information carrier from the source (teacher) to the achiever (students). While the method is a procedure that help the students in receiving and processing the information in order to achieve the learning. It concluded that multimedia is a technique that used to combine data, text, picture, graphics, animation, sounds and video which utilize tools and links to navigate, communicate, and interact with that media. Multimedia approach does not mean using a lot of media at once, but a particular media chosen for specific learning objectives.

Multimedia Class

The media is a tool of communication channels. In this case, the role of communication channels will be very important, because of the channel that a message was delivered. Teachers should use the best medium to facilitate the learning, because, a good process of communication and learning facilities can provide the better learning outcomes as well in order to the improvement of student achievement. Literally, the media means an intermediary or an introductory message from the sender (a source) to the receiver. Some things that are

included in the media is the film, television, charts, print media (printed materials), computer, instructors, and so forth. The main purpose of teaching media is to combine the affective, cognitive, and psychomotor aspect which is very important in the learning process of students. In the era of rapid development of science and technology, teacher professionalism is not enough just with the ability to teach students, but also to be able to manage the information and environment to facilitate student learning. Teachers should be able to package the student learning concept environmentally, learning methods place, media assessment system, and facilities and infrastructure so as to facilitate students in learning. Multimedia classroom is a room where there are a variety of electronic communication tools to support the learning process. Multimedia space as a means of learning. Improved quality of learning is increasing the quality of the delivery of educational materials so that students are more easily to catch it. International Standards of ICT-based learning can be carried out by using the multimedia class in the school. Multimedia space that is meant is that the room in which there are some computers that are representative of all students in the class and has been configured in a LAN (Local Area Network), an LCD for displaying the teacher presentations, headphones on each computer to listen to the voices of teachers from the host computer, microphone and sound system which functions as a loudspeaker that can be heard by all students in the classroom, internet connection, printer, AC (Air conditioning). In the process of learning using multimedia space, the forms of information that can be displayed are words, images, videos, music, numbers, or handwriting. For a computer, the information is all processed forms of digital data. Making it easier for students to absorb and remember the material presented in learning process. The components that need to be prepared to implement the ICT-based learning using multimedia space, are: Electronic media (computers / laptops, LCDs, mobile phones, etc.): The willingness of students and teachers for the renovation of learning, human resources (teachers and students) and school readiness to bear the burden of operating and maintenance costs.

Types of activities / tasks that can be implemented by teachers using multimedia space, are:

1. Delivering materials (presentation). One of the simplest tasks, which can be done by conveying the subject matter using media computer / laptop and LCD. The material presented to the students by posting material on the screen. Skills can use it to process the material using MS Power Point. Then the program can be developed using the Windows Movie Maker, Ulead Video Studio and others. Even with the video display related material can also be done without a teacher.
2. Play a song / music in the middle of learning activities, for example, when students access the course material via the internet.
3. Play videos related to the learning materials
4. Display Pictures relating to learning materials.
5. Send information / message from the teacher (computer servers) to the student (client computer).
6. Send a task / exam and restore it back to students through a computer server
7. Provide opportunities for students to access the material via the internet.

Using this space as a language laboratory because in it there are headphones connected to each computer and can hear the teacher's voice from the server computer. Efforts to make the children feel at home to learn in school to take advantage of multimedia technology, is a necessity, so the school is no longer a scary room with a variety of tasks and are instead opting threat or potential ability in students. To that end, the role of the community and parents, the school committee is a partner who can plan and promote the school. Multimedia

space is very important in improving the quality of learning in a school. Given the multimedia room, the learning process will become more practical, innovative, and effective.

Aspects in Education

Quintessence of education

The basic of education is a foundation or a solid foundation for any society to be able to change the attitude and behavior of the system and learn how to practice and are not limited to the school environment, so even though it was completed school will continue to learn anything that is not found in the school.

Education as a human activity in his life to put the goal as something to be achieved, both objectives are formulated that are abstract to the formulas established specifically to facilitate the achievement of higher goals. So also because education is guidance on the development of human moving towards certain ideals, then that is a central issue for education is to choose a direction or goal to be achieved. Ideals or objectives should be clearly stated, so that all implementers and target education to understand or determine a process activities such as education, if they do not have a clear goal to be achieved, then the process will be blurred. Therefore, the goal may not be achieved at the same time, it needs to be made in stages is a general purpose, institutional goals, curricular and instructional goals are clearly defined and focused. The purpose of Education will determine which way the students will be taken. In addition, education serves to develop skills and improve the quality of life and Indonesian dignity. The purpose of education can be viewed from two perspectives, namely by Islam in general and educational purposes. The true goal of education is not only fill the spaces of imagination and intellectual, honing their social sensitivity, or introduce them to aspects of emotional intelligence, but rather to prepare them to know God and one another to greater achievement for eternity. The purpose of education proposed by Herbert Spencer was based on what he thinks is the most valuable and necessary for every person to life in society.

Bloom distinguishes three categories of educational objectives, namely:

Cognitive (head) Purpose with respect to cognitive ability to know the world around the individual include intellectual or mental development. Cognitive Objectives also include; Knowledge (Knowledge), comprehension (understanding) which is the ability to express a definition, formula, interpreting a theory. Application (Application) is the ability to use an implement or understanding, concepts, principles, theories that require the acquisition of knowledge and deeper understanding. Analysis (Analysis) That is the ability to decipher something in the elements, for example the analysis of the relationship between people and nature and the universe. Synthesis (Synthesis) That is the ability to see the relationship between the number of elements. And Evaluation (Assessment) Assessment based on the evidence or specific criteria.

Affective (heart) The purpose of the development of affective attitudes, feelings, and values or emotional and moral development. The purpose of affective include Receiving, paying attention to a certain value. Responding that showed a reaction to certain norms, showed a willingness and readiness to respond, feel satisfied in response. Valuing (Cherish) that is receiving a norm, appreciate a norm, and bind themselves to these norms. Establish an organization that is the concept of a value, to construct a system of values. Characterization by Value or Value Complex Realizing that the personal values so that a person's character, it becomes part of the norm personally

Psychomotor (hand) Objective psychomotor development involves an element of motor skills. Psychomotor Objectives are goals that relate to the ability of a person's skill. There are

six levels that include this domain; Reflexes, basic skills, perceptual skills, physical skills, movement skills, non-discursive communication.

Learning

The learning process is at the core of the educational process as a whole with the teacher as the main stakeholders. According to Carey in Saiful Sagala, "learning is a process in which a person intentionally managed environment to allow it to participate in behavior specific behavior in particular conditions or produced in response to a particular situation". The process of learning as a process aimed at seeking knowledge or information that can be used by learners provision in his life. Brown suggests "learning is a acquiring or getting of knowledge of a subject or skill by study, experiences, or instruction", which means that learning is a process of seeking knowledge of a subject or the ability to learn, experience, and command.

From all the above definition can be concluded that learning is a process of interaction between learners and educators as an effort to achieve a particular goal.

Motivation

Learning activities are not always done in the classroom there are also learning activities conducted outside the classroom. With the learning activities conventionally in the classroom, students study to fulfill the demands of the task and the design of the teacher. But there are so many learning activities without following the conventional rules which are reflected in instructional design. That is, students learn because of their own desires. Therefore awareness of "learning" as assigned and self-motivated to learn is "important" for teachers. On students, there is a mental strength that drives the learning. The strength comes from various sources. Students learn because it is driven by his mental strength. Mental power in the form of desires, concerns, wishes, or the ideals. The mental strength can be classified as low or high. There are educational psychologists who called motivation is mental strength that encourages learning. Motivation is seen as a mental impulse that drives and directs human behavior, including learning behavior. In the absence of motivation contained desires, expectations, needs, goals, objectives, and incentives.

James O Whittaker said that motivation is a condition or circumstance that enable or encourage the creatures to behave achieve the goals posed by the motivation. While Mc Donald gives a definition of motivation as a force of change in a person marked by encouragement and reactions in order to achieve the goal. Motivation can come from a person in itself, known as the internal motivation and external motivation. External motivation is the drive to something someone's behavior, which is outside the act of doing, do something, because of the encouragement from the outside such as the reward or avoid punishment.

There are two types of learning motivation; intrinsic and extrinsic. While the reinforcement of those learning motivations are in the hands of the teacher, educators and community members.

The ideals or aspirations of students.

The emergence of the ideals accompanied by the development of reason, morality, willingness, language and values of life. The emergence of ideals is also accompanied by the

development of personality. Student aspirations to become someone will strengthen the spirit of learning and direct the behavior of learning.

The ability of students

The desire of someone needs to be coupled with the ability or skill to achieve. With supported capabilities, the success of achieving something will add a wealth of life experience, satisfying and pleasing to children. Therefore, the ability will strengthen the child's motivation to carry out the tasks.

The condition of students

Conditions include students physical and spiritual conditions affect motivation to learn. The conditions to students include; (1) the environmental condition of the student, (2) the dynamic elements in teaching and learning, (3) Teacher efforts to teach the students.

To increase the students' motivation to learn there are some efforts that can be done to increase a child's motivation to learn, there are:

Optimization of the learning principles applications. Some of the conditions that must be owned by a teacher to the student in the learning efforts include: (a) Teacher has to learn the lesson material. (b) The teacher has to understand the parts are easy, medium and difficult. (c) The teacher has mastered the ways to learn the material. (d) The teacher has to understand the nature of the subject material. (e) The use of strategies, methods or approaches are good and right.

Optimization of Dynamic Learning Elements. Efforts to optimize the dynamic element in learning and teaching, are: (a) Provide opportunities for students to express their learning barriers. (b) To maintain interest, willingness and enthusiasm of student learning. (c) Request an opportunity to parents of students in order to provide opportunities for self-actualization. (d) Utilizing environmental elements. (e) Using a time in an orderly manner. (f) Stimulate students to give confidence booster.

Optimizing the utilization, experience and ability of students. Some of these optimization efforts are: (a) assigning students to read previous teaching materials. (c) Teachers learn things difficult for students. (d) Teacher solves and look for ways to solve difficult things. (e) The teacher teaches how to solve and educate the courage to overcome adversity. (f) The teacher invites students to experience and cope with problems. (g) Allow the students who are able to solve problems to help his fellow.

Development of the ideals and aspirations of learning. There are some ways to educate and develop the ideals of learning (a) Creating a learning environment that is encouraging. (c) Encouraging all students to maintain a learning facility. (d) Encouraging parents in learning.

Learning Result

Learning outcomes can be explained by understanding the two words which form it, namely the elements and learning outcomes. The results are something that the learner has achieved the learning activities. From this definition, it is the mastery of learning outcomes or skills developed by the subjects, usually indicated by test scores or numerical value is assigned by the teacher.

The result of learning is a change in the behavior of both increased knowledge, improved attitudes, and skills improvement experienced by students after completing learning activities.

The result of learning is the ability of the targeted teachers. Learning outcomes can also be interpreted as the expected change in behavior after students learn something, both in terms of cognitive, affective, and psychomotor. Learning outcomes is a measure to determine how far the lessons can be absorbed by the student. Thus, it can be concluded that the study results is a state or value of a person or the ability to learn and use what he had learned by including knowledge, attitudes and skills that have been acquired from the learning process.

Previous Result.

This article reviewed the report of a research result that has been done by Beacham and friends. (Beacham, N. A., Elliott, A. C., Alty, J. L., Al-Sharrah, A., in *Media Combinations and Learning Styles: A Dual Coding Approach*, Association for the Advancement of computing in Education (AACE), 2002), which aim to find out whether the combination of several types of media would increase students' understanding of computer-based learning materials. In addition, this study reported also used for knowing whether the style of students' learning effects on the level of students' understanding of different types of media. The combination of several types of media has considered **dual coding theory**, which states that information is processed through two independent channels, ie verbal and visual channel. The result of the research indicates an increase in students' understanding when the learning material was presented using sounds and diagrams. The understanding decreased when the learning material was presented through text and diagrams. The result of the research shows that the sounds and diagrams could increase the students' understanding regardless of the preferred learning styles of students, and student who has an intuitive learning style tend to have a better understanding.

METHOD

The method used in this study is a descriptive analysis method is a method to describe or depict phenomena that exist, either a natural phenomenon or a human invention (Sukmadinata, 2008: 72). The purpose of the use of the descriptive method is to create a description, picture or painting in a systematic, factual and accurate information on the facts, properties and relationships between phenomena are investigated / examined. For example : using animation blog for Science, Audio system for Bahasa Indonesia, video for Civic and Social, Picture for Math. Sometime teacher combine all the system in learning process.

Technique of collecting data is done through the interviews, questionnaires and achievement test and observation sheets. Interviews were conducted to determine the responses, opinions, and feelings of a person to a problem. The questionnaire is a written communication that is used for data on students and teachers. Achievement test is used to obtain quantitative data to measure the success of learning in a class of multimedia learning, observation sheets used take into motivation in the students run the multimedia learning in class.

In this study, researchers wanted to see the effectiveness of multimedia in learning class. In this study, research subjects were teachers and students who apply their learning in a multimedia class.

RESULTS AND RECOMMENDATIONS

The results showed the increased student learning outcomes, with an average of 78 for all studies, Math, Science, Social, Bahasa Indonesia and Civic. All students have reached a predetermined standard; 70. The data show that students have a very high motivation to learn

in a multimedia class, the teacher also has a very high motivation to implement the learning process in a multimedia class because it's very helpful in providing information to students.

Learning in a multimedia class has given a very high contribution for students and teachers in implementing the learning. By means of multimedia students have achieved increased understanding than before, because the process of learning in a multimedia class provide a meaningful experience for the students, the students not only listen to information from the teacher, but the students can see and feel the direct learning through programs that have been provided. Increased creativity is also shown by teachers in implementing the learning in multimedia class, because with multimedia, the teacher must be creative in presenting the material to be delivered to students through the available media in the multimedia class.

Thus, it can be concluded that the availability of multimedia class has an impact for students and teachers in implementing the learning process, it is proved by the increasing student learning outcomes, increasing the motivation of students and teachers as well as increased teacher creativity in implementing the learning process, it is proved that the presence of multimedia class is very effective in creating meaningfulness in learning.

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Examining Sport And Physical Activity Participation Motivations And Barriers Among Young Malaysians

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Abstract

Although a considerable amount of research has contributed to our understanding of the underlying causes of leisure time physical participation, there is a paucity of research examining the motivations and barriers in sport and physical activity participation among young Malaysians. In order to address the gap in the literature, thus, this study was designed to ascertain the motivations and barriers in sport or physical activity participation among young Malaysians across the country. The study included 2894 young Malaysians ranged in age from 15 to 30 years old (Active = 1465, Less active = 710, and Inactive = 719). A cross-sectional survey questionnaires comprised of open and close ended items pertaining to sport participation level, participation motivations and barriers, and socio-demographic characteristics were conducted. A variety of motives and barriers to sport and physical activity participation were identified. The results indicate that the common motives for participation included 'physical fitness', 'improve health', 'reduce stress', 'leisure time' and 'active lifestyle'. Common barriers for those who do not participate in sport and physical activity included 'no time', 'no interest', 'weather', 'health reasons', and 'lack of facilities'. Thus, the sport organization management needs to understand the motives and barriers to sport and physical activity of young Malaysians participation in order to optimize throughout their sporting endeavor and exercise adherence.

Keywords: *motivation, barrier, sport and physical activity participation, young Malaysian*

INTRODUCTION

The success of the nation depends on the younger generation who are not only equipped with some degree of knowledge and skills, but also need to acquire a substantial level of physical fitness. Thus, in relation to achieving physically and mentally fit individuals, apart from the influence of heredity, diet and nutritional status, and other environmental factors, participation in sport or physical activity is of supreme importance. Numerous research studies confirm the positive impact of sport or physical activities on health preservation and promotion. Active individuals experience improvement in mental and physical characteristics, they look better, feel better, and rehabilitate faster (Inhan, 2000 in Masten, Dimec, Donko, & Tusak, 2010).

In Malaysia, the pace of industrialization and urbanization has been increasing rapidly in the past several decades leading to a more sedentary lifestyle among Malaysians (Poh, Safiah, Tahir, Siti Haslinda, Siti Norazlin et al., 2010). As such, the issues of obesity or overweight is a serious concern in Malaysia and efforts should be taken to address the problem at an early stage. A 2011 National Health Morbidity Survey found that almost half a million children and adolescents are obese (Institute for Public Health, 2011). In addition, data from the World Health Organization (WHO) shows that more than 42 percent of Malaysian adults are overweight or obese (NST, April 10, 2013).

Based on the Population and Housing Census of Malaysia in 2010, there were approximately 8.4 million young people in the age of 10 to 24 years old,

which constituted about 30 percent or one third of Malaysia population (The Department of Statistic Malaysia, 2012). Those young Malaysians are the potential human capitals of the future for the nation building. Therefore, due to the importance of a country's development, the focus on developing a healthy young generation with sufficient knowledge and skills competencies should be the utmost priority for Malaysia and every developing nations. In order to develop a healthy society, one of the strategies could be undertaken is by determining the trends and benchmark of the sport and physical activity levels among the young people in the country and their motivations and barriers to participation in the activity. As such, more appropriate and effective health promotion and active lifestyle intervention could be initiated.

Bouchard, Shephard and Stephen (1993) define physical activity as 'any body movement produced by the skeletal muscles that results in a substantial increase over the resting energy expenditure' (p. 11). It included exercise (undertaken with the deliberate intent of improving health or physical performance) and sport. Furthermore, The council of the European (2001) defines sport 'as all forms of physical activity which, through informal or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels' (p. 1). So, sport does not have to be competitive, nor does it always require specialized equipment or rules; in fact, sport includes activities such as working out, swimming, running, boating and dancing (Parks, Quarterman & Thibault, 2007).

In view of sport or physical activity participation among young Malaysian, previous studies indicate that the Malaysian youths have been identified the preference for sedentary pursuits, rather than sport or actively participating in games in their leisure time (Institute for Public Health, 2011; Poh et al., 2010; Wilson, 2006). According to Aminuddin et al. (2009) only 22 percent of Malaysian teenagers (15 – 18 years old) participate in regular sport or physical activity (at least 4200 minutes per weeks), and 34 percent of young adult Malaysians (18 - 40 years old) participate in regular physical activities (at least 2100 minutes per week) (Aminuddin et al., 2009). In terms of gender and ethnicity, the findings from Aminuddin et al. (2009) also show that the Malaysian male teenagers and young adults are more active participation in sport or physical activity than females, and the Chinese were found to be the least active as compared with other ethnic groups. The findings of the study were consistent with the studies conducted by Lim (2007; 2009) and Lim and Kalsom (2010), which focussed on university students regarding their attitude, motivation, and self-efficacy towards leisure time physical activity. The results of the study portrayed a similar trend in the students' sporting behaviour, and varied across gender and ethnicity.

Whilst, Norlena and Mohd Taib Harun (2013) reported the overall physical activity index of Malaysian youths (18 – 25 years old) is in the intermediate category and none is in the highest category. Intermediate category suggests that Malaysian youths are leading from sedentary to moderately active lifestyle (three times per week for at least 30 minutes for each session). Their

findings also indicated that there was a significant difference between male and female in physical activity participation with the male was more active than their female counterpart. However, the results show that there are no significant differences in physical activity index among the four main ethnic groups, namely, the Malays, Chinese, Indians, and Sabah and Sarawak Indigenous.

Generally, the young Malaysians population is considered sedentary. Participation in sport or physical activities is low. As such, there is growing concern of inactive participation in sport or physical activity among young Malaysians which may lead to risk factors for cardiovascular disease and a variety of other chronic diseases, including diabetes mellitus, colon and breast cancer, obesity, hypertension, bone and joint diseases, as well as depression (WHO, 2003). Therefore, in relation to the issue, it is vital to address the questions on what is the level of participation in sport or physical activity among young Malaysians to date? What motivate the young Malaysians to participate in sport or physical activity? Why the young Malaysians do not participate in sport or physical activity? In other words, it is important to understand the motivations and barriers that individuals face in their pursuit of sport or physical participation. The information pertaining to the motives and barriers to sport or physical activity would be necessary to create intervention strategies that maximize the likelihood of sport and physical activity participation as well as to assisting policy makers in designing strategies to encounter the issues effectively.

There were many studies regarding the motivations and barriers in sport or physical activity participation, which highlighted multiple factors influencing people to become active in their participation (Coakley, 1998; Salman, 1997; Thatcher, 2009). Wilson (2006) reported that the Malaysian youth agreed that by participating in sport or physical activity will keep them healthy, and physical activity makes or keep them fit. Besides, they also agreed that physical activity will help them lose or control weight. However, the main barrier to participate in sport or physical activity for male students was that current physical activity was perceived to be sufficient, followed by a preference for watching TV or playing electronic games, and 'I don't have someone to be active with'. Female students, on the other hand, reported the preference for watching TV or playing electronic games as the major barriers, followed by 'I don't have someone to be active with'. A lack of parks or sport grounds was seen as a barrier too to participate by both male and female students. Perceived 'lack of time' as a barrier to participate in physical activity was relatively low for both males and females.

On a parallel note, Aminuddin et al. (2009) found that the motives to participate in sport or physical activity among Malaysian youths were 'want to be physically fit', followed by 'to become active', 'to reduce stress', 'to develop my interest', and 'to socialize with others'. Lim's (2007) research revealed that there were gender and ethnicity differences in motivation towards physical activity. Males scored higher than females did on physical activity participation motivation scale. Specifically, males showed higher scored than females did on competence and intrinsic component. However, males and females had similar scores on body-related component. Besides, the findings seem to support the fact that cultural

backgrounds do play an important role in influencing students' motivation towards physical activity.

Whilst, the Malaysian youths perceived the barriers they are encountered were the location of the facilities is far from their home, the scheduling for the use of facilities is not appropriate, too many people using the facilities, lack of information about the activities, my friends lack of time to join me to play sports, my friends lack of skills to play sports, and because of health problem. The study also indicated that the motives and barriers reported were varied according to gender, age and ethnicity differences (Aminuddin et al., 2009; Wilson, 2006). These findings seem to demonstrate the common barriers to physical activity or sport, including 'lack of time', 'physical factors', 'lack of motivation', 'health problem', 'lack of facilities', and 'weather' (Canadian Fitness and Lifestyle Research Institute, 1996; Buckworth & Dishman, 2002; Thatcher, 2009). Thus, at this juncture, the sport organization management needs to understand the motives and barriers to sport and physical activity participation based on the needs, interests, and constraints faced by the individuals in order to optimize throughout their sporting endeavor and exercise adherence.

Consequently, in the light of understanding issues of sport and physical activity participation behaviour, this paper will examine the young Malaysians participation levels and their motivations and barriers in sport and physical activity. Although a considerable amount of research has contributed to our understanding of the underlying causes of sport and physical activity behaviour, there is a paucity of research examining the motivations and barriers in sport and physical activity participation among young Malaysians. In that regard, in order to address this gap in the literature, this study was designed to attain the following objectives:

1. To determine the sport and physical activity participation level of young Malaysians.
2. To identify sport and physical activity participation motivations among active young Malaysians.
3. To identify sport and physical activity participation barriers among inactive young Malaysians.

METHODS

Subjects

The sample consisted of young Malaysians from urban and rural areas of Malaysia. A total of 2894 young Malaysians within the age of 15 to 30 years old were identified from a total of 5684 samples in the national study. They were selected through a stratified random sampling technique from the division of six zones conducted in Malaysia. The subjects were from a diverse backgrounds in terms of their gender, ethnicity, levels of education and occupation.

Instrument

The survey questionnaire was prepared by a consultant team from Universiti Malaya, Universiti Sains Malaysia, Universiti Utara Malaysia, and Universiti Pendidikan Sultan Idris with inputs and comments from the Youth Research and Development Institute, and Sport Division, Ministry Youth and Sport Malaysia. The questionnaire was designed as a respondent-completed survey consisting of a combination of close-ended and open-ended questions. Following a pilot study conducted among 20 staff to test the validity of the instrument, several items were reworded to improve its readability and clarity. In addition, several variables were added and dropped in accordance with the purposes of the survey.

The questionnaire consists of two sections including respondents' demographic profile, levels of sport participation, spectatorship, expenditure, motivations and barriers in sport participation. However, this paper will focus on the sport and physical activity participation levels, motivation and barriers. The motives and barriers relating to sport and physical activity participation identified were derived from theoretical and empirical findings through the related literature review. Motivation is the energy and directions that drive our behaviour. Direction refers to what we do, whereas, energy refers to how much effort we put into what we do. Thus, the motive for sport and physical activity is referred to individual's energy and direction in determining to participate in the activity. Barriers refer to elements of an individual's day-to-day life which may prevent them from taking part in sport or physical activity; such barriers might range from time constraints to financial implications. There are seven factors for motivations and eight factors for barriers are listed in the questionnaire. The respondents are required to select the factors that best describes his or her behaviours.

Procedure

The on-site survey was conducted by a team of 12 enumerators who were trained in data collection procedures and ethical aspects pertaining to on-site survey. The enumerators approached the selected respondents and asked them to participate in the survey. Informed consent was obtained from respondents prior to their participation in the survey. Respondents who agreed to participate were asked to fill out the questionnaire and return it to the enumerators.

The survey was conducted within the six zones throughout Malaysia, namely, the northern, Southern, Western, and eastern zones of Peninsular Malaysia as well as Sabah and Sarawak from June to July 2014. The questionnaires were distributed to the 6000 respondents that have been selected via stratified random sampling method. The survey effort resulted in 5684 completed responses for a 94.7% response rate. A total of 2894 surveys was extracted from the initial 5684 completed surveys due to the purpose of this paper is to focus on young Malaysians within an age range of 15 to 30 years old.

Data Analyses

IBM SPSS Statistic version 21.0 windows was used to analyze the collected data. Descriptive analysis using frequency and percentage was used to present a demographic profile of the respondents as well as their motivations and barriers in

sport or physical activity participation. The Tables and Charts were also used to present the findings of the study.

RESULTS AND DISCUSSION

Socio-demographic analysis of respondents

The five selected socio-demographic variables have been examined in this study included, gender, ethnicity, area of residence, education level, and occupation as shown in Table 1. Females represented 49.1 percent of the respondents and males represented 50.9 percent. Of the total respondents (n=2894), there were 48.8 percent of the urban area and 51.2 percent of rural area. The majority of respondents were Malays (57.7 percent), followed by Chinese (22.4 percent), 7.2 percent were Indians, and 13.4 percent representation of other ethnic groups. In terms of their education, about 50 percent obtained a secondary school level education certificate, 16.1 percent primary school education, 26.4 percent with high school certificate, vocational certificate, and diploma. Only 6.5 percent of the respondents earned bachelor and postgraduate degrees. The majority of the respondents were school students, followed by university students. About 13 percent were employed in the government and private sectors, and others were either self-employed, homemaker or unemployed

Table 1. Profile of respondents (n=2894)

Respondent Characteristics	Frequency (f)	Percentage (%)
Gender		
Male	1472	50.9
Female	1422	49.1
Ethnicity		
Malay	1670	57.7
Chinese	647	22.4
Indian	189	6.5
Sabah & Sarawak Indigenous	388	13.4
Area of residence		
Urban	1413	48.8
Rural	1481	51.2
Education		
Primary School	467	16.1
Lower Certificate (LCE)	661	22.8
School Certificate (MCE)	777	26.8
Higher Certificate (HSC)	425	14.7
Vocational Certificate	81	2.8
Diploma	287	9.9
	172	5.9
	24	0.8

Bachelor Degree		
Postgraduate Degree		
Occupation		
Government Sectors	224	7.7
Private Sectors	156	5.4
School Students	1585	54.8
Universiti Students	721	24.9
Self-employed	137	4.7
Home maker/Unemployed	71	2.5

Participation Levels in Sport and Physical Activity

Table 2 shows the prevalence of sporting behaviours, which refers to involvement in sport or physical activities among young Malaysians carried out in the one week prior to the study. Prevalence of sporting behaviour levels was 50.6 percent in a category of active participation, 24.5 percent less active, and 24.9 inactive. The overall sport and physical activity participation levels were computed for each dimension to identify the categorization of respondents based on the following criteria:

1. Active participation, if the involvement in sport or physical activity is more than three times in a week with 30 minutes per session,
2. Less active, if the involvement in sport or physical activity is less than three times in a week with 30 minutes per session, and
3. Inactive, if no involvement at all.

A person was considered to have had adequate participation in sport or exercise if he or she had performed any moderate or vigorous intensity activity for more than 3 days a week, each of which lasted at least 20 minutes (NCCFN, 1999). However, WHO (2009) and American College of Sports Medicine (2007) recommended at least three days a week with a vigorous physical activity for 20 minutes per session, or everyday in a week with a moderate physical activity for 30 minutes each session.

Comparison between male and women shows that there were more men in the category of active participation (60.7%) than women in the same category (40.2%). In contrast, there were more female less active (27.9%) and inactive (31.9%) involved in sport or physical activity as compared to males in the same categories. In terms of ethnicity, the results indicate that the majority of the ethnic groups were in the category of active involvement in sport or physical activity with the Malays (51.8%), Chinese (47.3%), Indians (56.6), and Sabah & Sarawak Indigenous (48.2%). However, the Chinese was found to be the most inactive group in this study. The findings of this study seem to support most of the results revealed in the previous studies such as Aminuddin et al. (2009), Lim (2010), and Lim and Kalsom (2009).

Such information could then be useful in developing interventions designed to improve the strength and quality of physical activities and sports programmes and services. Therefore, these results have implications for

leadership in sport administration and management, particularly with respect to effort, persistence and commitment in organizing physical activities and sports programmes in the communities. For example, the present study can help the administrators of the Ministry of Youth and Sport or other related agencies to consider in their programmes and services the opportunities and experiences necessary to increase the young Malaysians' needs and enhance their lifestyle.

Table 2. Levels of sport and physical activity participation in terms of gender and ethnicity (n = 2894)

Respondent Characteristics	Active (n=1465)	Less Active (n=710)	Inactive (n=719)
Gender			
Male (n=1472)	893 (60.7%)	314 (21.3%)	265 (18.0%)
Female (n=1422)	572 (40.2%)	396 (27.9%)	454 (31.9%)
Ethnicity			
Malay (n=1670)	865 (51.8%)	430 (25.7%)	375 (22.5%)
Chinese (n=647)	306 (47.3%)	150 (23.2%)	191 (29.5%)
Indian (n=189)	107 (56.6%)	35 (18.5%)	47 (24.9%)
Sabah & Sarawak Indigenous (n=388)	187 (48.2%)	95 (24.5%)	106 (27.3%)

Motivation for sport and physical activity participation among active young Malaysians

The descriptive analysis for each of the motivation factors of gender and ethnic groups are shown in Table 3. The frequency and percentage of each factor presented separately was to the motivation patterns in participating in sport and physical activity among young Malaysians. The findings showed the majority (70.8%) of the respondents agreed that the reasons they participated in sport or physical activity because they 'want to keep fit', followed by 'want to improve health', 'reduce stress', 'for leisure time', and 'adopt an active lifestyle'. The findings also indicate that male respondents with a higher percentage than females on motivation factors 'want to keep fit'(73.7%) and 'adopt an active lifestyle' (56%). On the other hand, females showed higher motivation related to 'reduce stress'(67.5%). Other motivational factors such as 'improve health' (male = 63.8%, female = 63.6%) and 'for leisure time' (male = 61.5%, female = 61.7%) seems to be quite balanced in their percentages. Thus, in this study, young Malaysian males and females are equally health conscious, want to improve their body shape, appearance and fitness. This suggests that males are just as likely as females to value the significant role of physical activity in maintaining one's health and fitness. As both sexes wanted to maintain or improve their health and fitness, this is something that the program organizers and others involved with the community sports and recreation should not lose sight of.

In terms of ethnicity, the results in the Table 3 also revealed the majority of the respondents from different ethnic groups were agreed that their main motive to participate in sport or physical activity because 'want to keep fit'.

Among the ethnic groups, the respondents from Sabah and Sarawak Indigenous depict the highest percentage (91.4%), followed by the Malays (70.5%), Indians (68.2%), and Chinese (63.1%). Likewise, the majority of the respondents of the various ethnic groups did agree that motivational factors such as ‘want to improve health’, ‘reduce stress’, ‘adopt an active lifestyle’, and ‘for leisure time also motivate them to participate in sport or physical activity’. In addition, other motivational factors specified by the respondents were ‘friend influence’, ‘want to socialize’, and ‘family influence’. Most of the findings in this study are consistent with the previous research findings by Aminuddin et al. (2009), Lim (2007), and Wilson (2006).

Table 3. Sport and physical activity participation motivations among active respondents (n = 1465)

Motivation Factors	Frequency (f)	Percentage (%)	Total (%)
Physical fitness			1037 (70.8%)
Gender			
Male (n = 893)	658	73.7	
Female (n = 572)	379	66.3	
Ethnicity			
Malay (n = 865)	610	70.5	
Chinese (n = 306)	193	63.1	
Indian (n = 107)	73	68.2	
Sabah & Sarawak Indigenous (n = 187)	171	91.4	
Reduce stress			907 (61.9%)
Gender			
Male (n = 893)	521	58.3	
Female (n = 572)	386	67.5	
Ethnicity			
Malay (n = 865)	561	64.9	
Chinese (n = 306)	155	50.7	
Indian (n = 107)	52	48.6	
Sabah & Sarawak Indigenous (n = 187)	139	74.3	
Friends influence			500 (34.1%)
Gender			
Male (n = 893)	340	38.1	
Female (n = 572)	159	27.8	
Ethnicity			
Malay (n = 865)	249	28.8	
Chinese (n = 306)	134	43.8	
Indian (n = 107)	35	32.7	
Sabah & Sarawak Indigenous (n = 187)	81	43.3	

Indigenous (n = 187)			
Family influence			261 (17.8%)
Gender			
Male (n = 893)	152	17.0	
Female (n = 572)	109	19.1	
Ethnicity			
Malay (n = 865)	111	12.8	
Chinese (n = 306)	71	23.2	
Indian (n = 107)	23	21.5	
Sabah & Sarawak	56	29.2	
Indigenous (n = 187)			
Active lifestyle			812 (55.4%)
Gender			
Male (n = 893)	500	56.0	
Female (n = 572)	312	54.5	
Ethnicity			
Malay (n = 865)	488	56.4	
Chinese (n = 306)	131	42.8	
Indian (n = 107)	52	48.6	
Sabah & Sarawak	141	75.4	
Indigenous (n = 187)			
To Socialize			464 (31.7%)
Gender			
Male (n = 893)	319	35.7	
Female (n = 572)	146	25.5	
Ethnicity			
Malay (n = 865)	264	30.5	
Chinese (n = 306)	75	24.5	
Indian (n = 107)	26	24.3	
Sabah & Sarawak	100	53.5	
Indigenous (n = 187)			
Improve health			933 (63.7%)
Gender			
Male (n = 893)	570	63.8	
Female (n = 572)	363	63.5	
Ethnicity			
Malay (n = 865)	549	63.5	
Chinese (n = 306)	184	60.1	
Indian (n = 107)	55	51.4	
Sabah & Sarawak	145	77.5	
Indigenous (n = 187)			
Leisure time			902 (61.6%)
Gender			
Male (n = 893)	549	61.5	
Female (n = 572)	353	61.7	

Ethnicity			
Malay (n = 865)	576	66.6	
Chinese (n = 306)	130	42.5	
Indian (n = 107)	55	51.4	
Sabah & Sarawak	141	75.4	
Indigenous (n = 187)			

Barrier to sport and physical activity participation among inactive young Malaysians

Table 4 indicates nine barriers to sport or physical activity specified by respondents, namely, 'lack of time', 'financial constraint', 'friend influence', 'partner/spouse influence', 'not interested', 'lack of facilities', 'health problems', 'weather', and 'family discourage'. The findings showed that 'lack of time' (64.0%) as the main barrier that hindered the young Malaysians to participate in sport or physical activity. Hence, in parallel to Buckworth and Dishman's (2002) notion that a perceived of 'lack of time' is one of the most frequently reported reasons for dropping out of supervised clinical and community exercise programs and for inactive lifestyles. However, Wankel (1988) argue that it does not mean that people who participate have more time available than others. Many consider having no time as a lame excuse for not participating as participation depends on the priority one gives to physical activity.

Comparison between males and females shows that more males (68.7%) than females (61.2%) cited for not participating in sport or physical activity. In terms of ethnicity, the majority of respondents in this study quoted 'lack of time' for not participating, with Sabah and Sarawak Indigenous being the highest percentage (70.8%) among all ethnic groups. Another major factor inhibiting sport and physical activity participation is 'not interested'. Lack of interest is also a major reason reported by Biddle (1995) as preventing a person from engaging in sport activities. Comparison between males and females indicates there is a higher percentage cited by females (63.8%) respondents compared to males (42.3%). The Malays respondents (44.3%) seem to be higher percentage cited of no interest in sport and physical activity participation, followed by Chinese (43.5%), and Sabah and Sarawak Indigenous (43.3%).

In addition, the weather is also being cited as one of the major barriers that inhibited them to participate in sport and physical activity. When comparisons between males and females, the results of this study reveal that males are higher percentage (45.6%) than females (38.5%). They tend to 'blame' weather as their excuse not to participate in sport and physical activity. Whilst, among the ethnic groups, a higher percentage cited weather as a hindrance for them to participate in the sporting activity are the Sabah and Sarawak Indigenous (57.6%) and Malay (42.7%). Other reasons for not participating in the sport or physical activity quoted by the respondents were 'health problems', 'lack of facilities', 'financial constraint', 'family discourage', 'friend discourage', and 'partner or spouse discourage'. Thus, generally, the reasons cited by the respondents for not participating in sport or physical activity were consistent with previous related

studies which include cultural, health, fitness, psychological and social experiences (Coakley, 1998, Aminuddin et al., 2009, Thatcher, 2009; Wilson, 2006). Thus, with reference to the findings, the sport and physical activity providers from various government and private agencies need to be thoughtful when planning and providing services to their stakeholders. Most probably more indoor facilities should be designed to tailor the needs, desired and interest of their clients.

Table 4. Sport and physical activity participation barriers among inactive respondents (n = 719)

Barrier Factors	Frequency (f)	Percentage (%)	Total (%)
Lack of Time			460 (64.0%)
Gender			
Male (n = 265)	182	68.7	
Female (n = 454)	278	61.2	
Ethnicity			
Malay (n = 375)	234	62.4	
Chinese (n = 191)	121	63.4	
Indian (n = 47)	30	63.8	
Sabah & Sarawak	75	70.8	
Indigenous (n = 106)			
Financial constraint			166 (23.1%)
Gender			
Male (n = 265)	77	29.1	
Female (n = 454)	89	19.6	
Ethnicity			
Malay (n = 375)	77	20.5	
Chinese (n = 191)	52	27.2	
Indian (n = 47)	10	21.3	
Sabah & Sarawak	27	25.5	
Indigenous (n = 106)			
Friends influence			105 (14.6%)
Gender			
Male (n = 265)	40	15.1	
Female (n = 454)	65	14.3	
Ethnicity			
Malay (n = 375)	53	14.1	
Chinese (n = 191)	31	16.2	
Indian (n = 47)	5	10.6	
Sabah & Sarawak	16	15.1	
Indigenous (n = 106)			
Partner/spouse influence			45 (6.3%)

Gender	21	7.9	
Male (n = 265)	24	5.3	
Female (n = 454)			
Ethnicity	19	5.1	
Malay (n = 375)	16	8.4	
Chinese (n = 191)	4	8.5	
Indian (n = 47)	6	5.7	
Sabah & Sarawak Indigenous (n = 106)			
Not interested			311 (43.3%)
Gender			
Male (n = 265)	112	42.3	
Female (n = 454)	199	43.8	
Ethnicity			
Malay (n = 375)	166	44.3	
Chinese (n = 191)	83	43.5	
Indian (n = 47)	15	31.9	
Sabah & Sarawak Indigenous (n = 106)	47	43.3	
Lack of facilities			181 (25.2%)
Gender			
Male (n = 265)	73	27.5	
Female (n = 454)	108	23.8	
Ethnicity			
Malay (n = 375)	82	21.9	
Chinese (n = 191)	48	25.1	
Indian (n = 47)	12	25.5	
Sabah & Sarawak Indigenous (n = 106)	39	36.8	
Health problems			215 (29.9%)
Gender			
Male (n = 265)	82	30.9	
Female (n = 454)	133	29.3	
Ethnicity			
Malay (n = 375)	119	31.7	
Chinese (n = 191)	46	24.1	
Indian (n = 47)	6	12.8	
Sabah & Sarawak Indigenous (n = 106)	44	41.5	
Weather			296 (41.2%)
Gender			
Male (n = 265)	121	45.6	
Female (n = 454)	175	38.5	
Ethnicity			
Malay (n = 375)	160	42.7	
Chinese (n = 191)	62	32.5	

Indian (n = 47)	13	27.7	
Sabah & Sarawak	61	57.6	
Indigenous (n = 106)			
Family discourage			115 (16.0%)
Gender			
Male (n = 265)	39	14.7	
Female (n = 454)	76	16.7	
Ethnicity			
Malay (n = 375)	67	17.9	
Chinese (n = 191)	19	9.9	
Indian (n = 47)	9	19.1	
Sabah & Sarawak	20	18.9	
Indigenous (n = 106)			

CONCLUSION

In this survey, the results show that the majority of young Malaysians were moderately active in terms of their sport or physical activity participation. Overall, the rate of active participation amongst young Malaysians is about 50 percent and the other half is in the categories of less active and inactive. In addition, despite most of the studies pertaining to sport and physical activity participation among youths in Malaysia were found to be the most active as compared with other age groups (Aminuddin et al., 2009, Nerlena & Mohd Taib, 2013), yet their level of participation seems not up to the recommended level as suggested by the World Health Organization (2009) and American College of Sports Medicine (2007). In addition, in relation to their sporting participation, this study discovered that the motivations and barriers of young Malaysians to participate in sport or physical activity are varied across gender and ethnicity. The results of this study indicate that the young Malaysians have multiple motives and barriers for sport or physical activity participation, and thus the authority concerns must be aware of this diversity. It is important that they can use the findings to create a sporting situation which will motivate and minimize the existing inhibiting factors among the young Malaysians to involve in sport or physical activity. Furthermore, the primary contribution of sport and physical activity participation is not only the frequency and the awareness of engaging in those activities, but above all, the benefits and satisfaction obtained. Therefore, leisure practitioners must design, plan, and offer services which contribute not only to increase the rate of participation but also to fulfil leisure satisfaction and psychological well-being of young Malaysians.

However, some limitations of this study need to be considered. The study occurred at various locations in Malaysia and was limited to six zones which inclusive of six states out of thirteen states in Malaysia that identified by the researchers. Thus, the extent of these result generalizes to other states is unknown. In addition, the sport and physical activity participation scale utilized in this study needed the participants to rely on recall over the past weeks in order to accurately

remember the frequency and intensity in participating in various sporting activities.

Several directions for future research can be offered to advance both theory and practice in this area. The present study should be replicated utilizing other population samples (e.g. Older adults, working class, and disabled people) in a wider coverage throughout the country. In spite of that, future research should also explore additional variables in participating sport and physical activity which was determined by the theory and previous empirical research. It is also recommended to examine the participation in sport and physical activities relate to other age groups, types of physical activities, and other psychological variables such as goal achievement, self-efficacy, personality, and exercise adherence. In addition, a suggested modification measurement scales are used to obtain a qualitative data which may explain the individuals' sporting attitude, motivation, and barriers to participating in sport and physical activities.

