

ANALYSIS OF DIFFERENT LEARNING BEHAVIORS AND LEVELS OF UNDERSTANDING OF STUDENTS IN PJKR STUDY PROGRAM ON LEARNING OUTCOMES IN THEORY AND PRACTICE COURSES

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ABSTRACT

Learning is a process of transferring knowledge by lecturers to students with the aim of creating an interaction so that the learning process becomes effective. In addition, learning is also one of the parameters of an education. Basically, every learning process that is carried out is directed to achieve predetermined goals. Sampling was carried out on September 1-17 2022 with a total of 64 students using the method. The sampling technique used was purposive sampling, which is a sampling technique whose characteristics or characteristics are known in advance based on the characteristics or characteristics of the population. The criteria determined by the researchers were PJKR study program students who had taken the lecture process for 6 semesters. Assessment uses GPA for semester results. These students are the class of 2018 with a total of 44 students, for the class of 2019 with a total of 20 students. The results showed that the average score obtained in theory courses was 60.2 and in practical courses was 62.64. While the acquisition of the highest category was in theory courses, namely in the good category with a frequency of 23 students (36%) and in practical courses, namely in the good category with a frequency of 22 students (34.4%). The average value and the highest category based on percentage and frequency. The average score obtained in theory courses is 36.4 and in practical courses is 36.7. While the acquisition of the highest category was in theory courses, namely in the sufficient category with a frequency of 25 students (39%) and in practical courses, namely in the sufficient category with a frequency of 25 students (39%). For the value of students of the Physical Health and Recreation Education Study Program, an average score of 72.2 is obtained, the minimum value is 30 and the maximum score is 82.5. As for the Practice Course, an average score of 77.1 is obtained, a minimum score of 30 and a maximum score of 85.

Keywords: Different Learning Behaviors, Understanding Of Students, Learning Outcomes

INTRODUCTION

Learning actually functions to equip students' abilities to access various information needed in learning (Mashud, 2015). Therefore, one of the obligations of lecturers when teaching is not only related to conveying material to students. In addition, lecturers must also have the ability to understand students with their various differences in order to be able to help them in dealing with learning difficulties (Abdullah, R.2016). The learning process will occur when there is interaction or reciprocity between students and their environment in educational

situations to achieve the goals set. In addition, the teaching and learning process is said to be effective if educators or lecturers try to develop an interesting learning process by always providing opportunities for students to be active in the cognitive, psychomotor, and affective aspects Junaedi, A and (Wisnu, H , 2015). Each learning process runs effectively or not, one of which can be observed through the learning behavior of students.

Behavior is a reflection of the attitudes and characteristics possessed by each individual in general, including how to behave, how to learn, how to speak and so on (Murti, w. 2019). In principle, behavior in the learning process is an attitude that is shown consciously by including sociological and psychological aspects. Learning behavior can also be interpreted as a habit or habituation of a person that occurs continuously when in the teaching and learning process. A student will be able to obtain maximum academic achievement when he is able to show good behavior in learning activities. As stated by (Purwati, W.2016) that behavior in the learning process is one way to improve the point of view regarding the implementation of learning which is more dominant only in increasing cognitive abilities.

Learning behavior is shown by a student continuously and is carried out consciously in every lecture process. This can happen to students because of their level of interest in a material in a lesson. (Rahmawati, A. 2018) argues that the learning behavior shown can be said to be a need in a person. This is very dominant and vital for forming a person's attitudes and assumptions in the learning process which directly impact the way of responding to teaching and learning activities (Cahyono, IH 2010). Learning behavior is certainly one of the factors that contribute to the level of one's understanding of the material presented in the learning process or lectures. Moreover, emphasized by (Sudiyani, NN 2020) that one of the factors that influence achievement in learning is the way a person behaves and behaves when in the lecture process.

Understanding can be interpreted as an absorption of someone related to what is being taught. According to KBBI, the meaning of understanding can be interpreted as "correct". Comprehension is one of the three levels of Bloom's taxonomy, namely the cognitive domain . (Supriyanto, E.2011) argues that understanding is a higher stage after knowledge possessed by someone, and to be able to reach the stage of understanding requires a process of recognition and knowledge. Therefore one of the parameters of the success or failure of the learning process is the level of understanding possessed by learners or students . So students are said to understand a material if they are able to provide a complete explanation of a material obtained in the learning process (Ginanjari, G. M and Kusmawati, LS 2016)(Mursidi, 2022).

