PROCEEDINGS

THE 1ST YOGYAKARTA INTERNATIONAL SEMINAR ON HEALTH, PHYSICAL EDUCATION, AND SPORTS SCIENCE.

Evidence-Based Practice of Sports Science in Education, Performance, and Health.

October 14th, 2017. Eastparc Yogyakarta, Indonesia

Published by
Faculty of Sport Sciences
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OPENING SPEECH

As the Dean of Faculty of Sport Sciences Universitas Negeri Yogyakarta, I would like to welcome and congratulate to all speakers and participants of the First Yogyakarta International Seminar on Health, Physical Education, and Sport Science (YISHPESS) 2017 entitled “Evidence-Based Practice of Sport Science in Education, Performance, and Health”.

This international seminar is actually an implementation in the framework of the assessment of the achievements and sports culture in society that can support the achievements of the Indonesian people, so that there will be a significant role of practitioners, academicians, sport people, and sports observers from Universities, Institutions and Sports Organizations to help actively facilitate in the development, assessment of innovative sports science development so as to achieve sport achievements at the National and International level.

Finally, we thank all the committee of YISHPESS for their hard work in organizing this activity, and congratulate the invited speakers and all participants. Hopefully, this seminar is significant for the development of physical education, health, and sports sciences.

Prof. Dr. Wawan S. Suherman, M.Ed.
PREFACE

Alhamdulillahirobilalamin, thank Allah the First Yogyakarta International Seminar on Health, Physical Education, and Sport Science (YISHPESS) has been prepared well and on time. With all humility, we welcome and congratulate the speakers and participants of Yogyakarta International Seminar on Health, Physical Education, and Sport Science (YISHPESS) organized by the Faculty of Sport Sciences, Universitas Negeri Yogyakarta.

The YISHPESS 2017 is designed to updating and applying evidence-based practice in sports science aspects, including: education, performance and health. We hope that the invited speakers of this seminar can reduce the gaps between academic and field to get best output in the daily sport and health practices.

We would like to thank to Rector and the board of Universitas Negeri Yogyakarta for supporting this seminar come true. Praise and be grateful to the Lord, so that this proceeding can be issued. Hopefully, the publication of this proceeding can bring benefits to the participants in particular and readers in general.
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LAY UP SHOOT SKILL OF FIK UNP STUDENTS (EXPERIMENTAL STUDY OF TEACHING METHOD AND LEARNING MOTIVATION TOWARD LAY UP SHOOT SKILL OF FIK UNP STUDENTS)

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Abstract

Objectives: The purpose of this research was to determine the outcome differences of learning method and learning motivation toward Lay Up Shoot basketball skills students at FIK UNP in Padang. Specifically, it was to determine (1) differences in learning outcomes in performing Lay Up Shoot Basketball skills of students who were treated cooperative methods and method of inquiry, (2) the interaction between teaching methods and learning motivation towards learning outcomes Lay Up Shoot basketball skills, (3) differences in students’ learning outcomes Lay Up Shoot basketball of skills students who have high motivation to learn between cooperative learning method and learning method of inquiry, (4) differences in students’ learning outcomes Lay Up Shoot basket ball skills who have low learning motivation treated by cooperative learning method and inquiry learning methods.

Methods: This research was conducted by using experimental study with designs by level 2x2. The population of this research was male student’s as much as 72 students at FIK UNP Padang in the second semester (January-June) of the academic year 2015/2016. 40 students were taken as the sample thorough random sampling. The instrument of research was in the form of a test to measure Lay Up Shoot basketball skills and students' tests level of motivation. Data analysis technique was done by testing that requirements analysis as a prerequisite for the use of statistical analysis techniques and followed by hypothesis testing. Data were analyzed using Anova Design level by 2x2 at the level of a = 0.05, followed by Turkey’s test.

Results: of the tukey test results, the first hypothesis shows that Qcount = 6.35> Qtable (α = 0.05 / 40) = 2.86. The second research hypothesis states that Qcount = 13.95 > Qtable (α = 0.01/20) = 4.02. The third research hypothesis stated Qcount = 4.97 > Qtable (α = 0.01/20) = 4.02. The fourth hypothesis of research Based on the ANAVA testing outcome, it can be seen that F count = 21.31>Ftable [α = 0.01] = 6.96. It means that H0 is rejected and H1 is accepted. In other words, there is significant interaction between leaning method and learning motivation.