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Positive Thinking To Improve Performance Achievement Athlete

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Abstract

In general, the preparation is most often the focus of the exercise is a matter of technique, physical and tactics are the main factors that must be met. Failures experienced by an athlete due to some internal factors (athlete) and can also be caused by external factors. Internally, this failure may be caused by the ability of the athletes themselves who have to compete with good support that can be caused by physical ability, technique, tactics, strategy, and is no less important are the factors that affect the athlete's performance is mentally. One of the human ability not shared by other living things is the ability to think. From a variety of capabilities that exist in humans, thinking is a skill that plays an important role in determining the quality of life. However, not everyone is able to optimize the role of these capabilities. One of the efforts that should be done so that the mind can play well is to learn to think positively. Positive thinking is a mental attitude that involves the process of entering the thoughts, words, and images are constructive for the development of your mind. Positive thoughts bring happiness, joy, health, and success in every situation and your actions.

Keywords: *Positive Thinking*

INTRODUCTION

Achievement can be achieved through technical readiness, physically and mentally this is already a mandatory requirement that must be owned an athlete. In general, the preparation is most often the focus of the exercise is a matter of technique, physical and tactics are the main factors that must be met. Another thing that is often overlooked as a mental considered influential, with the assumption that mentally prepared enough when playing alone. Based on observations and interviews in the field in general the coaches rarely do a mental exercise in practice. Failures experienced by an athlete due to some internal factors and can also be caused by external factors. Internally, this failure may be caused by the ability of the athletes themselves who have to compete with good support that can be caused by physical ability, technique, tactics, strategy, and is no less important are the factors that affect the athlete's performance is mentally. According to psychologist Yuanita (1999: 3), psychological factors affecting the appearance of the athletes in the game is achievement motivation, concentration, discipline and self-confidence and emotion, anxiety and tension. In a game often seen how the unpreparedness of an athlete in the face of the game, such as the empty eyes, loss of concentration, and the presence of something left. Likewise in sports measurable unprepared to face an opponent who never won before, have opponents already have achievements often seem nervous young athletes in performing the match or race

Based on this, then I am keen to discuss the paper "Positive Thinking To Improve Performance Achievement Athlete"

Mental Aspects In Construction

Mental coaching for athletes to be important, to win the game and become a champion. The coaches need to understand this is to recognize the existence of the

individual as a subject called that know what their existence and properties or laws that correspond to what the subjects are constructed. Construction must comply with athletes existence as beings who have physical and mental, social creatures, and creatures of God with all nature and its laws. Before providing treatment to athletes, it is necessary to understand human existence in general, with properties that can't be ignored that the principles of construction for the athletes, so mental training provided on the athlete in accordance with what is expected. This will be discussed further below the basic principle of human personality with the factors that affect mental maturity for athletes.

Motivation Athletes, Motivation is a momentum that gives people a reason to perform an action. Almost every human behavior is always preceded by the motivation. According Wann (1997) motivation is a process improvement within an organism that helps steer and maintain a behavior. Gunarsa (2004) stated that the driving motivation in any conduct which is an effort to meet the needs. The level of motivation can be seen from the three elements, namely: energy, direction, and constancy. Motivation according Setyobroto (1993; 63) is a process actualization driving source and the driving behavior of individual needs to achieve a certain goal. Motivation can be seen as a process in a person to do something in an attempt to achieve certain goals. Strong motivation indicates that the athletes themselves embedded in a strong urge to do something.

In terms of its function, motivation can be distinguished between the motivation that comes from encouragement external and the motivation that comes from within yourself (intrinsic). With the mental approach is expected to athletes in every appearance can show strong motivation to play well, so it can win a game.

Motivation is good for athletes, not based by extrinsic factors such as prizes or awards in the form of matter. However, a good motivation, the stronger and longer settling is based on the intrinsic motivation that prioritizes personal desire to achieve self-satisfaction achievements of the material things Judging from the reaction of psychiatric subjects, as FL Griffit (1964) in Setyobroto (1993: 70) distinguishes several actions that can cause a reaction motivated partly by (a) the method of coercion or on the basis of power (force way) (b) how persuasive or by persuading (c) how stimulative. Of the three ways the manner or method of force less favorable for the development of athletes; persuasive method shows certain advantages in the absence of coercion and threats from the outside, and the more favorable is the stimulation method because with this method the athlete can develop initiative and creativity. To increase the motivation of athletes, it should be noted motivational techniques and shall observe the following procedures, namely:

- a. First of all must be created positive interaction between coaches and athletes, namely the interaction of full sense of familiarity.
- b. Provide appropriate treatment coaches must understand the interests, needs and capabilities of the athletes
- c. Planning treatment that training programs and other instructions as directed arranged systematically gradual and sustained.

Further motivation techniques can be done verbally, by giving compliments, corrections, instructions, challenges and so on. Besides, motivational techniques can also be performed with acts such as by providing incentives (prizes), awards, and so on, with penalties, for athletes to avoid something that should not be done.

Emotions Athletes, Emotional factors in self athlete athletes attitude and feeling personally against oneself, coaches and ha-case diseklilingnya. Forms of emotions known as feeling like disgust, sadness, anger, anxiety, fear and so on. The forms of the emotion contained in each athlete. However, to note here is how we control these emotions so as not to hurt yourself. Emotion or feeling athlete needs special attention in the sport, because the emotion of athletes in addition to affecting aspects of other mental health, also affect aspects fisiologiknya so obviously will affect the increase or decline of the athlete's performance. Controlling emotions in a table tennis match victory is often the deciding factor. Especially when the table tennis athletes serve blame by the referee. This could be the beginning of that could affect athletes emotions. Therefore, the atmosphere was like to be familiarized with how to conduct a simulation game that athletes are accustomed to and keep the concentration despite the mistakes which they did not do.

The coach should know clearly how emotions athletes, not only in games but also in training athletes and everyday life. Coach thus also need to find ways to control the emotions of the athletes care, which of course will vary between athletes with one another.

Emotions can disturb the balance psikofisologik such as shaking, stomach pain, muscle spasms and others. With the disruption of the physiological balance konsentrasipun will be disrupted so that athletes can not perform optimally. Often the table tennis athletes experiencing tensions that culminated just before the match begins. The tension so great that he could not serve well. Moreover, his soul can press and penontonpun not sided with him, then it is conceivable that the athlete will not be able to play well. His concentration will be shattered, a strategy that has been prepared can not be executed even he did not know what to do.

This is where the need to learn how to cope with stress (stress management). Before the coach tried to overcome tensions athletes. must first know the sources of tension, to find out, it is necessary to good communication between coaches with athletes.

Anxiety and Tension Athletes, Anxiety is usually associated with the fear of losing something, failure, guilt, fear mengecawakan other people and other bad feelings. The anxieties that make athletes become strained so that when plunging into the game, it can interfere with concentration in play. If the players have worked hard and played well, show appreciation coaches to athletes. And if athletes defeat especially not with playing well, should be the coach on the fact that objective. That is, let the which he has done is right and what is wrong, and show how it should solve this problem. Meet new athletes who have lost should be done as soon as possible compared to see which player has scored a victory.

Communication With Athletes, Communication is meant here is a two-way communication, especially among athletes by coaches. Problems often arise in terms of lack of good communications between coaches with athletes is the emergence of misunderstanding that causes athlete was treated unfairly so it would not be open to the coach. Further result, the lack of confidence to coach athletes.

To avoid miscommunication between athletes and coaches, the coaches need to adjust communication techniques with athletes individually. Disclosure coach in terms of training programs will be strengthened to ensure good communication provided it is done in an objective and consistent. Athletes need to be understanding about the purpose of the exercise program and what does it do for each individual. Before the training program is run, it needs to be explained and made rules regarding discipline and rules of other exercises including sanctions conducted on athletes in case of violation of the rules that have been made.

Similarly, in terms of the implementation of the regulations that have been made, must be executed consistently. That is, if an athlete convicted of violating certain rules, so if there are other athletes who violate the same rules he should receive the same punishment as well. Similarly, if the same athletes do it again later.

Coach always be objective and positive thinking. Be objective intention is to be in accordance with reality or fact is without impinging on other things. If the coach was angry with athletes because the athlete came late in practice, then punish athletes on ketelambatannya, not to be connected with the other things that can cause new problems for athletes.

Concentration Athletes, Concentration merupakan a state where one's consciousness focused on a particular object within a certain time, the better the concentration the longer he did. In the sports game of concentration is one of the mental aspect of a very large role to win a game. For if the concentration impaired athletes do match, then the resulting errors in activity

Think Positive Every Situation

One of the human ability not shared by other living things is the ability to think. From a variety of capabilities that exist in humans, thinking is a skill that plays an important role in determining the quality of life. However, not everyone is able to optimize the role of these capabilities. One of the efforts that should be done so that the mind can play well is to learn to think positively. Positive thinking is a unit consisting of three components, namely a charge of mind, the use of the mind, and mind control (Ubaedy, 2007: 12-19).

Positive thinking is a mental attitude that involves the process of entering the thoughts, words, and images are constructive for the development of your mind. Positive thoughts bring happiness, joy, health, and success in every situation and your actions. Whatever you expect mind, positive thinking will happen. So think positive is also a mental attitude that expects good and favorable results. Thinking is intended as a way of thinking steer things in a positive direction, look at the bright side. It is necessary to get used not only by athletes, but even more so for the coaches who train athletes. By getting used to think positive, it will be a very

good influence to foster self-confidence, improve motivation and cooperation between the various parties.

Positive thinking will be followed by action and positive words anyway because the mind will take action. If the volleyball game comes negative thoughts such as "fear of being wrong, fear out, scared bait responsibility" and so on, then the likelihood is greater errors will occur in the game. Therefore cobalah in habit to always think positive, avoid negative. Similarly to the problems faced by an athlete when it will face the athletes who have often won games and athletes often experience "feeling lost without a fight" the coach convey to the athletes that "you can be the same ability with him" because of the achievements show your best, do not be afraid lost.

A coach must show that he believes that the athlete has the ability to perform well. Babble, nagging and rude criticism is not in place will drop athletes and frustrating and loss of concentration so that the expected accomplishments are not achieved.

Positive thinking is an attempt to fill the mind with positive things or positive charge. As for the positive charge to mind are the various forms of thought which, according Ubaedy (2007: 13), has the following criteria: a. right (not violate the values of truth), b. good (for oneself, others, and the environment), and c. helpful (yield anything useful). People who make positive thinking as a way to achieve the goal by Ubaedy (2008: 27) has the following characteristics: 1) Unhappy with his / can create happiness in him. 2) Have a positive conclusion against him. 3) Have a great confidence in its capacity. 4) Can establish positive relationships with others. 5) Can establish a harmonious relationship with reality, 6) Steps dynamic. 7) Achievement of his life. Continues to grow better.

The habit of positive thinking is an attitude and actions which bring great benefits the individual concerned, namely with regard to: health, feeling of success, optimism, positive emotions, positive response to failures, self-confidence, positive self-image, every cloud has a silver lining, creative, persistency, positive relationships.

a). Health: Often a person's complaint or pain, organically can not be identified by your doctor. And it turns out the complaint and the pain is not felt again after the person concerned to replace the contents of negative thoughts with positive ones.

b). Feeling of success: People who think positive at the time he faced a task to feel confident that he will succeed in doing this task. Feeling that he had subsequently become internal motivators for him.

c). Optimism positive attitude towards a task that must be done is the beginning of the growing optimism. Optimism is one of the factors that influence the success of a person.

d). Positive emotions: Feelings of a person is affected by the mind. If space sided mind positive things, the feelings experienced also a positive feeling.

e). Positive response to failures: The habit of positive thinking can make a person strong in the face of failure. With the positive thought someone would be able to develop the view that the failure is not the end of everything and that there was a chance for success.

f). Self-confidence: The habit of positive thinking also plays an important role in the development of personality, namely confidence. Think positively about him means to train himself to have confidence.

g). Positive self-image: other personality aspects that are also influenced by a person's mindset is the self-image. If someone's mind space filled by things that are positive then he will have a positive self-image as well.

h). Every cloud has a silver lining: That each occurrence, any bad incident there must be a silver lining. Similarly, the attitude or opinion of those who used to think positive. Attitudes or assumptions as necessary so that they are facing problems can avoid stress and depression.

i). Creative: Creative Power someone closely related to the contents of his mind. That the contents of positive thinking can bring brilliant ideas

CONCLUSION

Positive thinking is not a goal but a means to an end, make positive thinking as the goal is to bring the benefits but not yet how these benefits when compared to the benefits gained if positive thinking be used as a road. The habit of thinking positive effect on success. People who are accustomed to thinking positively will always be diligent and steadfast in the face of tasks with a variety of problems. Positive thinking is a way to achieve the feat, the characteristics of people who make positive thinking as a way to achieve the feat, it can be concluded that the ultimate goal of positive thinking is the maximum achievement.

In the face of other people and social situations, positive thinking is indispensable. With the positive mind there will be a positive social relationships pula. Berpikir positive as one way, a vehicle, a vehicle that will take humans to reach the target or the final destination, which is a positive or positive life living.

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Learning Fundamental Movement Method in Early Elementary School (Qualitative Descriptive Study of Physical Education Course in Early Elementary School Grades)

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Abstract

The goal of this research is to describe the learning method of walking, running and jumping (locomotors) in early primary schools of tree public schools in Kebayoran Baru district, South Jakarta. The research used descriptive qualitative or naturalistic inquiry, and the data was analyzed by using constant comparative technique (system of category) promoted by Glaser and Strauss. The steps of data analysis are: 1) domain analysis (categorization), 2) integration of category and its domain, 3) theory construction, and 4) refinement. Triangulation and auditing were used as trustworthiness technique. The result of this research are follows: The specific instruction objectives consists of four points :1) audience b) behaviors, c) condition, d) degree, the degree proved with qualitative degree. The physical education teachers selected four fundamental locomotors movement, namely: a) partial method, b) whole method, c) combination partial-whole method, and d) based on taxonomic movement (time, direction, space, distance and target). The types of student characteristics: a) motive of playing b) motive of grouping, c) motive of sharing idea, d) need of concrete object, e) needs of models, f) motive of experiences. The steps of teacher instruction in fundamental locomotors movement consist of directive and non directive instruction. The student response in fundamental movement learning include of passive response and active response. The types of student activities consist of drilling and game activities. The types of using instruction media include standard media and modification media.

Keywords: *fundamental movement, learning method, early elementary students, locomotors activity*

INTRODUCTION

Physical education in primary schools is an activity to provide an experience the fundamental of proper movement, PE is based on the characteristics of children of primary school age who are in a period of growth and development of the movement towards more fundamental and simple as well as complex toward smooth and efficient movements. Therefore, in the learning process of physical education should be considered a growth level and their developments. This is accordance with the study of Barney and Christenson (2014) said that elementary classroom teachers whether students learn better after returning from PE class.

Physical education in primary schools according to Adam (1980) has four objectives, that are improve the overall growth and development of the physical, spiritual, mental and social life, develop fundamental motor skills, educational value and a positive attitude, and develop knowledge and practical necessity in life. According Barney and Christenson (2014) although some parents may feel PE appears to be an unnecessary part of students' education, it is particularly important at the elementary level. The age of the elementary student is an optimal time for acquiring key motor skills and

developing habits and attitudes toward physical activity that will serve them well for a lifetime.

Unfortunately until today, the efforts of the authorities how to improving the physical educator or the ability to stimulate the potential of primary school children in the field of physical education is an efforts need to be improved, such as physical education teacher competency diverse learning conditions that are dominated by teachers, lack of consideration to the characteristics of students' progress. Wordwart (2013) stated that children, aged 5 to 18 years, should engage in a minimum of 60 minutes of daily, moderate-to-vigorous physical activity (MVPA) that incorporates the cardio respiratory and musculoskeletal systems. Learning movement emphasizes on teaching materials, motor performance oriented, the activity emphasizing to rules of sport standard, sport functional movement-oriented and the physical activities are always carried out with the competition effort. Turner et al., (2012) said that there has been little change in elementary school-based PA practices nationwide in recent years. With the upcoming renewal of the Elementary and Secondary Education Act, policymakers have an important opportunity to promote increased PA in schools.

The purposes of study this research have to describe the PE learning method, consist of :

1. How PE teachers in designing learning objectives relation with the consideration of student characteristics and arrangement of instructional materials on learning fundamental locomotors movement in early elementary school class.
2. How the learning process that teachers used in fundamental movement activities, and to find a description of student responses, the form of learning activities and how teachers in utilizing the learning aids PE in early elementary school.
3. How the PE teacher considers appropriate practice approach to child development to implementation of fundamental locomotors movement in early elementary school.

THEORETICAL FRAMEWORK

Physical activity has enormous potential for improving the health of the public. Physical activity can be defined as any bodily movement produced by skeletal muscles those results in energy expenditure (Brunton, 2003). Physical activity can take the form of walking, cycling, dancing, and doing active household chores as well as organized sport or exercises, and it can take place in a variety of settings, including homes, schools, parks, leisure centers, and bicycle or walking trails. Fundamental movements skills are basic movements that developed correspond with the growth and maturity level of the child's body (Galalue, David. 1998). Fundamental movements accompanying reflex movement that is children from birth. Fundamental movements, consisting of three categories: locomotors movement, non-locomotors, commission and manipulation (Ateng, 1990) and (Corbin, 1980).

Increasing PA is a proven strategy for reducing weight gain and improving overall health (Turner, Lindsey *et al.*, 2012).

As mentioned by Borich (1996). In determining the learning objectives require stated criteria with which the students will learn, the behavior of students with active verbs, how learning behavior that must be reached, and determine the level of criteria to be achieved.

Annario (1980), Deur and Pangrazi (1989) mentioned that arrangements instructional materials requires consideration of the purpose of learning, the importance of materials or characteristics of teaching materials, practical value, the level of student progress, and set the teaching materials from easy to difficult, from simple materials into complex materials. Ateng (1990) suggested that the pace of learning in general physical education consists of three steps, i.e. warming up, core activity and cooling down.

Student learning in PE can be seen the interaction process how high the level of involvement through practice and play or perform other activity. Jennifer *et al.*, (2013) said that classroom management refers to teaching decisions and behaviors that contribute to an orderly and effective learning environment. Although specific management definitions vary in description, the general consensus among researchers is that classroom management is necessary for both effective instruction and learning to occur. PE that offer a range of physical activities based on children's own preference, Bredekamp, Sue (1992) mentioned that responses were classified into three kinds, namely the response of cognitive, affective and behavioral responses. Isaacs. (1992), Gabbard (1987) and Graham (1992) stipulated that teaching aids in the development of the physical environment can be a child's play yard, all the physical tools that can present the message stimulate students to learn. The important PE have state by Snyder *et al.*,(2013) that averaged over the 3 years, elementary students were not withheld from recess for poor behavior or academic reasons at 28.3% and 26.7% of elementary schools, respectively. Strengthening district policies may be an effective strategy for changing school practices pertaining to withholding of recess, and to ensure that all students have opportunities to be physically active during the school day.

METHODS

overview of the research sites: The location is assumed to be proper for the study of the third public elementary schools in the south of Jakarta, the first consideration is the location of the school district that is located in one place in the Kramat Pela village South of Jakarta, the second consideration is the third school has undergraduate (S1) qualified physical education teacher, That was assumed that they have the same professionals competence. The population target is people, objects or events in the purposive sampling, the research sampling by looking at the possibility of generalization and maximum application of information objects to other objects, and the sample gets easily. The study population are 07, 09. 11 public elementary school, at Kramat Pela Kebayoran Baru, South Jakarta. Source of data consists of, data sources from physical education teachers, principals and students, as well as a

document that includes lesson plans, learning programs each semester, the PE curriculum. The third source is places, venue for the learning process of physical education activities. The presence of the researcher conducted an initial approach to create a harmonious atmosphere between researcher and research subject. Research methods with qualitative approach, the data collection is naturally and the main techniques for collecting data are observation and interviews. Data were analyzed inductively, by making the formulation of meaning and further interpreted (Spardley, 1980).

The main instrument is the researcher (Bogdan, 1975). To obtain data that is more focused and specific interviews were conducted. Data analysis techniques by using constant comparative techniques which begin collecting data, search important issues, categorizing, writes categories of new finding for the events, investigated the relationship, and make the coding. Examination of the validity of the data was done By using; 1) the extension of participation, 2) persistence of observation, 3) triangulation, 4) member checking, 5) the adequacy of references, 6) negative case studies, 7) peer checking and 8) audits trail (Moleong, 1993). The technique of triangulation by using member checking and auditing and method.

RESULT

1. How to design the learning objectives locomotors

The parts of term: the teacher writes on the learning conditions in their lesson plan, the teacher sets the formulation of learning objectives without establishing learning conditions, the teacher set criteria for success in specific learning objectives by qualitatively, students have to exercise well, students have running movement, the child have to run exercise, students can jump, run and students are able to distinguish the jump, students can walk with varied movement, students can undertake long steps, students can run squiggly, students can jumping without initial movement. Students have to walking, jumping and running with different directions and speeds.

Semantic relationship is the way of design, specific learning objectives in the development of locomotors method.

2. Method of teaching materials management locomotors

The part of term: In the event the teacher ordered the students to do the position of the feet, hands, body and footwork, hands, body, focus is on how to design teaching materials with part way. In jumping activities teachers noticed footwork, body movement while floating, and style of their foot when landing, how to coordinate movement, how to organize the teaching materials by way of parts. Dividing the activities into walking, running, jumping, landing and stoping. Semantic relationship is how to design teaching materials with part way.

The part of term: The PE teacher said: " come on!, be careful how you do it, what out... your feet when you jump!", "Lift your knees....! , look forward please..., keep moving your arm!, do it more faster..!", Teacher

assigns students moving quickly to the side of the field, the students do “engklek” jump, jump to the position of the free arm, the child is moving quickly to back and forth, jump with one leg repulsion, jumping two feet, jump over the friend bowed, running relay. Semantic relationship is a way to organize the teaching materials by way of the whole.

The term sections: Teacher talk: "Today we learned the circuit walk, run, jump, but we have learn to run first", students do repetitive running and continued the jumping with further speeds, walking, jumping, running, landing, stopping, bench your knees, in the teaching sequence. The teacher said: "..... I ordered the first step and learn the correct way to jump, I usually teach movement of the first step, then jump to the run, followed by jumping to the properly. Semantic relationship is learning how to set the combination.

3. How or locomotors learning step

The part of term : the first teacher to give an explanation, the second, the teacher demonstrates, the third, the teacher assigns, the fourth, the teacher corrects movement, the correction is done individually, the fifth, the teacher assigns the child to repeat the correct movement. Semantic relation is direct instructional steps.

The term sections: Teacher gives a question by giving tasks and rules that must be done students, teachers give guidance motivation.

Semantic relation is a step instructional teacher indirectly.

4. Type consideration of the characteristics of students learning locomotors

The part of term: the nature of pleased children in the group, the motivation to play, wants to compete encouragement, motivation experienced, the desire to promoting the idea, activities fantasize, requires real object,

Semantic relation is a kind of consideration the characteristics of students in the locomotors.

5. Type the locomotors learning activities

The part of term: Students exercise walking, running and jumping in a way turns, the child moves back and forth in a run, jump "englek" game "bentengan", “kucing-kucingan” games, rubber skipping, chasing balls, jumping competitions, running races, jumping sacks, playing "bentengan " take each ribbon straps, traditional games, grabbed the ball, and mutual shared group run fast moving, movement scattered around the field, jump over the wooden slats, individual play and group play. Formation teaching: Squad line formation, U-shape formation.

Semantic relationship is the type of activities to practice and play in developing locomotors movement, students of class early.

6. Characteristics of the students during the learning locomotors response

The part of term: Children show a positive stance, enthusiastic child to moving on, addressing students, and negative attitudes.

Semantic relationship is a type of students in the locomotors response.

7. The use of teaching aids locomotors

The parts of term : chalk, wooden slats, mattress, plastic pipe, volleyball and basketball, a small stone, small ball, a series of rubber bands, cardboard boxes, wooden blocks, plastic garbage cans, mineral water bottles scrap, wooden ruler 1 meter, sacks, ball tennis, large white balls, plastic rope raffia, red brick, Rubber rope.

Semantic relationship is a term used to learn the locomotors activity.

8. Type constraints in the learning of the locomotors

The part of term: pushing, do not pay attention, out of the classroom and talk with others, playing with other objects, refuses the task, talk to each other, does not perform in accordance with the instructions, not orderly, leading stand each other, go out drinking without permission, difficulty in using a rubber straps, did not put the tool in the space provided, kicking a ball before the assigned teacher (not orderly), the child does not obey the command the teacher. Semantic relationship is the kind of constraint that comes from the students.

The term section: Calling child without teacher permission, to speak to the child during the learning process takes place, prohibiting children ran quickly, followed the move, giving drink to the child without permission teacher. Semantic relationship is the type of constraint comes from the parents.

DISCUSSION

Relationship between the methods of learning by structuring locomotors learning objectives.

From the findings of the study, showed that physical education teachers in managing specific learning objectives stated four elements requisite Specific Learning Objectives: (a) target students (students), (b) the behavior of students, (c) learning conditions and (d) the degree of success expected, and of the three teachers who become research subjects only one physical education teacher who establishes the elements of learning condition (condition) at any particular formulation of learning objectives whereas according Borich (1996) components of the condition is important in structuring specific instructional objectives for the goal condition teaching special mention anything specifically granted or not granted when the student displays the behavior specified in the objectives. Something that is a condition of the special purpose of teaching can be: 1) materials and tools, 2) information, and 3) the environment. The findings showed that teachers assign degrees of success or success criteria expressed by qualitative measures such as the student can do the movement correctly, students can perform with good movement, students can exercise properly. We must plan and teach for the ultimate goal of increased student learning and note merely to survive our daily teaching schedule.

Correlation method of learning by structuring locomotors teaching materials.
From the findings of the research was a teacher of physical education in the early grades in elementary school arranging learning materials are

fundamental movements in part, combination of parts, and the whole movement is based on the taxonomy of the direction of movement, movement time, range movement and space.

The result show that fit with Heather *et.al*, (2013) statement that physical education lesson content and teacher style and elementary students' motivation and physical activity levels.

The relationship of learning methods in a way or locomotors learning step.

From the findings on observations and field notes indicate that teachers do activities with non-directive step by step task or one describes the rules and ends by asking short, both require the student movement and the third task, guiding and motivating students both to the student fails or successful, step directive dominated locomotors learning activities. Interventions using multi method strategies to involve parents in promoting their children's physical activity in part by increasing their own physical activity levels (Graham, 1992).

Relationship learning method with consideration of the characteristics of the type of students in the locomotors learning.

The findings address field locomotors learning requires students encouragement to play, fantasize, competing, enjoys group activities.

The findings in the field have shown that children need to be given the opportunity to explore the free movement of teachers provide opportunities for students to do a lot of options moving, it has encouraged a positive response in the child's physical education lessons.

The findings are in accordance with the opinion that playing Heather *et al* (2013) that physical education lesson content and teacher style and elementary students' motivation and physical activity levels.

Relationship of learning methods to the type of learning locomotors activity.

Based on the research findings of most of the activities in the learning of fundamental movements that walk, run, jump, throw in a pattern that is done is done with a little practice and play approach (Annario, 1980). Teaching for understanding approach teach the game and have the students practice skills by playing modified games and Doolittle and Girard (1994) stated that teaching traditional sports in which basic concept of a game are emphasized rather than acquisition of game related motor skill.

The relationship between teaching methods with student-response characteristics during locomotors learning.

Consideration of teachers using the deductive method because students would require a model or a clear example, while the inductive method the teacher believes that children need encouragement to moving instinctively and naturally. This is in accordance the opinion Snyder *et al* (2013) PA intervention schools reported significantly more positive behaviors, and less substance use, violent behaviors. Student management is of high quality and provides more student opportunities for practice. The quality of engagement is demonstrated by children who are, for the most part, successful, yet still challenged, have been presented with a task that is appropriate for their

ability, and are given ample time to work on skill. The quantity of engagement time is simply the more, the better.

The relationship of learning methods with the use of locomotors learning aids.

Based on the findings it can be concluded that the deductive methods tend to utilize the tools and field raw others shows that teachers have made use of non-standard tools such as rubber straps, cardboard, timber, garbage cans, bottles of mineral (Isaacs, 1992).

The relationship of learning methods to problems in the locomotors learning.

Based on observations and interviews found some principal problems in the locomotors learning in the early grades of primary school, that is a sourced problem from students and parents that students who are unruly behavior, such as pushing, scrambling, undisciplined, talking with others, using tools without teacher permission, students in and out of class without permission of teachers, student teachers do not follow the instructions.

From the field notes show that constrain the behavior of parents teaching physical education is unconsciously moving their passing in the arena of activity, which is being conducted in the field of physical education lessons, giving children without permission teacher drinking, talking to students without teacher permission, took the child without communication with teachers, some experts suggest that the positive involvement of parents can improving learning effectively disrupting otherwise if the result of learning to be less than optimal.

Although some parents may feel PE appears to be an unnecessary part of students' education, it is particularly important at the elementary level. The age of the elementary student is an optimal time for acquiring key motor skills and developing habits and attitudes toward physical activity that will serve them well for a lifetime (Heather *et al.*, 2013).

Students argue and fight to be first in the line, the strategy for that place the children who seem to have the most difficulty where they are least likely to cause problem and discuss the problem and why people don't like cutting.

Children have difficulty getting and/or putting away equipment to each other, argue, and look through all equipment to choose one item. The teacher should try to provide equipment that is the same type and color, and be sure to keep it in several places for easy access.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Conclusions

1. The physical education teacher in managing the learning objectives have been done in a way that they meet the criteria of operational target students, learning behavior, define success criteria and learning conditions.
2. Instructional materials were developed with the approach section, and the overall combination of parts to the whole.
3. Interaction of learning is done with a combination of direct and indirect instruction.

4. Teachers have considered the characteristics of children, such as learning to play using the play approach, The teacher could showing the real object and consider the past experience of students.
5. Child response in learning PE activity , which is indicated by the active response and passive response during the learning process of fundamental movement. The important PE have state by Snyder et al,(2013) that averaged over the 3 years, students were not withheld from recess for poor behavior or academic reasons at 28.3% and 26.7% of elementary schools, respectively. Strengthening district policies may be an effective strategy for changing school practices pertaining to withholding of recess, and to ensure that all students have opportunities to be physically active during the school day.
6. The tools developed for physical education activities are to utilize the tools that are not standard but teachers do modification.
7. The main problem in teaching physical activity early grade students is derived from students and parents during the learning process.

Implications

1. If less proper in determining the Specific Instructional Objectives teacher will tend to carry out learning activities with command method.
2. The arrangement is part of learning tends to produce only one aspect or ignore other aspects such as the power of thought, creativity and a positive attitude or value that must be explored or developed from physical activity.
3. If less proper in determining the Specific Instructional Objectives teacher will tend to carry out learning activities with the command method.
4. Step instructional directly result in students only showed a positive response, to produce optimal stimulation outcome benefits can integrate methods of directive and non-directive.
5. Consideration of the characteristics of students in physical education activities in elementary school would give significant activity because of the suitability of activities with the needs of students in their growth and development means that the need for accuracy and variety of learning locomotors sequence.
6. The concrete learning aids media will allow students to complete the task is not completely reduce the number and quality movement that must be achieved by students.
7. The findings showed that activity tends to play preferred by the students in early locomotors development of physical education should be done with the games and play approach.

Recommendation:

1. The teacher should understand how to set learning goals with proper to formulate operational.
2. The teacher manages instructional materials in three ways: part ways, the whole way, by means of the combination.

3. Teachers can enrich students' vocabulary movement using movement taxonomic approach.
4. Interaction of learning should be more oriented towards indirect approach (non-directive methods).
5. Learning activities can be more fundamental movements with a form of play.
6. Teachers may consider cognitive characteristics of children in teach fundamental movement it is associated with the use of tools / media-concrete.
7. Teachers do more positive reinforcement.
8. The physical education teacher should always use modification tools to overcome the lack of infrastructure development of motor skills in primary school.

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The Implementation of Linguistic Gymnastic to Increase Locomotoric Movement in Pre School Children in Mentari Kindergarten Bogor District

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Abstract

This research aims to increase locomotoric movement through linguistic gymnastic in preschool children (A level / age between 4-5 years) in Mentari Kindergarten Bogor District. The subjects of this research includes 13 preschool children age between 4 to 5 years old)

In the first cycle, an increase of children`s movement was found however there was one child who had not met the minimum requirement criteria. In the second cycle, all of the children met all of the minimum requirement criteria, therefore it can be concluded that second cycle obtained a successful result.

In conclusion, the implementation of linguistic gymnastic result in locomotoric movement ability among preschool children in Mentari Kindergarten Bogor District.

Keywords: *Linguistic gymnastic, Locomotoric Movement, Pre School Children*

INTRODUCTION

Movement is an essential of human life. Without it, human being will have many limitations on their live. Therefore it is very important to stimulate and teach basic movement since the early age to make them fit and healthy (Martin,2004). The kindergarten (TK) was the level of early or preschool education before entering the primary school (the primary school (SD))

Four to five years old children have spesific characters. In this age children tend to be curious and critical (Martinis Jamilah, 2013). The age of 4-5 years are considered as the sensitive period. In this period, children find it easy to record what is seen and heard afterwards and easily imitating what are retained in their memory (Yudha Saputra,2005). Most of the time, they are happily playing, imagining, singing and conducting active moving. Generally in the teacher's kindergarten teacher use gymnastics to train the movement capacity of the child. Gymnastics that is used was gymnastics is standard gymnasticsuch as ceria gymnastics and SKJ (Senam Kesegaran Jasmani) (Agus Mahendra, 2001). In relation to children characteristic, it is important to apply special children gymnastic such as gymnastics linguistic to increase the lokomotoric movement in the early age (Satrio Ahmad, 2009).

The movement of gymnastics linguistic uses the language or words intead of music (Widya, 2002). The language was delivered through the song, story, or the statement that are said by the teachers without this teacher demonstrated their movement for the child to copy (Samsudin, 2008). This approach aims to train children` verbal capacity and to increase in the movement of the child. Gymnastics linguistic are designed to enrich their movement especially in the locomotoric movement capacity (Sumanto 1992). Moreover, gymnastics linguistic

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aims to provide stimulus to train listening, thinking and their eye-movement co-ordination. Through gymnastics linguistic the child will be guided in the introduction and movement enrichment in a manner which was directed, to increase in their movement capacity as well as language and imagination skill.

RESEARCH METHOD

The research was carried out in TK Mentari at Tanah Baru Taman Kenari Street C8 No.4 Bogor. This research was conducted in 2 months. It was started November 25th to December 13th 2013. This research used the action research method. The action research aims to increase or improve a situation. This research method developed together between the researcher and colabolator to determine to increase in the learning aspects.

The action research design are depicted in four steps and the repetition that were started from planning (planning), the action (acting), observation (observing), the reflection (reflecting), and it was continued again with to re-planning (replanning) as the foundation for the solution strategy to the problem

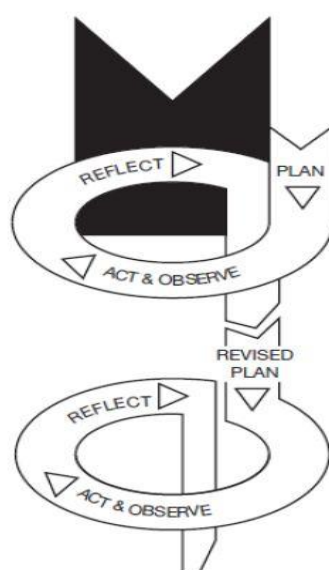


Figure 1. Action Research Design from Kemmis, McTaggart

According to M Natzir (2003) Technically the data collection that was applied in this research was as follows:

1. Carried out observation or gathering the data by conductin an observation towards the earning process using the observation guide.
2. The study of the documentation which is a technique of the data collection by assembling and analyzing documents, both the written documents, the picture and electronics.
3. By preparing the sheet of the evaluation, this was done to ascertain the level of the movement capacity locomotors the child through gymnastics linguistic.

Scoring tecnique in kindergarten to TK usually in the form of narration or picture, however but in this research to facilitate the researcher to get results of his

statistics of each statement observation guidelines has 3 categories of the choice of the answer, which consist without guidance (3 score), with guidance (2 score), do not want to do the activity (1score). The assessment of the locomotoric movement through gymnastics linguistic that consisted of several aspects to the sheet of observation that was counted by the value and the percentage. Data analysis technique was using quantitative descriptive techniques.

RESULT

The result of the monitoring of the locomotoric movement for 13 children who are assessed in walking, running and jumping monitoring in observation phase is provided in table 1.

Table 1. The Result of Locomotor Movement Assessment in Observation Phase

Subjek	Indicator			Score
	Walking	Running	Jumping	Mean
1	66,6	63,8	69,4	66,6
2	75	88,8	80,5	81,4
3	69,4	69,4	63,8	67,5
4	75	86,1	75	78,7
5	66,6	63,8	69,4	66,6
6	66,6	72,2	63,8	67,5
7	63,8	63,8	66,6	64,7
8	72,2	69,4	69,4	70,3
9	66,6	61,1	61,1	62,9
10	61,1	66,6	61,1	62,9
11	61,1	63,8	61,1	62
12	66,6	69,4	66,6	67,5
13	61,1	61,1	66,6	62,9

Criteria :

- 80 is very good
- 70-80 is good
- 60-70 is average

Based on table 1 it can be seen than there are ten children who are classified in average and two children who are classified in good and one child who is very good. The distribution is illustrated in figure 2.

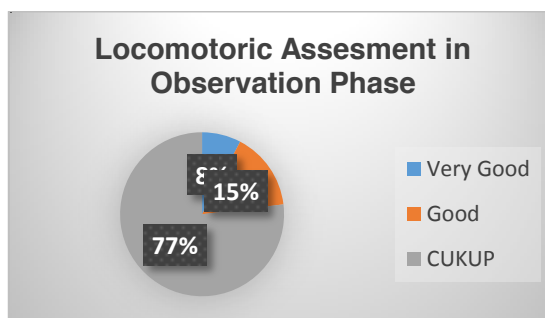


Figure 2. Locomotoric Assessment/Monitoring in Observation Phase

The result of the monitoring of the locomotoric movement for 13 children who are assessed in walking, running and jumping monitoring in cycle 1 is provided in table 2.

Table 2. The Result of Locomotor Movement Assessment Monitoring Cycle 1

Subject	Indicator			Sore Mean
	Walking	Running	Jumping	
1	75	75	75	75
2	80,5	88,8	80,5	83,2
3	72,2	77,7	72,2	74,03
4	77,7	91,6	77,7	82,3
5	75	69,6	77,2	73,9
6	72,2	77,7	75	74,9
7	69,4	75	69,4	71,2
8	72,2	77,7	72,2	74,03
9	66,6	72,2	72,2	70,3
10	72,2	75	69,4	72,2
11	69,4	75	72,2	72,2
12	72,2	75	69,4	72,2
13	75	66,6	66,6	69,4

Criteria :

- > 80 is very good
- 70-80 is good
- 60-70 is average

Based on table 2 it can be seen than there are one child who are classified in average and ten children who are classified in good and two children who is very good. The distribution is illustrated in figure 2.

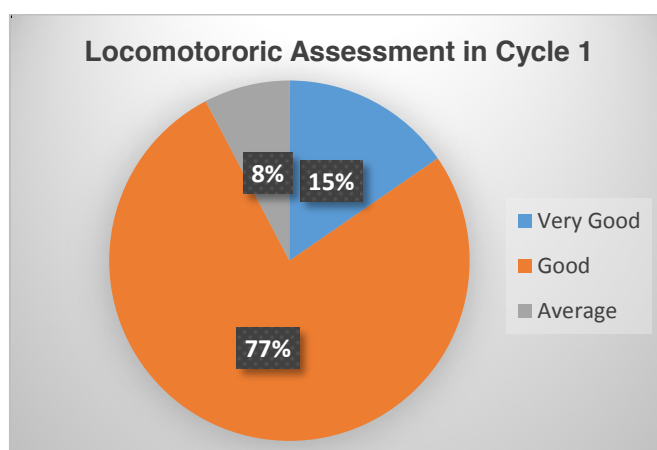


Figure 2. Locomotoric Assessment/Monitoring in Cycle 1 Monitoring

The result of the monitoring of the locomotoric movement for 13 children who are assessed in walking, running and jumping monitoring in cycle 2 is provided in table 2.

Table 2. The Result of Locomotor Movement Assessment Monitoring Cycle 2

Subject	Indicator			Sore Mean
	Walking	Running	Jumping	
1	80,5	83,3	77,7	80,5
2	83,3	83,3	83,3	83,3
3	72,2	77,7	72,2	74,03
4	86,1	88,8	80,5	85,1
5	77,7	77,7	72,2	75,8
6	72,2	83,3	75	76,8
7	83,3	77,7	75	78,6
8	72,2	80,5	77,7	76,8
9	72,2	72,2	72,2	72,2
10	72,2	77,7	75	74,9
11	80,5	77,7	72,2	76,8
12	77,7	80,5	75	77,7
13	80,5	77,7	75	77,7

Criteria :

- > 80 is very good
- 70-80 is good
- 60-70 is average

Based on table 2 it can be seen than there are two children who are classified in average and ten children who are classified in good and three children who is very good. The distribution is illustrated in figure 3.

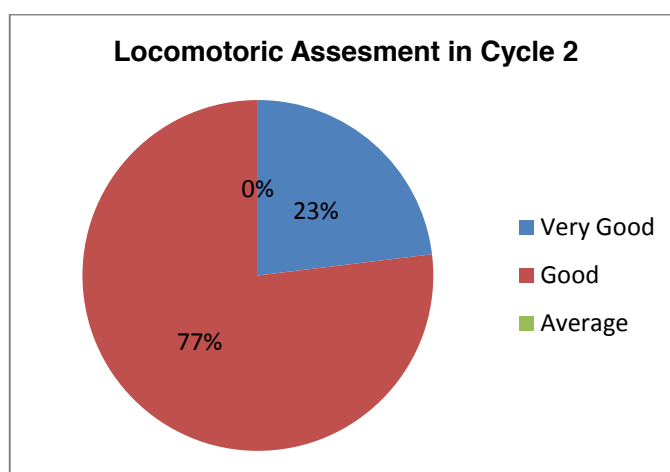


Figure 3. Locomotoric Assessment/Monitoring in Cycle 2 Monitoring

CONCLUSION

In conclusion, linguistic gymnastic improves locomotoric moveent in kindegarten children in TK Mentari Bogor

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Creating Successful Pencak Silat Athletes Based On Dominant Character Consideration

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Abstract

Every human being is born with mental powers of capital that reflects a person's overall personality and serve as guidelines for the future. Mental strength that makes one different from the others. Mental qualities in question here is a character. Custom made repeatedly ultimately shape the character of the individual that is characteristic of his personality. The characters have a relationship with sports performance. It is clear that the ability of sporting achievement illustrates a mastery level of sports performance and is determined by the structure of a complex condition. By having four component (physical, technical, tactical and mental) of an athlete will achieve optimum achievement in the sport. Grouping known personality or character / characters that were first established by Hippocrates, human divide by four basic character types, namely choleric, melancholic, sanguine and phlegmatic. Based on the nature and characteristics of each character, then the characteristics of the martial arts sport kecabangan needed more directed at choleric character. Where this character reflect optimistic attitude, alert, strong-willed, unyielding, and so forth. Thus, it can be said that in order to get closer to the achievement of optimal athlete athletes should choleric manifold character.