Basically understanding is always closely related to a person's knowledge and realization through a process under certain conditions. Understanding can also be defined as a level after the knowledge stage of the meaning of a material that is thoroughly known by students or students. (Aldito, B. 2018). (Syahraeni, 2016) also emphasized that understanding comes from the capacity of an intelligence possessed by each individual. Based on the description above, it can be concluded that the understanding of each individual is obtained and influenced by several aspects, including the level of thinking, intellectual differences and several other differentiating factors. Therefore, based on the analysis of the problem, the researcher wishes to study and analyze differences related to students' understanding of the learning outcomes of theory-based and practice-based courses.

Learning outcomes are a change in all academic aspects of a student in participating in a teaching and learning activity. As stated by (Muflihah, A.2021) what is meant by student learning outcomes or achievements is an acquisition related to a change in mindset in students after participating in the learning process. (Mansur 2018) also strengthens if the learning outcomes are changes after participating in teaching and learning activities including changes in the realm of knowledge, attitudes and skills. All aspects of student change are marked by differences obtained based on instruments that refer to numbers or assessment results. (Achdiyat, M. & Utomo,

R. 2017) also argues that the results of a study in the form of quantitative data can be obtained from the student assessment process. (Dakhi, AS 2020) also believes that the results obtained after participating in learning are achievements obtained by students referring to an existing provision. Student learning outcomes can be observed and obtained in courses with different characteristics, namely theory-based and practice-based courses.

The health and recreation physical education study program has a curriculum which includes several different courses, some of which tend to prioritize knowledge or are theory-based and there are also courses that tend to prioritize movement abilities (practice). Theory-based courses are courses that are taken in the lecture process and require students to always learn and think according to the material being taught. Theory-based learning can be defined as a knowledge transfer process that is oriented towards explaining some of the material presented to students or students to understand. (Djoyonegoro, M. M and Sudarso, 2020). In physical education material there are several supporting references that need to be conveyed in the teaching and learning process in the classroom (Mustafa, PS2020). Several examples of theory-based courses in the Physical Health and Recreation Education Study Program at PGRI Banyuwangi University include: lesson planning, learning strategies, learning management, learning evaluation and so on.

Learning Studies

Learning is a process of transferring knowledge with direct communication between educators or lecturers and students in a learning situation or condition. (Dari, U. 2020) Opined that the learning process can be interpreted as an aid or contribution by an educator with the aim of acquiring and increasing aspects of knowledge, changing character (attitudes) and in the realm of skills or mastery. It can also be interpreted that the teaching and learning process aims to provide increased understanding of students or students through a good teaching and learning process and is carried out in a systematic and sustainable manner. The main or most basic principle in learning is when there is or is an action in the form of direct interaction between educators and students so that it raises a discussion and has an impact on conditions or a conducive learning climate (Djamaludin, DR and Wardana, M.2019).

In the learning process two interrelated roles must appear so that it can be said to be a two-way process of communication and interaction, namely a lecturer who acts as an educator with the task of delivering material and students or students whose job is to study the material presented. In UUSPN No. 20 of 2003 emphasized that learning is an activity or activity that involves students and lecturers with related learning resources in which there is a process of direct or indirect communication and interaction. The purpose of a lesson is for an educator or lecturer to be able to improve students' thinking patterns in several existing stages with the aim of adding and changing the mastery of a particular material for the better (Embo, E. 2017). Learning activities are not only related to educators and students, but interactions with the surrounding environment in the form of learning experiences can also be referred to as learning activities (Lestari, SP 2019).

Learning Behavior Study

The Big Indonesian Dictionary states that behavior can be interpreted as a way for someone to give a response in the form of a reaction to someone in the form of body gestures or words. Behavior itself has a fairly broad meaning and is not only related to motor activity, but it also includes various other factors including ways of observing, ways of thinking, emotional outbursts and several other things. In this case the researcher focuses on discussing student behavior when participating in the lecture process in class and outside the class. Which self-study has the meaning that is one of the processes or activities that aim to impact positive change on a student in the aspects of knowledge, attitudes and skills (Nurfadhillah, 2016).