Conclusions: It was proved that the learning outcomes of Lay Up Shoot basketball skills of students in both treatment provides a significant difference. Through further testing, it proved that the outcome of learning Lay Up Shoot basket ball skills treated cooperative learning is higher than those who did not.

Keywords: lay up shoot, learning motivation

INTRODUCTION

Basketball is one of popular game of all ages in the world. It is a game which is playful, competitive, educative, entertaining and healthful. Personal skills such as shooting, luring, dribbling, rebound and teamwork to attack or defense are the requirements in order to perform this game successfully (Jon, 2007: 13). It means that the movements needed in this game are the combinations of several supporting motions. This game is really suitable to watch because it can be performed indoor and it needs only a small field to play.

Lay up shoot is a shoot to put the ball to the basket through integrating several motions to perform complex movements. It is a shoot which is performed near by the basket as if the ball is put into the basket preceded by two steps before (Ahmadi, 2007: 19). Based on this opinion, it can be concluded that lay up shoot is done systematically through dribbling the ball, jumping closely to the opponent basket and putting the hand as close as possible to the basket and finally putting the ball to the opponent’s basket adjusted with the way how to hold the ball, players’ sight, balance, elbow adjustment, and the foot step.
Learning Motivation

Based on Good and Brophy in Fardi (1997:13), they propose motivation as a construct to state the beginning, direction, intensity and the attendance of behavior. As the controller of someone behavior, Marten in Fardi (1997:14) says that motivations comes from two sources; intrinsic and extrinsic motivation. Intrinsic motivation is natural force comes from oneself to do something not to gain appreciation but to gain self satisfaction. Extrinsic motivation is external force to cause someone to do something. The external forces are usually caused by the desire to gain something beneficial (Fardi, 2007:15). Setyobroto (2002:28) says that the athlete’s motivations are to 1) show the skill and achievement, 2) show the strengths, 3) attain success, 4) beat someone, 5) show group’s pride, 6) look for sensation, 7) attain career, 8) gain materials, and 9) to attain popularity. Based on the opinion above, it can be concluded that to perform such a perfect lay up shoot skill, an athlete should have high motivation which will influence his earnestness to learn, to prepare physical condition and to perform a good and optimal technique of lay up shoot skill.

Cooperative Learning Method

Cooperative learning method is a method which requires the students to communicate well in a group (Nurhadi, 2004: 65). The learning is begun when the group is formed. Then the teacher and students choose certain topic to discuss in the group (Agus, 2009:93). According to Slavin, cooperative learning is a set of instructional method that requires student work in small, mixed-ability learning groups. It means that cooperative learning is a set of instructional method in which the students needs to work in small group with mix-ability group member (Slavin, 2010: 173). Cooperative learning method surely can promote the students through small group consisting of 4-5 heterogenic members. The learning process is begun by stating the learning purpose, explaining the materials, group work, quiz, and group rewards. Cooperative learning method increases students’ willing to contribute positively to the group and promotes students’ motivation to follow the learning process which will influence the learning outcome consequently (Trianto, 2009:58). Based on the discussion above, it can be concluded that cooperative learning method is a method which requires the students to learn in heterogenic group to promote their academic skill.

Inquiry Method

Inquiry method is a method which focuses on the students. The task designed in this method is to give option and deliverance to the student to work as they wish within control. According to Lutan (2001: 61), this method offers freedom for to students to work and move freely. The lecturer’s task is to prepare the learning material and general instructions. The students’ task is to respond suitably. Based on the explanation above, inquiry method is a learning method to promote students’ scientific thought. Consequently, the students will learn independently, improve their creativity to solve problem. The students are the subject of learning process and the lecturer is only the facilitator. This research focuses on the promoting the lay up shoot skill of FIK UNP student.

Relevant Studies

The findings of Cucut Hidayat shows the influence of learning style and learning motivation toward basic movement badminton od SDN Cieunteung students, Tasikmalaya, West Java. It informs entirely that inquiry method gives significant influence rather than order/command method towards male students’ skill, especially for those whose high motoric skill (Cucut Hidayat, 2008: 185-186).