Keywords: *Sports Performance, Pencak Silat and Character*

Introduction

Pencak Silat is one of Indonesian martial arts which have been competed in either national or international events. Similar to other sport affiliations, there are four considerations and preparation in *pencak silat* in order to achieve success; they are physical condition, technique, tactic, and mental condition. These four considerations are related each other and cannot be treated separately during the training. Especially for mental condition, some experts agreed that mental condition is the athlete readiness before and during the competition. In this case, a trainer should accommodate the athlete's wish and desire very well in order to motivate him/her to follow the training and to learn the materials taught. Having high motivation will help the athlete to understand and learn the materials easily. It is supported by Walgito (2003:19) who stresses that human behavior is influenced by certain motives which push them to behave. In psychology point of view, motivation plays important role to decide the individual to act as well as in training process. There are some factors which influence the athlete motivation during the training; one of them is the trainer's understanding of his/her athlete's personality.

One of the components of personality is character. Talking about personality, everybody is born with mental quality or moral which reflects someone's personality as a whole and can be used as the guidance for future. The mental quality differentiates one person to others. The mental quality means here is the character. Self-character is a part of personality. The character building in someone self is started from thought (how to think) since thought influence and decides what to say, behavior, how to respond and how to evaluate something,

then it becomes habit. The recur habits is then built someone self-character which shows the specific personality. It is supported by Soedarsono (2009:1) who says that “character is the collection of values as the basic system to decide behavior which is performed strongly”. The collection of values in someone self is achieved from education, experience, trial and error, and environment. These values are then assumed as the intrinsic values which shape behavior. In other words, character cannot be built apart; it should be shaped, grown and built.

Trully, training or exercising is an effort which is done systematically and consciously to achieve certain goals. The object of training is athlete and athlete is human which has different characteristic one to another. Thus, during the training, a trainer cannot do the same treatment to all athletes. In this case, individual principle should be taken as considerations. A trainer should be able to teach the materials by considering the different characters of each athlete, whether the strategies, method or approach to be used.

There are at least four human characters: choleric, melancholic, phlegmatic, and sanguine. Each of the characters has its own strengths and weaknesses as well as during the training. Every character has its characteristics during the training, ideal situation in practice and so on. Thus, it is a must for a trainer to know his/her athletes’ psychological characters.

The next questions are: can the different characters with specific strengths and weaknesses be trained efficiently; can they be trained together at the same time and how to train them? In this paper, the writer would like to analyze about the strength and weaknesses of each characters, then, the writer would like to suggest which one of the character is more proficient to be trained as athlete as the guidance and consideration for the trainers before and during the training.

DISCUSSION

Allport and Suryabrata (2003:4) say that “*Character is personality evaluated, and personality is character devaluated*”. Allport argues that character and personality is the same, but they will be different when they are observed in different side. If someone wants to evaluate someone else norm, the character will be more suitable term to use. However, if there is no evaluation or judgment of norm, it will be suitable to use personality term. Clearly, character is an apart of personality. Allport views that “personality is formed through characters, behavior or thought (Sobur, 2003:307). It is a common to see that people get confuse to differentiate between character and personality. Based on Allport’s statement above, it can be known that there is a correlation between character and personality that character describes someone personality, as the actualization of personality. That is why it can be found that some experts combine these two terms (personality character). Soedarsono (2009:1) states that character is habit or custom. This is supported by psychology expert that character is a faith and habit system which lead an individual to act. It is in line with Freud (Soedarsono, 2009:1) that “*Character is a striving system which underly behaviour*” which means the collection of values as a motive to struggle and as the basic of thought which is acted confidently. Suryabrata explains that character is the totality of emotional volitional reaction which is shaped by endogen and exogenous factors (2003:21). Thus, character is

the potential actualization from individuals and internalization of morals as the part of personality.

Character explains that human is unique and has certain characteristic to act in everyday's life. In other words, character is the personality expression. Hippocrates argues that "every person has 4 liquid which influence his/her character, they are: choleric, melancholic, phlegma, and sanguis. The liquid theoretically spreads over the body in certain proportion" (Suryabrata, 2003:11). In 20th century, Florence Littauer used the theory and published it in his book *Personality Plus*. He explains that the classification of character is sanguine, melancholic, choleric, and phlegmatic. To know the basic character of human, it is a must to understand the classification of personality or character divided by Hippocrates, they are choleric, melancholic, sanguine and phlegmatic.

- **Choleric**

The type of strong choleric is a person who has strong willing, visionaries, and leader. The main character of this type is extrovert, doer and pessimistic (Littauer: 1996: 26). The strength of this type according to Littauer (1996), Suryabrata (2003) and Gunawan (2004) is leader, optimists, tough, distinctive, and demanded, optimist, and challenging, good thinker, decisive, active and demanded for changing. Besides, person with choleric is willing to repair their mistakes. If choleric person sees something wrong, he/she will repair or change it without being asked. Preparation is everything for this kind of person. The basic principle of choleric person is challenge, choice and control.

Beside having strength, choleric person also possess weaknesses as well. The weaknesses of this sort of character is the over use or excessive strength used by them (Gunawan, 2004: 48). The weaknesses are the proud to be the superiority, unwise, coldhearted, temperament, anger but forgetting someone mistake easily.

- **Melancholic**

The perfect melancholic based on Gunawan (2004:57) is a type of person who is almost perfect, serious, trying to be perfect. The main characteristic of this type is introvert, thinker and pessimists (Littauer, 1996:24). This character also has strength and weaknesses. Littauer (1996), Suryabrata (2003), Gunawan (2004) and Sadewo (2009) state that the strength of melancholic is smart, critical thinker, analytic, idealist, principle, has a good willing to produce something perfect and maximal, although it would be so hard and time consuming. Besides, melancholic person prefer to schedule everything and being consistent to what he/she had scheduled. They like to be right, obedience, and consistent. Nevertheless, this type has a weakness complex such as too serious, close minded, self-centred, moody, sensitive, rigid, self-protection, avoiding risk to avoid failure, does like something challenging and resentful.

- **Phlegmatic**

Peaceful phlegmatic is a person who likes to live in peace, relax, and enjoy the life happily (Littauer, 1996:127). Then, Gunawan (2004:52-55) states that

the main characteristic of this type is patient, not bossy, reliable, diplomatic, tidy, practice, conservative that is principally stick into something which is believe to be success, introvert, secret keeper, like to be in a crowd and social, does not like conflict or quarrel/ beside, it also has weaknesses based on Littauer (1996) and Sadewo (2009) they are indistinctive, fainthearted, hard to adapt to new situation, passive, less of initiative, powerless, less motivation since they tend to wait for an order.

- **Sanguine**

Popular sanguine is a personality type which describes someone who is popular, time waster, and high enthusiasm. It supported by Littauer (1996: 22) that sanguine is extrovert, talk active and optimists. The following are the strengths of the sanguine such as kind, talker, smart, enthusiastic, creative and innovative, and care. Besides, sanguine process weaknesses (Gunawan, 2004:52) such as unstable, indiscipline, indecisive, impatient, careless and indistinctive.

- **Characteristics of Pencak Silat Sport Affiliation Competition**

Pencak Silat is a martial art which is competed. The basic principle of *pencak silat* competition is gaining points as much as possible by striking the allowed are and defending in order to avoid the strike for the competitor. *Pencak silat* is a full body contact sport. It means that there should be physical contact to gain a point. The competition is held within two minutes with high intention. Thus, an athlete should have good physical condition, technique, tactics and mental. Besides, an athlete should be aggressive, brave, thoughtful, optimists, and strong willing.

- **Required Characters in Pencak Silat**

In relation with the four characters mentioned before, it is assumed that the most suitable character needed in *pencak silat* is choleric. It is because the characters of choleric are in line with the characters required in *pencak silat* such as optimist, active, willing to be better, strong willing. It means that a character needed in *pencak silat* is the character that support this martial art; that is choleric. In this case, there was a research that studied PPLP Sumatera Barat athletes in 2010. It concluded that the better dominant character which was required in a *pencak silat* athlete was choleric (Desi Selvia: 2010; 54). It revealed that a person did not only possess one dominant character, but at least two characters. The two characters are called the strength and the weaknesses. One of the two characters is called dominant character. To know someone characters, there is an instrument created by Florence Littaueur namely personality plus test. The test consists of 40 items, 20 items to know the strength and 20 items to know the weakness. It means that a person/athlete has two different characters, but it is possible to have the same character which shapes his/her strength and weaknesses (Desi Selvia, 2010: 72).

Based on this research, it can be concluded that the most suitable characteristic needed in *pencak silat* is choleric. It is because this character is in line with what is required in *pencak silat*. Nevertheless, it does not mean that other characters are not suitable with *pencak silat* characteristic. It only needs to be considered to

choose the better character before the training. The purpose is to help the trainer to teach the materials. It is needed to be known that the character is not permanent; it can be changed over the time. Character is basically habitual actions that shape certain character. For instance, if a person follow military camp, he will have a character of choleric such as strong willing, challenging, etc. however, when he gets along with the society, the character of choleric may be changed, such as humor, flexible etc. it means that, a trainer can shape the athlete characters as he wishes. If he wants his athlete to be brave, he should be brave, confident, highly motivated etc. it is the implementation of sincerity. Without any sincere feeling, an athlete cannot perform optimally. A strong willing without any effort is also useless. Thus, it is a need that an athlete should have high motivation, wants to be critiqued, and wants to be better. And it is assumed that choleric character reflects this requirement at all.

CONCLUSION

Every individual has his/her own characteristic. Character is habitual action which shapes the character of the individual. There are at least four characters; choleric, melancholic, phlegmatic and sanguine. Every character has its own strength and weaknesses. Especially for choleric, the lost control is the strength and the weaknesses of this character. It means that if a person with choleric character can control him/herself, choleric has no weaknesses left at all. The characteristic of Pencak silat is aggressive, brave, hard, optimist, etc. based on the research done, the characteristic of pencak silat is in line with the choleric characteristic. It means that it will be better to train pencak silat athlete who has choleric character. Nevertheless, every character has a chance to be treated as well as choleric. It is because the character can be changed over the time and character is a habit which is done on and on. For instance, come earlier in every training, discipline with time schedule, etc are habits that can shape someone character

Suggestion

Here, the writer would like to suggest some ideas related to the discussion above:

1. A trainer should know the character of the athlete
2. During the training, a trainer should instruct the athlete in accordance with the character of the athlete, such as touching, command or sign.
3. A trainer should know the characteristic of each athlete's character.

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Improvement of Student Learning Tennis FIK UNP Through The "Play Tennis And Stay"

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Abstract

This study is an effort to find effective ways of learning and practicing tennis for students who are just learning (beginner tennis). During this time in learning tennis for beginners, always oriented to the conditions existing standards, such as the use of a standard racket, ball and field standards and more oriented to technical problems, so that students find it difficult to exercise them in the play, although it has done for one semester. Therefore, it is necessary to breakthrough by using the "Tennis Play and Stay". This method is one way to ease a person can play tennis.

The method used in this research is a class act. This study examines, critically reflect and plan collaborative learning for faculty performance, interactions of faculty and students, as well as the interaction between the students in the classroom. The research method of this class action emphasis on a study of the situation completely natural in the classroom will be examined. Implementation of action research was conducted over two cycles (16 sessions) were observed by two people alternately collaborators.

The results are found in the first cycle is there a significant improvement from the first meeting until the meeting of the eighth. This means that all of the components needed to play tennis already be owned, that students are able to play according to the rules given even in rough shape. For the second cycle by combining methods of play, improved patterns, techniques and rules of playing the students look smoother. Students are able to implement competition well, learning outcomes is seen to rise from the previous semester.

Keyword: Results of learning tennis, Tennis Play and Stay.

SUMMARY

One method that is quite effective in teaching tennis to students is "Tennis Play and Stay". This method is one way to facilitate students can play tennis. This means that students are given the ease to learn and practice playing tennis using the facilities that have been modified by the lecturer, from the racket, ball, field, and to the rules. So in this way, students can play tennis like playing real tennis. During this time students learn tennis is considered difficult, because the use of techniques and facilities which they find difficult to use, but with a tennis play and stay, students can more easily and more quickly master it. This is consistent with what has been proposed by the ITF (2007) Tennis ... Play and Stay 'is primarily a starter Aimed at coaches of players of all ages. Especially for students who have a good motor, will be seen more quickly and more easily mastered and can hit and control the ball well. Because they beat the ball is lighter and easier to control. This method tends more emphasis on function rather than form or technique or term ITF (2007) known as the "" Form Follow Function ". Therefore, the learning process for the students preferred tennis first idea of playing tennis and not their technical problem, namely how students can hit and return the ball over the net from his own area to the area of the opponent by using the service, and rally points.

INTRODUCTION

In the world of education, especially higher education institutions, students are one of the elements that are expected to be knowledgeable and able to apply that knowledge to others. For the student must be embedded cultural attitudes and high learning, so as to improve the human quality to be useful for the country and nation. In connection with this, the faculty as educators must be able to guide and direct students toward a good way of learning. Lecturers should be able to provide teaching materials using an effective method, a method that is suitable with the condition of the student, so the ability is expected to be reached. According to Sayuti (2007) use a variety of learning methods will be able to improve student learning. One of these methods is the "Tennis Play and Stay". This method is one effective way to facilitate students can play tennis. This means that students are given the ease to learn and practice playing tennis using the facilities that have been modified by the lecturer, from the racket, ball, field, and to the rules. So in this way, students can play tennis like playing real tennis. During this time students learn tennis is considered difficult, because the use of techniques and facilities which they find difficult to use, but with a tennis play and stay, students can more easily and more quickly master it. This is consistent with what has been proposed by the ITF (2007) Tennis ... Play and Stay 'is primarily a starter Aimed at coaches of players of all ages. Especially for students who have a good motor, will be seen more quickly and more easily mastered and can hit and control the ball well. Because they beat the ball is lighter and easier to control. This method tends more emphasis on function rather than form or the technique or the terms of the ITF (2007) known as the "" Form Follow Function ". Therefore, the learning process for the students preferred tennis first idea of playing tennis and not their technical problem, namely how students can hit and return the ball over the net from his own area to the area of the opponent by using the service, and rally points.

According Slameto (1995: 12) faculty need to consider four key points in the study and practice, namely 1) Ensuring that every student participate actively, interest needs to be improved, and need to be guided to achieve certain goals. 2) Analyze the structure of the material to be taught, and also needs to be presented so simply that is easily understood by students. 3) Analyze sequences. Lecturers teaching, means guiding students through a sequence of questions of a problem, so that the students gain understanding and be able to transfer what is being studied. 4) Provide reinforcement and feedback (feed-back). Along with that in learning motor skills needed preparation and learning process effective and efficient. One of them according to Bahri (2007: 108) is to utilize innovative training methods. Tennis Play and Stay is one of the innovative methods, because it can give a new spirit that students can play tennis quickly using standard techniques and rules that have been given.



Figure 1. Model Tennis Play and Stay.

In addition, things that need to be considered in applying play tennis and stay are 1) Using a normal ball would be more difficult than the deflated ball and it is very helpful to them: to help players with the make contact with the ball more often. 2) Do not words to they use mini-tennis to the words "soft ball" 3) The purpose of this approach is "to the make them progress" 4) learning and do vary in form and scoring games, the goal is: to make the learning more enjoyable experience. 5) the players making "progress" in the group. 5) Combine "of tennis drills with physical sercuit"

In the process of teaching and learning, faculty need to foster student activity in thinking and doing. Acceptance of the student's own learning through activities impression is not going to go away, but thought out, processed and then released again in a different form. Or a student will ask, filed an opinion, and had discussions with the lecturer. In so students can run the command, carry out practical tasks, making patterns and playing exercises, group discussions, the essence of the lesson presented lecturer. When students become active, then he has the knowledge or the knowledge and skills that well (Slameto, 1995: 36). Time lecturers teach the technique in tennis, the lecturer should try to show these techniques are ideal, if you have difficulty needs to show models, drawings, mock objects, or using other media such as LCD, TV, OHP and others.

RESEARCH METHODS

The method used in this research is a class act. This research tries to study, reflect critically and collaboratively a learning plans to performance lecturer, interactions of faculty and students, as well as the interaction between the students in the classroom. The research method of this class action emphasis on a study of the situation completely natural in the classroom will be examined. The design of this study was developed from the model act in Maryunis Lewin (2000: 2) which can be described as follows:



Ket. R = Reflection, P = Plan, A = Action, O = Observation

Figure 2. Design Research

As for the respondents are students who take courses with a total of 25 students. All of these students have varying levels of ability both cognitive abilities and psikomotornya. Economic background of parents is pretty average, it is seen from the information contained in the student biographical data.

In this study, researchers split the data into two types: a) secondary data, such as data from observations made kolabotator learning process and the observed data, b) Primary data, in the form of student learning outcome data consisting of the initial test, the first test of each cycle and the second cycle is also a final test, reinforced by the value of the assignment given each meeting. While the techniques of data collection is done through several steps consisting of:

The preparation phase

Develop a study schedule. Making teaching device in accordance with the steps in the use of the method of assignment for each learning strategy. Develop a questionnaire given to students prior to the action as a comparison. Develop and test observation sheet classroom teaching and learning activities. Designing a workout sheet "Tennis Play and Stay" in the form of a structured, ranging from a simple form to the complex form. Designing a home assignment for students in the form of theory and practice.

The implementation stage

Implementation of action research is done by the old action every cycle 8 weeks (16 sessions) were observed by two people alternately collaborators. After that is done once a week meeting to discuss issues encountered in the implementation of the action and that will be reflected. The results of the findings in the first cycle and the observation of the collaborators designed action for the next cycle.

RESEARCH RESULTS

From the first cycle following the data obtained, the range of scores students the lowest and the highest is 70 103, with an average of 88.40, median 90.00, 90.00 mode, standard deviation and variance 82.50 9083. For more details can be seen in the following table:

Table 1. Statistics Cycle 1 and 2 by using the Tennis Play and Stay

	CYCLE I	CYCLE II
N Valid		25
Missing		65
Mean	88.40	104.36
Median	90.00	107.00
Mode	90(a)	110
Std. Deviation	9.083	8.878
Variance	82.500	78.823
Range	33	36
Minimum	70	84
Maximum	103	120

For the spread of student scores can be divided into seven groups. Each group has an interval that can be seen in the following table and graph:

Table 2. Cycle 1 Use of Methods Tennis Play and Stay

Class Interval	fa	Fr
70-74	2	8 %
75-79	3	12 %
80-84	3	12 %
85-89	3	12 %
90-94	6	24 %
95-99	6	24 %
100-104	2	8 %
JML	25	100 %

explanation

fa = relative frequency

fr = relative frequency in Bentek percent

From the description above can be explained that 6 people (24%) students were in the range of the highest scores of 95-99, while the score of 90-94 as the range of 6 people (24%). For the range of scores 75-79, 80-84 and 85-89, respectively of 3 people (12%) and 2 (8%) students were in the range of the lowest score of 70-74. Thus, when compared with the initial conditions, there is an increased ability to learn tennis scores of students, of students who have not been able to play (ITN 10.3), after the process for 16 sessions using the method of the Tennis Play and Stay in theory and practice, eventually they could play even in a rough form of movement, in other words after the test of skills, abilities of students increased to ITN 10.

DISCUSSION

By using the method of the Tennis Play and Stay has obtained the data from the beginning of learning, to the process of the first cycle and the second cycle. In the first cycle seen some changes, either technically or tactically. Use of Tennis Play and Stay can motivate students to learn tennis more active and responsible. Students had the pleasure to learn and practice vigorously. From high spirits this process is given tennis technique and tactics, so that students more easily learn the material and the purpose of which is expected to be more easily achieved. Technical changes that are visible on the grip, swing, ball contact and the position of the foot when hitting the ball. The technique is done by the students is more simple and not rigid. Direction of the ball look more effective, especially in the second cycle. The idea of playing tennis have been clearly, that is able to hit the ball from his own area to the area of the opponent repeatedly in the field of play. From the test results obtained there is a change from the first cycle to the beginning of the term in a positive way. These changes can be seen clearly from not been able to beat up students can hit the ball, although still not consistent. From the results of the first test cycle by using ITN test results obtained his average ITN 10. That students are able to master the idea of playing tennis, but still rough standard of tennis. In the second cycle of a significant change, in which the results of a given test, it gives significant improvement on the results of student learning tennis. This change is obtained thanks to the reflection is done from the first cycle, the improvement and revision of all the deficits seen in learning. From the results of this revision was composed of re-planning that will be applied in the second cycle. The results were very satisfactory, in which improvement is obtained of great benefit to the students, the lowest score of 70 increased to 84. The highest score of 103 and then increased to 112, in addition to the results of observations made, many changes occur in the technique, such as the forehand, backhand, service and volley. This is as a result of the Tennis Play and Stay system combined with the game system (competition) within and between groups.

CONCLUSION

Improved student learning outcomes tennis were calculated using the Tennis Play and Stay, the results of research that can be used by faculty or tennis teacher in giving tennis lessons to students. This method is given on the basis of fun learning, where students learn tennis modification system in which a given game is a game that leads to the elements required in tennis. From this way the students will be able to be interested and motivated to learn tennis. Lecturers can influence directly or indirectly to the technique used. The main focus of this strategy is the quantity and after that a new quality or other terms referred to as "form follow the function" or referred to by the term tennis accompaniment function form. This means that students learn tennis through the functions, of the functions of this emerging technique. This concept needs to be developed by a teacher or lecturer tennis to find alternatives that can support engineering methods. However, administration of this strategy needs to be followed with the guidance and direction of teachers, so that students do not consider the process undertaken in

the form of playing around like kids. But the play they can learn and practice in accordance with the learning objectives given. Along with the improvement of learning tennis may not be improved effectively, without being followed by training in a structured form. This method is one of the tools to establish and refine the movement once been owned previously, so that students can have a more complete skill. In this method needs to be prepared and arranged game system used, the required infrastructure, rules and refereeing matches, as well as the time spent in the game, so that it would go well and smoothly.

Improved learning outcomes tennis, is a result of the process undertaken by the lecturer. This form of treatment process engineering and non engineering faculty prepared in accordance with the strategies and methods used. This treatment is only accessible from the implementation of the method is given to students. Other things that can affect the outcome of a tennis learning, such as the environment, food and nutrition, physical fitness level, the ability of the economy and so forth, are factors beyond the reach of researchers. In internal methods used can only be affordable to the scope of the student, where generalizations are treated to students who have never played tennis or other terms referred to the novice player.

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A Study of Attitudes of University Athletes Toward Doping In University Teknologi Mara (UITM), Malaysia

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Abstract

The main objective of this study was to test the level of knowledge and to identify attitudes of athletes at Universiti Teknologi MARA (UiTM) on the use of drugs in sport. This follows the recent allegations of drug abuse occurred involving Malaysian athletes in several international tournaments. Whether this drug misuse committed intentionally or unintentionally it really depends on the level of knowledge and attitude of the athlete itself against drug abuse in sport. This study involved a total of 100 to 150 athletes representing UiTM in various games either university level and internationally. The study uses a questionnaire divided into two parts, demographic of athlete and ten (10) closed type questions relating covered with specialized knowledge and attitudes about the use of doping substances in sport. It is important to note that the all participants involved in any sport and different ranks of competition. The obtained results are believed is relevant for the global indicator of awareness, knowledge and attitudes of athletes about the increasing problem of today's modern sport that is called doping.

Key words: *Attitudes, knowledge, substances, doping, athletes.*

Development Of Sports Industry In The Era Of Globalization

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Abstract

This paper to find out how to develop the sports industry in the era of globalization. Development of sports industry is one of the issues relevant to the current. With the development sports industry is expected to overcome the problem of unemployment, employment opportunities and as business for young entrepreneurs. To spur the development of effective sports industry, it needs to be done in a systemic, systematic, comprehensive, and sustainable. In this era of globalization requires all parties, including the sports industry in Indonesia to develop national sports industry to compete with other countries. The Government through Ministry of Youth and Sports should be able to make new breakthroughs in terms of the sports Industry and for the progress of the sports industry. Therefore, every stakeholder in the sports industry should be able to plan the process of developing the sports industry in quality, and continually assess and evaluate products that have been generated resulting in the progress of the sports industry.

Keywords: Development, Sports Industry, and Globalization

INTRODUCTION

Development of the sports industry is one of the topics that are relevant to the current situation. Especially in the field of sports and athletic business achievements, we the era of free trade in the region of South-East Asia, ASEAN free trade area (AFTA) in 2003 and the Asia-Pacific region in 2020 resulting from the agreement of member countries OF APEC (Asia-Pacific economic cooperation). To do this, every country in the Asia-Pacific region, including Indonesia, should be able to compete in various fields. The essence of competitiveness is that each country should be able to produce products (goods and services) of high quality, low cost, quick and efficient delivery and service process.

The era of globalization makes the strategic industry grows. Globalization requires industrialized country had a role as a vital source of technological innovation. This is what it must be recognized that globalization itself came about as a result of progress and innovation in the field of technology. Industry, classified as strategic, if properly managed, will provide a valuable contribution to the sustainability of the economy and, in turn, will support the economy in the era of globalization.

At the time, sport has become one of modern life in the era of globalization. With the development of sport in contemporary life in urban communities, is expected to contribute to the support of industry development sports services. And able to overcome the problems associated with activities and coaching sports in the country.

In the Era of Globalization, has penetrated the world of sports industry has even become a global industry. Sports industry is considered to stimulate economic growth as a supplier of foreign exchange. With the development of sports industry is directed to accelerate the reduction of unemployment, able to create jobs for students who have graduated from university in accordance with the development of container in the field of sports that can shape the personality, discipline, and sportsmanship, and good business for young entrepreneurs to rural and urban areas.

Sports industry is a business activity in sport in the form of products or services (Act No.3 of 2005, Chapter I General Provisions Article 1, point 18). The development of the sports industry can be implemented in cooperation with governments, local governments, sports organizations, and outside the country. Real forms of sports industry sales to sporting events, for example, a product of professional activities of national and international championships; local weekend sports, State, national and international sports festival, promotions, exhibitions, information services and consultation exercises.

In the sports industry, Indonesia has the potential of natural resources including, HR (human resources), the network of manufacturers, distributors and users of growth potential and economic growth rate is quite good. The sports industry expected to contribute to the economy of the country. Indonesian Sports Industry Development related to the Sports Education, Sports Recreation and Sports Performance will be entering a new era with increased Asian sports market industry.

Further development of the sports industry is characterized by the ability of research and technology in sports. Research and technology will grow and the sports industry, as well as perform many experiments on sports equipment. This is a good industrial entities in this country learn from the success of China's exports of sports equipment to the U.S. and Europe.

To stimulate the development of the sports industry, which operates efficiently, it must be made in the system, a systematic, comprehensive and sustainable. One of the strategies of development of the national sport is through improvement of the quality of human resources of Indonesia on the use of science and innovative technologies in achieving the goals of the Millennium development goals and national development of characters, particularly in the cultivation of sports. It is necessary that there is a very serious concern in the development of youth, particularly associated with the development of the sports industry handling capabilities. Progress needs to be done to improve human resources, namely, providing additional informative insight, knowledge and skills about services of sport that has undergone rapid development in the time industry.

The background described above, the study discusses in this work is the way to develop the industry of sports in the era of globalization. Writing this document, as well as the provision of information, ideas, ideas in the form of contributions to the parties concerned in relation to the national sports industry.

Globalization: Challenges and Opportunities

Globalization has become a very popular word these days because much talked about and discussed by various circles. In the writings of Prof. Tajuddin Noer Effendi, stated that the concept of globalization is the concept of integration of the world, accompanied by expanding markets (goods and money). The goal is, that with the integration of world economy could trigger economic growth so as to reduce inequality and poverty. Confidence is the effect of belief which states that the integration of the world can generate the multiplier effect and is expected to stimulate the expansion of employment opportunities and increasing real wages so that poverty is reduced.

Basically the concept is not bad and might be implemented and proven, but certainly not in developing countries, more can be applied to countries that have developed or industrial countries say modern. Because of course, that advance the state has the opportunity to control the opportunities and the chance because they have capital.

Many people who argue that globalization is a new thing that comes as a result of the modernization, industrialization, and capitalism. In fact, quite a few who say that globalization is the fruit of worldwide strength among countries of mutual dependence and macroeconomic system sustainability and "fell".

Adequate explanation in the writings of Professor Tadjuddin Noer Effendi is true that globalization is a new terminology, but its existence has been there a long time. In the 19th century, there would be a normal phenomenon of globalization, which is expressed as imaginary old-style social-democracy. (Giddens, 2000: 32-33).

The phenomenon of globalization which took place recently has also recently attracted the attention of a number of experts in international management. For example, in the preface to an article published by The Academy of Management Review, Tung and Glinow (1991), gives the following illustration: *"The word has begun to resemble a global village. The peoples of different nations are interconnected more closely than they have ever been. Technology has been a leading force bringing about this enhanced integration around the globe. Information and communication technology have increased our knowledge of the people of other nations, they have made it possible to interact with and influence each other more than ever before in the history of humankind"*. But now it seems the world has become a global village, where people from different countries can treat each other better than the previous.

Further, Tung et al write: *"Economic has been the other major force in the globalization phenomenon. In particular large multinational organizations have been able, using technology, to increase their economic efficiencies by beaming about and then obtaining inputs of material, human power, and capital from more cost effective sources around the globe. Further, these new information and communication technologies have enabled multinational organizations to market their outputs internationally, thus expanding the domain in which these organizations take action and thereby enhancing their economic efficiency through scale"*.

In addition, the technology, the economy has become an important force in the global phenomenon, it is. Large multinational companies, in particular, with the technology to improve economic efficiency by learning and material costs of human resources (HR) and capital from the best in the world. In addition, new information and communication technology allows organizations to sell their products at the international level, extending from the field to take action and improve their economic performance.

Thus, globalization of the economy is basically a technique that has made human life become so open. Consequently, this led to an increasingly sharp competition between countries and organizations in seizing market and business performance and product quality is excellent. All this, then, in turn, enterprise organizations participating in the competition that require quality human resources are high and competitive.

Closely linked to the globalization phenomenon described above, the era of free trade. Free-trade era was marked by the absence of tariff barriers, ease of movement of goods, services and capital between countries, as well as the high labor mobility. All of this the last mentioned case, when examined critically, in fact, as well as an opportunity we must seize. Because it contains the potential for a wider market and more varied. The impact of this situation more than one day, apart from economic issues and business, of course, must be expected, among other things: the emergence of new problems in the field of social culture, and perhaps also in the field of defense and security. So, if so, then it is clear that this would be a serious challenge for us in front full competition

ahead. Globalization is thus essentially involves two things at once: challenges and opportunities.

Thus, it became clear to us that the process of globalization that affects a lot of levers and dimensions, and therefore creates a challenge that we face it wisely and intelligently.

Sports Industry

Sports industry is the business of sports activities in the form of goods and / or services. Sports industry can be shaped, facilities and infrastructure that are produced, traded and / or leased to the public. More clearly, if the sports industry can take the form of sports sales service as the primary product is professionally packaged.

Harsuki in his paper titled "The Role of Sport Management towards Sports Industry"; the sports industry is divided into three parts, namely sports performance, sports production, and promotion of sports. Covered in sports performance, namely in the form of products sports performance, including: players, referees, massage, and the three course based professional.

Susanty and Daniel Seng (2006) explain that the business practice of sport involves two categories: 1) equipment or products, 2) services. Equipment or products may be sporting facilities, accessories and sports equipment. Services consist of consultation and amusement or entertainment. Consulting services and entertainment are two factors that can be used in the business of sports. In Japan, service and sporting activities can be used as a vehicle to popularize the name of the state superior products, including Los Angeles in 1984, the World Athletics Championship 1991, winter - the Olympic Games in Nagano 1998 and the 2002 World Cup (Se Guon Park 2006).

Yang Yue (2006) described the sports industry in China started reforms and opening the doors of the world in 1978, a more specific candidate or candidate after the Olympics in 2002. China's sports industry is divided into two areas: 1) sports service industry, and 2) sports good industry. Since the 2000-2005 sports industry in China has produced 11,908 billion dollars, and the target in 2010 30 billion dollars, will increase to 1% of GDP. More serious economic and rotating sphere sport industry in the United States reached 154 billion a year (Schneider, 2005, in Pederson, 2006). In America, sports are consistently ranked top 10 (top ten) in the industry as a whole.

Indonesia, from the point of population, it is possible to develop the sports industry. Indonesia, from the point of population, it is possible to develop the sports industry. In fact, the sport of badminton and soccer lovers, many parents who send their children to school football and Badminton. Millions of children in Indonesia using football boots, buy a racquet, wearing sports clothes, accessories buy pride of local clubs, and watch the game. This condition can be used as a reference that sports development in Indonesia is very promising in the future, if it is packed with good leadership, even without going to earn additional income.

Orientation of sports which are directly or indirectly, the economy has become increasingly harsh. Direct economic orientation shown in the "marriage" between sports with the economy. Sports are contributing to economic growth. Even in the last two decades, the economy grew at an escalation of sports anymore. The contribution of sport to economic growth is seen in the development of the sports industry. In developed countries already industrialized mass sports. Changes in the structure of the subsequent landing values strict professionalism. The higher the value of the contract, the most serious is the burden of the professionalism of the athletes.

Effect of exercise on the economy may also be indirect. Sport has reduced the burden of public expenditure on health aspects. The degree of physical fitness and good health will reduce the costs of health, and even increase productivity. In the context of national development, the development of sport is expected to provide leverage (leverage) to achieve the objective of community development. Although indirectly exercise levers for achieving accelerated program for improving public welfare support to the Central Government in 2010 is considered significant.

The achievement of the vision and mission of the central Government needs the support of all parties. With these parties, the degree of health personnel and community goodwill indirectly affect the performance and quality targets. However, improved quality and performance of Indonesian human resources development, strong national economic structure, and stabilization of the local government requires support staff that is healthy. Similarly, increased implementation of sustainable development and improvement of the quality of social life, on the basis of religion, and national culture requires the support of a healthy society be physically and mentally.

Sponsorship relationship is one of the most important things in any event or activity to be held. Social groups who permanently has been developed for the purpose of athletic competition. That is usually found in real social organization developed by social agencies to support the team sport. Sponsor Agency has these characteristics are directly or indirectly. The group sponsors a variety of live including the game of Baseball League team sponsorship. Sponsoring organization doesn't directly sporting goods, reinforcement and sports magazines.

Then, too, through the use of the Asian Games, to add points to the sports industry, especially from three solutions:

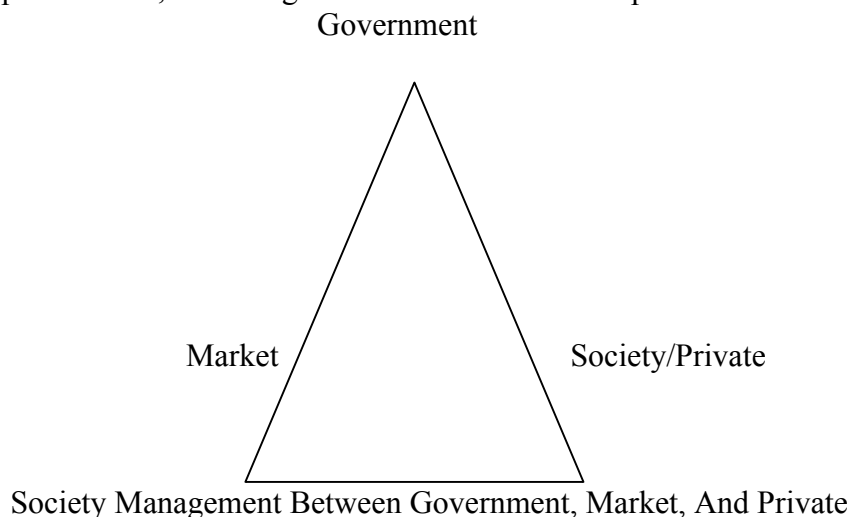
1. The value of the communication. So that enterprises involved in Asian, involving the deployment of value generated by the extension of the spread games can actually achieve the desired effect, the company must take into account.
2. The Spiritual values. Enterprise resources can be a "sport" in Asia than before determining if the spirit of this movement is associated with the cognitive psychology of consumers to the brand in the minds of consumers to promote recognition of the value proposition. Simply make an exact and interrelated result, the value of global interaction can form, giving rise to global synergy
3. The consumption values. The purpose of sports marketing is the most direct sales of the product, but where there is a problem aligning resources, resources that correspond to the maximum is correct.

Aspects Of The Sports Industry Development

Government Policy

The policy is aimed at activities conducted by a person or group of actors in dealing with problems or issues of concern (Anderson, 1979; in Rustle Lutan, 2005). The concept of policies that are disclosed Jones B, et al. (1994); there are three main stages in the policy, i.e. the initiation, development and implementation. Christopher Hogwood and Gunn (1984) discusses policies in some more steps more, among others: 1) discussed Research or emerging issues 2) decided to clarify item 3) identifying issues 4) predicts 5) goals or objectives and priorities, 6) examined the options 7) implementation of the policy, control and manage, assess and review) 8, and 9) to implement policies that consistently or termination.

Sports policies applied in Indonesia, with a focus on sports development by including three components between government, markets, and society. The three components are interrelated and interact, especially in the planning and implementation. For example, the sport of measures taken by the Government is required and is still dominant for the smooth process in the field, such as subsidizing sports financing. Public and private parties as executors in the field will hide behind the government's policy decisions, so that in practice parties, public or private sector can work with a calm and safe. Market third-party, is obliged to promote or popularize sports in society, not only for sports sector as a non-profit sector, but also gain and can be sold to the public.



(Source: Klaus Heinemann, 2003)

Act No. 3 at the national sports System (NCS), published in 2005, several interrelated subsystems and sustainable, in particular, the perpetrator of sport, sport organizations, sports, finance, infrastructure, and sports facilities, public participation, support of sports, including science, technology, information and sports industry. All subsystems of much needed support to institutions, policies, management of the quality of human resources development, as Director of development and sports facilities, as well as financing.

In terms of this policy the government can do by way of formulating policies and strategies for industrial development of sport-culture-tourism through joint policy forum in the decision making level, the Central and Local Government to begin to prepare profiles and related statistical data, i) potential for cultural and sporting events as tourism products; ii) economic and social impact of the implementation of activities to national and regional development, development of partnerships between government, private and community organizing activities to increase competitiveness through improved efficiency, effectiveness and quality-cultural synergy supporting factor sport tourism industry; examine the experience of other countries in the development of cultural industries, sport-tourism for the later developed and applied in Indonesia, as well as compile a database with the relevant event parties.

Human Resource Development

Human resource issues are still the subject of heated discussion in various circles and various occasions. Words to some, human resources (HR) increase. However, if observed correctly, the actual awareness of the importance of human resources has been

going on long enough. In developing the sports industry, HR is one of the aspects that need attention. Given the human resources are key elements of each organization. The human resources that create innovation and then make a lot of industry became widely known.

For Indonesia, it is certainly more persuasive because HR issues are very important. There is no doubt about it. Even in the era of globalization and the information. According to John Naisbitt: *"In an information society, human resource is at the cutting edge. And it means that human resource professionals are becoming much, much more important in their organization"*.

Naisbitt above statement clearly shows how big and important role of human resources in this future and, often called information society. So, it's probably not wrong when large companies like Union Carbide set up a slogan that reads. "Assets The things possible, people make Things Happen". Because really, people who make the nation the value of goods and services, and the results are worth is what determines the level of prosperity and standard of living.

Our present world, said a few, have become increasingly narrow. Interaction and relations between the nations of the world has happened so close and easy, and occur in various arenas, both in political, economic, and social and cultural. This is all made possible by the development of more advanced technology and information, media communications and transport equipment. Especially in the field of economics and business, this situation led to growing competition between countries and companies in seizing the market. As a logical consequence, the race to produce the performance and quality products and excellent service becomes necessary, which in turn also by the high quality and competitive human resources.

In addition, there are specific things that need to be considered in implementing a quality industrial development. Quality is considered influential in an industry, can be seen the following factors:

1. Corporate image
Quality products from the industry will affect the reputation of the industry. The image is not limited to only promote, but you need to change the perception of the client.
2. Profit
good quality product that customers would like, so the demand increases, which in turn leads to increased profitability and market share.
3. Productivity
Productivity and quality are closely linked. Product quality is expected to affect performance during the production process. Thus, the quality of repairs and maintenance can have positive effects for productivity.
4. Liability
Companies whose products fail or cause problems should dare to be responsible for damages or accidents that occurred over the use of this product.

The Existence Of New Innovation

In the development of an industry, must be innovative innovations that could become a trend that could continue to promote the industry. For that there are three factors that are key to innovation is quickly accepted, namely:

1. Brilliant strategy of course without ignoring the implementation of appropriate strategies

2. Strong financial resources. In order to maintain the viability of its inception, the company cannot rely on the sale. Strong financial resources needed to accelerate brand awareness through promotional products and expand distribution. Being the sale has not been too can be expected because this product is not known by the public.
3. Time. When the time is right, your product is quickly accepted by the public is if it does not really have to wait time.

Problems of Development of Sports Industry

In developing the sports industry is still having problems, even though the government through the Law of the Republic of Indonesia No. 3 of 2005 on the national sports system article 79 of Chapter XVI of the sports industry. However, this policy appears to have significant benefits for the development of the national sports industry.

Unfortunately the sports industry in this country just to get a patent for the production of sports equipment. This shows the extent to which research and development in sport, both at universities and at private research institutions and government property.

As for the problem is:

Regional and Global Issues, such as:

- The appearance of new competing countries such as China, Viet Nam Thailand, which have a significant impact on competition in domestic markets and export industry.
- Internal market products imported with low domestic price-distorting market flood

Industry Issue

- There are weak linkages and mutual cooperation between undertakings in accordance with the chain of values and competencies that affect global competitiveness.
- Limited capacity of human resource in the development of production technology and design, slowly, to anticipate market needs.
- The limited capacity of small and medium enterprise (SME), due, among other things:
 - Production equipment owned by a very simple yet
 - Professionalism managed and partly regarded as a sideline business
 - Entrepreneurial spirit remains weak
 - Ability of limited human resources
 - Capacity to market and promote network management is weak
 - Lack of access to financing sources
- Lack of awareness of the importance of standardization, product quality and environmental management in accordance with the requirement of export destinations, which often prevents the possibility of increasing export marketing.
- Lack of ability to master the market networks, particularly for export, so dependent on the principal/owner of brands are very high.
- Weak R & D so slowly, to develop products and technologies.
- Limited ability to establish and promote your brand through participation in international exhibitions at home and abroad.

National Issue

- Low economic growth and high unemployment which affects the purchasing power of people.
- Lack of industrial infrastructure resulting in high costs for the company.
- The issue of safety and labor strikes that affect buyer confidence for on-time delivery of goods.
- Lack of confidence in financial institutions to extend credit, and therefore contributes to the capital and financial capability, as well as the opportunity to develop their business
- Consumer behavior is still imported and brand minded and declining purchasing power that causes changes in consumer behavior that tends to choose the cheap prices.

CONCLUSION

Globalization is a new thing that comes as a result of the modernization, industrialization, and capitalism. The process of globalization that carries a wide impact and many dimensions in terms of the sports industry. In this case, the sports industry is considered to stimulate economic growth as a provider of foreign exchange. With the development of the sports industry aims to accelerate the reduction of unemployment, capable of creating jobs for students who have graduated from College in accordance with the development of containers in the field of sports that can give shape to the personality, discipline and sporting spirit and good business for young entrepreneurs in the rural and urban areas.

Community in the development of the sports industry to cooperate with the Central Government, local authorities and private, as provided for in the law on the national system of sport. In developing sports industry, there are several aspects that affect the development of the sports industry, namely, public policy, image/brand, Agency for investment promotion, the development of human resources and create new innovations to the advancement of the sports industry. Then, on the problems encountered in the development of the sports industry, it should be our concern with the Government, society and individuals, for national sports industry that can compete with other countries.

