



Journal of Education, Teaching, and Learning is licensed under
a Creative Commons Attribution-Non Commercial 4.0 International License.

RELATIONS ENTRANCE TEST INTERVIEW WITH LEARNING OUTCOMES

Victor Simanjuntak¹⁾

¹⁾University Tanjungpura, Pontianak, Indonesia

E-mail: victorgsim@yahoo.co.id

Abstract. The problem in this research is how the relationship between the results of tests Interview on learning outcomes. The approach used in this study was cross-sectional survey method. Population in this study were all students accepted at the Physical Education Program Health and Recreation (PJKR) Sports Sciences Department of the Faculty of Education (Guidance and Counseling) of Tanjungpura university for 2016/2017 amounted to 46 students. Sampling using saturation sampling technique is the determination of the sample by using the entire population of 46 people. Results showed that having interviews to higher learning outcomes are highly satisfactory 33 people (73%) and the results of interviews to low learning outcomes satisfy 1 (2%), while those with interviews to low learning outcomes that are very satisfying 1 (2%). For high-interview test results with the learning outcomes of praise amounting to 8 people (17%) and who had lower test interview with the learning outcomes of praise numbered 2 (4%).

Keywords: learning outcomes, interviews, students sports and recreation education

I. INTRODUCTION

According to Law No. 20 of 2003, education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character, and skills needed him, society, nation, and state. In realizing the government program, one institution is a college education providers.

Higher education as a formal institution is one means of determining the adequate education and affects a person's ability to develop their own potentials before plunging into the community. Final results are expected from college is the output of qualified human resources with the proven achievement of academic and non-academic well become a kind of benchmark for the success of a university in managing the education system. Was found a lot of jobs that require the recruitment based on academic performance in the form of the value of grade point average (GPA) of a person. Someone academic achievement in college students is determined by several factors, including the quality rather than the students who will be accepted, and if accepted is determined by the quality of learning during the education process that can be seen from the results and mastery learning.

In the process of new admissions by the college, before entering into a stage of active learning conducted several tests acceptance. Use of the test itself is meant to filter and get

prospective students who have excellence and achievement. One of the new admissions tests is a test interview.

Use of the interview in some colleges there is obligatory some are just additional options, there is even negate such tests, due to several things, among others, the need for allocation of time, money, and manpower extra work which would affect the performance of universities, Besides one quite fundamental and influence in decisions regarding the use of the test of the interview and its influence on the competence of the academic side of college students. Whether the results of the interview to give a picture of individual excellence and achievement, especially from the academic side so that universities can provide the opportunity for individuals who are really the potential for education.

Noting the above explanation, then the question arises whether the admission tests in the form of interviews linked to learning outcomes students of Health Physical Education and Recreation Faculty of Teaching and Education University Tanjungpura?

II. LITERATURE REVIEW

A. Understanding Learning

Learning is an active process in which a person's memory, thinking and trying to change into a better person on self-awareness. According Suprihatiningrum (2013: 15), learning is a process attempts individual consciously to obtain change certain behavior, both of which can be observed directly and

which can not be observed directly as experience in its interaction with the environment, learning to play an important role in the development, habits, attitudes, beliefs, goals, personality, and even human perception. In line with these opinions, Darsono (2000: 4) argues learning is a mental activity/psychic in an active interaction with the environment, which results in a change in knowledge, understanding, skills, values, and attitudes. Powered by Djamarah (2002: 13), which suggests that learning is a series of activities and soul to obtain a change in behaviour as a result of individual experiences in interaction with the environment regarding the cognitive, affective, and psychomotor.

According Wasty Soemanto (2003: 113) in learning is influenced by three (3) factors: a. Factors learning stimuli is everything outside the individual to hold a reaction that stimulates learning, such as the length of lessons, teaching material difficulties, meaningful material, the severity of the task, the atmosphere of the external environment; b. Factors teaching methods used by lecturers greatly affect the learning method used by the students, which poses a significant difference to the learning process, such as training or practice activities, memorize or remember, the introduction of the results of learning, guidance in learning; and c. Individual factors, on the maturity of the individual, age, gender, previous experience, motivation, health condition.

B. Learning Outcomes

According Nashar (2004: 77), the result of learning a skill that is obtained after going through the learning activities. Similarly, according to Anni Catharina Tri (2006: 4) learning outcomes is obtained learner's behaviour changes after a learning activity. Success or failure of a person's behaviour changes in education depends on the learning experience.

The nature of learning includes not only subjects but also mastery, habits, perceptions, excitement, interest, social adjustment, various skills, and ideals. One learns if he wanted to do an activity that behaviour change. The behaviour is seen in a broad sense that includes observation, recognition, actions, skills, interests rewards, attitudes and others (Nasution, 2003: 85). So it can be concluded that learning is not just about intellectual fields only, but overall cognitive, effective, and psychomotor. As described above, Hamalik (2004: 45) also said that the study related to the change in the perception and behaviour as well as improved behaviour, so that the knowledge gained after the students learn to make students have a different perception or outlook on everything that was known before the study. Change in perception will affect their behaviour in the hope of becoming better than before.