RESEARCH METHOD

Types and Research Design

This research uses a descriptive type through a quantitative approach by focusing on data processing based on numbers and percentages. As a quote from (Sugiyono, 2013) that this type of descriptive research is a study with an orientation to describe, describe a phenomenon, event or symptom. The phenomenon in question is composed of various kinds of things that occur as well as the linkages and differences of several phenomena that exist and occur. Comparative descriptive research has a meaning, namely research that compares one thing with another. Comparative analysis (comparison) is a statistical procedure that aims to examine a difference in several types of data and variables. In this study using a non-experimental design (ex-post facto) where there is no treatment that will be given to give a certain effect or symptom (Maksum, 2012) . The purpose of this study was to analyze differences in learning behavior and the level of understanding of PJKR Study Program students towards the learning outcomes of theoretical and practical courses.

RESEARCH RESULTS AND DISCUSSION

Research Results of Differences in Learning Behavior and Level of Understanding of Students of the Health and Recreation Physical Education Study Program on Learning Outcomes in Theory and Practice Courses

This chapter presents and discusses research data on learning behavior variables and the level of understanding of students of the Health and Recreation Physical Education Study Program (class of 2018 and 2019) on two types of courses, namely theory-based and practice-based as well as learning outcomes. The instrument used is a non-test (questionnaire) and the collection of learning outcomes data obtained directly from the Academic Field. The following is a detailed presentation of the research data that has been obtained:

Research Results of Learning Behavior and Student Understanding in Theory Courses

The data below is a descriptive statistical value of the results of learning behavior and students' understanding of the Physical Health and Recreation Education Study Program in theory-based courses that the researchers obtained through a non-test instrument, namely a questionnaire.

Student learning behavior in theory-based courses with a total of 64 student respondents obtained a total score of 3859, mean 60.2, SD 6.59, minimum score of 48 and maximum score of 74. As for the value of student understanding in theory-based courses with the number of respondents 64 students obtained a total score of 2324, mean 36.4, SD 2.63, minimum score of 30 and maximum score of 42.

is known that for the value of learning behavior, the category level is very good with a frequency of 4 students (6.25%), good category with a frequency of 23 students (36%), moderate category with a frequency of 16 students (25%), poor category with a frequency of 19 students (29.6%) and very poor category with a frequency of 2 students (3.12%). As for the understanding score, the category level is very good with a frequency of 1 student (1.56%), good category with a frequency of 24 students (37.5%), moderate category with a frequency of 25 students (39%), poor category with a frequency of 11 students (17.1%) and very poor category with a frequency of 3 students (4.68%).

Research Results of Learning Behavior and Understanding of Students in Practice Courses

The data below is a descriptive statistical value of the results of the learning behavior of 2018 and 2019 PJKR students in practice-based courses that researchers obtained through a non-test instrument, namely a questionnaire. The value of student learning behavior in theory-based courses with a total of 64 student respondents obtained a total score of 4009, mean 62.64 , SD 7.54, minimum score of 47 and maximum score of 75. As for the value of student understanding in theory-based courses with a total 64 student respondents obtained a total score of 2349, mean 36.7, SD 2.88, minimum score of 29 and maximum score of 42.

Then the data analysis continued at the stage of categorizing the level of student learning behavior in the Health and Recreation Physical Education Study Program through frequency and percentage data as shown in the table below:

value of learning behavior is obtained at a very good category level with a frequency of 5 students (7.8%), a good category with a frequency of 22 students (34.4%), a category sufficient with a frequency of 21 students (32.8%), less category with a frequency of 12 students (18.7%) and very poor category with a frequency of 4 students (6.2%). As for the understanding score, the category level is very good with a frequency of 2 students (3.1%), good category with a frequency of 24 students (37.5%), moderate category with a frequency of 25 students (39%), poor category with a frequency of 11 students (17.1%) and very poor category with a frequency of 2 students (3.1%).

Student Learning Outcomes

The following is research data related to learning outcomes of theory-based and practice-based courses obtained by students of the Physical Health and Recreation Education Study Program obtained from the academic section.