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An extracurricular Taekwondo Development System for A Basic of Talent Scouting Athletes in The District of Ogan Ilir

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Abstract

The objectives of this research are to produce: (1) A model of an extracurricular taekwondo operational guide in schools in The District of Ogan Ilir, (2) A system channel model of developing an extracurricular taekwondo for talent scoutingathletes in District of Ogan Ilir.

This research is a qualitative research. The research subjects are: (1) Schools that organize extracurricular taekwondo (2) Board of taekwondo (3) Institutions of Sport in The District of Ogan Ilir, and (4) Participants, athletes and taekwondocoachs. Data are collected using techniques of observation, interview, dan documentation. Collected data comprise documents and descriptions of problems, constraint and phenomena occured in the fields concerning to extracurricular taekwondodevelopment, taekwondo development system, and sport development system in The District of Ogan Ilir. The data analyses technique is triangulation.

The research results show that (1) Schools that organize an extracurricular taekwondo have no system of conducting an extracurricular program, (2) The taekwondo development system in Ogan Ilir has no a continuous program, (3) The sport development system in Ogan Ilir does not work. The halt of extracurricular taekwondo, and sport developments in The District of Ogan Ilir is as a result of some constraints that need the solution.

Based on these research results, the researcher recommends: (1) The operational ideal model of extracurricular taekwondo be a solution of implementing the extracurricular in schools, (2) The system ideal model of extracurricular taekwondo development for a basic of talent scouting athletes in The District of Ogan Ilir be an applicable solution of taekwondo development system in The District of Ogan Ilir.

The conclusion of the results of this research shows that the implementation of extracurricular system and taekwondo development in District OganIlir has not worked well. The researcher's suggestion is that all parties involved in a taekwondo development system in District Ogan Ilir should work together to execute program development planned.

Key words : *Development system, extracurricular taekwondo, talent scouting athletes.*

INTRODUCTION

Achievement required the development as early as possible through the search and monitoring talent scouting, education and sports training that is based on science and technology more effectively and improving the quality of sports organizations both national and local levels. Early development factors through talent scouting programs are structured and continuous with the concept of the right to a claim which since the beginning of sports coaching needs to be managed properly in accordance with the principles of long-term development.

Taekwondo is the art or how to discipline himself or martial art that uses the technique feet and hands (Yoyok Suryadi 2002: XV). Taekwondo is a martial art from Korea that is growing in Indonesia. Ogan Ilir an area resulting from the division of Komerling Ogan Ilir (OKI) is still far behind, but the effort To promote the development of taekwondo through extending the exercise with extracurricular already done. The observations in the preliminary study stated that

extracurricular to promote taekwondo as many are not active, it affects the achievement of less moved on achieving maximum.

The potential and the largest population to promote and talent scouting sport are school age so that the system is no exception to development sport taekwondo coaching can not be separated from the school track. Sports coaching student is one Kemenpora programs and agencies in order to develop the talents athlete gifted students to support the promotion of the national sporting achievement, further stated that the exercise conducted education in both formal and non-formal education pathways through extracurricular activities and / or intrakurikuler (No. UUSKN 3 yr 2005 Article 18 paragraph 2). The results show that in some schools the school bebrapa Ogan Ilir implement extracurricular activities taekwondo. Feldman and Matjasko (2005:202) also states "..... high rate of participation in school-based extracurricular activities". Continuation of the implementation of recognized extracurricular disconnected and there is plenty of hope for the sustainability of the system that houses the sports coaching student ekstrakurikuler continuation of activities in school and sports coaching can be planned and established a good system. Starting from this background investigators will conduct research on "An extracurricular Taekwondo Development System for A Basic of Talent Scouting Athletes in The District of Ogan Ilir".

Problem formulation

- 1) How to model the factual implementation of extracurricular taekwondo at schools in the District of Ogan Ilir?
- 2) How is an ideal model an extracurricular taekwondo development system for a basic of talent scouting athletes in the district of Ogan Ilir ?

Research Objectives

- 1) Formulate a model of factual and recommend the ideal model implementation extracurricular taekwondo at schools in the District of Ogan Ilir.
- 2) Develop an ideal model system an extracurricular taekwondo development system for a basic of talent scouting athletes in the district of Ogan Ilir.

Taekwondo

Taekwondo is a Korean martial sport popular and also the national sport of Korea. Taekwondo has competed in various matches multiple events around the world, and has competed as an official sport in the Olympic Games in Sydney in 2000 (<http://taekwondo-indonesia.com>). Taekwondo in the Olympics is a sports super priority in Indonesia, which is expected to contribute a lot of medals at international level championships such as the SEA Games, Asian Games and Olympic Games (Garuda Emas, 2000:23).

Sports Coaching System

System of national sport is all aspects of sport are interrelated in a planned, systematic, integrated, and sustainable as a whole which includes the setting, education, training, management, coaching, development, and supervision to achieve the objectives of national sport (Act No. 3 Th SKN 2005 Article 1, paragraph 3).

Balyi, Istvan (2001:1) stated "We know that a long-term commitment to practice and training is required to produce elite players / athletes in all sports." Coaching athletes toward peak performance requires long-term training programs ranging from early childhood gradual, continuous, and continuously increased with the stage of seedling / talent scouting, sports specialization, and increased performance. Herbert Simon (in Balyi, Istvan, 2001:1) a Nobel laureates stated "It takes 10 years of extensive training to excel in anything".

Sport Education Coaching

Sports education coaching can not be separated from the development of a national sport (Syafii, Imam and Mahfud Irsyada, 2011:40). Promotion and development of sport education implemented with regard to the potential, abilities, interests, and talents of the students as a whole,

either through intrakurikuler and extracurricular activities (SKN Law No. 3 Th 2005 Article 25 paragraph 4). Sports coaching in schools should be done continuously and sustainable because it is expected to generate future prospective athletes that can perform up to the national level (Junaidi, 2003:55). Deputy Assistant Harmony Kemenpora Government Policy states "Sports education is important to birth talent athlete, if talent scouting well, the national sport will move towards excellence.

Basis and Purpose Extracurricular Execution

Given the limited number of class hours per week available in the curricular program in class first and second as well as the absence of curricular program in third grade should be made in extracurricular programs held outside of school hours. Curricular programs more emphasis on understanding and mastery of the abilities and skills of sports branches and healthy habits (Depdikbud, 1993:4).

Wechsler (in Bocarro, Jason et al., 2008:8) "Extracurricular physical activity programs have been used extensively in school in an attempt to positively impact the physical activity of students". Steinbeck (in Bocarro, Jason et al., 2008:8) suggested that physical activity programs within schools can play a pivotal role in helping children acquire skills that promote long-term physical activity. Weschler mean that extracurricular programs have been widely used in schools as an effort to positively impact the physical activity of students. Steinbeck also suggested that physical activity programs in schools can be played a vital role in helping children acquire skills that can promote long-term physical activity.

Functions and Principles of Extracurricular Taekwondo Activities

Function extracurricular activities include: Development, Social, recreational, and career preparation. The principle of extra-curricular activities include: Individual, Choice, Active Involvement, Fun, Work ethics, and social usefulness (Depdiknas, 2007:21-22).

Extracurricular program called "special interest groups". This is an after-school program where students have many opportunities to explore and expand their interests and talents. The program develops an appreciation for Taekwondo as a sport and as an art. Students achieve physical fitness through positive participation, learning self-defense skills and develop a sense of responsibility for themselves and others. Taekwondo also improves mental discipline (Sekolah Ciputra, <http://www.ciputra-sby.sch.id>).

Talent Scouting in the System of National Sports Development Achievement

Talent scouting is a pattern that is applied in an attempt to capture athletes studied naturally gifted (Junaidi, 2003:50). Important considerations to obtain talents athletes are: 1) high potential talent and innate have contributed more dominant than the process of coaching and supporting others. 2) Avoid waste in the process of building an athlete who fostered high potential inborn (Hartono., et al, 2009:261). Talent scouting can be done by implementing talent identification (talent identification) and then proceed to the stage of development of talent (talent development). This method is expected to make the nursery would be better (Islahuzaman N. 2010:63).

Talent Scouting For Foundation

Talent scouting systems used in sports development concept is breeding system is capable of being the foundation of coaching accomplishments. The foundation is a good sport at school age where education is important to birth talents athletes (Wilman, 2010:33). This talent scouting system ensures achievement of sustainable and stable, namely the creation of a better system of transition from one generation further next generation outstanding athlete, so there is no gap between the generation successor to next generation outstanding athlete (upholstery).

METHODS

1. Research approach

The approach used in this research is a qualitative approach means that descriptive-analytical data obtained (in the form of words, images, behaviors) are not set forth in the form of numbers or statistics, but in the form of qualitative richer meaning than just the number or frequency (Zuriah, 2006:94).

2. Subject Research and Research Sites

The subjects in this study were all associated directly or indirectly with the program and extracurricular sports coaching taekwondo taekwondo in Ogan Ilir. Other subjects which include Dikluspora, Disparbudpora, KONI, and Pengcab taekwondo.

This study was conducted in the District Ogan Ilir in South Sumatra, with consideration of this area has less performance, but in terms of location immediately adjacent to the provincial government center that allows access to information and community center more quickly accessible.

3. Data Collection Techniques

Researchers collect data by triangulation with the incorporation of observations, interviews, and documentation in the field resulting in a more focused and capturing information as required in this study.

4. Analysis of data

Qualitative data analysis carried out through the preparation and interpretation to formulate conclusions. Data obtained from the field will be analyzed through multiple stages can lead to a problem-solving research of the objects of the problem that has been asked by the researcher, the final activity is an activity and data analysis data interpretation.

RESULTS AND DISCUSSION

1. Research results Extracurricular Taekwondo in Ogan Ilir

Extracurricular taekwondo held in schools is a work program pengcab taekwondo Ogan Ilir. List of taekwondo school extracurricular organizers can be seen in Table 1 below:

Table 1. List of Schools Organizers and Future Taekwondo Standing Extracurricular Programs

No	The Training Unit Name	Standing period
1.	Unit SDN 1 Simpang Timbangan	2004-2007
2.	Unit SDN 2 Simpang Timbangan	2004-2007
3.	Unit SDN 05 Indralaya Utara	2004-Now
4.	Unit SDN 06 Indralaya Utara	2012-Now
5.	SD N 23 Indralaya	2012-Now
6.	SD N 24 Indralaya	2009-Now
7.	SD N 11 Indralaya	2011-Now
8.	SD N 1 Indralaya	2005-2006
9.	SD N 3 Indralaya	2005-2006
10.	SD N 1 Palembang	2005-2006
11.	SMP N 2 Indralaya Selatan	2012-Now
12.	SMPN 05 Indralaya Utara	2005-2007
13.	Unit SKB Tanjung Raja	2005-2010
14.	Unit SMA N 1 Indralaya Utara	2005-Now
15.	Unit MAN Sakatiga	2006-2008
16.	Unit MTSN Sakatiga	2006-Now
17.	Unit PONPES Masdarul Ulum Pemulutan	2008-2009
18.	Unit SMA Nurul Yakin Tanjung Batu	2009-2010

((Source : Pengcab Taekwondo OI, 2012).

Extracurricular Taekwondo In Schools Ogan Ilir

Taekwondo extracurricular program components that researchers revealed include:

- 1) Basic Implementation
The request from the coach to conduct training taekwondo without interest students, and support schools this can not be done .. do not you think ...? (Interview, March 28, 2012) ". Extracurricular coach also explained that their proposal forming units targeted training in schools known to pengcab, and the school received the bid proposal and exercises can begin to attract students through attraction (Interview, 5 April 2012).
- 2) Goals and Objectives
Target taekwondo extracurricular activities are all students who are interested in without any specification of the requirements. Performance objectives expressed some principals "expectations of school students who participate extracurricular taekwondo achievement to raise the name of the school" (Interview, March 29, 2012) ". Vice student SMAN 1 North Indralaya explained that "the implementation of extracurricular school expects students not only have a good academic record but can also excel beyond academics such as taekwondo (Interview, March 28, 2012)".
- 3) Exercise Program
The results obtained from the interviews and tracking files on the coaches said they did not make extracurricular taekwondo training program. Coach said that in addition to being able to make the training program, the material being taught appropriate level have understood belt (Interview, 18 April 2012).
- 4) Coach
Schools do not specify the coach. Coaches selected from the submitted proposals to open school training unit. Specifications are entrusted to Pengcab taekwondo Ogan Ilir (Interview, March 31, 2012)).
- 5) Infrastructure
Owned equipment to support training taekwondo in schools is still very minimal. Ideally extracurricular taekwondo coach said that, "to exercise minimal extracurricular have" target "(goall kick) 1 unit for 2 people (Interview, 5 April 2012).
- 6) Funding
"All forms of school fees waived, as well as the implementation of extracurricular taekwondo in school wholly allocated from BOS ... (Interview, March 29, 2012)". At SMP Negeri 2 South Indralaya, taekwondo extracurricular implementation of BOS funds have not been allocated by the newly formed, students pay Rp. 20.000, - per month, but with the consent of parents and without any coercion (Interview, March 31, 2012). SMA 1 North Indralaya funding allocated from the fund free schools idea of government of South Sumatra.
- 7) Support the Environment
Coach reveals, many parents say tanks, appreciation and support by way of training his son drove and stayed with him until the end of the exercise, and some give thanks for after his son followed extracurricular taekwondo became regular meals and rest (Interview, 5 April 2012).

Taekwondo Coaching Ogan Ilir

Components revealed about coaching is as follows:

- 1) Developing Program Pengcab Taekwondo
Taekwondo coaching program that was launched in the period 2004-2009 is the Taekwondo Program Goes to School or Pondok Pesantren in the District Ogan Ilir.
- 2) Training Program

Also conducted training programs is still spontaneity, is because there is no focused training (pelatda) held. Intensive exercise carried out if there ahead of the championships that followed.

3) Coach

The issue of taekwondo coach in Ogan Ilir not least, as expressed that: "... I also feel too busy and can not focus in addressing pelatda team, I often assign more senior athletes and have more ability to train his colleagues, making the material more often exercise executed spontaneously, is because pengcap can not pay coaches, so the coach in the face of the championship field is not fixed. It is evident that in order to be allotted Porprov only one coach from the local government (Interview, 6 April 2012) ".

4) Athletes

Ogan Ilir taekwondo athletes actually calculated at the provincial level, as some athletes are entered in the Ogan Ilir pelatda opportunity to represent South Sumatra and South Sumatra in the national arena, but the results are still not optimal. Athletes reveal a lack of attention to local government in terms of run support so exercise less than the maximum (Interview, 15 April 2012) ".

5) Facilities and infrastructure

Taekwondo Ogan Ilir fortunate to have a "dojang" simple that can be used as a training camp. Dojang stands on private land owned by Sabem Syamsudin, he said if the wait of the local government when you can stand, and its construction is a mutual assistance of the participants taekwondo (Interview, 6 April 2012).

6) Funding

"The source of funds Ogan Ilir taekwondo coaching from the Pengcab allocation ranges from 15.000.000 IDR annually for the entire operation (Interview, 6 April 2012)". Taekwondo athlete can not be given financial incentives as well as coaches. The lack of funds is making intensive training just ahead of championship athletes and often bear the cost of its own in the championships.

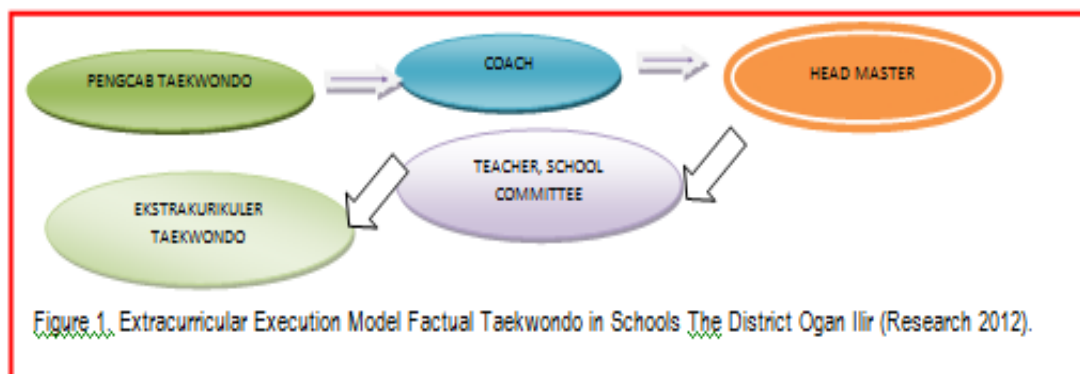
7) Achievement

Taekwondo Achievement Ogan Ilir did not reach a maximum, but some athletes actually Ogan Ilir potentially achieve high performance when it built it done well.

8) Support the environment

The government is not maximized in providing material support, but support parents Ogan Ilir taekwondo participants say well, it marked how they keep supporting son or daughter to practice and follow the championship even though it is not uncommon to use private money.

Extracurricular Execution taekwondo in schools Ogan Ilir as disclosed above, in fact can be seen in Figure 1, as follows:



2. Discussion of Research Findings

Extracurricular Execution Taekwondo Schools in the Ogan Ilir

Through extra-curricular activities discipline, responsibility, mental and personality will develop, the importance of the extracurricular this makes the school should try to convince students of the benefits of the event to support his ideals (Miskam, 2012:23).

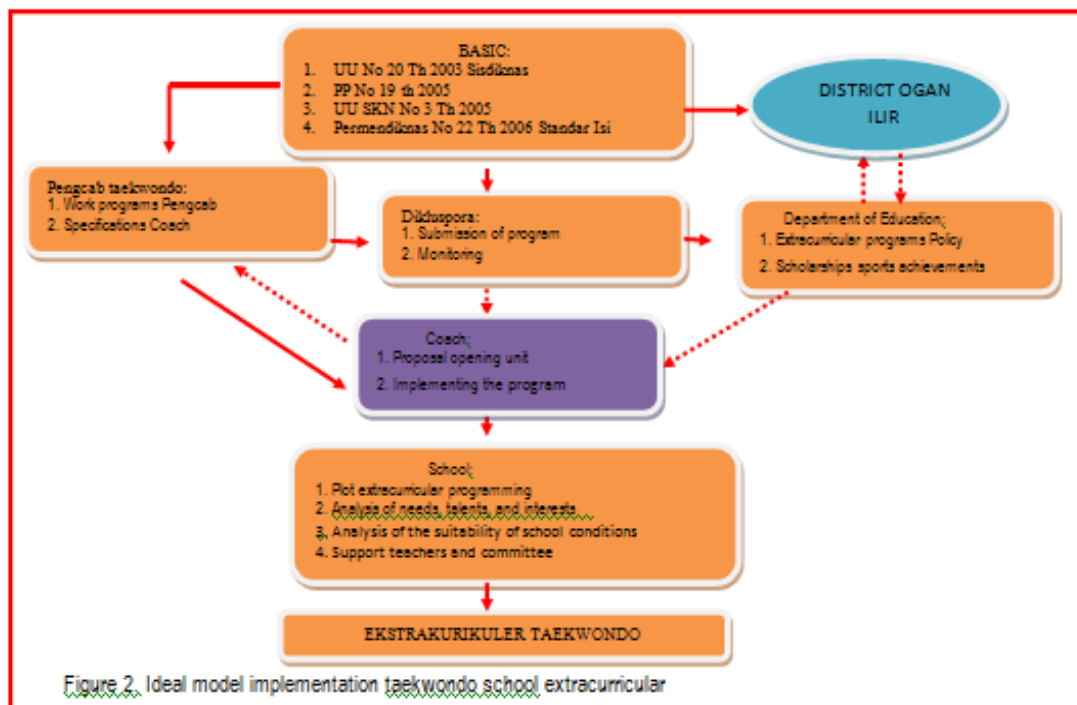
The success of extracurricular activities should be carried out through implementation procedures programmed extracurricular, taking into account the needs, aptitudes and interests of learners and the suitability of the conditions in the educational unit. Procedure of extracurricular taekwondo refers to the Direktorat Pembinaan SMA (2010:80) guidelines regarding the preparation of self-development activities through extracurricular activities.

Implementation Taekwondo Development in Ogan Ilir

Coaching taekwondo through school is a good step. These measures need to be refined to make taekwondo a programmed extracurricular programs. Extracurricular taekwondo has programmed well will continue on the next stage of development in a sustainable manner. Researchers recommend how coaching ekstrakurikuler taekwondo athletes as basis for future talent scouting.

Alternative Models An extracurricular Taekwondo Development System for A Basic of Talent Scouting Athletes in The District of Ogan Ilir

Results of research and experience in conducting research to promote taekwondo in Ogan Ilir indicates that the unit is not common practice taekwondo involving school demand is very less and do not last long. Proven to date none of the general practice unit still standing Ogan Ilir (Results 2012). Recommendations on the implementation of extracurricular taekwondo in schools can be seen in Figure 2, below:



Extracurricular taekwondo in schools that have been programmed with either the recommended research, the researchers recommend further guidance system ideal model as a basis for breeding extracurricular taekwondo athlete in Ogan Ilir. Recommended ideal model can be seen in Figure 3 below:

Ideal Model An Extracurricular Taekwondo Development System For A Basic Of Talent Scouting Athletes In The District Of Ogan Ilir

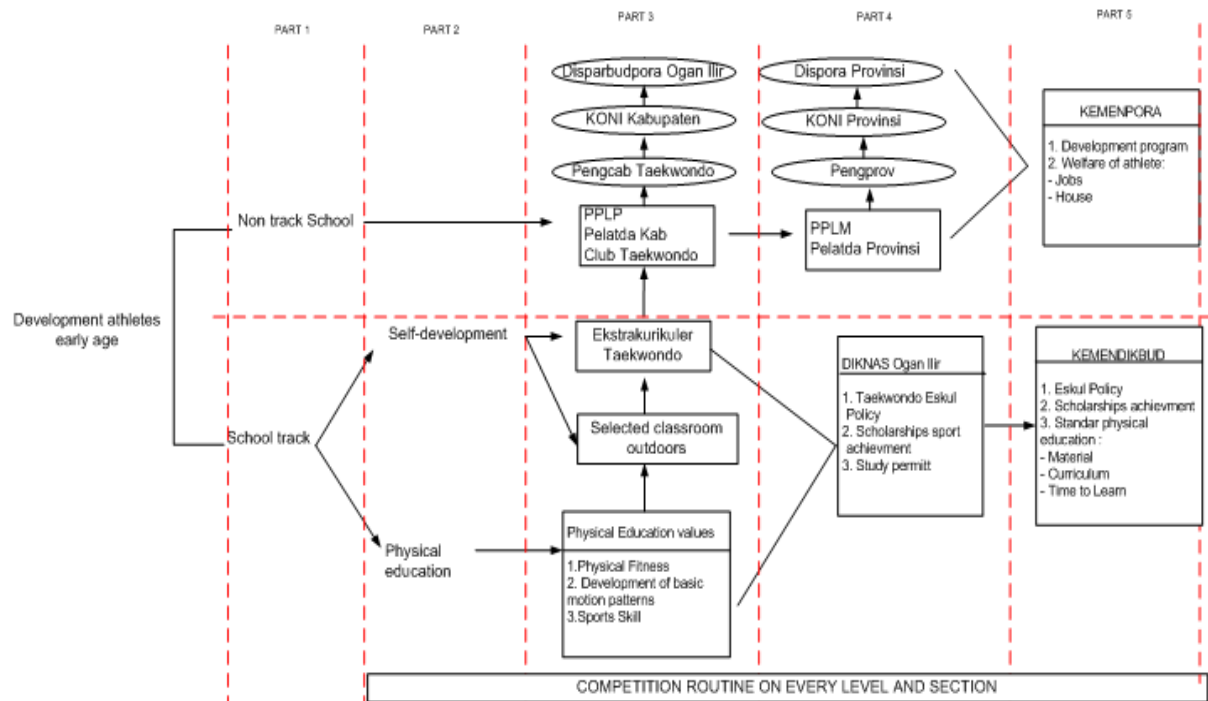


Figure 3. Ideal Model An extracurricular Taekwondo Development System for A Basic of Talent Scouting Athletes in The District of Ogan Ilir

Ideal model system for developing the recommended is a tiered system that starts from coaching extracurricular activities at school. The system is formulated with the consideration of suitability in Ogan Ilir. Recommended guidance system must be supported by a quality of a good workout. It is important to equip the trainers understand the training program according to the level of school age in order flow guidance system is made to be successful. Coaching conducted early to be executed with the proper training quality, in accordance with the principles of long-term exercise. Exercise program, tailored to the age and condition of the athlete, so it appears that athletes are prepared to achieve peak performance in a golden age (golden age), were between the ages of 26-28 years (Bompa, 2000:3). Sports scientists agree that coaching takes 8-10 years to produce athletes who reach the pinnacle of achievement.

CONCLUSION AND SUGGESTION

Conclusion

- 1) The guidance system extracurricular factually taekwondo in schools Ogan Ilir mechanism has not been implemented as well. Implementation taekwondo school extracurricular factually done by: (1) Pengcab taekwondo has coaching program through the school, (2) submit to the school coach to open the unit with the approval pengcab exercise, (3) conduct a meeting with the principal and teacher committees on proposals taekwondo, (4) forming extracurricular taekwondo at the school. The study produced recommends "ideal model implementation taekwondo school extracurricular".
- 2) System development as a basis for talent scouting extracurricular taekwondo athlete in Ogan Ilir yet to be programmed in terms of implementation in the field and the formation of the program. The study recommends " An extracurricular Taekwondo Development System for A Basic of Talent Scouting Athletes in The District of Ogan Ilir".

Suggestion

See the reality on the ground, advice on all parties in the system related development should focus more on designing a program, so the shortage is so complex and obstacles can be overcome. Furthermore, in order to be more inter-agency cooperation and sports organizations in Ogan Ilir that

a building could run continuously without interruption starting from the bottom layer through to promote, talent scouting and achievement development.

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The Effect Of Aerobic Dance And Cycling On The Psychological Well-Being Of Teenagers

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Abstract

The objective of this study is to reveal the effect of aerobic dance, cycling and physical fitness on psychological well-being of 15-16 years old students of Vocational High School 4 Klaten (Central Java). This study is more focused on the variable of: (1) low impact aerobics dance and cycling as an independent variable, (2) physical fitness as a variable attribute, and (3) psychological well-being as the dependent variable.

The population of this study was all fifteen and sixteen years old students in the tenth grade of Vocational High School 4 Klaten, and the total of the sample was 60. The study used the experiment factorial 2x2 block design. The data were collected using psychological well-being questionnaires, and analyzed using two way analysis of variance (ANOVA), followed by Tukey test, with the level of significance $\alpha = 0.05$.

The results of this study are as follows. (1) There are differences in psychological well-being of the teenager students who involved in aerobic dance than those who cycle. The aerobic dance in increasing psychological well-being is more effective than cycling. (2) There are differences in psychological well-being of the teenager students who have high physical fitness. The teenager students who have high physical fitness in increasing psychological well-being is higher than those who have low physical fitness. (3) There is interaction between aerobic dance, cycling and physical fitness in psychological well-being of teenager students. The students who have high physical fitness and who are trained in aerobic dance and cycling obtain higher psychological well-being than those are trained in cycling. The students who have low physical fitness show that there is no difference in increasing psychological well-being from those who are trained in cycling.

Keywords: *aerobic exercise, physical fitness, psychological well-being, teenager.*

INTRODUCTION

Health is a very important element in life. Based on the health standards of the World Health Organization (WHO), health includes physical health, social and psychological. Psychological health is one factor where people can say really healthy. Healthy in a broad sense includes a healthy state of physical, mental and social wellbeing and not just the state of being free of disease or infirmity. In that sense implied a condition that indicates the level of functional ability of the human body. Sport or physical exercise in general can improve the health, both physical fitness and mental health.

Mental health can be affected by problems that suppress the mind, causing a variety of psychological disorders. Problems in life are not only faced by adults but also teenagers. Mental development very important, for especially in adolescence. The Teenager who are at this stage of development cannot be separated from the problems of life, which cause disruption to health both physically and psychologically.

Adolescence is a period of the most beautiful, fun, exciting, and full of color. In fact, adolescence is a time that causes a lot of problems. In adolescence, physical changes, emotional, social and rapidly. As an individual who is looking for identity, young women are at a high emotional nature, selfish, and unstable. In adolescence the physical condition to be one of problems young girls.

Physical changes in young women is very influential on psychological development, and will bring a huge impact on her confidence. Self-confidence is an attitude in a person who can accept the fact, can develop self-awareness, thinking positively, have the independence

and the ability to have and achieve everything you want. The formation of self-confidence in young women came from the development of self-concept is acquired through social interaction.

Social interaction that occurs will shape the self-concept and positive self-acceptance. Positive self-acceptance with regard to young women who have the confidence, so it is easy to get along with others, promoted bold opinions, optimism, and well-controlled environment. By having confidence, girls begin to develop social interaction with peers, both same-sex and opposite gender.

Conversely, a low teenage daughter is hard to interact socially confident, shy, pessimistic, so, experiencing problems in adapting and interact socially. For example, Ana is 16 years old, a student of SMK Negeri 4 Klaten stated that he had difficulty adapting and interact socially. This is caused by physical conditions that give rise to distrust themselves so difficult to adapt to the environment, and the difficulty of making friends with the same sex or the opposite sex. This low self-esteem causes psychological discomfort, dissatisfaction, restlessness, anxiety, stress, depression and lack of acceptance of her self.

According to Hurlock (1997: 211) only a few young women who were satisfied with the state of his body, so that the incidence of poor self-concept and lack of self-esteem during adolescence. Young women who are able to deal with psychological problems caused by the physical, social and environmental, it will lead to positive psychological conditions and psychological well-being formed in him. Soul prosperous illustrates how positive a person to live and undergo psychological functions.

Researchers Ryff (Faturochman et al, 2012: 13) states that a person whose soul prosper when individuals are not merely free from stress or other mental problems. Moreover, individuals also have a positive assessment against him and is able to act independently, and not easily washed away by environmental influences. The importance of psychological well-being is so that people can live her life with a happy, calm and able to solve all problems.

Various ways can be done to get the mental and physical well-being, one with aerobic exercise. Type of aerobic exercise such as cycling, and aerobics is a good choice to improve the psychological well-being of young girls. Aerobic exercise is generally performed with the group, thus forming a good relationship with the environment and others. Movement in aerobics harmonious, dynamic, and their varied musical influence on the psychological. In addition, cycling is a sport that is fun, easy, can be done with the group, and at a low cost so as to provide a positive effect on the psychological.

According to Winberg & Gould (2007: 409) the benefits of exercise on psychological well-being can increase feelings of control, positive social interaction, improved self-concept, self-esteem, and confidence. Adolescents who have high fitness have a positive self-concept, namely: personality, socialization, family, and body image (Sharky, 2003: 28). The conclusion of the study is the impact of regular exercise although small positive changes. Taylor & Fox (Winberg & Gould, 2007: 409) Discover positive effects of physical exercise in self-perception and self-esteem after 10 weeks.

Another study conducted by Winberg and Gould (2007: 405) states that the benefits of moderate exercise can increase energy and reduce the level of tension. This is because when a person is doing physical exercise more than 20 minutes, it will secrete a hormone called endorphins which serves to regulate emotion. Some studies suggest that teens who exercise or who have a fitter body stress, and stress is smaller than the non-exercisers (Hagger & Chatzisarantis, 2005: 10). Other studies have shown that doing aerobic activity for 15 minutes, 2-3 times a week the body more fit with an increase of 50% (Winberg & Gould, 2007: 408). Therefore, the high fitness showed a high ability to work, because removing a considerable power in a long period of time without experiencing fatigue.

From the background of the above it can be concluded that the activity as a sport can be an effective means to improve fitness, psychological well-being, relaxes the mind, clear your mind, produce a feeling of happiness, thus reducing stress, in particular young women. Therefore, the researchers wanted to determine the effect of aerobic exercise and cycling on the psychological well-being of young women.

Effect of Aerobic Dance on Psychological Wellbeing

Aerobic dance can affect the psychological. Because aerobics dance is a fun activity and easy to do. Aerobic dance at the school is a new thing that aerobics is more interesting, and motivating young women. Aerobic dance is generally performed with the group, forming a good relationship with the environment and others. Aerobic dance done systematically and aims in life means that individuals must develop and have a purpose in life.

Mechanical movements in aerobic dance associated with good posture so psychologically can help build self-concept, self-reliance and self-confidence. More of the harmonic motion in aerobics, dynamic, varied and stimulating hormone endorphins. Helps reduce tension, and as a means of self-expression. Therefore, it makes a person feel better and look better. Low impact aerobic dance using music that is not too hard and not too soft.

The existence of varied music in aerobic dance also affect psychologically. Music as a strong external motive may divert attention and excitement, so the number concentration during exercise is reduced, and the rate of perceived exertion decreased / lighter. It makes aerobics is not monotonous/ boring. While the weakness of aerobic dance include: the high cost of instructors, requiring equipment such as tape, sound system, cassette, compact disc (CD), special shoes aerobics.

Effects of Cycling on Psychological Wellbeing

Cycling is a sport that is fun and provides many benefits, one of which is a psychological benefit. Cycling does not require huge costs because the bike is very cheap and fuel-efficient. Cycling would be nice to be able to feel the positive things during cycling. Going to school by cycling for young women so much fun when done with friends. Cycling can be done by singing along, and be able to see the beautiful scenery and reduced perceived psychological stress.

At the time of passing through rugged terrain (off road), and the road uphill, an individual can not pass then indirectly trained to control emotions to achieve a goal. By the time the track cycling far, one would think, but can not pass there will be motivation to achieve the desired target. With the achievement of the desired target will come confidence, and positive self-concept. While the weakness of the exercise bike among other things: cycling is very familiar so interesting less impressive, does not need to adapt to the cycling movement. In addition, cycling can involve injury if not careful on the highway. Cycling on the road cause individuals inhale more toxic pollution caused by vehicles.

Benefits of Aerobic Exercise in Psychological

According to McAuley (Scully et al, 1998: 111) there is a positive relationship between exercise and psychological well-being in a decrease in stress, anxiety and depression. According to Cox (2007: 398) cognitive behavioral encourage exercise to generate positive thoughts and feelings that serve to counter negative moods such as stress, anxiety, depression, and confusion. This explanation is consistent with Bandura's theory (Cox, 2007: 398) when an individual experiencing a difficult task, individuals experience increased self-confidence.

Therefore, with increasing confidence to help counteract the effects of negative mood. Meanwhile, according to Bucher (1983: 360) Individuals WHO Participate regularly in physical activities Indicated they fell better. Many people indicate they simply feel better

when they exercised than when they do not engage in physical activity. Perceptions of health and fitness help individuals to feel good.

That is, individuals who participate regularly in physical activity showed a much better individual. Many people show feel better when exercising than when not engaged in physical activity. Perceptions of health and fitness help people feel better. According to Winberg & Gould (2007: 409) the other benefits of exercise on psychological well-being can increase feelings of control, positive social interaction, improved self-concept, self-esteem, and confidence. Adolescents who have high fitness have a positive self-concept, i.e: personality, socialization, family, and body image (Sharky, 2003: 28). Social interaction associated with the sport with friends and colleagues is a fun thing and give effect to improve mental health (North et al, 1990; Cox, 2007: 398).

In addition, Daley & Bucanan (1999: 198) demonstrate the effect of aerobic exercise can improve self-perception of young women. This is in line with the opinion of Fox (Winberg & Gould (2007: 411) states that exercise and physical activity can be related to self-concept, self-esteem, and independence. McDonald and Hodgdon (Winberg & Gould, 2007: 411) also states exercise arobik (fitness training) can increase independence, life purpose, intelligence, and decrease discomfort.

While Ortega., et al (2008: 6) states that: ... The positive effects of physical fitness on psychological well-being are as follows: (a) Increasing physical fitness via aerobic and resistance training is Usually associated with a Decrease in fat mass and an increase of in lean mass. This is quite visible to individuals, leading to enhancement of body image, the which may explain some of the other improvements in psychological outcomes. (b) Increased fitness may have a direct effect on neurochemicals in the brain such as serotonin or endorphins.

That is, the positive effects of physical fitness on psychological well-being are as follows: (a) improve physical fitness through aerobic associated with a decrease in body fat mass. This causes an increase in body image, and other psychological improvement. (b) an increase in fitness has a direct effect on chemicals in the brain such as serotonin nerve or endorphine which serves to enhance the mood.

According to Cox (2007: 399) "exercise is associated with the production of brain chemicals that have a" morphine-like "effect on the exerciser (pain reduction and general euphoria)". That is, exercise related to brain produces chemicals such as morphine that have an effect in the reduction of pain and pleasure). According Hangger & Chatzisarantis (2005: 25) the other benefits of exercise as follows: Participating in regular exercise has many benefits. You might learn how to play a new game or sport as well as improving your general level of fitness and well-being at the same time. Exercise can be a great fun. It does not necessarily cause injuries or make you feel uncomfortable, hot and sweaty if you exercise at an intensity you feel comfortable.

That is, participating in regular exercise has many benefits. Can learn how to play a new game or boost fitness and well-being at the same time. Exercising can be fun does not always result in injury to the intensity corresponding to the individual. While Cox (2007: 396) gives an explanation of why a person exercising. The top five s good that adults and young adults, ages 16-44, give for exercise are these: (a) to feel in good physical shape, (b) to improve and maintain health, (c) to be alert mentality, (d) to have fun, (e) to get out of doors. The top five s good, that older adults, ages 45-74, give for exercise are these: (a) to be Mentally alert, (b) to feel in good physical shape, (c) to get out of doors, (d) to feel independent, and (e) to relax and forget the cares.

That is, five reasons adults and young adults aged 16-44 and 45-74 years give reason to exercise is (a) was in good physical condition, (b) to maintain health, (c) to be more vigilant, (d) fun, (e) a breath of fresh air. It can be concluded that the exercise effect on psychological

well-being and fitness. Physiologically, this is caused by substances produced as endofrine, and serotonin during exercise. To the resulting psychological effects can be seen from the increase in self-confidence, social interaction, environment, self-reliance, and the purpose of life as psychological well-being.

Research Hypothesis

Based on the study of the theory and framework of the above theory can be put forward the hypothesis, or a temporary answer to the problems which are:

1. There are differences in the psychological well-being of young women who trained with aerobics dance and trained by cycling.
2. There is the influence of the fitness level of psychological well-being of young girls.
3. There is an interaction between aerobics, cycling, fitness and psychological well-being of young girls. There are differences in the average of the four treatment groups.

METHOD

Research method and participants

The study used the experiment factorial 2x2 block design. The population of this study was all fifteen and sixteen years old students in the tenth grade of Vocational High School 4 Klaten (Central Java) 315 people, Because of the limitations of the study, the sampling for this research is done in stages. (1) Determine the sample is purposive sampling technique with particular consideration. Retrieved 112 people entered the predetermined criteria. (2) Divide the group cycling and aerobics random sampling (random) i.e 56 people group bikes and 56 people group aerobics. (3) The next step is to conduct a fitness test which is an attribute variable in this study. This test is to determine the groups that have high fitness and low fitness. The way to do is to rank the results of the fitness score of each child in each treatment group. To determine the high and low fitness levels using a percentage, i.e 27% for the upper limit representing the high score and 27% representing a low score group (Miller, 2002: 68). Therefore, of the 27% group and 27% high-low group is really a different group in the extreme. (4) Finally Retrieved 60 samples, with the following explanation.

Table 1. Four Sample Group

Variable Manipulative	Exercise	
Variable Attribute	Aerobic dance (A ₁)	Cycling (A ₂)
High Fitness (B ₁)	15	15
Low Fitness (B ₂)	15	15
Total Sample	60 people	

Research Variables

The independent variables in this study are aerobics dance and cycling, and variable attributes role in this study is physical fitness. The dependent variable is the psychological well-being.

Data Collection Tools

The data Collecting Using questionnaire and test. Instruments in this study using questionnaires and psychological well-being and fitness test. (1) Scale of psychological well-being adopted from Carol D. Ryff (Abbott., Et al, 2006: 5-6) is a standard instrument for measuring psychological well-being. This instrument uses a scaled version 42 (7 questions for each dimension). (2) Physical Fitness Test, using the Cooper test run of 2.4 Km.

Analyze

The data Analyzed using two way analysis of variance (ANOVA), followed by Tukey test, with the level of significance $\alpha = 0.05$.

RESULT

The test used in this study Analysis Of Variance (ANOVA) of two way. Furthermore, to determine differences in psychological well-being among the four groups were given different treatments analyzed by Tukey's test. Reasons advanced test using Tukey due to data owned by each group as much. Two-way analysis of variance was used to test the main effect (main effect) is independent variable (aerobics and cycling) and variable fitness attributes (simple effect) on the dependent variable, namely the psychological well-being

Table 2. Summary of Two-Way ANOVA Results of Calculation

Source Variance	Mean Square	F	Sig.
Model	41.378	16.457	.000
Exercise (dance & bike)	11.267	4.481	.039
Fitness	91.267	36.299	.000
Exercise* Fitness	21.600	8.591	.005
Error	2.514		

1) Testing Hypothesis 1

- Significance test the hypothesis Ha: There are differences in the treatment of psychological well-being of young women, and Ho: there is no difference in the treatment of psychological well-being of young girls. From the table note the price significantly for 0.000 with F count 16.457. This means that there are differences in the treatment of psychological well-being of young women who are trained in aerobics or cycling.
- Significance test the hypothesis Ha: there is a treatment effect (aerobic dance and cycling) on the psychological well-being of young women, and Ho: there is no effect of treatment (aerobic dance and cycling) on the psychological well-being of young girls. From the table it can be seen the price significantly for 0.039 with F count 4.481. This means there is the effect of exercise, both aerobics and cycling on the psychological well-being of young girls.

2) Testing Hypothesis 2

Significance test the hypothesis Ha: there is a fitness effect on psychological well-being of young women, and Ho: there are no fitness to psychological well-being of young girls. From the table it can be seen the price significantly for 0.000 with F count 36.299 so, reject Ho hypothesis stating no fitness effect on the psychological well-being of young women. This means there is a fitness effect on psychological well-being of young women.

3) Testing Hypothesis 3

Significance test the hypothesis Ha: there is interaction between aerobics, cycling, fitness and psychological well-being of young women, and Ho: there is no interaction between aerobics, cycling, fitness and psychological well-being of young girls. From the table note the price significantly for 0005 with F count 8591. This suggests that there is interaction between aerobics, cycling, fitness and psychological well-being of young girls.

Test Using Tukey Test

After being tested, the variance is necessary to test the difference per couple by Tukey's test to determine the significantly different pairs and pairs are no

different. In determining the pairs that differ significantly and were not different can be seen in the following table.

Table 3. Summary of Tukey Test Results

No	Compered Group	Mean Difference Rerata absolute (q_0)	dk	HSD (q_t)	Ket
1	A1 dan A2	0.86	2:60	0,79	Signifikan
2	B1 dan B2	2.60	2:60	0,79	Signifikan
3	A ₁ B ₁ dan A ₂ B ₁	1.94	4:60	1,49	Signifikan
4	A ₁ B ₁ dan A ₁ B ₂	3,67	4:60	1,49	Signifikan
5	A ₁ B ₁ dan A ₂ B ₂	3,47	4:60	1,49	Signifikan
6	A ₂ B ₁ dan A ₁ B ₂	1,63	4:60	1,49	Signifikan
7	A ₂ B ₁ dan A ₂ B ₂	1,53	4:60	1,49	Signifikan
8	A ₁ B ₂ dan A ₂ B ₂	-0.2	4:60	1.49	NonSig.