Learning can be said to be successful if there is a change within the student, but not all changes in behaviour can be said to learn. According to Ma'mun (2005: 37), changes in behaviour as a result of learning have characteristics typical embodiment, among others, intentional change, positive change, and effective change. Intentional change is a change in the process of learning by experience or practice that is done intentionally, consciously, and not by chance, thus the

change due to the stability and maturity, or fatigue, or because the disease cannot be seen as a change in learning outcomes.

Changes considered effective if it had an impact and a certain meaning for students (at least until a certain time limit) is relatively fixed and any time required, can be reproduced and used as in solving problems both in the test, repeat, and so on as well as adjustments in everyday life in order to survive. It can be concluded that learning is a process in which students attempt to obtain new behaviour changes as a whole, intentional, conscious. The changes are relatively sedentary and bring a positive influence and benefits in interacting with its environment.

The learning achievement as a result of a process that has been undertaken in the form of awards obtained by students according to the struggles and efforts of the various challenges faced. According to Ma'mun (2005: 160), academic achievement is the result of education assessment of the learning process and results in accordance with the instructional objectives concerning the content and the expected behaviour.

Thus the learning achievement is the assessment of learning outcomes to determine the extent to which learning objectives have been achieved. As expressed by Arikunto (2006: 24), evaluation of education has always been associated with the achievement of students, where evaluation is a process of collecting data to determine the extent to which, in any case, and which part of educational objectives have been achieved. The success rate obtained by the students during the learning process or the lecture in accordance with predetermined objectives and conducted over a certain period can be measured using the test. Demonstrated learning achievement in grade point average (GPA) is a number that indicates a student's study achievement or success of the first half until the final semester who has taken cumulatively. Achievement Index (IP) is the assessment of the success of a study conducted at the end of each semester.

C. Understanding Interview

In this study, researchers act as an instrument. The existing facilities on the researcher to become an instrument is a pair of eyes, ears, lips, and communication. Communication is used as a guideline in qualitative data collection. Good communication in the interview is the interaction planned and aimed to obtain information or data necessary for the purpose to get (Alwasilah, 2003: 191). As interviewer seeks to words of the respondents did not trickle (speech not known) or making words fly. Therefore, as researchers must first understand the meaning of the interview before the data were collected through interviews.

Definition interview (Moleong, 2009: 186), is a conversation conducted by the two parties, namely interviewers and interviewees were asked questions that provide answers to the question. Meanwhile, according to Denzin, (2009: 501), the interview is the art of socializing, meeting two humans interacting in a certain period based on equality of status, regardless of whether it is actually a true story or not. Thus, the interview can be a tool/device, and also a certain object. According to Faisal Sanapia (1992: 213), the

interview is an oral questionnaire, respondents stated intention information orally in a relationship face to face, so the respondents did not have to write the answers in writing. From the description and the opinion, the interview is a technique of data collection is done by a question and answer orally, either directly or indirectly by the respondent data source. Interviews are addressed directly to the required information/data, whereas indirect interviews, the interviews addressed to other people who are thought to provide information about the state of the person whose data is required.

III. METHOD

The approach used in this study was cross-sectional survey method. Pupulasi in this study were all students accepted at the Physical Education Program Health and Recreation (PJKR) Sports Sciences Department of the Faculty of Education (Guidance and Counseling) University Tanjungpura force 2016/2017 amounted to 46 students. Sampling using saturation sampling technique is the determination of the sample by using the entire population (Sugiyono, 2012: 124) a number of 46 people.

Data collection using interviews and documentation. Interviews are a number of questions asked orally to obtain personal information and documentation of data collection in the form of notes or transcripts student results. To determine the accuracy and thoroughness of the interview conducted bivariate analysis Pearson correlation test using SPSS version 16.

IV. RESULT AND DISCUSSION

A. Result

The results as a whole can be presented in Table 1 below:

TABLE I
 Relationship Interview With Student Learning Outcomes Study Program Health Physical Education And Recreation Department Of Sports Science Faculty Of Teaching And Education University Tanjungpura

Interview	Learning Outcomes				Compliment	P
	Quite	Satisfactory	Very Satisfactory			
	n	n%	n	n%	n%	
High	-	-	33	73%	8	17%
Low	-	1	1	2%	2	4%
Total		1	34	75%	10	21%

in accordance with the data shown in table 1 shows that that has interviews to higher learning outcomes are highly satisfactory 33 people (73%) and the results of interviews to low learning outcomes satisfy one person (2%), while those with lower test interview with a very satisfying learning outcomes numbered 1 (2%). For high-interview test results with the learning outcomes of praise amounting to 8 people (17%) and who had lower test interview with the learning outcomes of praise numbered 2 (4%). The result is a data chi-square test Interview Relationship With Learning Outcomes Students have a significant value of 0.001. Because the value of P <0.05 then Ho is rejected, so we get that there is a

relationship between Interview with Student Learning Outcomes Program in Physical Education and Recreation Department of Health Sports Sciences the Faculty of Education University of Tanjungpura.