METhOd

The steps are:
1. Research preparation including the permission, try out of lay up shoot and learning motivation instrument, sampling, and treatment.
2. Research implementation including presenting the treatment to the groups.
3. Data collecting of lay up shoot tes after having 16 meetings.
The treatment was given during the exercise. Every meeting was held in 2 hours. The place of research was in the GOR PPSP basketball field at FIK UNP. Every group was given treatment twice a week for 8 weeks (16 meetings). The research is aim at knowing 1) the learning outcome differences of students' lay up shoot skill between those who were treated by cooperative method and inquiry method, 2) the interaction between learning method and learning motivation toward learning outcome of lay up shoot skill, 3) the learning outcome differences of high motivation students who were treated by cooperative and inquiry method, 4) the learning outcome of low motivation students who were treated by cooperative and inquiry method.

The research method used was experimental study using 2x2 design (by level). It was chosen because there were treatment given to independent variable that is learning method and leaning motivation to know each influences toward students' lay up shoot skill of FIK UNP (dependent variable). The target population was all students of sport education study program who enrolled basketball course in FIK UNP at January-June, 2015/2016 academic year. The population was homogeneity since it has similar syllaby, teacher/lecturer, course material, facility and curriculum. Thus, the population was about 72 students. The sampling was taken based on verducci that is based on learning motivation test to determine the group. For those whose outcome was more than 27% were categorized high motivations students and the rest (less than 27%) were categorized low motivation students (Verducci, 1980: 176-177).

To fulfill the experimental study requirements, every group was involved and wa given treatment. They were 20 high motivation students and 20 low motivations students. Then, every group was divided into two groups through random sampling. Thus, there were 4 groups consisting of 10 members/students. The hypothesis was tested by ANAVA testing by level 2x2 design (α=0,05). If the outcome is significant and was interacted to n (sample), the test will be continued by using Tukey test to show better interaction.

RESULTS AND DISCUSSION

The learning outcome differences in performing lay up shoot skill between those who were treated by cooperative method and inquiry method

Based on the ANAVA testing outcome, it can be seen that $F_{count} = 4.81 > F_{table} (α = 0.05/40) = 4.08$. it means that $H_0$ is rejected and $H_1$ is accepted. In other words, there is significant difference in the learning outcome of students’ lay up shoot skill between those who were treated by cooperative method and inquiry method. The learning outcome of students who were treated by cooperative method is higher than those who were treated by inquiry method. Then, Tukey test was conducted to know the differences of the treatment given. The outcome shows that $Q_{count} = 6.35 > Q_{table} (α = 0.05/40) = 2.86$. it means that there is significant difference in the learning outcome of students’ lay up shoot skill between those who were treated by cooperative method and inquiry method. The learning outcome of students who were treated by cooperative method is higher than those who were treated by inquiry method.

The learning outcome differences of high motivation students in performing lay up shoot skill between those who were treated by cooperative method and inquiry method

Based on Tukey test, $Q_{count} = 13.95 > Q_{table} (α = 0.01/20) = 4.02$. it means that $H_0$ is rejected and $H_1$ is accepted. Hence, there is significant difference. The learning outcome of students who were treated by cooperative method is higher than those who were treated by inquiry method.

The learning outcome differences of low motivation students in performing lay up shoot skill between those who were treated by cooperative method and inquiry method

Based on Tukey test, $Q_{count} = 4.97 > Q_{table} (α = 0.01/20) = 4.02$. it means that $H_0$ is rejected and $H_1$ is accepted. Hence, there is significant difference. The learning outcome of students who were treated by cooperative method is lower than those who were treated by inquiry method.
The influence and interaction between the treatment given (learning method) and learning motivation toward students’ learning outcome in performing lay up shoot skill

Based on the ANOVA testing outcome, it can be seen that $F_{\text{count}} = 21.31 > F_{\text{table}(\alpha = 0.01)} = 6.96$. It means that $H_0$ is rejected and $H_1$ is accepted. In other words, there is significant interaction between learning method and learning motivation.