Based on the results of the analysis are shown in the table shows that the results of the analysis of variance per group indicates that there are 7 (seven) groups differed significantly ($q_0 > q_t$) ie, q_{count} is greater than q_{tabel} . While one group there were no significant differences due to ($q_0 < q_t$) because q_{count} less than q_{table} .

In group A1 (dance) and A2 (cycling) there are differences in average significantly from the second treatment, meaning that psychological well-being of young women who trained with aerobic exercise is better than cycling. In group B1 (high fitness) and B2 (low fitness) there is a difference significant average fitness level, meaning that psychological well-being of young women who have a high level of fitness is better than the low fitness.

In the fourth treatment group differences were significant mean of each treatment, meaning that psychological well-being of young women A1B1 group (high fitness gymnastics) have an average difference significantly from those of the other three treatment groups (A2B1, A1B2 and A2B2). In the treatment group A2B1 and A2B2 no difference significant average, meaning that psychological well-being of young women who have a low fitness of the two treatments did not difference.

DISCUSSION

Psychological Welfare difference between the trained Young Women with Aerobic Gymnastics and trained with Cycling

Based on the analysis of research data, stated that other research hypothesis about the difference in effect between aerobics and cycling failed rejected. This means that the higher aerobic exercise goal achievement in adolescent psychological well-being when compared to cycling. Studies conducted by Daley & Bucanan (1999: 198) demonstrate the effect of aerobic exercise can improve self-perception, social, self-reliance in young girls. Aerobics provides the opportunity for individuals to develop strong social relationships and a positive self-view.

Aerobics has advantages during the training process. Aerobics at school is a new thing that aerobics is more interesting, and motivating young women. Aerobics are generally performed with the group, forming a good relationship with the environment and other people. Aerobics done systematically and aimed it means the individual in life must evolve and have a purpose in life.

Movement in which the girls are not hard and easy due to the low impact aerobics exercise. Aerobic exercise is a combination of movement, music, tempo and shouts. Low-impact

aerobic dance provide benefits in reducing stress and the resulting risk of injury experienced by very small. Movement in aerobics harmonious, dynamic, and stimulating hormone endofrin. When a child can adjust the movement and music, the better the psychological. The music is varied as a strong external motive may divert attention and excitement, so the number concentration decreases during exercise, and decreased levels of perceived exertion / lighter. It makes aerobics is not monotonous / boring. While the weakness of aerobics among others: the high cost of instructors, require equipment such as tape, sound systems, cassette, compact disc (CD), special shoes aerobics.

In the sport of cycling is a sport that is fun and provides many benefits, one of which is a psychological benefit. Cycling is not costly because the bike is very cheap, and fuel-efficient. Cycling would be nice to be able to feel things that are positive at the time of cycling. Going to and from school by bike for young girls so much fun when done with friends. Cycling can be done by singing along, and can see beautiful scenery so, fatigue, and decreased perceived psychological stress. While the weakness of cycling exercise among others: cycling is very familiar so memorable less manarik, no need to adapt to the cycling movement. In addition, cycling can mengakibatkan injury if not careful on the highway. Cycling on the highway causing individuals inhale more toxic pollution caused by vehicles.

Based on the discussion, it can be concluded that both aerobic exercise and cycling effect on psychological well-being of young women. Aerobics and cycling has advantages and disadvantages of each. Young women can choose aerobic exercise according to his ability.

Differences in Psychological Wellbeing of Young Women Who Have Had Fitness High and Low Fitness

Based on the analysis of research data, stated that the hypothesis about the difference between the effect of high fitness and low fitness failed rejected. This means that adolescents who have high fitness is better in achieving the goals of psychological well-being when compared with young women who have a low fitness. Young women who have a high fitness demonstrate the ability to work high, energetic, due to issue a number of considerable energy in a long period of time without experiencing fatigue. Young women who have a body fit more easily adapt to environmental conditions that can affect the psychological well-being. Teens who have high fitness will have a positive self-concept, namely: personality, socialization, family, body image. Poor psychological condition closely related to a person's physical condition. Therefore, someone who has a low fitness was associated with lower psychological well-being and depression.

Interaction between exercise aerobics dance, cycling and fitness to the psychological well-being.

Results-oriented analysis of the interaction effect can be demonstrated that there is a significant interaction between aerobics, cycling, and fitness to the psychological well-being of young women (McAuley, Hangger & Chatzisarantis; 2005, Winberg & Gould; 2007, Cox; 2007, Ortega et al; 2008). Young women who have a high fitness demonstrate the ability to work high, energetic, due to issue a number of considerable energy in a long period of time without experiencing fatigue. However, contrary to adolescents who have low fitness exercises showed no significant difference. This shows that the effectiveness of an exercise related to the physical capabilities and characteristics of adolescents who were trained.

Conversely, adolescents who have high fitness (B1) of the two exercises are aerobics and cycling does not show a striking difference but significant effect. This means that for adolescents who have high fitness will be more adaptable, it will automatically make both physical and psychological condition is increasing. For the difference of the four treatment groups can be seen from the mean difference in the Tukey test.

It can be seen from the four treatment groups there were significant mean difference of each treatment, meaning that psychological well-being of young women high fitness aerobics group has a significant mean difference from those of the other three treatment groups. In the treatment group and the low fitness aerobics and fitness cycling low that there is no significant mean difference, meaning that psychological well-being of young women who have a low fitness of the two treatments did not differ.

Psychologically adolescents who have high fitness will have a positive self-concept, namely: personality, socialization, family, body image. Social interaction associated with the sport with friends and colleagues is fun and gives effect to improve mental health. Therefore teenager, who has a high fitness more quickly adapt to environmental conditions that can affect psychological well-being.

It can be concluded that aerobic exercise, aerobics and cycling can improve psychological well-being among others: acceptance, relationships with others, autonomy, purpose of life, environmental mastery, intelligence, and decrease discomfort. Of the four treatment groups were higher fitness aerobic exercise group showed an average difference better psychological well-being. This means that both aerobics, cycling, fitness and psychological effect on the welfare of young women.

CONCLUSION

Based on the results of research that has been described performance discussion it can be concluded that:

1. There are differences in psychological well-being of young women between the group aerobics and cycling groups. Psychological well-being of young women aerobics group showed a better effect than the group cycling.
2. There are differences in psychological well-being of young women between the high fitness and low fitness. Psychological well-being of young women high fitness group showed a better effect.
3. There is an interaction between exercise aerobics, cycling and fitness to the psychological well-being of young women. High fitness aerobic exercise group showed an average difference better psychological well-being of the other groups.

Implications

The implications of this research are very useful for schools, teachers, students and parents, to better understand the benefits of fitness and exercise so that it has a good psychological well-being. By exercising teen daughter avoid stress, anxiety, and depression caused by internal and external factors. So with maafaat exercising young woman has psychological wellbeing that covers self-confidence, social interaction, the purpose of life, the environment, and independence.

Limitations of Research

The limitations of this study are as follows:

1. In this study, the treatment group was not given the tools cycling speedometer to measure the distance, and speed (RPM). This is because researchers have limitations in the provision of tools and equipment are very expensive due to the cost.
2. Measuring the pulse of practice still use manual way, so that the achievement of training zone sometimes fickle, but still within a predetermined exercise zone.
3. In the experimental study of free variables outside the control of the variables studied to be done strictly. The research was carried out in schools and the sample was not quarantined, the implementation of experiments need to adjust the rules at school. So

that the effect of female student with a variety of learning outside the research is not fully controlled.

4. In this experimental study to external factors such as nutritional factors, and the family economy, which can not be fully controlled so as to affect the results.
5. Each child has different abilities and different psychological conditions. The presence of environmental factors and of the child that can not be fully controlled, thus affecting the results of this study.

Suggestions

Based on the research results, implications, and limitations of the study can be recommended the following matters:

1. Aerobic Gymnastics and cycling very well when done by young women to improve psychological well-being.
2. For young women can choose aerobic exercise such as gymnastics and cycling in accordance with the economic ability possessed.
3. Music varied aerobics can be one way to motivate students to follow the daughter of fitness gymnastics at school.
4. Cycling is fun and does not require expensive, therefore the young women who have a bike should use it to improve fitness and psychological well-being.
5. Cycling to school is a great way to improve fitness and psychological well-being because cycling can be carried out with friends to become happy.

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Sport Violence on the Field and Off the Field

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Abstract

In introducing us to the world of sport violence the key factors in this paper are to define our terms and identify the ways in which sport violence manifests itself as a social problem in contemporary society. Although it has existed in most nations' early history, the visibility of sport violence and those who perpetrate it are different today. We see much of this through parents and adult role models who cause a Mimi cry of actions. In addition, we see extreme pressure placed on youth to perform well for an athletic scholarship that will never arrive. Indeed, the overemphasis on sport, started at an earlier and earlier age is a tragedy that results all too often in broken hearts, broken dreams and broken families. The most important impact of violence in sports may be how people use it to reaffirm an ideology of the "natural superiority of men," based in the belief that an ability to engage in violence is part of the essence of being a man. Female athletes in contact sports also engage in aggressive acts, but little is known about how those acts and the willingness to engage in them are linked to the identities of women athletes at different levels of competition. At this time, many women seem to prefer an emphasis on supportive connections between teammates and opponents, as well as on pleasure and participation in sports. Therefore, aggression and violence do not occur as often or in connection with the same dynamics in their sports as in men's sports.

Keywords: *Sport, Violence on the Field, Violence off The Field*

INTRODUCTION

Statements about violence in sports are often confusing because they are so contradictory. Some people say that violence is an inherent part of many games, whereas others say that violence in any form destroys the dynamics of games. Some people say that violence in sports reflects natural tendencies among males in society, whereas others say that men use violence in sports to promote the idea that physical size and strength is a legitimate basis for maintaining power over others. Some say that violence in sports has increased to intolerable levels, whereas others say it is not as frequent or as brutal as it was in the past.

The problem of violence in sport especially sports football which often happened now in European countries including America Latin already is a social issue that must be tackled seriously especially involving the crowd for bad behavior shown by the audience these often have caused the disorder and unrest in society (William, 1989:9). History shows that the act of violence in football has happened since the age of the game of football itself, so that people in general have not felt the strangeness of the problem of violence in football this (Canter, 1989; in Haley and Johnston, 1995:4). Thus most people already consider that the problem of violent football audience is problems that often the case in a game.

About the violence happened in the sport has been registered since the age of roman .But violence occurred at the audience is not yet be likened to conduct violence happened in sports of football this time (Canter, 1989; in Haley and Johnston, 1995:4). Violence in football at the beginning of its development is a fight that happened between villages in medieval times, in which opposing groups have to move the ball made of the skin to a place that is guarded by a group of his opponent. The form of the sport of professional football modern was created around 1840. In the beginning it was invented football sport, competition with use of violence is already familiar, so about a period of 1880, violence involving the audience often happens (Walvin, 1986; in Haley and Johnston, 1995:4). Violence in sport seems to have followed the pattern of the general .Although very difficult to describe the pattern is systematically, but more data shows that the activity of the sport leading to the act of violence is quite serious. Change the rules, the implementation of rules that is not

consistent, and many of the fact that sport is considered formal breaking the rules, not officially recorded (Smith, 1983:2).

From the above information, about issues of violence need to be discussed, violence in sport can happen on in and outside the sports field. In the sports field, violence can be done by a player, coach and the referee involved in the match. Sports violence that occurs outside the field, caused by that happened inside the, have an effect on so that offs the field. Violence in this off the field is mostly done the audience who is in the field and even by the audience is watching via television in various places.

Definition of Violence

This happened during the violence, many people regard as a threat to the environment. Violence related to the condition of fear, the threat, and changes the pattern of relationships in society. Things are explained, Neal (1976; in Snyder and Spreitzer, 1989:234) as follows;” violence is regarded as a threat to society or subsystems in society. It involves a condition of fear, threat, and changing the usual pattern of relationships.” More specifically, Smith (1983; in Snyder and Spreitzer, 1983:234) explained that” more specifically, violence in sport violates the norms and rules of the contest, threatens lives and property, and usually cannot be anticipated by the person affected.”

Of both opinions above, can be understood that a violent action regarded as a threat to society. While the act of violence that is happening in the sport of breaking the rules of a sport itself and cannot be anticipated by the players itself. Next the definition of violence can be explained with reference to the opinion some experts, Smith (1983:2) that “violence, more often than not, refers to the physical side of aggression, hence the term violent aggression. Violence is behavior intended to injure another person physically.” Further definition of this violence described by Feshback (1971; in Cox, 1990:266) that” the term violence can be reserved for the more serious manifestations of aggression in sport.”

Of some opinion above can be concluded that the term violence is a collection of physical comportment more serious by use of force and devoted to wounding others in this player even out of the field. Following several different definition caused by several factors are intertwined according to Smith (1983:1) between; a) there are differences in perspective (and terminology) among the discipline, that make violence and aggression part of their domain....b) it is probably a mistake to think of violence or aggression in unitary terms, as if all their forms were merely aspects of the same phenomenon, c) the concepts are loaded with moral, social, and political meanings.

There are several factors that cause the onset of the act of violence, for example the problem of social and cultural transition has caused damage to the rules in the community. With decreasing forms of the tradition of the community, then start looking new sources of identification, including new forms of life group. This is as noted Snyder and Spreitzer (1989:235) that ”with the decline of traditional forms of community, new sources of identification have arisen, including new forms of communal living. . . for many people the rise of commercialized sport served as a means of generating new social meanings and identity.”

So, for many people, the exercise of the functions as a tool to arouse the emergence of new social identity. Identification by a team sport psychologically serves as compensation for the support of social. Smith (1983:35) explains that “athletics teams that represent high schools, colleges, universities, and cities are supported by dedicated and committed fans. This identification with a sport team may be psychologically functional as a compensation for the loss of community and social supports resulting from urbanization.”

This definition includes conflicts that may occur between players, and it also includes conflicts that arise from one or a combination of the following (Lynn M, (2009:5 - 6) :

(a) Player: One engaged in a sport experience, (b) Coach: Volunteer or paid leaders of sport teams, (c) Referee/official: Those who regulate game, contest situations, (d) Fan/spectator: Those who observe practices, games or contests either in person or through media, (e) Volunteer: One who serves in a number of roles to help support a sport delivery system and include helpers at events, board members, coaches, parent representatives, (f) Administrator – An individual or group of individuals having direct or indirect authority over the sport environment, (g) Parent/guardian/family – Those related to a player or players, (h) Adult role model – Coaches, teacher, recreation leader, athletes, or anyone who has direct or indirect influence on a player, (i) Business associate – One involved in investing, donating, or supporting the sport with a monetary exchange, (j) Criminal – One who breaks rules to the extent that he/she may be brought up on charges?, (k) Terrorist – One who commits crimes for the purpose of giving exposure to a particular ideology, issue of concern, or grudge.

Although sporting events structured and there is the rule is but a game is played in a social context in which the structure tenuous or weak and thus can be interrupted easily. as expressed Lüschen (1970; in Snyder and Spreitzer, 1989:235) that“if sport teams are points of identification with other systems, such as schools, communities, and nations, rivalries coming from other sources may be introduced into a sport contest and thus lead to . . . severe conflict.” A similarly, Muzafer Sherif and Carolyn Sherif (1969; in Calhoun, 1987:283) explains that, “when members of two groups come into contact with one another in a series of activities that embody goals which each urgently desires, competitive activity toward the goal changes over time, into hostility between the groups and their members.”

Violence On The Field

The most frequently used typology of on the field violence among players is one developed by Mike Smith, a Canadian sociologist (1983; see Young, 2000, 2002a). Smith identified four categories of violence associated with playing sports: (a) Brutal body contact, (b) Borderline violence, (c) *Quasi-criminal violence*, (d) *Criminal violence*.

Sociologist Kevin Young (2000, 2002a) has noted that this is a useful general typology but that the lines separating the four types of violence shift over time as norms change in sports and society at large. Violence as deviant overconformity is also related to the insecurity of life in a high-performance sport. Athletes learn that you are only as good as your last game," and they know that their feeling of self-worth, their identities as athletes, and their status as team members are constantly under question. Therefore, many athletes are willing to take extreme measures to prove themselves, even if those measures involve violence.

Violence becomes a means to prove self-worth and reaffirm membership in the sub-cultural in-group of those who play the game at a high level. This is why athletes who don't play in pain are defined as failures and why those who do play in pain and with injuries are defined as courageous. After all, playing in pain and with Injuries honors the importance of the game and expresses dedication to teammates.

Next in this year some examples of ethnic violence that which concerns, economy, politics, and pertaining to athletic games, it can be described in war and football the sport of boxing quoted from various sources:

- The match between Persipura versus Arema, where there is a commotion that caused the commotion players off the field, so this destructive course of the game.
- Likewise, the games between Semen Padang versus Arema, commotion also occur due to some refereeing decisions in taking decisions. So that at the end of the game there was impairment and violence against referees existing infrastructures and facilities within the stadium.

- 2016 European Championship qualifying match between the two Balkan countries "Albania versus Serbia on Tuesday (14/10) had to be stopped, after drones that carry the banner of" Albanian Kingdom "flying low over the Partizan Stadium in Belgrade. The match between Albania versus Serbia football match was then turned into a riot when a large number of spectators Serbia ran on to the pitch and tried to attack the players Albania.
- Here the authors also look at the incidence of violence in the sport of boxing, where a boxer Croatia, Vido Loncar, sanctioned referees for life for beating up on the canvas following its defeat boxer from Algeria, Bernoulli's.

Of several of them, the evidence shows that support a crowd a group of people against violence was legal and illegal in competitive sports, good effect on increase of tension that can result in a conflict between the boundaries with a second game in an orderly audience show high her enthusiasm during the fights between teams of players. Furthermore Calhoun (1987:292), that fights a spectator in caused by a football player. Furthermore, the addition of tension and excitement reached its peak will that is, when the team has the same force and the result of the game has an important meaning. This is as noted, Snyder and Spreitzer (1989:236) that "...the buildup of tension and excitement is greatest when the teams are approximately equal in performance and the game outcome is important."

The sport has attracted the audience gathered together and all of which may be affected by the rules, causing aggression and violent confrontation. In sociology, a term collective behavior that is not presently showing the situation. Most football classified as an example in the sport collective behavior, especially the behavior of the crowd of the chaos, tumult, and aggressive behavior of athletes and spectators. Including forms of these behaviors are presently behavior disorder, norms that appears, and the absence of social control mechanisms. During the game, the athletes often feel pain or injury caused the collision with another player. In sports of football, body contact allowed according to the rules of the game. Body contact that occurs in significant (tackle) bone of contention, the collision, and any other action that is considered the shah according to the rules of the game. With physical violence in football is often a result of intentional behavior. By because there is a positive connection between victory and success hence the game hard very prosecuted by supporters of, coach and manager. Every football player had learned so much since early age namely learn how to use various parts of her body to conduct, bone of contention hurdles and offense against others.

Table below, shows some of the actual types of problems occurring with each category of sport participant that have received attention by the media or been experienced through observation. These incidents have occurred with a frequency that appears to reveal the ultimate acceptance of sport violence as a part of the normal business as usual aspect of sport; however, penalties and concerns have been increasing, and until the social issue of sport violence is more comprehensively addressed, incidents such as the ones described may be the cause of activities to be cancelled.

Table 1.1 Violent Episodes Committed by Those in the Sport Environment: (Lynn M, (2009:6 - 7) :

Role	Incidences
Player	Drugs use, domestic battery, weapon possession, sustaining and giving injuries, fighting, temper tantrums, illegal gambling, attacking rival player, obscene gesture, altercations, violating conduct code, sideline clearing brawls, throwing pitches, being

	robbed, disorderly conduct, flagrant fouls, murder, driving while intoxicated, involved in shootings, arguing call and spitting seeds, vandalism and destruction of property, pranks, illegal dog fighting, lack of respect for referees, hazing, accidental injury, intentional injury, off-field conduct, larceny, kicking opposing player, improper on-court conduct.
Coach	Brawls, harassment, sexual harassment, sexual assault, being stalked, physical assault and battery, threatened, vandalism, attacking fans, bribing player to keep autistic child from playing three innings as required by league, criticism of official, fired over dirty play, decking opposing player, hazing, coercion of playing through injury, off-field conduct and hitting players.
Referee/official	Game fixing, unnecessary technical foul, baiting players, protected by French government actions, incompetence and inconsistency.
Fan/spectator	Illegal acts, pelting players with debris, kidnapping, attacking school coach, grabbing professional player and choking, burning couches and mattresses, streaking, charged in brawling, allowing hazing rituals, stalking, off-field conduct, bribery, intimidation of referees, death over jersey, killed by police, killed by stampede, assault, threatening and detainment of officials.
Volunteer	Theft, hazing, hacking information from French doping lab, cheerleader trampled by football team.
Administrator	Reschedule of practices due to fires, acts of omission and commission, mismanagement, Maneuvering and manipulation, permitting continuance of discrimination, making unacceptable remarks and perpetuating inequality.
Parent/guardian/family	Manslaughter, beatings, permitting hazing, poisoning players, murder contract, stalking, pressure, child abuse, threatening, bribing, buying coaches, promoting inappropriate conduct and permitting inappropriate conduct.
General citizen	Terrorism, hazing, permitting illegal acts, murder, shooting, hero, suicide of former player, killed by robbers, bombing at Olympics.
Business associate	Trainer released from prison, shoving, rigging and making improper payments to player.
Criminal/terrorist	Stray bullets, using field for terrorism, threatening large gatherings of sport enthusiasts.

Based on the table, a mild form of violence and the weight, they still clung to this as in sport, and often causing bedlam strife and is usually regarded as a result of a that football sport regarded as miniature of violence.

Violence Off The Field

When athletes in contact sports are arrested for violent crimes, many people assume that their violence off the field is related to the violent strategies they have learned and are rewarded for on the field. Research suggests that male athletes who have many years of experience in power and performance sports are, more likely than recreational players or nonplayers to approve of off-the-field violence and to use violence when they play other sports (Bloom and Smith, 1996). These results are helpful but they still do not say whether violence in hockey is a cause or an effect violence that occurs in other spheres of the players' lives.

He also concludes that comparing assault rates of athletes with those of nonathletes distracts us from the following important points:

- Violence against women does occur.
- It is a serious problem.
- Male athletes are among the perpetrators of this violence.
- We must understand the problem within the context of sports if we wish to deter assaults perpetrated by athletes.

Building on the frame work developed by crossed, and combining it with other research on patterns of violence in all-male groups, I hypothesize that a combination of the following factors accounts for male athletes' violence against women:

- Support from teammates and fellow athletes for the use of force as a strategy for "doing" masculinity in their lives and being a man in their relationships with women
- Perceived cultural support for an emphasis on physical domination as a source of status in the community and as a basis for identity as a man and an athlete
- Deviant over conformity to the norms of the sport ethic, to the point that it creates strong social bonds among teammates, strong feelings that others cannot understand them or their experiences in sports, and a strong sense of hubris (i.e., pride-driven arrogance)
- Collective hubris among team members supporting the notions that those outside the fraternity of elite athletes do not deserve respect, that elite athletes can expect outsiders to defer to their wishes and demands, and that elite athletes live outside the norms of the general community
- Support within their social world for the belief that women (apart from their own mothers and sisters) are "groupies" seeking status through relationships with elite athletes and that athletes need not take responsibility for the consequences of relationships with women
- Institutional (team, athletic department, university, community) support for elite athletes, regardless of their actions
- Institutional failure to hold elite athletes accountable when they violate community norms and rules.

With this in mind, the following list includes places where sport violence has occurred, (Lynn M, (2009:11):

Site of actual contest, practice and preparation.

Sites adjacent to actual contest, practice and preparation.

Sites associated with sport organization such as homes, social events and travel venues.

Sites not directly associated with sport venues such as home, casino, theatres, dormitories etc.

Hazing sites associated with initiation activities such as locker rooms, remote areas, backyards and parks.

Organizational offices where meetings and pre-planning are held.
Business establishments that are gathering places for large groups of fans or viewing audiences. Universities. Anywhere.

This part of an explanation, can be taken the conclusion that the act of violence occurring in sports, whether it was conducted by players or spectators particularly in the game and damaging the rules of soccer match in the community norms, so it is likely also will be injurious to life in society. The act of violence usually done the players and happened in sports group containing elements body contact, and often climbing into the stands where audiences are, thus causing the occurrence of violence between the audience, even the action came to the streets and damaging public facilities.

CONCLUSIONS

In introducing us to the world of sport violence the key factors in this paper are to define our terms and identify the ways in which sport violence manifests itself as a social problem in contemporary society. Although it has existed in most nations' early history, the visibility of sport violence and those who perpetrate it are different today. We see much of this through parents and adult role models who cause a Mimi cry of actions. In addition, we see extreme pressure placed on youth to perform well for an athletic scholarship that will never arrive. Indeed, the overemphasis on sport, started at an earlier and earlier age is a tragedy that results all too often in broken hearts, broken dreams and broken families.

The most important impact of violence in sports may be how people use it to reaffirm an ideology of the "natural superiority of men," based in the belief that an ability to engage in violence is part of the essence of being a man. Female athletes in contact sports also engage in aggressive acts, but little is known about how those acts and the willingness to engage in them are linked to the identities of women athletes at different levels of competition. At this time, many women seem to prefer an emphasis on supportive connections between teammates and opponents, as well as on pleasure and participation in sports. Therefore, aggression and violence do not occur as often or in connection with the same dynamics in their sports as in men's sports.

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The Effect Of Dynamic And Static Stretching Exercises To Flexibility In Rhythmic Gymnastics Athletes In The Sijunjung West Sumatera

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Abstract

The problem in this study is the low achievement of Sijunjung Athlete rhythmic Gymnastics which is likely due to the lack of flexibility of being owned by athletes. This research is a quasi-experiment. The population in this study is in the rhythmic gymnastics athlete Sijunjung West Sumatera totaling 20 athlete's and all of them are girls, while sampling the samples were taken in total, after the pre-test the entire sample divided into two groups by matching ordinal pairing technique , where each group consists of 10 people. Implementation of the study consisted of 16 sessions, within a week of exercise performed 3 times. The research instrument used was flexyometer. The study concluded that: (1) Dynamic Stretching Exercises significant impact on the improvement of flexibility togok is characterized by $t_{test} 5.17 > 1.83 t_{tab}$. (2) Static Stretching Exercises significant impact on the improvement of flexibility togok is characterized by $t_{test} 4.25 > 1.83 t_{tab}$. (3) There is a significant difference between the groups with Dynamic Stretching exercises Stretching exercises on the ability of Static flexibility togok, where $t_{test} 1.87 > 1.83 t_{tab}$.

Keywords: *Dynamic Stretching, Static Stretching and flexibility*

INTRODUCTION

One of the accomplishments sport rhythmic gymnastics, rhythmic gymnastics is less popular among the public. Nevertheless rhythmic gymnastics has competed up to the international level. Rhythmic gymnastics is gymnastics developed from gymnastics floor containing rhythm and dance, accompanied by music and made exclusively for women. Rhythmic gymnastics movement is almost the same as for women's gymnastics floor, because it is also accompanied by music but many show skills coupled with the beauty of the movement is not wearing well with hands or wearing equipment hands like: balls, rope, hoops, club, and ribbon. Development of physical conditions intended to make a rhythmic gymnastics athlete can achieve optimal conditions in the game to achieve maximum performance.

Rhythmic gymnastics is one sport is highly demanded physical condition, especially in endurance, strength, flexibility, agility, coordination, and body control. Flexibility is influenced by many factors, these factors are: the composition of the connective tissue, the tissue response, the mechanical properties of collagen and its physical, muscular and age. (Noyes in the Sahara, 1993: 38). A rhythmic gymnastics athlete must have a high flexibility, due to their play will be more flexible and able to perform a series of movements with the

maximum. According to Paul Uram in Sahara (1993: 32) "flexibility is the ability of the body to stretch the muscles and ligaments as much as possible according to the capacity or breadth of motion". Good level of flexibility can be achieved by doing stretching exercises muscles and joints. Stretching the muscles in continuous exercises make muscles and joints ready or able to adapt the exercises.

Achievements obtained so far have not been optimally achieved by athletes in rhythmic gymnastics Sijunjung district which is proven by PORPROV XI in 2010 in Pasaman they only got a silver medal. It is thought to be caused by several factors: the lack of hours sparring, trainers and organizational performance is not adequate, the physical condition of the athlete is low, inadequate infrastructure, and training programs are not going well. Based on the results of preliminary studies and interviews with rhythmic gymnastics coach Sijunjung district turns out there are still many athletes who have a physical condition that is less well one of them is flexibility.

This is seen when the authors conducted preliminary tests with the way athletes perform tests kiss knee, athletes generally have not been able to kiss their knees to the fullest. It can be concluded that the degree of flexibility that is owned by athletes in rhythmic gymnastics Sijunjung district is still low. This is probably caused by a lack of knowledge about the ways coaches to improve flexibility. To improve flexibility there are several forms of exercise, according Harsono (1988: 164), namely: "a method of dynamic stretching exercises, stretching exercises static method, the method of passive stretching exercises, stretching exercises methods contraction-relaxation / Proprioceptive Neuromuscular Facilitation (PNF)". The four forms of these stretching exercises is recommended to develop flexibility. It is expected the flexibility is good, then the athlete can achieve optimal achievement especially in the sport of rhythmic gymnastics. Of the many forms of flexibility exercises, the authors are interested in trying to see "Effect of Dynamic and Static Stretching Exercises to kamampuan flexibility in Rhythmic Gymnastics Athletes in Sijunjung district".

Dynamic Stretching Exercises

Stretching exercises are basically divided into two, namely dynamic stretching and static stretching exercises. Sahara (1993) explains that dynamic stretching is: "wiggled certain body parts with a focus on the joints, so the joints and muscles will be stretched, performed rhythmic and repetitive". For example, while playing a practice bow shoulder. Starting from a standing position with legs wide open, then bowing. The touch of your left hand to right foot, then stood up straight, and do the opposite. Repeat the movement was \pm 15 times.

Rhythmic gymnastics is one sport that is highly demanded physical condition, especially in endurance, strength, flexibility, agility, coordination, and body control. A rhythmic gymnastics athlete must have a high flexibility, because they will play more freely and can do the maximum. Dynamic stretching exercises done by a quick movement by muscle or connective tissue structures stretched. In addition, always use the power of movement and can stretch the muscles quickly and briefly. The advantage of dynamic stretching exercises it can result an

increase in flexibility and not lower those generated by static stretching. Based on their nature, sports activities balistics properties.

Dynamic stretching is needed in sports and games perfect for athletes. But keep in mind that research conducted, it is not directed solely to gain flexibility, but more emphasis on spurring momentum going in the stretch receptors that exist. In general it can be seen, a lot of sports that must move dynamically as volleyball, basketball, gymnastics, jump and throw all of which take advantage of the dynamic flexibility.

Static Stretching Exercises

Sajoto (1988: 184) explains that: "Static stretching is a form of exercise that is carried out by means of muscle stretching as far as possible, and then maintain that position for some time". Based on the opinion of the above it can be concluded that as far as possible in the stretched muscle will cause the muscles and joints stretch. At the furthest stretch of the muscle, the position is maintained in such a way to give a chance sometime in the muscles and joints to stretch to the maximum and expand the movement.

In maintaining the stretch position for a certain period of approximately 10-30 seconds. For example: Sitting by grabbing the toe. Posture with both feet, opened wide, and then tried to kiss the knees, this attitude is maintained approximately 10-30 seconds. Furthermore, static stretching exercises, movements should be avoided sudden stretching too far, resulting in muscle pain and can damage tissues smooth muscle. Benefits of static stretching of which have a low risk when performed beyond the stretched muscle tissue elasticity, lower energy requirements and can relieve pain. In addition, this method has other advantages such as to avoid the delayed muscle soreness onsert (Doms). Static stretching will minimize any impact stimuli afferant spindle fibers and maximize the impact of the Golgi tendon organ. In one exercise, flexibility exercises are generally done at the beginning of the heating, after heating, and between training and the end of the exercise.

RESEARCH METHOD

This type of research is quasi-experimental, quasi-experiment is an approach is research where the real experiment may not hold control or manipulate all relevant variables, there must be a compromise in determining the internal and external validity in accordance with the restrictions that exist. This study aimed to determine the effect of the method of dynamic and static stretching exercises on the ability of flexibility in the rhythmic gymnastics athletes Sijunjung district. The study had two independent variables on the dependent variable.

The independent variable (X) is referred to in this study is the method of dynamic stretching exercises (X1) and the method of static stretching exercises (X2) while the dependent variable is the flexibility (Y). This research was conducted at the place Sijunjung Regency Hall. Time study for one and a half month training schedule tailored to athletes in rhythmic gymnastics Sijunjung district. The population in this study is in the rhythmic gymnastics athletes Sijunjung district totaling 20 daughters.

Techniques of sampling using total or total sampling with 20 athletes in rhythmic gymnastics Sijunjung district. To obtain the data in this study, then performed three tests, namely a) Test Early, Before treatment given first performed the following steps: first performed initial tests aim to see the ability of the initial sample; subsequently treated, in order to study the implementation process can proceed smoothly and in accordance with what is expected, then it needs to be developed or designed some treatment of the samples. After giving treatment flexibility exercises for 16 sessions 3 times a week, then do a test on dynamic stretching and static stretching, and the last is the final test aimed to see whether there is an increase or vice versa based on the training program provided.

To be able to measure the level of flexibility someone, starting with the testee standing on top of the (bench) that had been prepared and mounted in front of the meter measuring tool, then testee crouched forward and reach down with both legs straight. Attempted to tighten the chin to knee remains tight and straight, hands trying to push existing tools at your fingertips as far as possible, this attitude is maintained while so testers (tester) can read the numbers below to reach results that do testee. The number is expressed as a data (figures flexibility of testee). The greater the number range downward obtained, then the better the level kelentukannya stated.

RESULTS

Data processing is done by calculating the effects of exercise Dynamic Stretching and Static Stretching exercises to flexibility. The statistical test used is the t test which is to see the effect of the average calculated in the same group at a significance level of 0.05. (See Appendix pp. 91-93), where the results of the analysis show that:

Table 1.
Summary of Results of Testing Hypothesis 1

Data	N	Group Dynamic Stretching Exercises		
		tcount	Ttable	Ha
Dynamic Stretching	10	5,17	1,83	Accepted

The first hypothesis is known that the hypothesis (Ha) is acceptable. It can be seen that $t_{hit} = 5.17 > t_{tab} = 1.83$. Therefore concluded that the Dynamic Stretching exercises a significant influence on the increase in flexibility.

Table 2.
Summary of Results of Testing Hypothesis 2

Data	N	Group Static Stretching Exercises		
		tcount	Ttable	Ha
Static Stretching	10	4.25	1,83	Accepted

The second hypothesis is known that the hypothesis (H_a) is acceptable. It can be seen that $t_{hit} = 4.25 > t_{tab} = 1.83$. Therefore concluded that the Static Stretching exercises a significant influence on the increase in flexibility.

Table 3
Summary of Results of Testing Hypothesis 3

N	Hypothesis Testing Data Group Final between Dynamic Stretching Exercises With Static Stretching Exercises		
	tcount	Ttable	H_a
10	0,25	1,83	Rejected

The third hypothesis is known that the hypothesis (H_a) is acceptable. This is because $t_{hit} = 0.25 < t_{tab} = 1.83$. It can be concluded that there is no significant difference between the results of the final data with a dynamic group exercise Stretching exercise Stretching Static on the ability flexibility.

DISCUSSION

The discussion in this study is based on the study of theory and statistical calculations as well as referring to the conclusions of the analysis has been done, then the next will be discussed. In this discussion, will refer to the hypotheses proposed in the study. From the calculations have been carried out shows that the exercises Stretching exercises Stretching Static and Dynamic equally showed an increase in the flexibility. This means that the profits after practicing Stretching Dynamic and Static Stretching is as a means of increasing flexibility for athletes. Based on the results obtained by the analysis of hypothesis testing t_{hit} price (0.25) $< T_{Table}$ (1.83) at significance level $\alpha = 0.05$ on the number of samples amounted to 10. So, we can conclude that H_0 is accepted and H_a rejected. Thus it can be concluded that there is no difference and the Dynamic Effects of Stretching Exercises Stretching Static Significant Increased flexibility toward Rhythmic Gymnastics Athletes in Sijunjung district.

When viewed from an average of the final data flexibility then we can know that Static Stretching Exercises slightly better to the increased flexibility of the Dynamic Stretching exercise. Not independent of the results obtained in this study, it turns out the factors related to the training process also greatly affect the outcome, such as intensity, duration, interval, frequency and volume of the exercise itself. Because each of these factors contribute to the continuation of the process of programmed exercise. Considering Dynamic Stretching exercise program and Static Stretching is very important in running a training activity, should be considered in the realization in the field due to the practice and Stretching Static Stretching Dynamic Regular gained the advantage of those who carry it out is that it can increase flexibility. In addition, an important role is also held by the coach, because the background of the knowledge acquired through the exercise Dynamic Stretching and Static Stretching is needed to achieve the desired goals together namely the increased flexibility for athletes in supporting the future achievements.

Thus it is clear that the exercise program that is run in practice and Stretching Static Stretching Dynamic influence on Increased flexibility in the Rhythmic Gymnastics Athlete Sijunjung district. Is particularly recommended to prefer the static stretching exercises to improve flexibility of athletes because according to the results of the study of static stretching exercises provide a slightly better effect to the increased flexibility compared to dynamic stretching exercises. Finally, based on proving the statistical test, it was concluded that exercise Stretching Static Stretching Dynamic and equally give effect to the increase in flexibility. So the training program can be developed and implemented for the purpose of the exercise can be achieved is the maximum achievement for the athletes themselves, especially sport rhythmic gymnastics. Because every move in rhythmic gymnastics requires a high degree of flexibility.

CONCLUSIONS

Based on data analysis and wording, it can be concluded that: 1). Dynamic Stretching Exercises significant impact on the ability of flexibility ($t_{hit} = 5.17 > t_{tab} = 1.83$); 2) Static Stretching Exercises significant impact on the ability of flexibility ($t_{hit} = 4.25 > t_{tab} = 1.83$); 3) There is a significant difference between Dynamic to Static Stretching exercises on the ability flexibility. ($t_{hit} = 0.25 < t_{tab} = 1.83$). If seen from the final data bit static stretching exercises are more effective in increasing flexibility compared with dynamic stretching exercises. Appropriate conclusion of the study, it can be argued some suggestions as follows:

1. For the coach it is advisable to provide both dynamic exercises and static stretching as a way to form flexibility in Rhythmic Gymnastics Athletes in Sijunjung district. Because of the research that has been done, this form of exercise is more effective in improving flexibility. This means that the exercise can be used as a permanent program to improve flexibility achievement of Rhythmic Gymnastics Athletes in Sijunjung district.
2. It is recommended to pay more attention to other variables that could also affect the flexibility such as posture, age, sex, weight, composition of connective tissue and so on.
3. For researchers who are interested in researching further advised to be able to multiply the number of samples and examine other forms of exercise.

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Level Of Self Confidence And Sport Performance Among Football Players

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Abstract

In many research reviews, researchers have found that low level of self confidence can have deteriorating effect on athletes' performance. However, to date there has been no attempt to examine self confidence level and performance according to the levels of skills. The main aim of the study was to compare and correlate the self-confidence and sport performance level among football players who represent national, state, district and university level. Data was collected from 119 student-athletes during sport competition among universities, using Self Confidence and Sport Performance scale. The results showed that national level athletes obtained the highest score on self-confidence, $F(3, 119) = 14.310$, and sport performance $F(3, 119) = 12.112$. Positive correlation ($r=0.019$) existed between self confidence and sport performance. Based on the current results, it is recommended that sport psychologists, sport counselors and coaches in Malaysia use the findings to design appropriate training programs to help athletes acquire higher level of self confidence to enhance athletes' performance in sports.

Key Word: Self-confidence, football players, sport performance.

INTRODUCTION

The definition of self confidence in sport known as sport confidence, is an athlete's belief that he or she can successfully execute and carry out an appropriate performance (Weinberg & Gould, 2012). It originates from the Latin word 'con' means for, and 'fidere' means trust. Self-confidence athletes are motivated to achieve success and they show high levels of self-confidence or self belief that is essential in deciding how far they are prepare to strive to achieve their goal (Ampofo-Boateng, 2009). Self-confidence has been identified as a most important mental skill for a success in sport by individuals engaging in competitive sports, including athletes and coaches (Vealey & Chase, 2008). Self-confidence generates positive emotions, such as, optimism, less anxiety, relaxation, and happiness in athletes (Ampofo-Boateng, 2009; Vealey, Hayashi, Garner-Holman & Giacobbi, 1998). Further, it helps athletes to achieve superior performance (Craft, Magyar, Becker & Feltz, 2003). Self-confidence plays an important role in reducing anxiety (Humara, 2001). Besides that, self confidence also enhances positive emotions and concentration, and decreased muscled tension (Ampofo-Boateng, 2009; Weinberg & Gould, 2012).

Athletes who shows a lack of self-confidence contributes their poor performance in sports. According to Martens (1987), lack of self confidence makes athletes vulnerable to make mistakes. Low level of self-confidence has a tendency to deteriorate performance in sports.

A number of researches have been done to determine the level of self confidence among athletes of different skill, especially on elite and non elite athletes. Quite a number of research indicated that high self confidence among elite athletes enhance performance (Hanton, O'Brien, & Mellalieu, 2003; Perry & William, 1998; Jones, Hanton & Swain, 1994). Elite athletes are well-known for high confidence levels. Schinke and Da Costa (2001), Cleary and Zimmerman (2001) and, Jones and Hardy (1990) found that in general,

elite athletes tended to have very high levels of confidence. Hemery (1986) study of 63 elite athletes' showed that 90% of the sample had a very high level of self-confidence. Quite a number of research indicated that high self confidence among elite athletes enhance performance (Jones, Hanton & Swain, 1994; Perry & William 1998; Hanton, O'Brien & Mellalieu, 2003). However, research of Williams and Krane (1998) showed there is no difference between the level of self confidence among elite and non elite athletes.

One of the best theory which explains self-confidence is self-efficacy, is a form of situation-specific self-confidence. According to this theory there are four fundamental elements effective in developing self-efficacy (Cox, 2011). They are successful performance, vicarious experience, verbal persuasion and emotional arousal. In successful performance, the athletes must experience success in order for self-efficacy to develop. Furthermore, in vicarious experience, athletes experienced success through the use of models. In learning a new skill, the learner needs a template or model to copy. The vicarious experience of success will provide a good foundation for the experience of success in a real situation. Verbal persuasion usually comes in the form of encouragement from the coach, parents, or peers. Lastly, emotional and physiological arousal plays an important role in influence readiness for learning and success.

Most of the previous researches focus on elite athletes, while ignoring less successful athletes, especially in football. Therefore the difference in confidence level among different categories of skill of athletes in football remains unclear. In Malaysia, the level of self confidence among football athletes of national, state, district and university level are yet to be identified through research.

Aims

The aim of this research was to identify the level of self confidence among football athletes. In other words, the rationale for this study was designed to examine the levels of self confidence among football athletes of different skills. Therefore the purpose of this study is to determine self confidence, among athletes of different skills (national, state, district and university levels) and sport performance.

METHODS

The football players of this study were recruited from Sport between Universities. The instrument used for the study comprised of a 20-item Sport Confidence Inventory (SCI) and Sport Performance Scale (SPS). The sample consisted of 119 football players, with national athletes (N=37), state athletes (N=23), district athletes (N=23), and university athletes (N=36).

DISCUSSION

Level of Self-Confidence among different skills of Football Players

One way ANOVA showed significant differences of level of self-confidence among categories of football players, $F(3,119) = 14.310, p < .01$. (Table 1).

