

Relations of Interests, Intelligence and Student Learning Outcomes in the Subject of Athletic in Faculty of Sport Science, Universitas Negeri Padang

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Abstract— This study aims to determine the level of learning and intelligence enthusiasm relationship with the student learning outcomes and coordination of athletic training. This research is ex post facto, with the second-year student majoring in education courses S1 2013/2014, and the sample size of 62 people. Data were analyzed using multiple regression. The analysis showed that; (1) there is a significant relationship between interest in learning with the learning outcomes of athletic coordination exercises, $p = 0.000$ & α of 0.05, (2) there is a significant relationship between intelligence student learning outcomes athletic smooth coordination exercises, $p = 0,02$ & α 0.05, (3) there is a significant relationship between the collective intelligence of students' interest in learning and learning outcomes of athletic coordination exercises, $p = 0.00$ & α of 0.05.

Keywords— *Passion, Intelligence, Learning Outcomes.*

I. INTRODUCTION

Success in learning and practice is not only determined by the program of exercise and environmental factors, but also determined by the learners themselves. In principle, there are various factors that will determine success in learning, such as motivation, intelligence, personality, interests and environment as well as family and friends [1]

Learning outcomes will be seen as a result of the occurrence of a change in behavior related to the abilities and skills in processing activity by performing certain exercises [2]. Learning is a process that causes changes in the behavior of an activity. Learning outcomes can be grouped into five categories: intellectual skills, cognitive strategies, information, verbal, motor skills and attitudes [3]. Intellectual skills is the ability to conceptualize the environment, ranging from making something up on technical expertise. Cognitive strategy is the ability to set way of thinking.

Interest is also a concern or desire to know more about an activity [4]. Interest basically is the acceptance of a relationship between themselves with something beyond himself. Interests can demonstrate the ability to provide

stimuli that encourage someone pay attention to activities undertaken based on previous experience [5]. Therefore, the interest may be because something these activities and also the result of a person's participation in the activity and the activity.

Thus the interest is something that needs to be understood and realized. In addition, interest will terihat when consciousness arises, that the object was well liked and has the attention of the object [5]. This will terihat on activities undertaken. When subjects athletics serve as the object selection, the tendency to focus on the material provided will be higher. This means that the interest is closely linked with the object to achieve the appropriate requirements in his state [5].

Psychologists argue that intelligence is one of the factors that will determine the success in learning or work. Intelligence is the ability of individuals to think and act in a focused and effective control of the environment [1]. Someone achieve some degree of success is determined by intellectual ability, knowledge, and skills mastered [6]. Another opinion states that intelligence has two meanings, namely A and intelligence intelligence [7].

A further explained that intelligence is innate potential to grow and expand outward into specific capabilities, useful to learn and adjust to the environment. Intelligence-B is a level of ability that can be seen in the behavior observed in various test situations. There are seven basic capabilities (primary abilities) general intelligence, namely a number of factors, memory, language acquisition, kelancara words, problem solving, speed and accuracy as well as the observation of space [8]. Two final skill is an important factor in learning motor skills.

Sensory-motor learning is the foundation for learning to think [8]. He also explained that observing the objects, holding things and movements underlie the development of thinking. A motion will require careful observation, in order to achieve better movement and automation. This is called motor skills, that person is capable of doing a series of movements in a certain order without realizing fully the form of movements performed [8].

A motor skill is the result of learning that requires knowledge and awareness. Therefore, the observed activity (sensory) and moving activity (motor) there is a reciprocal relationship that can not be separated.

Results from three field observations made are psychomotor skills, learning and shades of various personality of a person [9]. He concluded that an athlete's skill in a game and race can not be separated from the behavioral and psychological aspects. Physical conditions include flexibility, strength, and structural anatomy, physiology and engineering skills are factors that affect the appearance and the athlete's performance. A skill is a combination of various factors, which psychological factors often play a very large [9].

II. INTEREST, INTELLIGENCE AND LEARNING OUTCOMES

A. Interest

Good results against a performance conducted by someone, particularly in terms of not only requires intelligence pembelajaran qualified, namun also requires a great interest [10]. Interest is the tendency of a person to perform an activity they like without the encouragement of others [11]. Besides interest also defined by Crow and Crow as the impetus of a person's face or deal with people, objects, activities, experiences stimulated by the activity itself [12]. Interests owned by an individual is broken down into several themes, which are: latent interest, the actual interest, interest in text-based, task-based interest, and interest-based knowledge [13]. Interest is a sense of interest in the JV on something you like, and come from yourself without coercion. Interests can be the impetus or motivation to do things [14].