Based on hypothesis testing, it can be seen that there is significant difference in students’ learning outcome in performing lay up shoot skill. The further testing also shows that the learning outcome of those who were treated by cooperative method is higher than those who were treated by inquiry method. Learning motivation is also play significant role to the learning outcome. It shows that high motivation students perform higher and better learning outcome than low motivation students.

The learning outcome differences in performing lay up shoot skill between those who were treated by cooperative method and inquiry method

The first hypothesis testing outcome shows that the students whose treated by cooperative method have higher learning outcome than those who were treated by inquiry method. In other words, cooperative method is more effective than inquiry method. The outcome above is along with the research finding of Sutaman (2014) that cooperative method can increase students’ responsibility to contribute positively to their group and can promote their enthusiasm to follow the learning process in which can effect to their learning outcome later. It goes along with Trianto (2009: 58) who says that cooperative method can promote cooperative habit, better relationship and students academic aspects. The same opinion stated by Roberts (2010:173) who says that cooperative learning can increase students’ lay up shoot skill as well as their self-esteem and relationship between group member.

The learning outcome differences of high motivation students in performing lay up shoot skill between those who were treated by cooperative method and inquiry method

The outcome shows that there is significant difference of high motivation students’ learning outcome who were treated by cooperative learning. The learning outcome was higher than those who were treated by inquiry method. The similar outcome was also found by Nurhadi (2004) who states that cooperative learning method is a method which requires the students to have good ability both in communication and in lay up shoot skill in a group. Then, Suprijono (2009) also states that cooperative learning is begun by dividing the students into groups. After that, the lecturer and the students choose the topic related to the lay up shoot skill. It goes along with Robert (2010: 14) who says that cooperative learning demands the students to work within small group consisting of more or less 4 members in practicing basketball lay up shoot skill.

The learning outcome differences of low motivation students in performing lay up shoot skill between those who were treated by cooperative method and inquiry method

The hypothesis testing shows that there is significant difference of low motivation students’ learning outcome who were treated by cooperative learning and those who treated by inquiry method. The learning outcome was lower than those who were treated by inquiry method. On the other hand, ..... (2000) explains that cooperative learning can promote students’ motivation to prefer practicing lay up shoot skill more. It is because cooperative learning create such a delightful atmosphere which makes the students eager to learn more and more about lay up shoot skill.
The hypothesis testing shows that there is interaction between learning model and students’ learning motivation and its influence toward learning outcome of lay up shoot skill. The high motivation students who were treated by cooperative learning method performed better and higher learning outcome than those who treated by inquiry method.
CONCLUSION AND SUGGESTION

Based on the findings above, cooperative learning method influences students’ lay up shoot skill. Hence, there should endeavor to increase students’ lay up shoot skill in basketball through learning model such as: first, the students work independently by collecting information from several sources about lay up shoot skill and by learning from other students. Second, the students can express their idea verbally and discuss it to other students. Third, the learning method can promote students to respect each other and to realize their own limitation and accept the differences among group member. Fourth, the learning model improves students’ responsibility during learning process. Fifth, this learning model is effective to improve students’ skill as well as their social interaction and their positive interpersonal relationship. Sixth, it can promote students’ ability to analyze their own idea and comprehension and to give feedback. The students encourage to solve the problem without feeling afraid because it is the responsibility of the group. Seventh, the interaction in cooperative method stimulates the students to think and to be more motivated which will be beneficial for their long-term education.

Based on research findings, the learning motivation influences significantly toward students’ lay up shoot skill in basketball. The implication of this finding is the better the learning motivation, the better the skill. Thus, learning motivation should be improved. Based on research findings, inquiry learning method influence significantly toward lay up shoot skill in basketball of FIK UNP
students. The implication of this finding is the better the inquiry method, the better the lay up shoot skill. Hence, the students’ lay up shoot skill can be improved through using inquiry learning method.

First, the learning of this strategy is meaningful because it stresses on the improvement of students’ cognitive, affective and psychometric aspects. This method accentuates the students to learn based on their learning habit. Second, it leads the students to be more active and to find their own problem solving in order to increase their self-confidence and curiousness about lay up shoot skill in basketball. Third, inquiry learning method is considered suitable with the development of modern learning psychology which assumes that learning is the changing of behavior due to the experience. The lecturer is only the facilitator in this learning method.

REFERENCES