Table 1 : Level of Self Confidence among different skills of Football Players

Categories According of Skills	Self-Confidence	
	Mean	Value-F
National	25.1148	14.310*
State	22.4217	
District	17.2498	
University	11.4231	

* $p < 0.01$

Table 2: Pos Hock Tukey: Level of Self confidence among different skills of Football Players

Categories According to Skills	National	State	District	University	N
National		*(1.3347)	* (2.1671)	* (2.3310)	37
State			* (1.1453)	* (1.2241)	23
District				*(1.1756)	23
University					36

* $p < 0.05$

The result showed that athletes in the categories of university skill exhibit lower level of self-confidence than categories of state and district, whereas national athletes showed the highest levels of self-confidence.

In Malaysia, no research has been done involving these four categories of skill, so this research fails to compare with previous research. However, many researchers has been supported that elite athletes inherited high level of self-confidence (Claudio & Laura, 2003; Hanton et al., 2003; Jones et al., 1994; Perry & William, 1998; Williams & Krane 1998). Therefore self confidence was considered the most powerful strategies to enhance performance among elite athletes (Hardy, Jones & Gould, 1996).

Furthermore, the level of anxiety is considered as one of the important factor influence self-confidence. According to Mahoney and Meyers (1989) and Lloyd and Mayes (1999), athletes of different levels of skill will show different levels of competitive anxiety. Athletes with low levels of skill, will experience higher levels of competitive anxiety. While those athletes whose highest achievement like national or state level, will experience low levels of anxiety. It is very common that low level skilled athletes experience higher levels of competitive anxiety (Wann, 1997). Therefore low level skilled athletes like district and university level experienced low level of self-confidence.

It might be that elite athletes are able to rely on coping strategies to reduce their competitive anxiety and enhance their confidence level. This was confirmed by Hackfort and Spielberger (1989), LeUnes and Nation (2002) who showed that elite athletes used coping strategies to reduce competitive anxiety. In other words, the highest usage of coping strategy techniques can differentiate between elite and non elite athletes. This research also has been supported Anshel, Williams and Williams (2000) that elite athletes are popular in using many kind of positive coping techniques.

Level of Sport Performance among different skills of Football Players

One way ANOVA showed significant differences of level of sport performance among categories of football players, $F(3,119) = 12.112, p < .01$. (Table 3).

Tabel 3 : Level of Sport Performance among different skills of Football Players

Categories According of Skills	Sport Performance	
	Mean	Value-F
National	18.3428	12.112*
State	16.0157	
District	12.2071	
University	13.4781	

* $p < 0.01$

Table 4: Post Hoc Tukey: Level of Self Performance among different skills of Football Players

Categories According to Skills	National	State	District	University	N
National		*(1.4145)	* (1.4144)	* (1.2146)	37
State			* (1.1121)	* (1.7701)	23
District				*(1.5473)	23
University					36

* $p < 0.05$

The result showed that athletes in the categories of district skill exhibit lower level of sport performance than categories of state and university, whereas national athletes showed the highest levels of sport performance.

Skill levels of the performers are one of the most important variables that will either facilitate or dampen the performance of the athletes. National and state athletes exhibit higher level of skill with a lot of experience and success in sport, and high level of self confidence, therefore it's not amazing that they scored the highest in sport performance.

Observation of the sport event also shows that most of the national and state level athletes perform stretching before the competition. Stretching is very important in increased flexibility, improved range of motion for the joints for a better balance, improved circulations since stretching increases blood flow to the muscles, promotes better posture, prevent muscles from getting tight and stress relief.

The Level of Self-Confidence and Sport Performance

The correlation coefficient of 0.019 was noted between the level of self-confidence and sport performance in the evaluation of 119 football players, which is significant ($P < .01$). In other words, the positive relationship existing between these variables is statistically significant (Table 5). Positive correlation indicates that both variables increase or decrease together.

Table 5: The Relationship between Self Confidence and Sport Performance among Football Players

Subject	Sport Performance
Self Confidence	0.019** (0.000)

* * $p < .01$

This research gained support from previous study on volleyball that sport confidence is very important factor in sport performance (Skinner, 2013). The result supported multidimensional model of sport-confidence as a predictors of satisfaction and performance success (Cox, 2011). According to this theory self confidence made changes in cognition, affect, and physiological arousal, followed by a change in behaviour, a change in performance, and finally a change in immediate outcome either success or failure. Therefore the level of self confidence determine the level of sport performance.

CONCLUSIONS

The findings of the research determined that there are differences in the level of confidence, showed by different categories of football players. These differences were related to their level of skill. The results showed that elite or national athletes exhibited higher levels of

confidence than non-elite athletes. High confident levels are very important in high sport performance.

Sport psychologists, sport counselors and coaches should use the present findings to recommend self confidence strategies to university and district level athletes to increase their level of performance.

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Coordination Of Relationship Skills Hands On Passing Game Ball State Student Extracurricular Sma 2 Lubuklinggau

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Abstract

Coordination is a person's ability to assemble into a variety of movement in one unit of time that is consistent with the movement and fit for purpose. In this study will be conducted tests hand-eye coordination. Hand-eye coordination tests conducted in the form of tests catch the ball throwing hand. The purpose of this study was to examine the relationship between hand-eye coordination to the passing ability in the game of handball extracurricular student SMAN 2 Lubuklinggau. This type of research is a correlation study. The sample in this study is the daughter of extracurricular student SMAN 2 Lubuklinggau totaling 30 students. Data analysis was performed by using the correlation coefficient test, significant test, and test the coefficient of determination. The results showed that there was a significant correlation between hand-eye coordination on the ability of the passing game handball extracurricular student SMAN 2 Lubuklinggau. As for the contribution of hand-eye coordination to the passing ability is large enough that 38.44%. As for the suggestion that researchers propose to sports fans handball, in order to apply the hand eye coordination exercises as an alternative form of exercise because exercise has proven effective in improving the ability of the technique, especially passing.

Keywords: Hand Eye Coordination, Passing, Games Handball

INTRODUCTION

In everyday life man can not be separated from sports activities, both as a recreational activity, as an achievement or just as a pastime. Formal education recognize sporting activities as a Physical Education and Health. In the 2010 field studies curriculum of Physical Education and Health aims to spur the growth and development of the physical, mental, emotional and social harmony in an effort to establish and develop motor skills, skills, instilling values, attitudes and healthy life habit.

One such game handball. Handball game at the moment is already known by most students, especially high school students. This is indicated by the presence of a tournament or championship handball high school level. Aside from that, handball is one of the subjects in the curriculum of Physical Education and Health at the high school. Handball is given as a form of extracurricular activities at school. Although there are only a hand ball game in extracurricular activities, but this game needs to be taught and well developed to improve the knowledge and abilities of students in PE activities. Through extracurricular activities, handball games can be developed and can attract students to become handball athlete.

In the game of handball, the main thing to learn is passing. Passing the handball game that attempts a handball player with how to use a particular technique whose goal is to turn over the ball he played it to a friend to be played on the field itself.

In the game of handball, especially in doing passing, it is necessary concentration, strength, and speed. To get a good passing ability required much exercise one through practice throwing catching the ball.

Based on field observations, researchers found that the majority of students who met at SMAN 2 Lubuklinggau particular extracurricular students say that they know the game sports there will hand the ball game but most of them do not know how to play it. Handball game is only given to students who participated in extracurricular handball.

Based on these observations, to encourage and inspire researchers to conduct research related to the handball game. This study titled relations student hand-eye coordination on the ability of the passing game handball extracurricular student SMAN 2 Lubuklinggau. The purpose of this study was to examine the relationship between hand-eye coordination to the passing ability in the game ball.

Basis Theory

According Suharno in Asmoro (2012: 21), coordination is the player's ability to weave some movement to be a movement that is aligned according to the purpose. Good coordination can change and move quickly from one movement pattern to another pattern of motion so motion be effective (Asmoro, 2012: 21). Skills that uses elements of coordination involves the coordination of the ankle (foot-eye coordination) or eye-hand coordination (eye-hand coordination) and eye-foot coordination and hands. Hand-eye coordination in this study is done by using the form catching a tennis ball throwing test.

Handball game was created principally aims to make the body or the human body can move and do activities so that the combustion in the body. Originator of the idea first for handball game is Max Heiden a German nationality (Rashid, W., 2010:1).

Games handball is a modification of the game of basketball and soccer which relies on proficiency hand to put the ball into the opposing goal. The game is played ball with the whole body, except the feet (Prasetyo, W., 2011).

In the game of handball there are also techniques that need to be learned by every player. According to Rashid, W. (2010: 13), to obtain a good technique in the game of handball, it is necessary or considered basic motion. If a player can perform a good motion, then he will be able to do a perfect technique, although the technique is a technique that is rough. Because the motion is a major factor whether or not the person doing the technique.

Passing the handball game that attempts a handball player with how to use a particular technique whose goal is to turn over the ball he played it to a friend to be played on the field itself. Passing the handball game that attempts a handball player with how to use a particular technique whose goal is to turn over the ball he played it to a friend to be played on the field itself.

Exercises that can support passing in a handball game should use exercises that contain elements of strength and speed. Such as catching a tennis ball throwing drills. This exercise was conducted in order to train the accuracy of eye and hand coordination to perform a boost to the ball so that the ball can achieve the desired goals. Through this exercise, the muscles of the hand are used to

perform a boost to the ball will be trained continuously and will result in an increase in the strength of the muscles. Thus it can help students to improve their ability to perform the urge to do passing the ball in hand ball game.

METHODS

This study is a correlation study that looked at the relationship of two variables (Arikunto, 1997). X variables in this study were hand-eye coordination extracurricular student SMAN 2 Lubuklinggau. Y variables in this study are passing ability in the game handball extracurricular student SMAN 2 Lubuklinggau.

The population in this study were all students in extracurricular handball SMAN 2 Lubuklinggau totaling 68 students consisting of 38 men's 30 daughters. The sample in this study is the daughter of extracurricular student SMAN 2 Lubuklinggau totaling 30 students. Selected students daughter because the physical condition of the student is weak, especially in the passing ability.

Table 1. Sample Research

No	Kelas	Putri
1	X	12
2	XI	10
3	XII	8
Jumlah		30

This research was conducted at SMAN 2 Lubuklinggau. Research carried out for approximately 1 week. When the study carried out during the day after school from 13.30 until 14.30 pm.

Data collection procedures used by researchers is to conduct direct observations of students with a hand eye coordination test that uses catch a tennis ball throwing test based on the book Ismaryati (2008) and passing ability tests are guided by Adnan (2005). The research instrument used is by using hand-eye coordination test is through the test throwing catching tennis balls and passing ability tests. The way of exercising their hand eye coordination test is as follows:

Tests catching a tennis ball throwing according Ismaryati (2008: 54):
Objective: to measure hand-eye coordination. Equipment: tennis ball and the target wall.

Implementation:

- With one hand and with the other captured.
- Prior to the test, testi should try first to feel familiar.

Assessment:

- Each throw that hit and caught obtain a value of one.
- To obtain a single value: the ball must be thrown from the bottom (underarm), the ball must hit the target, the ball should be immediately arrested without a hitch hands before, testi not move or move outside the boundary line to catch the ball.
- Total value of the first 10 shots and 10 shots a second. The total value of which may be achieved is 20.

As for passing the test execution by Adnan (2005: 68) are as follows:

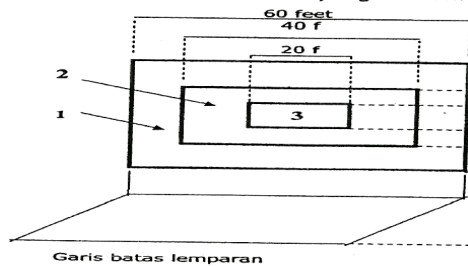


Figure 2. Field Test Passing

- Testi stood up from behind the line with the ball in hand.
- Throw the ball stricken target 10 times.
- Shot using hook past or chest pass.
- Any ball that goes objectives appropriate to the rated value of the target.
- If the ball touches the boundary rated high goals.
- Throw that beyond the targets are given a value of zero.

Score is the sum of the scores goals testy subject to the ball in the 10 tosses.

Methods of data analysis will be done by using correlation test sederhana at the level of 95%. The formula is simple correlation test are as follows:

$$r_{xy} = \frac{(n \sum xy) - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Coefficient r simple denoted (r) is a measure of the direction and power of the linear relationship between two independent variables (X) and the dependent variable (Y), with r values ranging provisions of the price $(-1 \leq r \leq +1)$. If the value of $r = -1$ means a perfect negative correlation (stating the relation between X and Y is negative and very strong), $r = 0$ means no correlation, $r = 1$ means very strong correlation with the positive direction. While the meaning of r price will be consulted with the table.

Furthermore, the significance test (significance) function if researchers want to find the meaning of the relationship variable X to Y.

$$t = \frac{r\sqrt{(n-2)}}{\sqrt{1-r^2}}$$

Specification:

t = significance / meaningfulness

r = correlation coefficient

n = number of samples

Next determine the coefficient of determination to see the amount of value the contribution of variable X to variable Y with the following formula:

$$KD = r^2 \times 100\%$$

Specification:

KD = Coefficient of Determination
 r^2 = coefficient of correlation

RESULTS AND DISCUSSION

Based on the results of a study of students' extracurricular SMAN 2 Lubuk Linggau, test results obtained through the hand eye coordination catching a tennis ball throwing test students showed that the level of coordination between the students with other students who are different. There are some students who have low levels of hand-eye coordination, but most have the hand eye coordination level is high enough. Hand eye coordination level consists of several types as expressed by Meinel in Syfruddin (2011: 183), relating to the exercise motion, the motion can be classified on the coordination of movement with rough and smooth movements with coordination and movement coordination with the finest or the best. At the level of coordination rough, still a lot of mistakes in the first movement when performing difficult movements. At the level of smooth coordination of these conditions have changed in better condition. At the finest level of coordination (best), a person is able to perform a movement almost without fault movement.

The analysis showed that the relationship between the level of the hand-eye coordination strong passing ability. This is indicated by the test results show that the correlation coefficient $r = 0.62$ count. Based on the relationship level table variable, compute $r = 0.62$, including the strong relationship.

Further analysis to see the effect of hand-eye coordination to the passing ability. The analysis shows that there is significant influence or means of hand-eye coordination (X) of the passing ability (Y).

Having in mind there is influence between the two variables X and Y then tested the coordination coefficient to see the contribution of variable X to variable Y. The analysis shows that the contribution of variable X (hand-eye coordination) to variable Y (passing ability) of 38.44%. These results indicate that there is a significant relationship between the hand eye coordination to the passing ability.

These results are in accordance with that expressed by Widiastuti (2011: 18) that coordination is the ability to perform movements or work properly and efficiently. Coordination states harmonious relationship of various factors that occur on a motion. Coordinative ability is a good basis for learning abilities that are sensomotoric, the better the level of coordination, will be more quickly and effectively too difficult movements can be performed. Thus, from the results obtained when the students have good coordination skills will have an impact on the passing of the student movement. So that the results showed an association between hand-eye coordination and passing.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the results of research and analysis of the results of this study concluded that there is a connection to the hand-eye coordination ability of the passing game handball in extracurricular student SMAN 2 Lubuk Linggau. The

relationship is characterized by the contribution of hand-eye coordination to the passing ability signifikan enough or mean of 38.44%.

Recommendations

Based on the results of thorough research by the author, the author gives suggestions as follows:

1. In handball sports fans, can apply hand-eye coordination exercises as an alternative form of exercise because exercise has proven effective in improving the ability of the technique, especially passing.
2. For extra teacher in the school, should be able to provide intensive training to the technical capability of passing siswa for students to play ball with both hands. And also must consider the ability of other techniques.
3. For further research, should be able to do a similar study with the view that there is a paucity of research to increase knowledge in sports, especially handball.

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Exercise Load Capability Using Pulleys Cast Of Discs On Student Activities Extracurricular

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Abstract

This study aims to determine whether there was an effect of weight training using a pulley on the ability of throwing in extra-curricular activities of students PE Medan State University. This type of quasi-experimental study . Where the student population in extracurricular activities PE son Medan State University totaling 20 students son wholly into the experimental group treated with weight training using a pulley . The instrument used was a throw discs with ratings measured using a meter . Before given weight training using the pulley 20 extracurricular student pre - test with the highest value and lowest value 11:23 7:08 Meters Meters with an average pretest throwing abilities 8.96 meters , after 20 male students extracurricular pre - test is then treated using a weight training pulley for 6 weeks with a frequency of 3 days in one week , after 6 weeks of untreated and exercise do posttest to see the level of throwing with the highest value and lowest value 14:27 9:22 Meters Meters , with an average posttest throwing ability 11.97meter . This study shows that weight training using a pulley can affect the ability of the disc throws before treated with exercise , so that experienced an average increase in the ability of throwing 2:42 Meter . Data analysis technique used is the normality test and test hepotesis . The results of the t test = 5.90 , while t table = 1.73 . Thus there is the influence of " exercise Charges Against Using Pulleys Discus Throw Ability In PE Student Extracurricular Activities Medan State University" .

Keywords : Weight Training Using Pulleys , Discus Throw ability .

INTRODUCTION

Sport is a requirement of every human being , the relationship they can not be separated. Currently the sport is an activity that is very important, because the sport is a physical movement and useful for health . Humans who have a definite sense in everyday life passed with such a positive thing to maintain a healthy body , usually they always do sports . Sports taught early either in formal or non-formal education . In everyday life such as children are taught by their parents to walk, run , jump , jumping and throwing . Once children enter school , the subjects taught by the teacher is an effort to improve the health of the body such as physical education and recreation are the foundation for the overall development and sustainable sport , a process which can not be separated to cultivate a positive attitude toward school and education , in order to stimulate exercise and physical activity .

According Sjarifoeddin (1985 : 10) sports are forms of physical activity which is present in games or contests , and intensive physical activity in order to gain the victory recreation and optimal performance . According Khomsin (2011 : 2) athletics is one of the most important sport in the implementation of the modern Olympics , athletics dilaksanakan in all countries because of the values contained therein education , plays

a very important in the development of the physical condition , often also be the principal basis for the achievement of optimal development for other sports and even can be considered as a measure of the progress of a country . Athletics could be grouped into a number , that number street , running, throwing and jumping . Fourth race number has branches respectively .

Discus throwing is one belonging athletics throwing events and individuals , throwing a component part of the basic movements performed limbs . Throwing an athletic exercise carried out in the lateral direction of the throw . According Sjarifoeddin (1985 : 67) there are two ways of throwing the prefix menyamping direction of the throw . Good discus thrower to achieve a peak performance can only be produced by a coaching program organized way of gradual and sustainable in the long run . Based on the association to support the ability of throwing the necessary training programmed , to get maximum results , the existence of special exercises according to their needs such as weight training .

Based on observations and observations in PE University of Medan on student extracurricular activities , amounting to 20 student son son mengalami trouble doing throw discs caused by lack of motor coordination and lack of body balance arm muscle strength , so that the PE extracurricular activities Medan State University during throwing less than the maximum . Therefore, this study intends to provide weight training using a pulley for discus throwing ability , So PE Medan State University who follows the extracurricular activities totaling 20 male students at the time of throwing ability in order to obtain maximum results .

Pulley comes from the Greek Quattuor . Pulley is a solid wheel or disc which rotates on its axis . Pulleys in Indonesian called hoist or hoist , who skipped rope or chain for lifting weights , pulleys benefits in daily life is quite diverse , for example, to lift objects , fetching water from the well .

Pulleys are also typically used in a circuit that is designed for the force required to lift a load .

Someone training using weights , but not get the desired results , as happens in weight training with one and only technique that mimics the movement of people without knowing their true purpose . The exercises will be given that the load using the pulley by hand pull mine / rope is loaded via a pulley . After doing weight training and then do the test by doing throwing the measured away . So after being given the expected mahamahasiswa weight training can increase throwing as expected . If the student can perform throwing as expected , it will be easier to exercise mahamahasiswa throwing well .

Based on the background of this research is very interested in conducting research related to athletics in particular discus throwing events , as a step to encourage students to be more active and love athletics , the researchers gave weight training using a pulley to mahamahasiswa PE University of Medan which amounted to 20 students with aim to determine the ability of discus throwing , hence the title of researchers will study titled , "The Effect of Weight Training Using Pulleys Against discus Throw ability in PE student Extracurricular Activities University of Medan

Identification Problem

Based on the description of the background of the above problems , it can identify

problems in the research include:

- a. The poor ability of throwing .
- b . Strength of arm and shoulder muscles are still not good .
- c . Weight training using a pulley that is done regularly and systematically improve the ability of throwing

Restrictions Problem. of the identification problem, so restrictions on the problem in this research is to use weight training pulley on the ability of throwing in extra-curricular activities of students pe medan state univeristy

Problem Formulation. Based on the background , problem identification and restriction of the above problems , the formulation of the problem of this research is : Is there an effect of weight training using the pulley on the ability of throwing on the activities of PE student esktrakurikuler State University of Medan ?

Research Purposes. The purpose of this study was to determine the effect of weight training using the pulley on the ability of throwing in extra-curricular activities

Benefits Research

- a. For researchers of this study is useful to determine the effect of weight training on the ability to use traditional pulley throwing in extra-curricular activities of students son PE Medan State Univeristy .
- b . For the coaches and PE teachers can provide input in drafting the form of exercises to improve athletic performance in sports , especially throwing branch number .
- c . This study is expected to be used as reading material and a kind of reference for researchers in the future

Discus Throw

Athletic sports , especially throwing in principle not much different from the number shot put . Discus throwing athlete does have great posture , muscular and strong as a reflection of the power of throwing or reject owned by the big and burly . But not the athlete shall mean the thrower must have a large and stocky body , it's all they do not guarantee success in the throw . Possible , one athlete who has a moderate posture , but he has the power of a strong throw . Therefore thrower athlete must have the ability dexterity elements , timeliness , besides the main factors that force (kriston , 1987 : 17) Thus the above opinion of a discus thrower must have the agility , kecapatan , body balance and strength , according to (Sjariffudin 1987 : 54) Sport throwing has been around since the ancient Olympics . In discus throwing competition , athletes compete throwing a disc-shaped object as far as possible to follow the regulations . Discus Throw raced for both men and women . Discus Throw is also one race athletic throwing events .

Lempar Cakram

Techniques will be throwing prefix when done in the form of standing sideways movement throws the disc sectors . Mechanical prefix throw this disc should be done well because it will determine the outcome of the maximum throw .

According Sjarifoeddin (1979 : 113) How do prefix current techniques will throw discs are as follows :

1. Take a good position , standing sideways direction of the throw discs , legs wide apart and slightly bent body weight rests on both legs .

2. Concentrate on doing prefix throw so steady , then the disc is swayed back and forth back and left to right . This movement is repeated two or three times a prefix followed the movement , how to perform are as follows :

a) The arm holding the right rear disc swung laterally followed choose body movement , arm also follow the movement of the body slightly bent in front of the front of the chest , one leg slightly bent and body weight at the foot of the bent portion and then follow the movements of the body with the heel slightly raised .

b) Then , the disc swung laterally right or left followed by the body as well , weight kekaki moved left , right foot loose and slightly raised heel .

c) Further movement laterally disc swing right and left rear is repeated until the disc followed by the throwing motion .

Doing throw is standing upright with stepped forward then the position of one foot behind , then followed by the position of the body facing the direction of the throw or where the disc will fall after being thrown . Right hand or left hand holding the disc properly and not raw , hands one hand while keeping the balance of the body . Ways To achieve the maximum distance in discus throwing , must balance the three components, namely speed , technique and strength . (Surayin 1986: 18) .

Katrol

According to Pate et al (1993 : 317) Exercise can be defined as the systematic participation in exercises aimed at improving the physical functional capacity and endurance exercises . Exercise pulley is a technique that promotes the ability of the arm muscles . Pulley is a tool to pull the load . According Harsono (1988 : 183) in addition to the barbell can also be used alal - tool with rubber , load using pulleys and tools that can be applied for the purposes of the load .

Thus pulley is one of the ways or techniques that prioritize helping hand strength capability / throws with one arm in arm , like a discus throwing .

Based on the understanding pulley , an engineering tool for lifting the pull motion mine or rope which contains a load of sand put in sacks weighing 4 kg and instructions as for training , namely :

Standing towards the throw or back to the pulley

1. One of the fore foot point in keeping the balance
2. Arm aligned to the rear side to hold mine / rope that contains the load , with as if ready to throw the disc
3. Movement interesting performed repeatedly

According Harsono (1988 : 196) weight training is the basis and is to be a coach and athlete . Weight training is a fundamental principle of training to gain increased workability . The ability of a person can be increased if it gets stimulation in the form load enough practice .

Hyphotesize

Based on the study of theory and frameworks above can be hypothesized as follows :

Ho : There is no effect of weight training using a pulley on the ability of throwing in extra-curricular activities of students son PE Medan State Univeristy .

Ha : There is the effect of weight training using the pulley on the ability of throwing in extra-curricular activities of students son PE Medan State Univeristy

METHODS

Type and Design Research

The research is a quasi-experiment , which is aimed to determine the effect of weight training using the pulley on the ability of throwing in extra-curricular activities of students PE Medan State Univeristy

Study Design

In this research study design experimentation using pseudo (qausi - experimentation) with pre - test and post - test group design can be seen as follows :

Table 1. Study Design Pre - test and Post - test One Group Design (**Arikunto 2010: 84**)

O ₁	X	O ₂
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Keterangan : O₁ = Pretest

X = Treatment

O₂ = Posttest

Time and Place Research. The study, carried out , in February 2014, at the University of Medan PE students

Population and Sample. The population of this study is on extracurricular activities amounted to 20 students .

Instrument Capabilities Long Jump

There are several things that must be considered in conducting tests skills in athletics throwing , as follows :

a. preparation tool

The tools used are:

1. Preparation of field
2. whistle
3. meter
4. Book recording the results
5. Ribbon / rope

b . implementation

To obtain the necessary data in this study , the tests were given to students as follows :

1. Initial tests (pretest) , which throws test prefix to throw the disc from the disc before the end of the given exercise .
2. Provision of training (Treatment) giving treatment for 20 sessions .
3. The final test (posttest) , which tests after being given training at the time of the last meeting .

c . valuation

For the assessment of the results of throwing note of the results of pretest and posttest appropriate level of students' ability to perform well throwing maupn pretest posttest with measured using a meter . While the burden of training method using a pulley after students perform pretest .

Data Analysis Techniques

The method of data analysis is a way in which to obtain or analyze the data obtained . The analysis aims at truth hypothesis has been formulated . A hypothesis will be accepted or rejected depending on the result of the data . Statistical data analysis technique that researchers used in this study is t - test . The steps are as follows :

- a) test data normality
- b) Test the hypothesis

RESULTS AND DISCUSSION

Discussion

From the research that has been done above , it can be concluded that weight training using a pulley affect the ability of throwing . The existence of these effects showed that weight training using a pulley can be used to improve the ability of throwing away . Exercises are used in particular by one hand pull mine strung passes towards the front pulley containing sand or load . Movement of weight training using a pulley carried out in accordance with the technique of doing lempara discs . After doing the exercise with a predetermined period of time , then do a test throwing . Exercises are used to enhance the ability of throwing is the load latihan menggunakan pulley . This research has been conducted on student extracurricular activities PE son Medan State Univeristy students numbering 20 men . The entire sample did pretest . The entire 20 male students who perform pretest used experimental group is given a weight training using a pulley for 6 weeks with a frequency of exercise 3 times a week . extracurricular .

The results of the initial test (pretest) is known that the ability of throwing in extra-curricular activities of students son with the value furthest 11.23 meters and the lowest value of 7.08 meters so that the average ability of the initial test (pretest) 8.96 meters . After treatment using a pulley weight training for 6 weeks with a frequency of exercise 3 times a week turns out there is an average increase of differences 2:42 meter final test (posttest) to the initial test (pretest) , so that the final test (posttest) 14:27 meters farthest value while the value of nearest 9.22 meters , so that the average final test (posttest) 11.97 meters . Those results that weight training using a pulley there is an influence on the ability of discus throwing . After the test pretest and posttest data is normally distributed , can be done at testing the hypothesis using the " t test " . Criteria for testing hypotheses accept H_0 if $t < t_{table} (1 - \alpha)$ and reject H_0 if $t > t_{table} (1 - \alpha)$, where $t (1 - \alpha)$ is obtained from the t distribution table t with $df =$ and opportunities $t (1 - \alpha)$. At $t = 5.90$ can while the $t_{table} 0.95 = 1.73$ so $t = 5.90 > t_{table} = 1.73$. Thus the use of weight training pulley significant effect on the ability of throwing on esktrakurikuler activities.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Conclusions based on the results and discussion , namely :

- a. Having given training for 6 weeks with a frequency of 3 a week there is no effect of weight training using the pulley on the ability of throwing in extra-curricular activities of students son PE Medan State Univeristy .

- b . Where pretest nearest throwing 7.08 meters and 11.23 meters farthest in extracurricular student activities Medan State Univeristy PE son with average pretest 8.96 Meters . After being given a weight training using a pulley for 6 weeks 3 days training frequency in 1 week with posttest throwing nearest and farthest 9.22 meters 14.27 meters with an average of 11.97 meters so posttest mean throwing ability is increased of 2,42 meters .
- c . The testing criteria can $t = 5.90$, while t table $0.95 = 1.73$. So $t = 5.90 > t$ table = 1.73 . Thus the weight training using pulleys no significant effect on the ability of throwing on activities esktrakurikuler

5 Suggestions

After the conclusion drawn from the results of action research , it can be put forward several suggestions in relation

- a) For sports fans in particular athletic throwing numbers use weight training using a pulley as a form of exercise , because the exercise no influence results discus throw . For athletes or students that aims to improve the ability of throwing according to the desired use weight training using a pulley .
- b) For teachers of physical education and health in order to always be creative , innovative and active in providing other forms of exercise in athletic sports , especially throwing numbers .

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Building Character Of Leadership And Entrepreneurship To Improve Competitiveness In Education

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Abstract

The result of PERC (Political and Economical Risk Consultancy) study indicates that educational competitiveness in Indonesia is much lower than those of other ASIAN countries. The weaknesses encountered in Indonesian education are among others: output, human resource, and educational system. The Indonesian government has actually tried to improve human resource and educational system, but it has so far despised the value of output. School and college graduates must be prepared to face global competition particularly when facing the Asian Economic Community (AEC) by 2015. One of the effective ways of preparing competitive graduates is through counseling the students to possess the character of leadership and entrepreneurship. These two important attitudes have recently been oriented only to those in charge of managing education not to the students who also require the two competitive attitudes. Entrepreneurship has even included in the curriculum in spite of only superficial and basic concepts causing the impact to be still far from what expected to improve competitiveness in education. One of the effective attempts to improve competitive power in education is therefore by building character of leadership and entrepreneurship.

Key words: PERC, AEC, leadership ,entrepreneurship, superficial, competitive power.

INTRODUCTION

By the year 2015, our country, Indonesia, faces an era requiring that we must get capacity of competing other countries in any ways of life particularly because the nation will be encountered with ASEAN Economic Community (AEC). AEC enables ASEAN countries to work and take over job opportunities in our country. Unfortunately, low quality of education will become one of the factors that may weaken competitiveness. A study conducted by Political and Economical Risk Consultancy (PERC), 2005, shows that the Indonesian quality of education still places the twelfth position as compared to other eleven Asian countries. The fact generally indicates that Indonesia is now facing a problem in competing with other nations regionally and worldwide in the field of education. The Directorate General for Primary and Secondary Education, Department of National Education (2000) claims that one of the weaknesses of national education system is that it despises the value of output. The competence standard gained by the students to compete with those of other countries after a process of education has not appropriately considered by the government.

The problem is that whether or not the institutional education has been managed to achieve the expected goal. Educational good governance can be viewed from some indicators, they are among others: National Examination, percentage of outputs, dropout rate, numbers of repeaters, and rate of further study. These quantitative indicators are relatively easy to measure, but more important indicators, which should not be ignored, are qualitative ones comprising of belief in and faith to God, good character, being healthy, being knowledgeable, skill, creativity, being autonomous, and becoming democratic and responsible citizens. These qualitative indicators pertain to students' character building to possess entrepreneurship skill to compete with others. (Kemendiknas 2010:1)

Basically education provides opportunity to all children to dig up their potential in terms of developing knowledge and skills. It is expected that through education, young generation may be prepared to be an excellent, effective, and competitive generation. To materialize the expected goal, the former minister of Education, M. Nuh, has focused the Long-Term Development Plan in National Education on regional competitiveness. The above minister policy also states that the life skills like creativity, leadership, and entrepreneurship can support the enhancement of our educational competitiveness. This article will therefore describe the enhancement of educational competitiveness in terms of leadership and entrepreneurship.

Material and Method

The method used in writing this article is literature study on skill development of leadership and entrepreneurship in education.

a. Leadership

Leadership is the ability to transform vision into reality. Leadership also refers to the ability to influence oneself (self leadership), team (team leadership), and all people in the organization (organizational leadership). An effective leader should assist the organization to change from good to great, incremental to transformational and high commitment to high performance. An effective leader should also possess at least four Es; Energy (possessing professionalism spirit), Energize (encouraging other people to move on), Edge (thinking fast and effectively), and Execution (possessing capability of materializing all plans).

Ordway Tead has another definition of leadership as the activity influencing people to cooperate some goal which they come to find desirable. While Saros (1996) states that leadership is the purposeful behaviour of influencing others to contribute to a commonly agreed goal for the benefit of individual as well as the organization or common good. From the definition above, we may imply that first, a leader is someone who is able to arouse and motivate other people for satisfactory performance. Second, leadership involves other people or followers. Third, leading other people is affected by situational settings. Leadership in education refers to the capability of influencing, guiding, directing, and activating the school staff to effectively work for the desired educational goal. When related to character education, leadership refers not only to leading system in education (DGHE, Office of Educational Service, School, and Principals) but also to character education formulated by the government to enable students ready for competitive job opportunities.

b. Entrepreneurship

Raymond (1995) defines entrepreneurship as a process of creating new ideas or innovation to get prosperity or added values both individually and socially. An entrepreneur will be able to take advantage of developing a business on to improve his life (Kemendiknas, 2010) as Zimmerer states that an entrepreneur is one who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying opportunities.

Entrepreneurship in education refers to continuous hard effort of educational institution to have its quality. Entrepreneurship should not only be possessed by educational human resources like school managements and teachers but should also be learned by students. In the national curriculum, entrepreneurship has been included and the related material should be learned by the students and applied in their daily

life. Favorable values in entrepreneurship should be internalized by the students in the learning process. The values include autonomous, creative, risk-taking, acting, leading, hardworking, honest, disciplined, innovative, responsible, cooperative, unflagging, committed, realistic, curious, communicative and motivated to be successful (Kemendiknas, 2010:10-11).

Result and Discussion

Competitiveness in Indonesian Education

Michael Porter (1990) states that competitiveness represents productivity referring to the output resulting from laboring. There are four factors influencing competitiveness of a nation: (1) strategy, structure and competitiveness level of corporation; (2) available resources of a country including human, raw material, knowledge, capital, and infrastructures; (3) domestic demand; (4) available industry related to international competitiveness.

The responsibility of developing education does not only lie on the government, but all educational stakeholders should cooperate and be involved in every attempt to achieve the national education goal. As mentioned in the introduction Indonesia is still left behind compared to other Asian countries. The indicators used by PERC cover (1) the whole impression of educational system in a country; (2) the population undergoing primary education; (3) the population undergoing secondary education; (4) the population experiencing higher education; (5) operational cost for education; (6) the availability of productive labourers; (7) the availability of management staff; (8) level of laborers skill; (9) work ethic; (10) English proficiency; (11) proficiency of other foreign languages; (12) hi-tech competence; (13) level of work performance; (14) labour turnover.

Sumarto (2002:1) states that the success of a nation in developing education becomes an indicator of the nation development. The educational weaknesses that results in low competitiveness comprise of:

1. Output

The government has so far paid less attention to the output, but, instead, it seems to be more concern about the input and process of education including curriculum standardization, facility procurement, and teacher training. A crucial factor for competitiveness in the form of the competence that should be mastered by the students has been neglected.

The former minister of education, M. Nuh, states that character education is so crucial that it should be added to the national curriculum. There are three basic functions of character education: (a) as the filter function towards both favorable and unfavorable culture values; (b) as the improvement function that is to strengthen national education raw in developing students' potential to be more civilized; (c) as the developing function to build students' attitude and behaviors reflecting the national culture and character.

2. Educational System

The second weakness of education is the top-down policy system. The education system has not given enough opportunity to the students in the learning process. The students' brain is considered to be a safe box that should be filled in by the teacher when necessary. The students only receive the knowledge transferred by the teacher through spoon-fed system.

There has been a tendency that all educational problems including low quality is imposed on the students. The improvement is not on heightening the educational quality by applying Total Quality Management in Education (TQME), but instead, on burdening the students with more learning materials. In developed countries, the role of teachers should cover the discrepancy among students in the class, so that there is no such thing as failure.

3. Human Resource Quality

The other educational weakness is the quality of human resource. Qualified teachers will undeniably result in quality education. Almost all nations have the policy to develop qualified teachers. The governments of many countries may give direct intervention on quality assurance and teachers prosperity like in Singapore, South Korea, Japan, and the United States. In Indonesia, the policy of teachers' certification is one of the attempts to improve teachers' competence leading to professional teachers. Teachers' certificate is a formal evidence of professional teachers and lecturers (UU No 14 Tahun 2005).

As a vital role in educational process, teachers should be able to build students characters. They should also have good character, intelligence, and moral values to create human resource with high competitiveness.

Leadership and Entrepreneurship in Improving Educational competitiveness

The first important effort to improve competitiveness is to manage technical aspects in education. In addition, other aspects like government policy, education governance, should not be neglected. Getting into the global market, competitive human resource and product (tangible and intangible) should be strengthened. Competitiveness can only be achieved by producing quality works and innovation required by global market.

The problems in educational competition may be overcome by improving educational management so that the nation will be ready to get into ASEAN Economy Community (AEC) in 2015. The management improvement should consider selection and development of all required resources to get a better competitive output that are able to be self employed. Producing productive labourers requires quality and relevant education. Developing leadership and entrepreneurship is badly needed to improve educational competitiveness in Indonesia. By developing these two characters, the students are trained to encounter job opportunities which, in turn, will improve human development index (HDI). Indonesia low HDI and high rate of unemployment is another challenge to face and to solve. Formal education plays an important role in improving students' competitiveness and self-independence through entrepreneurship. Entrepreneurship is a key to the nation's autonomy and competitiveness. Entrepreneurship can be implicitly covered in the curriculum and contextually practiced in daily life to give added value for the students' socio-economic skill. The students with entrepreneurship character will have intelligence, skill, ideas, and communicative performance to assure other people. (UU Sisdiknas No 20 Thn 2003) Entrepreneurship character should be initiated from early education and last in life-long education. It should be established in habits to make someone problem finder and problem solver.

CONCLUSION

Leadership refers to the ability to transform vision into reality. Leadership also refers to the ability to influence oneself (self leadership), team (team leadership), and all

people in the organization (organizational leadership) and converting the condition from good to great, incremental to transformational and high commitment to high performance.

While entrepreneurship refers to a process of creating new ideas or innovation to get prosperity or added values both individually and socially. Leadership and entrepreneurship play an important role in improving competitiveness. Therefore, they should be included in the national curriculum.

Competitiveness is a main factor in an attempt to achieve the national goal. Every nation tries hard to win competition by excelling other nations. To achieve its goal, a nation will empower their peoples in terms of their competence and competitiveness. The excellent competence of human resource represents the spirit and character of entrepreneurship. Competitiveness will therefore, come into existence if the majority of the population has applied the characters of leadership and entrepreneurship. Meanwhile, these characters can be developed through education.

In relation to young generation, leadership and entrepreneurship will become a continuous attempt to make it excellent and skillful generation. Leadership, entrepreneurship and young generation are the combination of attitude, character, behavior, and spirit for building leadership and entrepreneurship supported by trainings and required skills to improve educational competitiveness. A good leader will be a good entrepreneur, but a good entrepreneur is not always a good leader.

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Energy Intake during Volleyball Training Camp Athlete of Week Sports National Student (POMNAS) West Sumatera

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Abstract

The purpose of the study to determine the energy intake when training camp in volleyball athlete of the National Student Sports Week (POMNAS) West Sumatra in 2013. The design of this study was a descriptive study. The population study was the volleyball athlete of the National Student Sports Week (POMNAS) West Sumatra in 2013, amounting to 24 people, 12 male athletes and 12 female athletes. Sampling was done with a total sampling design. To obtain research data used BMI testing and using questionnaires. Data were analyzed using descriptive statistical. The results of the study showed that ; 1) Most of the nutritional status of male's volleyball athletes have a normal weight by 66.67 % and overweight by 33.33 % and most of the nutritional status of women's volleyball athletes have less weight by 1 person 8.33 % , normal weight were 83.33% and overweight by 8.33% , 2). There were 4 male athletes who were not balanced between food consumption and physical activity and 8 balanced between food consumption and physical activity, and 3) there were 2 women athletes were not balanced between food consumption and physical activity and 10 were balanced between food consumption and physical activity.

Keywords: Energy Intake, POMNAS, Volleyball

INTRODUCTION

Of the many sports today, one that should receive attention and coaching sports sport is volleyball. Sports volleyball is a sport popular and in demand by the people of Indonesia. Popularity of volleyball in the community and students proved to often hold championships between clubs in Indonesia. Championship held aims to foster a reliable volleyball players and potential to be a team that will be able to scent the region in national and international championships.

West Sumatra is one of the province develop volleyball sport to achieve the feat. In sports volleyball feeding with adequate nutrition greatly affects the athlete's performance. An athlete who consumes foods with balanced nutrition in a planned and programmed will be the optimal nutritional status and are able to maintain excellent achievement. Many clubs that provide guidance for creating a potentially defend volleyball athletes areas to the level of national, regional and international, especially in West Sumatra.

National Student Sports Week (POMNAS) is a national student sports event held 2 (two) years, as a sports event that is part of the nation's history and involvement in developing the sport in the country. POMNAS have a role in coaching and

search quality seeds, especially students from universities across Indonesia. National Student Sports Week (POMNAS) XIII 2013 DIY held as part of the Student Sports Competitions system. POMNAS XIII of 2013 is organizing sporting event held in the multi-event.

A results POMNAS standings in 2011, West Sumatra is ranked seventh, especially in sports volleyball West Sumatra has a poor performance. Men's volleyball team just up the preliminary round, while daughter until eight. Closure POMNAS 2011 was the final match of women's and men's volleyball. A woman's final against Jakarta Provincial against Banten province where the women's team won a gold medal Jakarta. As for the men's volleyball final, the men's team defeated Central Java Jakarta with a score of 3-0, and won the gold medal.

There are several factors that affect the athlete's performance as nutrition and diet, nutrition plays a role as an energy supply, build, and maintains body tissues, as well as regulates the processes of life in the body. It is that nutrition can support the achievement of athletes with intake / right dose, no excess or shortage of needs. In addition, the motivation is also a contributing factor athletic performance, according to Whitaker in Soemanto (1990: 193) gives the sense of motivation as conditions or circumstances which enable or encourage beings to behave goals posed by the motivation. Without desire and encouragement from outside of the athlete, the athlete is very difficult to achieve the goal.

In implementing the training program should make an exercise program, how much time will be in need of implementation. According Delorme and Watkin in Sajoto (1988: 119) states "training program held four times per week, for 6 weeks was effective". This is an exercise that is programmed that will deliver results and goals to be achieved.