Interest or interest pda emphasize and portray two different experiences, although it suffered occurred simultaneously, namely: experience that person when he is amazed to see something and experience it raises an interest that gives rise to a deeper curiosity to explore matters that matter. Therefore, interest is also defined as a psychological state characterized by increased attention, effort, and influence, which is experienced in certain moments (situational interest), as well as perennial tendency to re-engage with a particular object or topic over time [15].

Interests owned by a blend of motivation and emotions within oneself. This is two different things but interrelated between each other. Motivations and emotions of oneself will break down the definition of that interest, Mining, interest is defined as a property that has a relatively stable orientation towards something. Second, interest is defined as a characteristic that is built by an individual who is an investment of the activities they did before, this is seen as something which are relatively stable [16].

In learning activities, a strong interest owned by a student leave a positive impact on the outcome m, hey accomplish. Based on the research that has been done by many experts membuktikan that individuals with interest and high motivation discount greater opportunities to obtain a satisfactory learning outcomes [17]. There are several indicators of interest in learning, namely: a sense

of excitement, interest, acceptance and involvement of students [18].

B. Intelligence

Intelligence is one of the important variables in learning activities. Definitions and intelligence kosepsi include aspects of biological, psychological and operational. Someone achieve some degree of success is determined by intellectual ability, knowledge, and skills mastered [6]. Another opinion states that intelligence has two meanings, namely intelligence and intelligence A B [7]. A further explained that intelligence is innate potential to grow and expand outward into specific capabilities, useful to learn and adjust to the environment. Intelligence-B is a level of ability that can be seen in the behavior observed in various test situations. There are seven basic capabilities (primary abilities) general intelligence, namely a number of factors, memory, language acquisition, kelancara words, problem solving, speed and accuracy as well as the observation of space [8]. Two final skill is an important factor in learning motor skills.

C. Learning Outcome

Learning outcomes like GPS, after the specified destination device, then the device will guide and bring the driver to the desired destination without fear of being wrong [19]. Result learning is achieved by a inndividu will helping teachers to understand the learning level-massing massing of individuals in class, individually amupun collectively. Donnelly and Fitzmaurice (2005) of learning outcomes is an overview of what is known and understood by the students can be seen at the end of the study period [20]. The learning process undertaken by the students have a goal to improve capabilities through learning outcomes indicated [21]. Terdiori dinilia learning results from several aspects, among others: competence aspect consists of factual and conceptual knowledge, methodical knowledge, social competence and personal as well as media competence [22] [23].

Along with the times, to know the learning outcomes achieved by students is very important. There are several compelling reasons why this is the case, first of matters relating to the classification ability of students to be more transparent. Second, it can help employers in assessing the capabilities of their employee candidates, whether it is the knowledge, skills and competencies to enable them to choose the best candidates to join the company of their[24].

III. RESEARCH METHODS

Student motivation Data obtained through questionnaires distributed to the students' research to be filled. This questionnaire has been validated by a competent expert in the field. Intellegensi data obtained through IQ measurements conducted at Padang State University in collaboration with the institute of psychology. As for the learning outcomes into patokanya is the value obtained by the student after attending a lecture on the subject of athletics. The samples in this study were as many as 62 people consisting of both men and women. The instrument used to mengumpulkan poenelitian the data are: first, a questionnaire to obtain data on the request of the students towards subjects

athletics. Second, psychological test used to find out the level of intelligence of students. Third, written and oral tests to determine student learning outcomes. All students involved in the sample Yag given the same treatment without distinction of gender.