B. Discussion

Basically, this study aims to determine the level of student interest in studying at the college. By identifying some of the issues that exist, this study is expected to be a reference for the University to better-preparing students for the future. This study was conducted to elicit a response from any respondent. Respondents in question is a new student PJKR Studies Program Guidance and Counseling Department of Sports Science University Tanjungpura force 2016/2017. The response has been provided by the researchers outlined on the questionnaire sheet which has been declared valid and reliable. The number of respondents who have as many as 45 people, which should be as many as 46 people, but the 1 (one) of the students do not continue their education. In the questionnaire, each respondent was asked to answer an 11 question, contain aspects of interest and motivation of students to study program Health Physical Education and Recreation Department of Guidance and Counseling Sports Science University Tanjungpura.

Based on data from the survey results revealed that a number of 45 students, learning outcomes are highly satisfactory 33 people (73%) and learning outcomes with praise amounting to 8 people (17%) overall with a percentage of 90% the level of interest and motivation of students to continue Education in Physical Education Studies Program Recreation Department of Health and Sport Sciences University FKIP Tanjungpura included in the category of Good. According to M. Dalyono (2006: 55-60), interest can arise because of the appeal from the outside and also came from the heart. The emergence of interest in learning due to several factors such as a strong desire to raise the dignity or good jobs and want to live happy or unhappy. These results show that students are interested enough to be a sports science faculty to-front, on the grounds that the teaching profession of physical education and sport is a profession that takes health community at large. It also can improve the social status in society, and be proud if someday become a teacher. The result is a data chi-square test Interview Relationship With Learning Outcomes Students have a significant value of 0.001. Because the value of P <0.05 then Ho is rejected, so we get that there is a relationship between Interview with Student Learning Outcomes.

V. CONCLUSION

A. Conclusion

Noting the description of the data and discussion as stated above, this study shows that in the interview that contain interest and motivation of students is high enough to be a lecturer sport science in the future, since most of the students felt that the teaching profession is a profession that is needed by the community many, in addition to the teaching profession will improve the social status in society, are also proud to be a teacher later on when the sport science.

B. Advice

Given our results and conclusions put forward suggestions as follows:

- 1) It should be done taking data on learning outcomes continued to investigate the relationship further between the interview on learning outcomes that provides motivation and interest of students currently enrolled at the University
- 2) should be done taking data on mastery learning further to determine the relationship between the interview, when registering interest, and mastery learning.

REFERENCES

- Alwasilah, AC (2003). *Anyway Qualitative; Basics Designing and Conducting Qualitative Research*. Jakarta: PT. Qiblah Main Book.
- Arikunto, S. (2006). *Research procedure*. Jakarta: PT. Rineka Reserved.
- Dalyono, M. (2006). *Educational Psychology*. Jakarta: Rineka Reserved.
- Darsono, Max. (2000). *Educational Psychology*. Semarang: Semarang Teachers' Training College Press.
- Denzin, NK and Yvonna SL (2009). *Handbook of Qualitative Research*. (Translated by Darioyatno). Yogyakarta: Student Library.
- Djamarah, Syaiful, Basri. (2002). *Psychology of Learning*. Jakarta: PT. Rineka copyright.
- Hamalik, Oemar. (2004). *Teaching and Learning procedure*. Jakarta: Earth Literacy.
- Ma'mun, USA. (2005). *Educational Psychology*. Bandung: PT. Youth Rosdakarya.
- Moleong, LJ (2009). *Qualitative Research Methodology*. Molds 26th. Bandung: PT. Youth Rosdakarya.
- Nashar. (2004). *The role of motivation and ability Early in learning activity*. Jakarta: Delia Press.
- Nasution, F, HM (2003). *Influence Perception of Religion and Emotional Intelligence on Self Concept Students MAN in Malang*. *Journal of Educational Sciences*. Vol. 10 No. 3. Malang: State University of Malang.
- Sanapiah, Faisal. (1982). *Educational Research Methodology*. Surabaya: PT. National Business
- Soemanto, Wasty. (2003). *Educational Psychology*. Malang: Rineka Reserved.
- Sugiyono. (2012). *Qualitative and Quantitative Research Methodology R & D*. Bandung: Alfabeta
- Suprihatiningrum, Jamil. (2013). *Learning Strategy, Theory and Applications*. Yogyakarta: Ar Ruzz Media