The coach is someone who is very important in determining athletic performance. Coaches must have a firm stance and discipline in developing athletes. According Sudibyo (2002: 75) needs to be developed in fostering democratic athletes, among others, also taking into account the opinion, suggestions and complaints athletes. In addition, facilities and infrastructure in sport athlete must be fulfilled in order to be able to exercise comfortably and certainly can support athletic performance. As well as the environment and the family, and the family environment is a factor that influences from outside the athletes. Encouragement of parents is crucial achievements of athletes, while the environment is how athletes socialize.

Judging from the results of the final standings POMNAS in 2011 and based on the information obtained from the caretaker volleyball POMNAS, that the intake of energy and nutrients to the volleyball athletes less attention. Perhaps this is what makes the achievements obtained do not conform to what is expected. I would do some research on the scope of the Energy Intake Overview When Centering Exercise in Athletes volleyball POMNAS West Sumatra in 2013.

As you well know, that game volleyball is a sport that is popular with the public in the world, both as a sports game or school sports and recreation. The basic idea of the game volleyball is missed the ball through the opponent's area on the net and tried to shut down the opponent the ball area.

Nutrition comes from the Arabic "Ghidza" which means food. Classically nutritional word only associated with physical health, which is to provide energy,

build, and maintain body tissues, as well as regulate the processes of life in the body. According to Sunita Almatsier (2009: 3) Food is a material other than drug-containing substances or nutrients and elements / chemical bonds that can be converted into nutrients by the body, which is useful if inserted into the body.

According Vrause in Syafrizar and Wilda Welis (2008: 2) Nutritional science is the study of food in relation to the well-being of the body covering the needs of the food, the value of food, maintenance food for certain age groups and activities. Meanwhile, according to the Syafrizar Yean Bogert and Wilda Welis (2008: 2) Nutritional science is the study of feeding the body setepat- precisely for growth, maintenance and repair. Meanwhile, according to Sunita Almatsier (2009: 3) Nutritional status is a condition of the body as a result of the consumption of food and the use of nutritional substances. Distinguished between poor nutritional status, less, better, and more. Based on expert opinion on the above it can be argued that the science of nutrition is the study of the relationship with the health food / nutrition science pertaining to food with the human body. The principle of feeding for athletes is a member in accordance with the input of nutrients the body needs. Referred to as the body needs adalan can replace and provide nutrients that have been and will be used to run the metabolic processes that provide physical fitness.

In order for food to support the athletes performance improvement, the food provided should be in the amount and sususnan right, should not be an excess or shortage of needs. Because excess or deficiency can cause metabolic changes that may be unwanted and disturbing changes in metabolism as a result of the exercise so that the achievements of the athletes are not as expected.

METHODS

This study is a descriptive meaning describe a state, condition, circumstances, events, activities and others. In accordance with the opinion Arikunto (1990: 351) that dekskriptif is a research study meant to gather information about the status or a symptom that is done. Where the research was conducted in Gor Padang State University which is located in Freshwater Padang, while the time the study was conducted in November 2013.

According Sugiyono (2006: 117) population is a generalization region consisting of the object / subject that has a certain quantity and characteristics set by the investigators to be studied, researched and then drawn conclusions. The populations in this study are all volleyball athletes POMNAS West Sumatra in 2013, both men's and women which amounted to 24 people.

Given the relatively small number of population, the entire population of 24 people sampled (the entire volleyball athletes POMNAS West Sumatra 2013 son and daughter). The sampling technique used in this study is total sampling. A data collection technique in this research is to spread the questionnaire or questionnaires to obtain information and an overview of the current energy intake in athlete's volleyball training camp POMNAS West Sumatra 2013. Anthropometric data processing for the assessment of nutritional status can be done is look at the nutritional status by calculating the Body Mass Index (BMI) or body mass index (BMI), by the formula:

To obtain a clearer picture of the problems of energy intake when training camp in West Sumatra POMNAS volleyball athletes in 2013 first made approach interviews with respondents who can provide answers to the problems of the athlete nutrition. After the approach or preliminary studies, the next step is to conduct a questionnaire or a questionnaire to all members of the respondent.

Techniques of data analysis in this study is the way, all the results of the questionnaire answers were checked one by one, then grouped according to type with the aim to facilitate the research reports. After the questionnaires collected and compiled the data, then the data processing performed by descriptive statistical analysis using frequency tabulation technique or techniques percentage. According to Usman (1995: 74), with statistical formula as follows:

Specification:

P = Number Percent

F = Frequency

N = Number

RESULTS AND DISCUSSION

1. Nutritional Status

Based on the research results can be explained that from 12 respondents son, no one has the nutritional status of the category of underweight, normal weight category as many as 8 people (66.67%), and the category of overweight 4 people (33.33%). And can be described that of 12 respondents daughter, who has nutritional status at least as much weight category 1 (8.33%), normal weight category as many as 10 people (83.33%), and the category of overweight 1 person (8.33%).

2. Energy consumption

Based on the results of the energy consumption data of respondents son was taken against 12 people, obtained the highest score lowest score of 3817 calories and 2792 calories, while the range (distance measurement) 250. Based on the data of the group arithmetic average (mean) of 3349 calories and the midpoint (median) 3435 calories and standard deviation (standard deviation) 341. and based on the energy consumption data of respondents daughter taken against 12 people, obtained the highest score and the lowest score of 2632 calories 1699 calories while the range (distance measurement) 150. Based on the data of the group mean arithmetic average (mean) of 2037 calories and the mean (median) 2024 calories and standard deviation (standard deviation) 249.

3. Physical Activity

Based on the results of the energy data through physical activity respondents son was taken against 12 people, obtained the highest score and the lowest score of 3640 calories 2790 calories while the range (distance measurement) 170. Based on the data of the group arithmetic average (mean) of 3256 calories and the mean (median) 3283 calories and standard deviation (standard deviation) 261. Based on the data and energy through physical activity respondents daughter taken against 12 people, obtained the highest score and the lowest score of 2431 calories 1652 calories while the range (distance measurement) 160. Based on the data group the

arithmetic average (mean) of 2033 calories and the mean (median) 1999 calories and standard deviation (standard deviation) 191.

DISCUSSION

From the results of research related to energy intake review current volleyball athlete's training camp at the National Student Sports Week (POMNAS) West Sumatera, 2013. It is necessary to put forward the discussion as follows:

1. The nutritional status of athletes

Based on the analysis that has been done envisaged that the nutritional status of athlete's sons were in the normal category, with less weight nutritional status as 0 people, with the percentage (0%), normal weight by 8 people, with the percentage (66.67%), and overweight 4 people, with a percentage (33.33%). Based on the analysis that has been done envisaged that the nutritional status of women athletes are in the normal category, the nutritional status of low birth weight by 1 person, with the percentage (8.33%), normal weight as many as 10 people, with the percentage (83.33%), and overweight one person, with the percentage (8.33%).

Based on the above data it is known that the majority of male and female athletes of normal weight, due to male and female athletes pay more attention to food habits, foods that are good for health, as well as maintaining the physical condition of the body in a variety of physical activities. Athletes should need to know about what the nutrients contained in the food and their body functions, so as to increase metabolism and balance the state of a person's body condition. If an athlete does not understand the basic principles of nutrition and do not know the nutritional needs derived from various kinds of food, as well as the number of calories in and out of the activities of physical activity, it is very difficult for them to have food that is needed by the body, as well as for those who do not know how many calories in and balance the number of calories out.

2. Nutritional status according to food consumption

Based on the analysis that has been done in one week with an average consumption of incoming obtained a picture of the athlete's son that there are 4 male athletes who is not balanced between food consumption and physical activity and 8 balance between food consumption and physical activity. Based on the analysis that has been done in one week with an average consumption of incoming obtained a picture of the female athletes that there are 2 women athletes are not balanced between food consumption and physical activity, and 10 people were balanced between food consumption and physical activity.

Nutritional status is determined by factors of food consumption. The higher consumption of food is getting more nutrients a person and the lower consumption of food someone worsening nutritional status. Food consumption associated with physical activity. Because the amount of calories consumed one must balance the number of calories expended with activity, in order to produce normal weight, because eating too much consumption will make overweight (obese).

According Soekirman (1999) "one of the factors that influence a person's nutritional status is a nutritional intake of food consumption". According Sediaoetama (1996) "a person's nutritional status is highly dependent on the level of consumption, while the level of consumption is determined by the quality and

quantity of the dishes, it is shown by the presence of all the nutrients that the body needs in the arrangement of dishes and comparisons against one another".

3. Nutritional status according to physical activity

Based on the analysis that has been done in one week with an average physical activity obtained a picture of the athlete's son that there are 4 male athletes who is not balanced between food consumption and physical activity and 8 balance between food consumption and physical activity. Based on the analysis that has been done in one week with an average consumption of incoming obtained a picture of the female athletes that there are 2 women athletes are not balanced between food consumption and physical activity, and 10 people were balanced between food consumption and physical activity.

Nutritional status is determined by factors of physical activity and daily activities. The higher the lower the activity of a person's nutritional status. Because physical activity must be balanced with the consumption of food that is needed by the body, high physical activity will cause a person to his or her health declined and fatigue. The number of calories out of the body would be led to the status of malnutrition (underweight). According Sediaoetama (1996) "needs a nutrient is affected by body weight, age, gender and activity". In adolescence with rapid growth in addition to the energy needed enough, other nutritional substances that specifically require attention are proteins, minerals and vitamins, in addition to meeting the needs of the growth phase are also the fulfillment of an athlete's level of physical activity, both boys and girls.

CONCLUSION

1. Most of the nutritional status of boys and girls volleyball athletes had normal weight.
2. Based on the analysis that has been done in one week with average food consumption and physical activity obtained a picture of the son and daughter-balanced athlete.

SUGGESTION

1. Expected for athletes to improve nutrition knowledge in the selection of food that can be more effective for consumption.
2. Expected for athletes to balance food intake with physical activity, in order to get a normal weight.
3. Expected for athletes who have normal weight in order to maintain it, while the athletes less weight in order to gain weight and improve nutritional status in accordance with the needs, and the excess weight in order to decrease the nutritional status in accordance with the requirement that the body needs.

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Effectiveness of Exercise Hammer and Concentration Curl against Forehand Drive Skills Athletes Squash Jakarta

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Abstract

This study aims to determine the effectiveness of the exercise of the skill Hammer Curl punch forehand drives, the effectiveness of the method Concentration Curl forehand drive and skills more effectively between hammer curl exercises and practice the skills of concentration curl against forehand drive on Athletes Jakarta. The research was conducted on the squash court Lebak Bulus, South Jakarta, the number of meetings 18 times and used experimental method, with a population of 18 athletes. The sample used total sampling and obtained 18 samples. The sample set of the entire population of athletes Squash Jakarta.

The data analysis technique used is the t-test statistic for comparison with the value of the table at a significance level of 5%. The result of data analysis processing is as follows: In the Hammer Curl exercise group gained an average value of 28.22, with a standard deviation of 3.56, and t value of 4.36 and the group Concentration Curl obtain an average value of 31.44, with a standard deviation of 2.70, and 9.62 t value. Results of the final test data to compare between groups Hammer drills and exercises Concentration Curl. Hammer Curl exercise group obtaining the results of the standard deviation of 3.56 while exercise Concentration Curl value and standard deviation of 2.70. And both groups gained, t 2.16 and the value table degrees of freedom (df) = (9 + 9) - 2 = 16 at the 5% significance level is at 2.16, so $t_{count} > t_{table}$, Then H_0 is rejected and H_1 accepted.

Based on statistical hypothesis, the results of this research data processing can be concluded that after doing the exercise program forehand drives, the results of each group blows equally increased, but the concentration curl group training methods to get t greater than group training methods hammer curl. The conclusion is concentration curl exercise method is more effective than training methods hammer curl by significant.

Keywords: squash, exercise hammer, forehand

INTRODUCTION

Squash is a racquet sport similar originating from the UK and first discovered in 1820. In the sports game of tennis Squash is very similar to the style of play, but they have differences, one of which is the sport of tennis is played on an open field or a large outdoor, while the squash sport played on indoor courts or indoors. In squash coaching sports achievements are 4 determinants that must be developed. These factors are the physical, technical, tactical and mental. These four factors are the absolute is a factor that must be developed by each athlete to achieve maximum performance.

Factors physical condition is the basis for performance improvement associated with the development of endurance, strength, speed, explosive power, flexibility, agility and coordination. The elements in the absolute physical development should be improved for every sport, especially sport of squash.

THEORICAL FRAMEWORK

Sports squash is a fun game, consisting of fast movement and dynamic, and requires a steady effort. Although the tactic is an important factor, basically

squash is a physical activity that the technique can be learned and developed by applying a wide variety of training methods that exist or are controlled. It takes a lot of foresight and experience to make a series of training methods in order to be able to improve the performance of athletes.

To practice the skills forehand drive there are several methods among which method hammer curl exercises and training methods of concentration curl. Hammer curl form of exercise aims to form part of the upper arm or bicep. This exercise is very useful for all sports that specifically use the media racket. This form of exercise is done with a standing body position, with both hands holding dumbbell, within both hands shoulder width apart, palms facing to the side, then slowly lift and lower your arms until your thighs, lift dumbbell interchangeably. Concentration curl form of exercise nearly as its goal the hammer curl is to form part of the upper arm or bicep. This exercise is very good when done with the right moves in accordance with the instructions on how to do. This form of exercise is done in a sitting position with knees apart and hold dumbbell, hands are in addition to the knees and lift slowly by using the right hand / left, and slap hands facing up, did interchangeably. The second exercise is consistent with the characteristics of the forehand drive using the upper arm or bicep. So that it can exercise aims to improve the skills forehand drive. Skills punch in a sense is a physical activity that is carried out by someone who describes the ability of motor activity in psychomotor area. In addition, the skills a person's ability to do something or movements performed well.

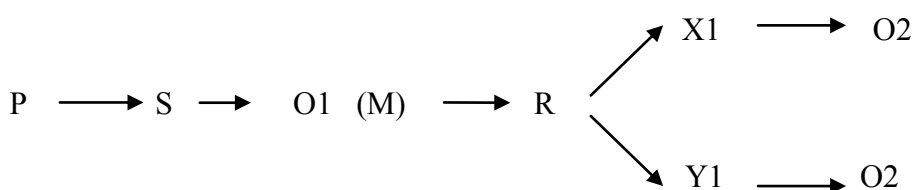
Advantages and disadvantages Method hammer curl exercises with concentration curl exercise are:

Advantages Hammer Curl exercise	Disadvantages Hammer Curl exercise
<ol style="list-style-type: none">1. Contribute to the muscles of the bicep.2. In doing simultaneously with both hands.3. Train the body balance.	<ol style="list-style-type: none">1. There is no other affected muscles of the exercise.2. Do not optimal in force.

METHODS

The method used in this study is the experimental method research design using Two Group "Pre-Test and Post-Test is to determine the independent variable and the dependent variable. As for the independent variable is the practice of concentration hammer curl and curl while becoming dependent variable is the skill forehand drive on the entire senior athletes squash Jakarta, amounting to 18 people.

The constellations of research that will be used are as follows:



Information:

- P = Population
- O1 = Pre Test
- S = Samples
- (M) = Matching
- R = Random
- X1 = Exercise Hammer curl
- Y1 = Exercise Concentration curl
- O2 = Final Test (posttest)

The populations in this study were all senior athletes squash Jakarta, amounting to 18 people. Samples are some members of a population. This sampling using total sampling that is inclusive of all individuals or members of a population totaling 18 sample.

To compare the data obtained in the initial test and compare the final test of the ability of a forehand drive between training methods and training methods hammer curl and concentration curl obtained the following results:

1. *Results of Preliminary Test and Final Test Methods Hammer Curl exercise*

The data collected from the results of the initial test and final test obtained t count equal to 4.36 with a significance level of 5% and degrees of freedom N-1 = 8, obtained t table of 2.31 which means $t_{count} > t_{table}$, then H_0 is rejected and H_1 accepted, meaning that the difference in convincing (significant) between before and after application of the method to the ability hammer curl exercise forehand drive.

2. *Results of Preliminary Test and Final Test Method Concentration Curl Exercise*

The data collected from the results of the initial test and final test obtained t count equal to 9.62 with a significance level of 5% and degrees of freedom N-1 = 8, obtained t table of 2.31 which means $t_{count} > t_{table}$, then H_0 is rejected and H_1 accepted, meaning that the difference in convincing (significant) between before and after application of the method of concentration curl exercise on the ability forehand drive.

3. *Final Results Group Hammer Curl Exercise Methods and Methods Concentration Curl Exercise.*

Hypothesis testing for the final result is:

- H_0 : the final value of athletes who use the method of concentration curl exercises no higher or equal to the athletes training methods hammer curl
- H_1 : the final value of athletes who use training methods curl higher concentration of athletes training method hammer curl

From the data of the final test hammer curl group training methods and methods of concentration curl exercise Obtained t value of 2:16 for further tested with t table at 5% significance level and degrees of freedom $(N_1 + N_2) - 2 = 16$ Obtained t table of 2,12 the which means $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. The t test concluded that the results of the training methods of concentration greater than hammer curl exercise method conclusively.

The data processing of this study can be concluded that after doing the exercise program forehand drive, punch results of each group are equally increased, but the concentration curl group training methods to get t greater than group training methods hammer curl. So conclusively concentration curl exercise method is more effective than training methods hammer curl by significant.

CONCLUSIONS

Based on a study of 18 samples in the implementation of training methods and exercises concentration hammer curl towards skills forehand drive, which exercises done three times a week, for 6 weeks can be concluded that:

1. Method hammer curl exercise can increase the skill forehand drive on Athletes Squash Jakarta.
2. The method of concentration curl exercise can improve the skills of athletes Squash forehand drive in Jakarta.
3. The method concentration curl exercise more effective than the hammer curl exercises to improve skills forehand drive on Athletes Squash Jakarta.

Suggestions

Having concluded from the results of the study, the researchers delivered the following suggestions:

1. To the athletes Squash Jakarta should exercise Concentration Curl made by the coach, according to the results of research that exercise Concentration Curl is very effective to improve the skills of blow Forehand Drive.
2. To coach Squash Jakarta athletes, coaches, and squash players should apply the method of concentration curl exercises to improve the skills of an athlete's forehand drive.
3. To the students who are interested to discuss this further research, in order to be able to use a wider population and other training methods.

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Psychological Aspect of Kota Depok Elite Athletes

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Abstract

The Purpose of this Paper is to know about the 3 aspects of Psychological Condition of Kota Depok Elite Athlete whom will be participate in the West Java Provincial Games 2014. The Psychological aspect that measured are Achievement Motivation, Motivation to do the Training Program and Anxiety when competing in Sport. The research used Survey Methodology. Sport Competition Anxiety Test (SCAT) and Motivation Questionnaires are used to collect data. The finding will show the condition of Kota Depok Elite Athletes, accurately, so that the National Sport Committee of Kota Depok (KONI Kota Depok) can make a good planning to improve the Psychological aspect of their elite Athletes.

Data analysis shows the means of Achievement Motivation is 76,684 (Medium), Motivation to do the Training program is 84,56 (High) and Anxiety in Sport Competition 21,59 (Moderate). According to the research finding, KONI Kota Depok have to reduce the anxiety level of their athletes by variety of programs.

Keywords : *Psychological aspects, Elite Athletes*

INTRODUCTION

National Regulation about Sport Development order the District Government giving a good service in Sport to the citizen. Sport has unique attributes that enable it to contribute to development processes. Its popularity, its capacity as a communication platform, its potential to set the foundation for healthy people development and its ability to connect people, make it a development tool that can be used to meet a range of objectives.

Sport itself cannot solve the development issues of a region, but it should be an important component of any comprehensive development program. The direct result of developing the capacity of organisations and individuals to organise and partake in sport meets many development objectives.

In order to give a good service in Sport Development, the Government of Kota Depok, give small grant to National Olympic Committee of Kota Depok to funding the sport program in the city. The grants programs provide opportunities for the citizen and elit athlete to receive support towards sport for development initiatives. The City Government works closely with Olympic Committee of Kota Depok (KONI Depok) to promote and manage grants programs in each of the eligible city federation of Sport.

Although the Systmatic Sport Development Program has been implemented since 2008, the sport achievement of Kota Depok is not a good as it's planned. One of the problem is psychological aspect of elite athelete of Kota Depok. Psychological of elite athlete has to be measured to characterize the current condition.

METHODS

The Objectives of the research is to find out about Achievement Motivation, Training Motivation and Anxiety of Athlete. The participants were purposefully

selected from Elite Athlete of Kota Depok who will join the Provincial Games. The data were collected by Questionnaires to measure motivation and SCAT (Sport Competition Anxiety Test to measure Anxiety).

THEORETICAL FRAMEWORK

Achievement And Exercise Motivation

Motivation is an internal energy force that determines all aspects of our behaviour; it also impacts on how we think, feel and interact with others. In sport, high motivation is widely accepted as an essential prerequisite in getting athletes to fulfil their potential. However, given its inherently abstract nature, it is a force that is often difficult to exploit fully.

Achievement motivation is affected in connection with evaluated performance in which competition with a standard of excellence was paramount (McClelland, Atkinson, Clark, & Lowell, 1953, pp.76-77)

The theory of achievement motivation is a miniature system applied to a specific context, the domain of achievement-oriented activities, which is characterized by the fact that the individual is responsible for the outcome (success or failure), he anticipates unambiguous knowledge of results, and there is some degree of uncertainty or risk (McClelland, 1961).

Achievement motivation can, therefore, be defined as the striving to increase or to keep as high as possible, one's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail. (Heckhausen, 1967, p. 4-5)

Achievement motivation typically refers to the level of one's motivation to engage in achievement behaviors, based on the interaction of such parameters as need for achievement, expectancy of success, and the incentive value of success. Our construct of motivational orientation refers to the type of motivational stance which the child adopts toward classroom learning. Thus, one may engage in schoolwork for intrinsic reasons, because work is challenging, enjoyable, and piques one's curiosity, or alternatively, one may engage in schoolwork for extrinsic reasons, either to obtain external approval or because the educational system requires it. (Harter & Connell, 1984, p. 222)

Achievement is task-oriented behavior that allows the individual's performance to be evaluated according to some internally or externally imposed criterion, that involves the individual in competing with others, or that otherwise involves some standard of excellence. Behavior is ordinarily described as intrinsically motivated if it is pleasurable in its own right and is not being undertaken merely to obtain some external reward; the reward for performing is inherent in the performance itself. When the individual's goal is more specifically to meet some standard of performance excellence and part of the reward for indulging in the activity is striving toward and reaching this goal, we refer to intrinsic achievement motivation.

Achievement motivation consists of a varied and complex set of assumptions, assessments, predictions, inferences, values, standards, and affective reactions that may be irrational, inaccurate, and contradictory. (Dweck & Elliott, 1983, p. 644)

Motivation for exercise is a theoretically and empirically significant concept that

is variously measured in the literature. Exercise motivation is an important concern due to the complex nature of the activity, the abundance of health benefits inherent in habitual exercise and the plethora of conflicting frameworks utilized in the literature.

Regular exercise provides multiple health benefits that prevent or treat many causes of morbidity or mortality, such as heart disease, hypertension, diabetes and osteoporosis (US Department of Health and Human Services, 1996). The health promotion literature extols that to a large extent, lifestyle moderates morbidity. Exercise confers additional benefits of improvements in body habitus, fitness, endurance, strength and flexibility (American College of Sports Medicine, 1998). In fact, despite the decline in muscular strength seen with aging (Skelton *et al.*, 1994), exercise can improve strength and some functional measures (Skelton *et al.*, 1995). In addition to the physical benefits, regular physical activity is effective in the reduction of anxiety and depression symptoms (Paluska and Schwenk, 2000).

Exercise is defined as the deliberate performance of a physical activity that requires exertion. Specifically, it is recommended that individuals exercise for at least 30 min at moderate intensity for 5 days or more per week to reduce risk of morbidity and mortality (US Department of Health and Human Services, 1996). Additionally, this same report recommends at least 20 min of vigorous intensity activity for 3 days or more per week to additionally maximize aerobic fitness.

Measurement, in its broadest meaning, is defined as the assignment of numbers to objects (Nunnally and Bernstein, 1994). No measurement paper progresses far without discussing the requisite psychometric issues of reliability and validity (Carmines and Zeller, 1979). These properties must be demonstrated in any instrument, for a measurement does not become useful in the absence of consistency and accuracy (Kaplan, 1990). Therefore, instruments that fail to demonstrate reliability and validity are of unknown value for the science.

Sport Competition Anxiety

Anxiety is a multisystem response to a perceived threat or danger. It reflects a combination of biochemical changes in the body, the patient's personal history and memory, and the social situation. As far as we know, anxiety is a uniquely human experience. Other animals clearly know fear, but human anxiety involves an ability, to use memory and imagination to move backward and forward in time, that animals do not appear to have. The anxiety that occurs in posttraumatic syndromes indicates that human memory is a much more complicated mental function than animal memory. Moreover, a large portion of human anxiety is produced by anticipation of future events. Without a sense of personal continuity over time, people would not have the "raw materials" of anxiety.

It is important to distinguish between anxiety as a feeling or experience, and an anxiety disorder as a psychiatric diagnosis. A person may feel anxious without having an anxiety disorder. In addition, a person facing a clear and present danger or a realistic fear is not usually considered to be in a state of anxiety. In addition, anxiety frequently occurs as a symptom in other categories of psychiatric disturbance.

Although anxiety is a commonplace experience that everyone has from time to time, it is difficult to describe concretely because it has so many different potential causes and degrees of intensity. Doctors sometimes categorize anxiety as an emotion or an affect depending on whether it is being described by the person having it (emotion) or by an outside observer (affect). The word emotion is generally used for the biochemical changes and feeling state that underlie a person's internal sense of anxiety. Affect is used to describe the person's emotional state from an observer's perspective. If a doctor says that a patient has an anxious affect, he or she means that the patient appears nervous or anxious, or responds to others in an anxious way (for example, the individual is shaky, tremulous, etc.).

Precompetitive anxiety is a state of arousal that is unpleasant or negative and occurs during the 24 hour span prior to competition. Precompetitive anxiety results from an imbalance between perceived capabilities and the demands of the sport environment.

RESULT

a. Achievement Motivation

Table Belows shows data analysis about Achievement Motivation Score.

Table 1. Achievement Motivation Score of Kota Depok Elite Athlete

Statistical measurement	Value
Mean	76.6842
Median	76.0000
Mode	75.00
Std. Deviation	5.73105
Range	23.00
Minimum	65.00
Maximum	88.00

Table 2. Level of Achievement Motivation of Kota Depok Elite Athlete

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Low	5	8.8	8.8	8.8
Moderate	37	64.9	64.9	73.7
High	15	26.3	26.3	100.0
Total	57	100.0	100.0	

According to the table we can find out most of the athletes, 37 athletes (64,9%) have moderate level of Achievement Motivation. Only 15 athletes in High Level of Achievement motivation.

b. Exercise Motivation

Table Belows shows data analysis about Exercise Motivation Score.

**Table 3 Exercise Motivation Score
of Kota Depok Elite Athlete**

Statistical Measurement	Value
Mean	84.5611
Median	84.5700
Mode	84.57
Std. Deviation	6.75529
Range	38.29
Minimum	61.71
Maximum	100.00

**Tabel 4
Level of Exercise Motivation of Kota Depok Elite Athlete**

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Low	1	1.8	1.8	1.8
Moderat e	8	14.0	14.0	15.8
High	48	84.2	84.2	100.0
Total	57	100.0	100.0	

According to the table we can find out most of the athletes, 48 athletes (84,2%) have high level of Exercise Motivation. Only 1 athlete in low Level of Exercise motivation.

c. Sport Competition Anxiety

Table Belows shows data analysis about Sport Competition Anxiety Score.

**Table 5 Sport Competition Anxiety Score
of Kota Depok Elite Athlete**

Statistical Measurement	Value
Mean	21.5965
Median	21.0000
Mode	21.00
Std. Deviation	3.64917
Range	15.00
Minimum	14.00
Maximum	29.00

Tabel 6
Level of Sport Competition Anxiety of Kota Depok Elite Athlete

	Frequency	Percent	Valid Percent	Cumulative Percent
Low	8	14.0	14.0	14.0
Moderate	38	66.7	66.7	80.7
High	11	19.3	19.3	100.0
Total	57	100.0	100.0	

According to the table we can find out most of the athletes, 38 athletes (66,7%) have moderate level of Sport Competition Anxiety. Only 8 athlete in low Level of Sport Competition Anxiety.

CONCLUSION

1. Average Score of Achievement Motivation is 76,684 (Medium). Most of the athletes, 37 athletes (64,9%) have moderate level of Achievement Motivation. Only 15 athletes in High Level of Achievement motivation.
2. Average Score of Exercise Motivation Score is 84,56 (High). Most of the athletes, 48 athletes (84,2%) have high level of Exercise Motivation. Only 1 athlete in low Level of Exercise motivation.
3. Average score of Anxiety in Sport Competition is 21,59 (Moderate). Most of the athletes, 38 athletes (66,7%) have moderate level of Sport Competition Anxiety. Only 8 athlete in low Level of Sport Competition Anxiety.

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IMPROVEMENT EFFORTS OF LEARNING LAY-UP BASKETBALL

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Abstract

This study aims to improve or enhance the learning outcomes of students in the lay-up basketball. This research was conducted at SMA Negeri 12 Jakarta class X, conducted in February 2010, held as many as four (4) meetings, the research method used is the method of classroom action research with the style of teaching practice.

In practice, this study uses two stages of the cycle. In the first stage of identifying and providing learning concept lay-up basketball through practice teaching style. Cycle into two, namely the selection of teaching style exercises directed at learning motion activities lay-up basketball and effectiveness of the technique in accordance with the theory of truth, so that when implementing learning activities arising spirit and motivation of students in learning to follow lay-up basketball, and understand learning concept basketball lay-up of the student. This awareness must be understood in view of the lay-up basketball is part of the physical education as a whole.

Mastery learning standards set by the SMA 12 Jakarta to subjects was 60. Changes in physical education or improving student learning outcomes in learning the lay-up basketball with the style of teaching practice occurred during the Final Test.

Existing data on initial test scores basketball lay-ups by 27.5% or as many as 11 students and test scores 100% then finally learning the material lay-up basketball with the teaching style of exercise increased by 72.5%. So it can be concluded that the results of research, teaching style exercises can improve learning outcomes lay-up basketball at SMAN 12 Jakarta.

Keywords: *Improved learning outcomes Lay-up basketball*

INTRODUCTION

The game of basketball is so full of style, technique, tactics, and a fast tempo game, a sport that is growing so fast, it is characterized by the frequency of the print and electronic media covering basketball game both national as well as international level Kobatama like NBA, and not infrequently held performances or slam dunk contest, three-point shoot, as well as three tournaments on three increasingly interesting to follow a lot of the students and the general level. So it is no wonder that the game of basketball today is a famous spectator sport that has a lot of influence and invite interest a lot of people in this case adolescents and youth both at school and in college. This is reflected in the hours of school recess or free time many students, especially sons filled with playing basketball or just do a shooting exercise. The game of basketball is a game that is done in teams and in a team victory is determined by the difference in the number of points. It is as defined by the Muhajir in his book, namely: Basketball is played by two teams, each consisting of five players, each team trying to put the ball into the basket and prevent the opponent from the other side of the ball or scoring.

THEORY

Lay Up Shoot

These five basic techniques of the game of basketball is dominant to be controlled by the player is shooting, because shooting is a basic element that is crucial to achieve victory in a match, through the results of this shot is determined to win or

defeat of a team. According Nuril Ahmad: "The attempt to enter the ball into the basket termed the shooting can be done with one hand, two hands, and lay up shoot". The third way is the most widely shoot the ball into the possibility of the ring is a lay-up shoot. The basketball players who do most of their shots from a position close to the basket usually has the highest precision shots 55 to 60 percent of all businesses managed their shots. This shot is more complex than the shot with a bolt. His movement is made up of a run, jump, step, jump and shoot. Or can be derived from the herd, catch the ball while jumping, step, step and shoot. Shot while jumping here is not a jump shot (jump shot), because actually shot while hovering.

According to A. Sarumpaet et al. in his book Great Game Part 4 how to lay up basketball shoot true it is:

starts from catching the ball while hovering - landed one front leg - stepped other foot - basketball jump up approach to enter the ball into the basket either with one hand or with two hands, then that is described is as follows:

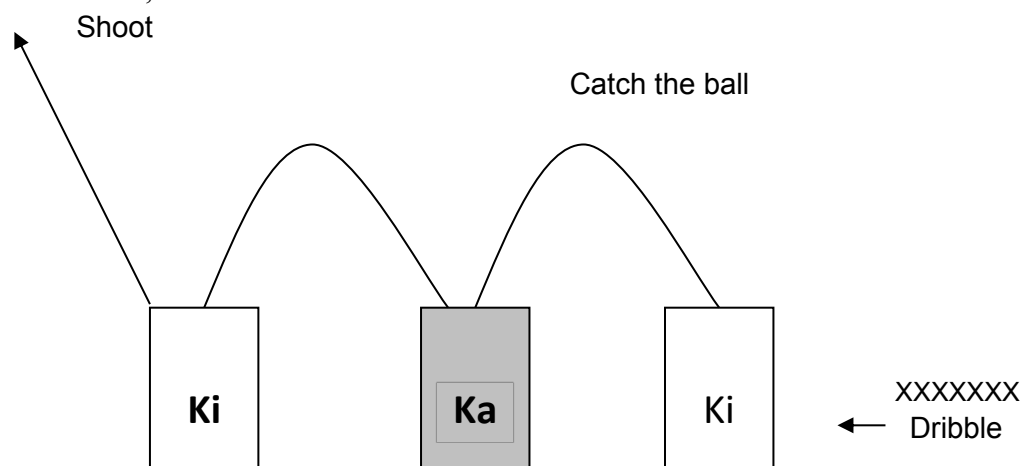


Figure 1: The motion of the foot step right foot lay up shoot

Specification:

Ka : Right foot

Ki : Left foot

Lay up shoot is the shot is done from a distance close to the basket basketball, until as if the ball was put into a basketball basket, preceded by a two-step movement. (Nuril Ahmadi, 2007, p.19)

Here is a picture of how to do a lay-up shoot in the game of basketball:

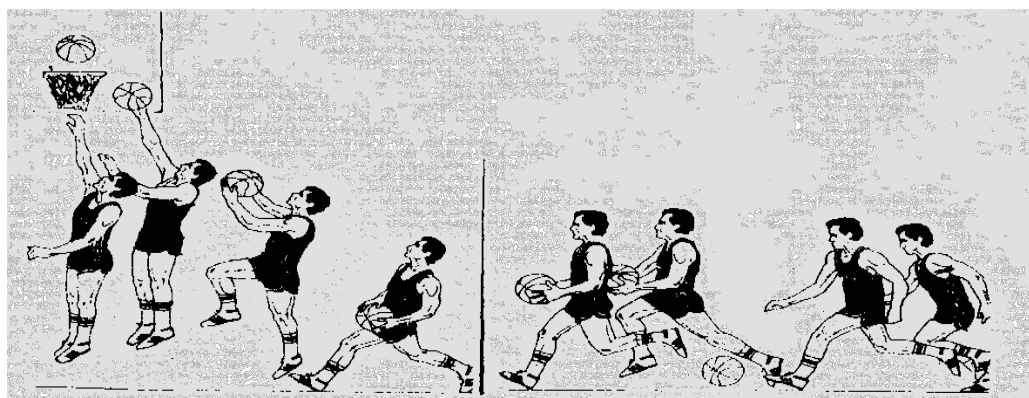


Figure 2: How to make lay-up shoot in the game of basketball.

Source: Nuril Ahmadi, (Solo: Era Intermedia, 2007), p.20

To obtain optimal learning basketball needs to establish a teaching style that is appropriate, because the style of teaching is one very important factor in teaching activities. The success of teachers in teaching, one of which is influenced by the teaching styles used.

The purpose of teaching style is to create a form of teaching according to the desired conditions to help the learning process in order to achieve teaching objectives effectively and efficiently.

Selection of appropriate teaching style will be able to increase the interest and motivation of students in learning that will improve student learning outcomes, especially learning outcomes lay up shoot the basketball. Thus, the failure of the learning process can be minimized.

Teaching Style

This adult education boomed marked with special attention to the field testing of the values of education, educational goals, curriculum, and teaching methodology. One aspect of education which will be developed through research is the process of teaching, as well as efforts to generate models of appropriate teaching. Basically we need a theory that is universal teaching that focuses on teaching as an aspect of human behavior that stands alone. The teaching theory should always include all phenomena and the condition of all the elements that integrate the actual activity. In the teaching process is expected to enhance the ability of each student to express personal ideas. Therefore, a teacher must be able to create a bridge or intermediary that connects students to the subject matter, as well as the harmony of all the parties in these activities, teachers, course materials and students.

Physical education teachers, according B.E. Rahantoknam (1997, pp. 8-9), must process the three competencies to change behavior, namely: (1) knowledge and skills in physical education, including the understanding of the human body, is able to perform a variety of physical education activities and how to learn motor skills, (2) the ability of teaching or teaching style, and (3) a personal relationship or a significant interaction. Learning process by using appropriate teaching

strategies are very important in the effort to effectiveness and efficient learning process.

Teaching strategy is the ability to use a variety of teaching styles dissemination of information to students through a variety of media and devise practical experience that is essentially self-centered, interactive, based on the discovery and independent. The strategy is a way to circumvent the system of teaching, so that the learning process objectives can be achieved effectively and efficiently. Furthermore Moston suggests "The spectrum of teaching styles defines the available options or styles, their decision structures, the specific roles of the teacher and the learner in style call now, and the objectives best Reached by call now style." This translates the selected spectrum of teaching styles, is a bridge between the students and the subject matter. The spectrum of teaching a theoretical conception and design, implementation of teaching styles to be chosen by a teacher.

By using the teaching spectrum will be able to provide the capabilities required by every teacher in the selection of a particular teaching style, which in turn will equip teachers with the knowledge of the steps to achieve success in the implementation of the learning process. The teaching spectrum showed a shift in the role of teacher to the students in terms of decision making. The device consists of a decision:

1.The preimpact set, which includes on the decisions that must be made prior to the face - to face transaction

2.The impact set, which includes decisions related to the actual transaction and performance of the tasks.

3.The post impact set, which includes decisions concerning the evaluation of the performance during the impact set and the congrity between the intent and the action.

The style of teaching is the ability to use a variety of ways to get around the system so that the teaching learning process objectives can be achieved by effective and efficient three steps above relate to each other and constitute the anatomy of each style of teaching. Mosston suggests teaching style, as follows: (1) the command style, (2) the practice style, (3) reciprocal style, (4) the self-check style, (5) the inclusion style, (6) the guided discovery style, (7) the convergent discovery style (8) the divergent production style, (9) the individual program-learner design style, (10) the learner initiated style, (11) the self-teaching style.

Teaching Style Exercise

From a variety of teaching styles that there is no single style of teaching is most suitable for the same subject though. For that teachers should be prepared with some alternative style of teaching what will be applied at certain moments. To select, depending on the sensitivity, the teacher in providing the material and teaching duties in accordance with the level of students taught.

Practice teaching style is one model that is suitable to be applied to the teaching of physical education, because it has the following advantages: (1) teachers will have the opportunity to teach in the number of students that many at once, (2) students

learn to work independently, (3) students learn the consequences of their decisions in accordance with existing regulations, (4) students learn about the limitations of time, (5) the students can learn about the objectives to be achieved by carrying out certain tasks, (6) the student has the opportunity to improve interaction with each student individually.

The main characteristic of the style of exercise is during the meeting there are some decisions that were transferred from the teacher to the student. The displacement gives the role and the new responsibilities to students. Each student has the opportunity to determine how to make their own decisions, with regard to existing provisions, regarding: (1) attitude (posture), (2) place, (3) the order of execution of the task, (4) the time to start the task, (5) speed and rhythm, (6) the time to stop, (7) pauses between tasks, (8) initiated the questions. Teaching with style exercises designed to improve students' skills by means of assigning students to do a lot of repetitive exercises. With the repetition of these activities are expected to increase in physical strength and skills of the students involved. In addition to the repetition of movement, no less important is in accordance with the anatomy of the above, the teachers and students can be explained as follows:

Prior to the meeting (T): The teacher explains the design assignment sheet that contains the student what to do and how to do it, with a focus on the task. The teacher explains the design assignment sheet to be filled by students and how to do it by referring to the task.

During the meeting (S): (1) students receive assignments, (2) students make decisions regarding: stance / posture, the place, the order of execution of the task, time to start the task, time stops, speed and rhythm, pauses between tasks , initiated questions. While teachers are supervising the execution of duties by the students, and observe any difficulties or obstacles encountered by students.

Post-meeting: The teacher gives feedback to the students. The essence of teaching practice style is: (1) the subject matter as a whole with the explanations given directly or through the task sheet, (2) training given on an individual basis, (3) the feedback given by the teacher to each student individually.

In the style of teaching practice, the teacher's role is to provide feedback to all students, both those who have succeeded in carrying out the task as well as possible, or not. On the basis of opinions and explanations above, practice teaching style is a style that is characterized by the presence of several decision-making shifts from the teacher to the students during the learning process. The displacement of giving roles and responsibilities to students to determine how and make their own decisions with regard to the provisions of existing. So it is a style of teaching practice in this research is teaching model applied to teachers in physical education, where teachers will have the opportunity to teach in the number of students at once, the students learn to work independently, students study the consequences of the decisions they make in accordance with existing regulations, students learn about the limitations of time students can learn about the objectives to be achieved by carrying out certain tasks, and students have the opportunity to increase interaction with each student individually

Mindset

Presentation made by Style Teaching Exercise will give different effects. In the style of exercise, students are required to take an active role and given the responsibility to learn the material in the form of learning assignment sheet lay-up basketball, namely; preparation attitude, the attitude of the current implementation, a final gesture provided by the teacher. Students are given a role to perform in accordance sheet movement tasks that have been given from the start technique prefix to the motion a series of movements lay-up basketball.

Teaching style exercise, during the session the student should be able to read and interpret the pages of the tasks assigned by the teacher. Students are given roles and responsibilities. Advantages: (1) Teachers will have the opportunity to teach in the number of students that many at once, (2) students learn to work independently, (3) the students learn the consequences of their decisions in accordance with existing regulations, (4) students learn about the limitations of time, (5) the students can learn about the objectives to be achieved by carrying out certain tasks, (6) the student has the opportunity to increase interaction with each student individually. Disadvantages: (1) The use of less efficient, (2) discriminate against students.

Hypothesis Actions

Based on the study of theory and frame of mind, the hypothesis is action learning basketball lay-ups are done through practice teaching style is expected to improve learning outcomes lay-up in the game of basketball.

METHODS

The population of this research is class X SMA Negeri 12 Jakarta, as many as 40 students who follow the lessons of Physical Education. The research method used was a research method Classroom Action Research. Treatment in action research is to use the action program, where program work plan implementation of the framework is implemented in the form of action to comply with the conditions of the study class.