62.64 with a difference in value of 2.44. Meanwhile, the average theoretical understanding course is 36.7 and practical understanding is 36.4 with a difference in value of 0.3. For theoretical learning outcomes of 77.1 and practical learning outcomes of 72.2 with a difference in value of 4.9.

Discussion

In this sub-chapter it is known that the results of learning behavior in theory-based courses for all PJKR students have differences in the results of learning behavior in theory and practice courses. This can be observed based on the acquisition of the average value and the highest category based on percentage and frequency. The average score obtained in theory courses is 60.2 and in practical courses is 62.64. While the acquisition of the highest category was in theory courses, namely in the good category with a frequency of 23 students (36%) and in practical courses, namely in the good category with a frequency of 22 students (34.4%).

Through the description above it is known that the average acquisition of learning behavior in practice courses is better than the value in theory courses. This is because most students are more enthusiastic and motivated to take practice-based courses. This can be observed from the indicators contained in the statement items in the questionnaire that have been analyzed, namely the highest average score is obtained on the indicator "the habit of strengthening lectures" with a value of 3.63. So it can be assumed that students are more confident in practical lectures compared to theoretical lectures. As stated by Cahyono (2010) that the habit of individuals to establish themselves in attending lectures is indicated by several factors including preparing regular study schedules, reviewing the material presented and taking notes.

The score for the understanding aspect in theory-based courses for all PJKR students has different results of understanding in theoretical and practical courses. This can be observed based on the acquisition of the average value and the highest category based on percentage and frequency. The average score obtained in theory courses is 36.4 and in practical courses is 36.7. While the acquisition of the highest category was in theory courses, namely in the sufficient category with a frequency of 25 students (39%) and in practical courses, namely in the sufficient category with a frequency of 25 students (39%).

While the average value of understanding related to practical courses is higher than theoretical courses. This is because the majority of students find it easier to capture and understand the practical material provided in the lecture process compared to theory-based courses. This can be observed from the indicators contained in the statement items in the questionnaire that have been analyzed, namely the highest average score is obtained on the "emotional intelligence" indicator with an average value of 4.062. So it can be assumed that students have more ability and motivation when taking practical course lectures so that it has an impact on the level of understanding obtained. (Syahraeni, 2016) emphasized that emotional intelligence is a reflection of individual intelligence to be able to control everything when facing a problem in any situation.

Researchers assume that the reason there is a difference through the difference in the average value of learning behavior, understanding and learning outcomes is because when students have more active learning behavior in the practical lecture process it will have a direct impact on the level of understanding of the material

obtained. Furthermore, the impact of learning behavior and understanding will be related to the value of learning outcomes obtained in each course, in this case, of course, in practical courses. The learning behavior referred to in this discussion is related to participation in lectures, paying attention to material when explained by the lecturer, repeating or studying the material presented and several other factors. So that some of these reasons have an impact that is quite influential on the level of student understanding of certain materials.

Obtaining the results of data analysis and discussion related to learning behavior and understanding, of course, has a direct impact on the acquisition of learning outcomes (performance index) for students. Based on the learning outcomes data obtained, it shows that the average score in practical courses obtained from all respondents is higher when compared to the average value of theory-based courses. Based on the researchers' assumptions, this phenomenon should be corrected, especially in the paradigm of thought for all students. The reason is that when the value of learning behavior, understanding and student learning outcomes only tends to be higher in theory courses, it will have a negative impact on the acquisition of the GPA (Grade Point Average). This is because the GPA score is obtained from the overall grades of the courses taken during the lecture process.

CONCLUSION

The average score obtained in theory courses is 60.2 and in practical courses is 62.64. While the acquisition of the highest category was in theory courses, namely in the good category with a frequency of 23 students (36%) and in practical courses, namely in the good category with a frequency of 22 students (34.4%). The average value and the highest category based on percentage and frequency. The average score obtained in theory courses is 36.4 and in practical courses is 36.7. While the acquisition of the highest category was in theory courses, namely in the sufficient category with a frequency of 25 students (39%) and in practical courses, namely in the sufficient category with a frequency of 25 students (39%). For the value of students of the Physical Health and Recreation Education Study Program, an average score of 72.2 is obtained, the minimum value is 30 and the maximum value is 82.5. As for the Practice Course, an average score of 77.1 is obtained, a minimum score of 30 and a maximum score of 85.

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