IV. THE DATA SET

Table 1. Description of Interest Data, Intelligence and Learning Outcomes

	N	Min	Max	Mean (X)	Std.Dev	Variance
Student Learning Interest	62	155,00	240,000	192,709	21,456	460,373
Student Intelligence	62	80,000	131,000	108,322	13537	183,271
PDL Athletic Learning Outcomes	62	49,000	78,000	64,193	7,093	50,323
Valid N (listwise)	62					

From the data of students' interest in learning above, an arithmetic mean (\bar{X}) = 192.71 standard deviation = 21.46, minimum value = 155.00 and maximum = 240,000 and variance = 460.37. Intelligence data, obtained the mean count = 108.32 standard deviations = 13.54 minimum value = 80,000 maximum value = 131.00 and variance = 183.27. Furthermore, the learning outcomes data obtained the mean count (\bar{X}) = 64.19 standard deviations = 7.09, minimum value = 49,000 maximum value = 78,000 and variance = 50.32.

Table 2. Analysis of Interest Data Regression, Intelligence and Learning Outcomes

Constants (a) = 19,956 Regression coefficients (bx ₁) = 0.230 Regression equation = $Y = 19,956 + 0.230 X_1$					
X ₁ -Y	291	0.085	2,357	1.67	0.022
Constants (a) = 47,672 Regression coefficient (bx ₂) = 0.153 Regression equation = $Y = 47,672 + 0.153 X_2$					
X ₂ -Y	0.773	0.597	8,669 X ₁ 4,112 X ₂	2.00 2.39	0.00
Constants (a) = 0.861 Regression coefficient (bx _{1,2}) = 0.237, 0.178 Regression equation = $Y = 0.861 + 0.237 X_1 + 0.178 X_2$					

Note: X₁ = Student Interest X₂ = Intelligence Y = Learning Outcomes

The results of the analysis, showed that the correlation coefficient (r_{y1}) = 0.694, the coefficient of determination = 0.481, $p = 0.00$ meant that learning interest was significantly positively correlated with deep athletic learning outcomes. From the analysis results obtained by the regression equation $Y = 19,956 + 0.230 X_1$. This equation shows meaning and continuity with $t_{\text{hit}} = 7,473 > t_{\text{tab}} 1.67$. The results of the calculation of the correlation coefficient (r_{y2}) = 0.291, determination = 0.085, $p = 0.02$ shows a significant positive correlation. The results of the analysis obtained a regression equation $Y = 47,672 + 0.153 X_2$, indicating significance and linearity with $t_{\text{hit}} = 2.57 > t_{\text{tab}} 1.67$. Furthermore, the results of calculating the correlation coefficient ($X_{1,2} Y$) together = 0.773, the coefficient of determination = 0.597, $p = 0.00$ indicates a significant positive correlation. The joint contribution ($X_{1,2}$) with the athletic learning outcomes deepening (Y) analysis through multiple regression, obtained the regression equation $Y = 0.861 + 0.237 X_1 + 0.178 X_2$ shows a positive relationship and linearity with $t_{\text{hit}} = 8.67$ and $4.11 > t_{\text{tab}} 2.00$ and 2.39.

The results of this study indicate that interest in learning plays an important role in achieving learning goals. Between the variables of interest in learning with the results of the practice of deep athletics courses there is a significant relationship. This means that learning outcomes obtained by students are supported by quite high interest. Thus a person's learning outcomes are much influenced by the interest in learning that a person has.

If someone is not interested in learning something, the results learned will not be obtained optimally. Conversely, if someone learns something with high interest, the results obtained will be better. Between the intelligence variables and the deep learning outcomes of the athletic practice course there is a significant relationship. This means that variations in the learning outcomes of deep athletics practice courses can be explained by intelligence. This means that intelligence can be used as a predictor to see learning abilities. Thus intelligence can determine one's success in the process of learning a movement skill. High and low learning outcomes obtained, generally caused by two factors, namely: (1) physiological factors, and (2) psychological factors. Physiological is a basic level of motor skills, where this ability will affect the learning outcomes of skills in sports. Psychological factors are factors that originate from within a person, including poverty and intelligence. This factor has a high enough influence on one's appearance in doing something, especially in sports the existence of these two factors cannot be ignored

V. CONCLUSION

The results of this study will then be used for the evaluation sebagai kedepanya. For admissions at the Faculty of Sport Sciences Padang State Univeristy, should be targeted at candidates who have the interest and high intelligence, apart from the motor test results performed. Expected to the faculty to be able to generate interest in learning, because it can stimulate an increase in student results. Intelligence tests need to be done, especially for prospective students who will be accepted.

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