Class Action Research is the research done by the teacher in the class itself through self-reflection with the aim to improve its performance so that increased student learning outcomes. This study uses two cycles, where each cycle has the following steps:

Class Action Research Implementation Cycle

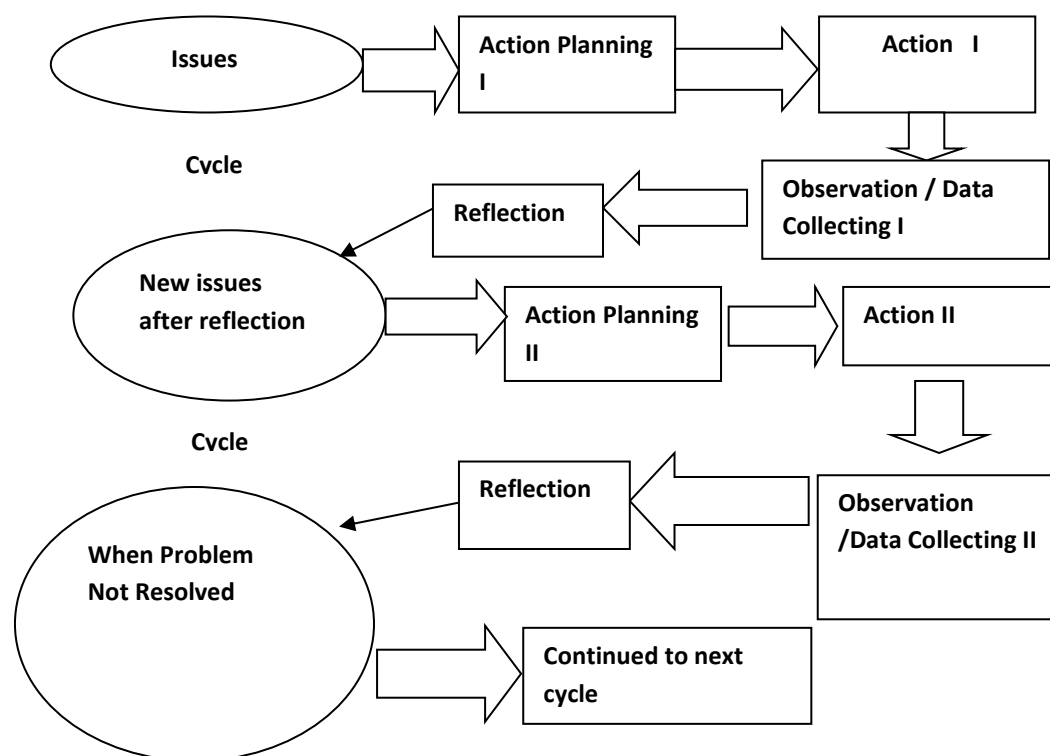


Figure 4. Class Action Research Cycle
 Source: Ari Suharsimi Kunto, Class Action Research.
 Earth Literacy 2008

Action Planning Cycle 1

Determination of major cycle is designed as a determination learning program associated with the form of improved learning outcomes lay-up basketball through practice teaching style. Physical education lesson plans are designed to be taught to students. The teaching materials set the movement lay-up basketball on target achievement.

Action Planning Cycle 2

Physical education lesson planning materials are designed to be in accordance with the selected type is movement basketball lay-ups can be mastered by students. Adjustment ability of students to the ability to master the movement of lay-up basketball considered based on the preparation phase, the final phase of movement and motion. Determination of increase in the ability of the movement lay-up basketball is selected, is expected to improve the formation of appearance in the learning process.

Research Data Collection Techniques

In this study, the data obtained through the student's ability to perform the movement of the lay-up basketball. The instrument of research conducted at the time of learning the lay-up basketball.

Observations

The observations made by collaborators during learning with two (2) meetings provide the following results: (1) students are still many do not understand the movement of Lay-up techniques; (2) students are able to perform movements Lay-up basketball without the ball; (3) the student has been able to lay-up with the ball in place; (4) The student is able to perform movements Lay-up basketball forward and backward; (5) the student can do Lay-up basketball right and left;.

Analysis and Reflection

Objectives and development has been done as described in the previous section that students who take lessons Lay-up properly and understand the true concept of learning Lay-ups. To the researchers and collaborators continue to use appropriate methods and proper training as a method that can improve the ability of the students.

From the discussions with collaborators, the study continued in the second cycle, because the expected results have not been up, the results of the first cycle is 18 people or 45% of students who can perform well Lay-ups, the second cycle is done with more focus on Lay-up phase of the movement in the spot, forward and backward and to the right and left, in addition to the students further develop the ability of Lay-up sheet in accordance with the tasks assigned by the teacher.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the research that has been described can be concluded that, learning Lay-ups with training method can improve learning outcomes Basketball Lay-up class X SMA Negeri 12 West Jakarta.

Suggestion

Based on the research above, the researcher can give suggestions as following:

First, a physical education teacher in delivering course material physical education should not be glued to one of the methods. Selection methods should be adapted to the learning material to be delivered.

Second, this study provides the student experience in development of learning Lay-up in aspects of psychomotor, cognitive and affective.

Third, the results of this research can be used as a foundation for physical education teachers to improve and provide training methods in teaching and learning.

Fourth, given the method of training is expected to be in accordance with the characteristics of the group and the development of the student movement, so as to achieve optimal success and are able to apply the appearance.

Fifth, Provision of training method is expected to make students think more creative and daring in which he explored the correct movement and precise.

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The Usage Of Imagery And Sport Performance On Football Players

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Abstract

Imagery has been defined as “using all the senses to re-create or create an experience in the mind”. Imagery has both a cognitive and motivational function. The cognitive function of imagery is the use mental imagery to experience specific sports skills and to plan strategies in advance of competition. The motivational function of imagery is the use of imagery to experience goal attainment, effective coping and arousal management. The mental practice literature provides evidence that imagery is an effective cognitive process for enhancing learning and performance of motor skills. The main aim of the study was to correlate the usage of imagery and sport performance among football players. Data was collected from 119 football players during sport competition among universities, using Imagery and Sport Performance questionnaire. One way ANOVA showed significant differences of level of Imagery Usage among categories of football players, $F(3,119) = 12.117, p < .01$. Pearson correlation was used to determine the relationship between imagery and sports performance. The results indicated a positive correlation between internal imagery and sports performance, ($r = 0.017; p < 0.01$), and external imagery and sports performance, ($r = -0.011; p < 0.01$). Sport psychologists, sport counselor and coaches should use the present findings to recommend imagery to enhance athletes' performance.

Key Word: *Imagery, Internal imagery, external imagery.*

INTRODUCTION

Imagery has been defined as “using all the senses to re-create or create an experience in the mind” (Cox, 2011). In other words mental imagery is recalling a memory that stored in the brain into meaningful images. It is involve senses such as visual, kinesthetic, auditory, tactile and olfactory. Mental imagery is a cognitive rehearsal in the absence of physical movement to imagine sport performance in the mind. It is a powerful imagination that leads to creation of nerve impulse similar to those generated during real performance. Imagery is the language of the brain. In a real sense, the brain cannot tell the difference between an actual physical event and the vivid imagery of the same event. Therefore, imagery can be used by the brain to provide powerful repetition, elaboration, intensification, and preservation of important athletic sequences and skills (Cox, 2011; Ampofo-Boateng, 2009).

The application of mental practice was being used for long time ago, and the effectiveness of these techniques also was proven enhancing the performance and reduces the anxiety of the athletes (Mousavi & Meshkini, 2011). Many research

had proved that imagery has a great tendency to improve performance, reduce anxiety, enhance concentration and self-confidence (Cox, 2011; Doussoulin & Rehbein, 2011; Mousavi & Meshkini, 2011; Ampofo-Boateng, 2009). Imagery is the most common technique in improving the performance of athletes in competitive situations.

Mental Imagery can be divided into two types which are internal imagery and external imagery (Ampofo-Boateng, 2009). Internal imagery means the athletes visualize themselves as doing the task while, external imagery means the athletes visualize themselves from a third-person perspectives. In other words when you visualize the sport competition in your mind, this situation can be called as internal imagery. While external imagery is when you yourself watch the other opponent in the competition or you use video to see the sport competition. According to Ranganathan, Siemionow, Liu, Sahgal and Yue (2004), external imagery produces little physiological responses as internal imagery does, and, thus, is not as effective in enhancing muscle force. Therefore, it is important to do a research to determine the effect of internal and external imagery on sport performance.

An important finding associated with mental practice is that advanced performers benefit from mental practice to a much greater extent than beginners (Cox, 2011). High skilled athletes use imagery technique more frequently than low skilled athletes. Therefore, high skilled athletes perform better in sport than low skilled athletes. However, not much research had done to prove it. Among novice athletes they rarely use mental imagery technique and it is more affected professional player's performance.

Psycho neuromuscular theory posits that imagery results in subliminal neuromuscular patterns that are identical to the patterns used during actual movement. Even though the imagined event does not result in an overt movement of the musculature, subliminal efferent commands are sent from the brain to the muscles. In a sense, the neuromuscular system is given the opportunity to "practice" a movement pattern without really moving a muscle.

Aims

The aim of this research was to identify the usage of imagery among football athletes. In other words, the rationale for this study was designed to examine the usage of imagery among football athletes of different skills. Therefore the purpose of this study is to determine the usage of imagery, among athletes of different skills (national, state, district and university levels) and sport performance. Furthermore, this research also aims to identify the effects of different types of mental imagery which are internal imagery and external imagery on football performance. Based on different types of mental practice we can identify the best types of mental practice which is very effective in improving the performance.

METHODS

The football players of this study were recruited from Sport between Universities. The instrument used for the study comprised of a 25-item Imagery Questionnaire

and Sport Performance Scale (SPS). The sample consisted of 119 football players, with national athletes (N=37), state athletes (N=23), district athletes (N=23), and university athletes (N= 36).

RESULT AND DISCUSSION

Level of Imagery Usage among different skills of Football Players

One way ANOVA showed significant differences of level of Imagery Usage among categories of football players, $F(3,119) = 12.117, p < .01$. (Table 1).

Table 1 : Level of Imagery Usage among different skills of Football Players

Categories According of Skills	Imagery Usage	
	Mean	Value-F
National	22.2147	12.117*
State	21.3721	
District	15.4522	
University	13.1781	

* $p < 0.01$

Table 2: Pos Hock Tukey: Level of Imagery Usage among different skills of Football Players

Categories According to Skills	National	State	District	University	N
National			* (1.1170)	* (1.3113)	37
State			* (1.1770)	* (1.3716)	23
District		(2.1167)		*(1.1897)	23
University		(2.3165)			36

* $p < 0.05$

The result showed that athletes in the categories of university skill exhibit lower of level imagery usage than categories of district, whereas national and state athletes showed the highest levels of imagery usage.

In Malaysia, no research has been done involving these four categories of skill, so this research fails to compare with previous research. However,

Level of Sport Performance among different skills of Football Players

One way ANOVA showed significant differences of level of sport performance among categories of football players, $F(3,119) = 12.112, p < .01$. (Table 3).

Table 3 : Level of Sport Performance among different skills of Football Players

Categories According of Skills	Sport Performance	
	Mean	Value-F
National	18.3428	12.112*
State	16.0157	
District	12.2071	
University	13.4781	

* $p < 0.01$ **Table 4: Pos Hock Tukey: Level of Self Performance among different skills of Football Players**

Categories According to Skills	National	State	District	University	N
National		*(1.4145)	* (1.4144)	* (1.2146)	37
State			* (1.1121)	* (1.7701)	23
District				*(1.5473)	23
University					36

* $p < 0.05$

The result showed that athletes in the categories of district skill exhibit lower level of sport performance than categories of state and university, whereas national athletes showed the highest levels of sport performance.

Skill levels of the performers are one of the most important variables that will either facilitate or dampen the performance of the athletes. National and state athletes exhibit higher level of skill with a lot of experience and success in sport, and high level of imagery usage, therefore it's not amazing that they scored the highest in sport performance.

The types of Imagery and Sport Performance

The correlation coefficient of 0.017 was noted between the usage of Internal Imagery and sport performance in the evaluation of 119 football players, which is significant ($P < .01$). Besides that, positive coefficient of 0.011 was also noted between the usage of External Imagery and sport performance

In other words, the positive relationship existing between these variables is statistically significant (Table 5). Positive correlation indicates that both variables increase or decrease together.

Table 5: The Relationship between Types of Imagery and Sport Performance among Football Players

Types of Imagery	Sport Performance
Internal Imagery	0.017** (0.000)
External Imagery	0.011** (0.000)

** p<.01

The result showed that Internal and External Imagery improves sport performance. Research finding support the use of mental imagery in enhance the sport performance (Driskell, Carloyn, & Moran, 1994). Based result showed, there was significant effect of the mental imagery on sport performance.

Conclusions

The result of this research show there exist a positive correlation between internal and external imagery with sport performance. The usage of all the sensory experiences like visual, kinesthetic, auditory and olfactory, and using both internal (first person) and external (third person) imagery perspectives to view the images enhance sport performance. Many sports such as football, not only require physical skills, but a strong mental game as well.

This study had given a better understanding to the coach and athletes that mental imagery enhances performance. Sport psychologists, sport counselors and coaches should use the present findings to recommend imagery strategies to university and district level athletes to increase their level of performance.

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Fitness Profile Junior School Students Physical Group B Children With Disabilities Eligible Educate and Train at Palembang city

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Abstract

Physical Fitness is one factor that determines the productivity of work, physical Fitness can be defined as a person's ability to accomplish a given task easily without causing fatigue and still have spare energy to enjoy leisure time. The research method used is descriptive. The population of this study is the first high school student group B children with disabilities eligible students and practicing proper amount to 77 people all populations sampled in this study. The results showed that: the child class B junior high school students with disabilities eligible students numbered 34, those are very good level of physical Fitness there is no (0%), good physical Fitness level three people (8.82%), physical Fitness level was 9 people (26.47%), lack of physical Fitness level 9 people (26.47%) while group B children with disabilities smp decent amount to 43 people training the result is a very good level of physical Fitness and well there is no (0%) level of physical Fitness is 3 persons (6.98%) less level of physical Fitness is 24 people (55.81%) and very less physical Fitness level once 16 people (37.21%) of the study concluded the first high school student group B children with disabilities deserve the average student average level of physical Fitness and high school students were the first group B children with disabilities deserve the average practicing physical Fitness is less.

Keywords: *physical Fitness children with disabilities.*

INTRODUCTION

Physical Fitness is one of the factors that determine productivity at work can mean the ability or willingness to perform an adjustment or adaptation to the tasks given to him easily without causing excessive fatigue and still have remaining energy reserves time to enjoy leisure time. The quality of human resources and the role of physical Fitness is very important, therefore needs special attention, physical role will usually be reduced while the role of technology becomes increasingly large. To enhance the role of technology development needed to improve the physical quality of the degree of physical Fitness that can enhance the intellectual ability and can increase the productivity of the students in the learning process.

Physical activity is one way that can be done easily to obtain optimal physical quality. Sadoso opinion (1996:19), human physical activity to get a good level of physical Fitness, so that in performing daily activities is not easy to feel tired and have enough energy to enjoy leisure time. Ateng also said that: physical Fitness is the ability to fulfill everyday tasks with ease without feeling a fatigue that means and still have remaining energy reserves to enjoy spare time. Furthermore, someone has a good level of physical Fitness will be able to do any physical activity without experiencing excessive fatigue and able to perform other activities in spare time, so naturally someone is always on building and maintaining physical Fitness as early as possible, by doing activities sports / physical exercise a regular and always familiarize yourself with healthy and clean. Promoting and maintaining physical Fitness is not an easy task and not too weight, this can be done with the effort to create healthy lifestyles (Sasmita 1999:25). For it was fitting physical activity done in earnest of his own ability, so that no matter how busy someone is always able to maintain physical Fitness for survival lasting and far from the disease. In addition to

regular physical activity, physical Fitness can also be enhanced through exercises that focus and well programmed, and therefore need special attention to improve physical endurance in one's life.

Physical Fitness exercises need special attention to improving the ability and physical endurance in one's life. Physical Fitness exercises has the objective to improve and maintain body functions such as strength, endurance, and the heating circulation system. Physical Fitness should be a fun lifestyle. Physical activity will always involve a physical element and physic in harmony and balance, if physical activity is included to obtain optimal physical Fitness, then exercises that require physical abilities as well as psychological depth, therefore, must always the planning of exercise program as expected on physical ability, technique and mentally. This is in accordance with the opinion Bompa (1983:43) That there are four main physical that needs to be prepared to do physical exercises include: 1) Physical 2) Preparation techniques 3) Preparation 4) Preparation psychic. The above four aspects were equal importance, although each has a percentage of the different aspects in accordance with the conditions and level of ability of each individual.

Based on the results of research show that a large part of junior high school student group B children with disabilities have less physical Fitness level. Thus researchers are very interested and wanted to study more about the physical Fitness of students in junior high school group B children with disabilities eligible and worthy students trained YPAC Palembang conditions and lack of physical Fitness level, this can be seen at the time of the student sports activities are not excited and there is no motivation for the move. Thus, issues that need to be investigated to find the true answer is to know the profile of physical Fitness of junior high school students category B children with disabilities eligible students and appropriate training. Based on the background issues that have been described above, so physical Fitness is very important in performing daily activities. It is necessary to find a real answer, so need no effort to achieve physical Fitness can be improved. From the picture that has been laid out in the background of the researcher tried to find answers through research entitled.

LITERATURE REVIEW

Physical Fitness is the ability to perform daily tasks - the day with ease, without feeling tired, excessive, and has a reserve power to enjoy their spare time and for unexpected needs (Sumosardjuno, 1989). According Suharjana (2004: 5), that physical Fitness is the ability to perform daily activities - day according to the job without excessive fatigue arise so it is still able to enjoy leisure time. According to Howley and Franks (2002: 24) Physical Fitness: Striving for Optimal Physical Quality of Life, Including Obtaining Criterriion Levels of Physical Fitness Test Scores and Low Risk of Developing a Health Problem. Based on several expert opinions can be concluded that physical Fitness is a quality person to conduct activities in accordance with his work optimally without causing excessive fatigue of medical problems.

Physical Fitness consists of several components as proposed by Rusli Lutan and Adang Suherman (2000: 176) that the components of physical Fitness include: muscle strength, general endurance, muscular endurance and flexibility. According to Len Kravitz and Sadoso Sumosardjuno (2001: 5-7) that the elements - the elements there are five components of physical Fitness are: cardiorespiratory endurance / aerobic condition, muscle strength, muscle endurance, flexibility and body composition. Rusli Lutan (2001: 8) states that the physical Fitness component of physical Fitness related to health, which contain elements of four major factors: muscle strength, muscle endurance, aerobic

endurance, and flexibility, as well as physical Fitness associated with the performance, contains the elements: coordination, agility, speed of movement, balance.

According to Giam cited by Suharjana and Margono (2003: 18), that the physical Fitness component consists of two types of Fitness components and healthy include: cardiorespiratory, body composition, muscular endurance, flexibility and Fitness components associated with the display which includes agility, speed, explosive power, coordination, and dexterity. Someone can called have good physical Fitness status if they meet someone good degree of Fitness. According to certain parameters. One parameter that can be used to determine the degree of physical Fitness tests from the Asian person is Committee on The Standardization of Physical Fitness Test (ACSPFT) for students which consist of a series of seven types of tests. To get health and Fitness is good; a person must be patterned healthy life (Quality of Life). According to Sharkey (2003: 30) to achieve the quality of life there are three aspects that must be filled, set meals, set the break, and doing activities (exercise).

Set to perform activities of daily food - the day humans need energy. Energy obtained from food consumed per day - days. The proportions of good food are: carbohydrates 60%, fat 25% and protein 15%, setting a break. Resting human needed to provide recovery of physiological activity of the body so the body can do a day's work - the day well. Rest the body uses to wasting lactic acid, so the body can recover. Activity (exercise). With exercise, a person will achieve a good level of physical Fitness. If someone is good physical Fitness, then hopes that person will also have the same degree of good health.

In addition to having a good degree of physical Fitness, health status indicators can also be viewed from one ideal weight. A person is said to have ideal size if body shape is not too thin or too fat and looks match between weight and height. Normal fat content in the body of a young adult males 20-25%. This proportion will increase according to 30% of body weight in adult men and older increased by up to 27% of body weight. Excess weight (overweight) is something the state of excessive accumulation of fat, which cause weight gain. Someone experiencing weight if weight 10-20% above ideal body weight. Someone who is overweight will often run out of breath, body feels heavy, often too hot or too hot, often pain in the waist, hips, thighs and knees. This is a reminder that one must consciously begin and begin make dietary and physical exercise and fit enough to stay healthy and fit. Body mass index (Body Mass Index) is the determinations of healthy weight are now widely used and also applies to adults aged over 18 years. Body mass index is determined based on body weight (kg) divided by height squared (meters). The full formula exemplified by Emma (2003:11) as follows $BMI = \text{weight (kg)} / TB^2 (k)$. BMI is a measurement result antrometric conversion of BB and TB, nutritional status can be known whether someone is too thin or otherwise classified. According to Husaini (2006) adults > 25.0 considered overweight, 18.5 to 25.0 considered normal between 17.0 to 18.4 I considered malnourished, between 16.0 to 16.9 malnourished categorized II, and 16.0 > categorized III malnutrition.

METHODS

The way research is by using a survey on physical Fitness and body mass index of junior high school student's group B children with disabilities, with technique test (Zainudin, 1998). The population in this study is the first high school student group B children with disabilities YPAC Palembang samples used for as many as 205 students. Techniques for sampling are multistage random sampling technique (Nasir, 2003). To determine students' physical Fitness junior high school student group B children with disabilities eligible students and appropriate training, physical Fitness test used consisted Coaper test

ran 12 minutes. Statistical data were analyzed with descriptive analysis of the percentage. To know physical Fitness is done by way of rough data, respectively - each student. In this section will be presented on the problem-solving methodologies used in research since the early stages of preparation activities, up to a final activity report writing, and then successively in this section are also discussed regarding the population, sample and sampling techniques, research location, variables of the study, the type of research, research instruments, data collection techniques and data analysis techniques.

RESEARCH RESULTS

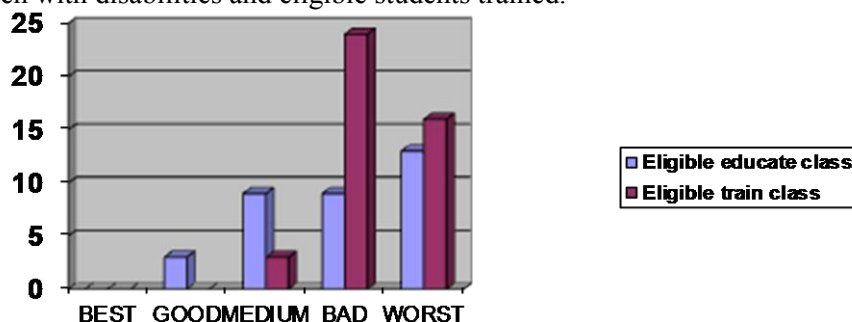
Based on data collection that has been done on the whole object of research in YPAC city of Palembang in 2010, the following data is obtained:

Physical Measurement Data Capabilities

Through the physical fitness test Indonesia against students of junior high school education level group B children with disabilities and eligible students practice proper numbering 77 205 people from junior high school student group B. The research sample in table 1, the results of physical fitness tests at the high school students with disabilities category B students who are eligible and worthy students trained YPAC Palembang.

NO	CLASS	BEST	GOOD	MEDIUM	BAD	WORST
1.	eligible educate class	—	3	9	9	13
2.	Eligible train class	—	—	3	24	16

First Graph physical fitness test results in junior high school students in the type B eligible children with disabilities and eligible students trained.



Physical Measurement Data Capabilities

Through the physical fitness test Indonesia against students of junior high school education levels in the type B eligible children with disabilities and eligible students trained.

Table 2. Freshness Test Results Tabulation Physical At junior high school students Group B children with disabilities Eligible Educate and Train YPAC Palembang

NO	SCHOOL	BEST	GOOD	MEDIUM	BAD	WORST
1.	Group B junior school learners and children with disabilities deserve decent trainer	0	3	12	33	29

Based on the results table above categories of students who either did not exist, three categories of good people (3.90%), 12 were categorized as moderate (15.58%), 33 people or less fitness category (42.86%) and 29 of those student categories less freshness once (37.66%) percentage of physical fitness test results of junior high school students category B children with disabilities eligible students can be seen in table 3 below.

Table 3. Fitness Test Results Percentage of Students Physical Class B junior high school children with disabilities Eligible Educate (YPAC) Palembang

NO	CATEGORY TKJI	AMOUNT	PERCENTAGE %
1	Best	0	0,00
2	Good	3	8,82
3	Medium	12	26,47
4	Bad	33	26,47
5	Worst	29	38,24

Based on the data table percentage yield junior high school students test group B children with disabilities eligible students gained three categories of good people, nine categories of people are, nine men and 13 categories in less freshness of physical fitness is less so.

Table 4. Freshness Test Results Table Physical Participants Educate Students At junior high school children with disabilities Eligible Class B Train (YPAC) Palembang.

NO	CATEGORY TKJI	AMOUNT	PERCENTAGE %
1	Best	-	-
2	Good	-	-
3	Medium	3	6,98
4	Bad	24	55,81
5	Worst	16	37,21

Based on the above table, three people get results is the freshness category (6.98%), 24 were categorized as freshness is less (55.81%), approximately 16 people once the freshness category (37.21%).

DISCUSSION

In general the results of research that has been held on 10 June 2010 concluded that the level of physical fitness of students in junior high school education group B children with disabilities eligible students and appropriate training in Palembang in 2010 YPAC overall

percentage result we can get some level of physical fitness are three categories of good freshness (3.90%), 12 students were categorized as freshness (15.58%), 33 students or less freshness category (42.86%) and 29 of those students categorized as less freshness of all (37.66%) . The results of research that has been carried out can be obtained at the level of physical fitness education high school category B children with disabilities and eligible students eligible YPAC Palembang trainer can get some level of physical fitness in the average category is for junior high school children eligible students and less for the freshness category junior high school children deserve trainer. This is the first high school student group B children with disabilities at two levels still need to be increased significantly, due to good physical fitness will result in productivity and functional organ to be maximal. Moulsek (2004: 21) that physical fitness is the ability or the body's ability to make adjustments or adaptation to physical loading is given; a person who has a good physical fitness will be able to perform the activity without causing significant fatigue and a sudden when the time is still capable of doing activity. Based on data from research results can be seen that the child's ability to perform the motion is still lacking, and children are still happy to sit around and not doing activities. Of the 77 categories of students who have good physical fitness and fitness categories were based on interview results from teachers SLB are those who like to follow sports subjects 2 times per week that are Running, playing ball, swimming but students who do not follow sports education in research have categories of physical fitness are less and less so.

Based on survey data shows that overall physical fitness level of junior secondary school learners group B children with disabilities eligible students average physical fitness level is, while the junior high school children group B children with disabilities deserve to train average physical fitness level or less. This is due to that secondary school children eligible students can still be invited to perform at sporting events, while junior secondary school children eligible for the practice difficult to move because they take the average child with autism so that still likes to play with his own world. With lack of time to move for the children deserve the level of physical fitness trainer is very disturbed. Therefore, special-ed teacher of physical education is very difficult to bring groups of children eligible to participate in sports training during the lesson, so that the level of physical fitness trainer educates children eligible groups can be increased until the students graduated from junior high school level.

CONCLUSION

Based on the research that has been carried out on July 10th 2010 can be concluded that the practice of physical fitness of students of junior high school children with disabilities deserve category B students and junior high school children practicing proper category B LPAC city of Palembang in 2010 as follows:

1. Profile of physical fitness level of students in junior high school education level category B eligible students with disabilities is: very good fitness level (0%), good physical fitness level three people (8.82%), level of physical fitness were nine people (26.47 %) and physical fitness level was less than 13 people (38.24%).
2. Profile of physical fitness level of students in junior high school education level category B with disabilities reasonable amount to 43 trained people are very good level of physical fitness and good physical fitness level there is no (0%), level of physical fitness were three people (6.98%), level physical fitness less than 24 people (55.81%) and physical fitness level was less than 16 people (37.21%).
3. As for the profiles on this research about the level of junior high school students' physical fitness category B children with disabilities learn appropriate and feasible train students numbered 77, those are very good level of physical fitness there is no

(0%), good physical fitness level three people (3.90%) physical fitness level was 12 people (15.58%) level of physical fitness at least 33 people (42.86%) and less physical fitness level once 29 people (37.66%).

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TEACHING PROCESS OF A PHYSICAL EXERCISE FOR VISUALLY
IMPAIRED STUDENTS
THE RULES OF TEACHING PHYSICAL REGULATIONS EDUCATION AND
EXERCISE FOR PUPILS SIGNLESS.

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Abstract

Care of and education for signless pupils always been the concern of the Party, state and society. In the field of physical education for signless pupils, scientists, educators in our country has spent little time studying, but by signless pupils has its own characteristics, the study difficult, so the number of research is limited. One of the difficulties is that teaching methods for signless pupils.

Based on the theoretical approach to physical education, through empirical research, the author has developed a process of teaching physical exercises for signless pupils.

Key words *Tag Procedure; Signless pupils; method; physical education; works ; experiment; build.*

Introduction:

In the 5 senses including sight, hearing, touch, taste, smell. Eyesight is an agency focused on helping people to perceive the outside world, played an important role over the other senses of perception. 80% of the images the objective world perceived through the visual organs of people's eyes. The developments of eye function are closely related to the completion of the central nervous system, tied to the system of sensory organs and motor apparatus of the body.

When visual acuity below 0.03 only remaining trump, the eye will not have enough capacity to form the perception that rely on tactile (touch), sense of body movement joints, hearing, the relationship between the auditory, motor and sensory motor disturbance, students were pushed into the confusion, fear, mood is always nervous before every circumstance pessimistic, so that visually impaired disabilities directly affect the function of each another body to the operation of motor organs, difficult, leading to less activity.

Inactive as a result of visual impairment disabilities, physical inactivity itself continues to cause other consequences such series: physical, physical underdevelopment, hence less physical singles pupils.

Students with visual impairment due to eye defects encountered many difficulties in learning, in the material, spiritual, slows the development of human physiological, since the approach uses physical exercise is very difficult.

Guide to teaching physical education in addition to specialized fitness signless pupils must know pedagogy, psycho-physiological characteristics of signless pupils, especially signless pupils should teach patience, patience.

- Research Methods

To address the research objectives, projects have used the following 7 research methods: Method reference material, interviews, and expert methods and examine pedagogy, teacher observation, experimental pedagogy, mathematics and statistics.

- Organize empirical Number of experiments can join signless pupils are 97 including 55 male, 42 female students ages 7-11 grades 1,2,3 was raised in Ho Chi Minh City.

The organization conducted experiments in the form of comparing sequences in the period before the experimental procedure and not after the experimental procedure.

Location empirical: Nguyen Dinh Chieu Special School Ho Chi Minh City and Ho Chi Minh City Association for the Blind in 1 school year. The total lesson plan is done: 175 lesson plans.

- Findings and discussion:

Physical exercise: including a certain number of moves, including diversified basic exercises such as walking, running, jumping, throwing, rolling, upside .., terms of psychological and physical exercise is seen as the voluntary movements consciously.

To the signless pupils perception of physical exercises need to teach children the basics of body parts such as head, eyes, hands, feet .., the correlation between body parts such as hands may be held up high, shrinking, stretching ..; aware of the direction of the body such as the left, to the right, corresponding to the side of the body, left hand on left ..; the concept of spatial orientation space as: before-after, in- outside ... besides, near-far ...

Rationale for teaching physical exercises for signless pupils:

On the formation and development of psychology.

Let them have symbols, concepts complete, accurate, rich language, imagination and thinking deeply, faithfully reflected an objective phenomenon must be based on the results of the process of sensation and perception.

Signless pupil's common difficulties in the learning process.

Signless pupil's unable or limited sensation and perception by the eye, so the blind student's aware or very poor often lack visual images. During the learning process, Signless pupils unobservable by eye or eye tracking difficult it is often not clearly recognizable, sometimes misunderstood image of things, unobservable market movements committed teachers. Because of the remaining senses, in signless pupils still image, a symbol of the visible world but the concept symbol bold signature style that is often disjointed, vague, disjointed, and lacks fullness, lack of identity color. By describing and accessible through the model teachers can help students aware so they can somewhat understand but requires undergone special training and complex.

Principles of teaching physical exercise for signless pupils.

As a rule the clearing of the living body, the function of an organ impaired or lost completely, then an increase in the function of other organs supplement and support the site to replace that shortfall. However, to offset the increase cannot occur in a completely natural development through active human.

Senses to help people acquire the stimulus, the information from the surrounding environment and in the body itself. Each of our senses for specific salary information about the objects and phenomena of the objective world. Visual help us feel light and color, providing visual daily 80% of the total information we receive from the outside; Hearing gives us information about the sound; Tactile

surface to perceive things, temperature; Smell and taste to perceive smell, taste; Feeling motor, balance tells us relative positions of the body compared to the things around in space; Sensory motor muscle pain along with the status information in the body.

The human body is a perfect machine neck so that when one or more senses are reduced or unable to perform its functions, will impact negatively on the development of the whole apparatus. If based purely on information provided by the senses, signless pupil's visual loss, the amount of information that is only about 20%. But the reality is not so for the ability to compensate, these functions are reduced or loss of vision is the sensory organ responsible for replacing and signless pupils still be felt around the world full round with its characteristics.

Signless pupils are students, too. So they should have an educational process must comply with the principles and methods of general education, but should be based on physiological characteristics, its own characteristics to teach signless pupils. Due to the impact of disability, the physiological developments in signless pupils have specific characteristics and limitations than the normal students, so the education signless pupil's complex required the following general principles:

Specifically and image: Words of teachers must be specific, and slowly distilled.

Self-awareness and thought process: Signless pupils teaching job to teach them the image of the object was to teach the children to think about that image.

Proactive and apply in practice: The teacher is to teach signless pupils should take encouragement as the main cause of faith, eroticism they bring their insights into the use of learning activities.

Codified and legacy: Leading from the known to the unknown; from easy to difficult, to build a static concept before action for the implementation of impact.

Moderate effort and preparation: The teacher preparation curriculum to note the volume of knowledge must conform to the physiological characteristics of signless pupils, helping students grasp the skills, techniques, respectively. Must ensure the best fit for teaching.

Isolated and individual: Perform calculation of differentiated education for blind students, blind students and the individual characteristics of each particular case to teach them accordingly.

Strengthened and expanded: With signless pupils teachers need to note the basic principles: chemical specificity; turned positive; medium strength properties; Particular care.

Methods of teaching gymnastics for signless pupils.

Teaching process is the cognitive process of students with the key role of the teacher through 4 stages: feeling perception to form symbols and concepts; consolidation of knowledge; forming techniques; test the students' mastery.

With signless pupils want to feel and perceive high efficiency, the teaching process should be based on the first signal system is the sense of touch and the second signal system is a language for self-formation sense.

Measures skill formation, skill is enhanced review and practice. Need help them hold down the following levels:

Get to Know: distinguish between knowledge learned and not learned.

Reappearing: reviving the knowledge learned correctly.

Skills: applying knowledge learned in every situation.

Teaching physical education for teachers signless pupils to fully exploit the ability to receive information through the streets feel different, especially tactile and auditory; Design, build all teaching materials which are suitable for visual perception, the objects can be observed by their fingers, ears to hear. Completely intuitive method using floating aids with 3 spatial dimensions, simplifying the intricate details. Example: Building a static image, the movement can teach students celebrate static gestures and touch them; teachers need to guide them to the sequence and methods to touch, to feel you touch to HS get motion posture, using balls with rattles, the field lines using rope close to the ground.

The process of teaching a physical exercise for signless pupils.

Signless pupils purely are students that congenital lack of vision. To teach physical exercises, students first need to know the name of movement, using tactile and auditory basis approach guides students through animation effects models, well, the next instruction students perform current movements to perceive motion picture from feeling muscles, feeling active, the role of hearing through the guidance of the teacher is very important during exercises help students recognize and are both the next phase, as perceived orientation and amplitude form, tempo, rhythmic movements, to help students see the true picture of the movement, understand the technical basis, performing movements.

Overall the build process of teaching physical exercises for signless pupils should guide students to follow the motion capture techniques include:

1. Formation of movement directive means building action plans with images formed from tactile and auditory basis for visual signless pupils hurt, functional role of eye dominance images are thus very weak vestibular eye to build icon in engineering structures whether action simplest movements.
2. Realize that the action plan is set to perform actions based on the key factors is the human element, feeling the muscles and timing components simultaneously turn the auditory sense, then new to the component space: orientation, form and movement amplitude components ultimately space-time: tempo rhythm action, which will create visual images advocacy body in a sustainable way .

Based on the theoretical approach to physical education, through empirical research, the construction process of teaching a physical exercise for signless pupils consists of 4 steps.

Step 1: Develop the concept of the right to exercise

Step 2: Check the awareness of students on homework

Step 3: Get familiar with the movement of exercise

Step 4: For students perform exercises under the command of the teacher

Table: The process of teaching a physical exercise for signless pupils

(Already consult teaching of 22 teachers participated in the experimental and 30 professionals)

STEP	1	2	3	4
MISSION	Building the right concept for exercise	Testing awareness of students about homework	Acquainted with movements of exercises	For students exercise under the command of the teacher
Percentage of teachers & professionals agree	100%	100%	100%	100%
PURPOSE	Help students know how to perform exercises	How to detect inaccurate statements to complement	Help students become familiar with exercises will be conducted upon request	Solving the purpose of the exercise
Percentage of teachers & professionals agree	100%	100%	100%	100%
CONSTRUCTION MEASURES MODEL.	Combining explanation, lead students use tactile touch, feel muscle movement joints and other senses to perceptual exercises	Ask & Tell students answers	So how exercise student's partial implementation of the exercise with the help of teachers positively. Organization for student how to self-check their wrongs done	For students perform exercise under the command of the teacher
Percentage of teachers & professionals agree	100%	100%	100%	100%

To determine the reliability of the process step instruction, work conducted interviews with 30 experts, 22 teachers participated in training signless pupils experimental results synthesized ideas from experts, teachers are: concurred on the agenda and the process was done.

Explanation processes taught a physical exercise for signless pupils.

Implementation process always moves with the participation of internal resources and external health workers, gravity body, environmental resistance ... The

subjective factor when performing movements may also cause adversely affect the performance, so need to be observed directly after each execution.

Step 1: Develop the concept of the right to exercise

To teach physical exercises, students first need to know the name of movement, introduces students to see images of the movement, understand the technical basis, how. The difficulty in teaching signless pupils congenital complete lack of vision should seek to identify the children feel the exercises through tactile and auditory. Signless pupils still "seeing" but in a manner other than the normal visual. As a rule the clearing functions, and visual senses rest also helps signless pupils feel characteristics of objects, phenomena, space and time of the objective world. In step 1 to identify student's exercises, movements like? the sense of touch and body movement with the support of language plays an important role, so the need to establish models, well enabling students to use tactile, auditory, sensory motor muscles that feel recognition, perception is exercise, movement.

Step 2: Check the awareness of students about homework.

After the students lectured touch combined exercises, movement, need to check students 'awareness about the exercise by asking and answering pupils' self-executing exercises, aimed at helping teachers discover signless pupils' comments not exactly as exercises to supplement.

Not any certain stimuli acting on the authority of our feelings are also caused certain feelings. When a stimulus below the lowest threshold of sensation is the minimum value sufficient to make an appearance on the threshold of sensation or feeling is the highest of the maximum value of the stimulus, there is no sense of size like again. The dependence of the force felt entitled to stimulate the laws of physics - basic psychological Vebe - Phecne.

In this second step, based on perceptions of students after the auto reply, teachers give students perform movements slowly, explaining the technical phases, it is necessary for students to get the right feeling for space, such as amplitude, the movement posture movements; time: rhythm, pace, movement speed; feel the sense of body movement joints of movement.

Step 3: Get familiar with the movement of exercise.

Each of these exercises is usually a chain link movement, including movements difficult, with easy movement, with basic movements done the main objective of the exercise. After checking, guiding students aware of the exercise, students continue to perform Step 3: Get familiar with the movement of exercise. The students perform for each part of the action can be coordinated with the rhythmic movement, but not necessarily in the process of training. Time to Step 3 should not take much time.

Step 4: Give students perform exercises under the command of the teacher.

After step 3, can continue to move straight to step 4: For students perform exercises under the command of the teacher. Progress towards mastery of the form action does not go up in a straight line because sometimes made it back down. All actions not only shape but also to take power, speed, rhythm. VI so to build must be feeling right through repeated practice performs actions depending on the technical movement, the HS level. Initially set up the stable conditions to rapidly train formation, the false defects will be corrected gradually.

Repair defects wrong note causes, characteristics and feel of the HS, the main error, severe error should fix first. When repairs to verbal instructions. One way to fix the most common note: The incorrect body posture to posture check back early, there's a lot to correct posture, the body will first fix; Errors in orientation and amplitude are determined to find a fixed benchmark for students taking that direction; Errors in tempo, rhythm, speed, use the audio signal for repair.

For example, some teaching BTTC done according to the process is as follows:

Posture exercises Train fundamental movement skills

Lesson 1 Grade 1:

Content: basic stance. Natural erectus, arms stretched along the body, palms lightly on the thigh, the fingers close together, two feet standing Slight V, facing front, head straight neck, shoulders horizontal equal.

Requirements: Students collective .So basically sitting posture (BSP) before: students affordable high chairs, body perpendicular to the thigh, thighs perpendicular to the legs, legs straight, feet on the ground hands V-shaped legs closed, back straight, head straight neck, face forward, arms straight pendant natural palm in the fingers close, from a sitting basically stand converted into basic stance.



Give students practice basic standing posture leaning against the wall (BSP LA the Wall): Stand up straight, buttocks and back touching the wall, from BSP LA the Wall steps forward 1 step forward basic stance is not leaning against the wall.

Teaching:

Step 1: The teacher uses the model doll touching little guidance for students with an explanation then arranges for one student stood in accordance with the requirements of the exercise then explain and guide each student to touch to form concepts standing in the basic stance.

Step 2: Q & A for students self-presenting performing exercises supplement the shortcomings should be noted.

Step 3: With the help of teachers positively, the students become familiar movements of exercises such as exercise, basic standing posture.

Step 4: Give students perform exercises under the command of the teacher

Assessed through teacher observation: signless pupils are not quite the same. Each child has unique characteristics, is limited or cannot use visual or other disabilities more so signless pupils proactive assessment through teacher observation method according to the specific content considering the weak factor level visual disabilities and other disabilities affecting signless pupils perform physical exercises.

1. Assessment of cognitive capacity

Cognitive capabilities of students is evaluated through test: The ability to focus, pay attention; ability to remember; ability to identify the parts of the body, things, events and people around; ability to identify comparable objects; ability to reason.

2. Review the development of motor skills, movement-oriented

A motor skill, movement direction was assessed by inspection:

The ability to mobilize the body's organs when performing exercises; fine motor skills; ability to identify the body, the direction of the space, the correlation between things around; ability to exercise as directed.

Assessment Method: Based on the information-oriented, through observation pedagogical methods, depending on the extent of the carrying capacity of the physical exercises of student assessment may determine in accordance with a scale of 4 rank: good performance 3 points, performing an average of 2 points, 1 point poorly done, not done 0 points.

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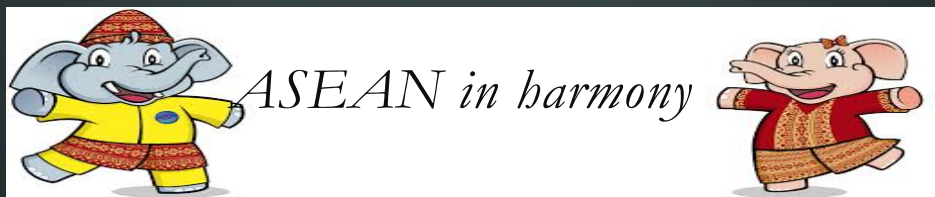
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