The Influence of the Direct Learning Model on Self-Confidence Levels on Floor Exercise

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Abstract: This study aims to determine the effect of direct learning model to the level of confidence in the skills of backward roll. Samples in this study are students of class X SMAN 11 Bandung as many as 50 students. Sampling is use by simple random sampling technique. The method of this research is experimental method, with experimental design of Pretest-Posttest Control Group Design. The instruments used were self-confidence questionnaires and backward assessment skill. From table t distribution for   = 0,05 and dk = 48 obtained by t table value equal to 1,678. After done Significance Test by using Test-t obtained result of t count of confidence of experiment group and control group equal to (-0,49) < t table (1,678). While the results of the backward skill of (0.328) < t table (1.678). Then (Ho) is accepted and (H1) is rejected. The conclusion is that the Direct Learning Model has no significant effect on the level of confidence in the learning of floor Exercise skills.

1 INTRODUCTION

In a process of teaching and learning activities there is certainly something to say with the term model of learning. Many types of learning model, including cooperative learning model, direct learning model, inquiry learning model, learning model of sports education, tactical learning model, and others.

The Learning Model has benefits for the learning process in order to achieve the learning objectives, a model provides an overall plan and a coherent approach to teaching and learning. A model explains the priority of the domain of learning and domain interaction, a model giving the instruction theme, A model allows teachers and students to understand current and future events, A model completes a unified theoretical framework, A model has research support, a model providing language techniques for teachers, the model has a relationship between instruction and verification of learning outcomes, the model is a valid assessment in the learning process, Models encourage teacher decision-making with integrated frameworks (Aggarwal and Cai, 1997).

The Direct Instruction model refers to various expository learning techniques (the transfer of knowledge from teachers to students directly, e.g. through lectures, demonstrations, and frequently asked questions) involving the whole class. The purpose of the direct learning model (directive) is to maximize the use of student learning time (Feltz, 1988).

In the learning of physical education, especially the middle level, many students think that this learning is just as entertainment, playful, and make the body tired, so they follow the lesson optimally and not really in performing the task of motion. Those who assume such a view that when the task of motion is considered difficult, they do not want to follow it or even have an impact on injury to the body so they are afraid of the task of movement, but there are also students who think that learning physical education activities is very important and will have a positive impact on the condition of the body and soul, so that they are serious in following the lesson.

If this is left alone, then the integrity of physical education will be worse off from the views of society, students, and others. In addition, low student learning skills will be incompatible with what they want to achieve later in life as a whole person.

Selection of the learning model chosen by the teacher is strongly influenced by the nature of the material to be taught, also influenced by the goals to be achieved in the teaching and the ability level of learners, research in 1996 by Reynold and Farrel which is an international comparative study. One example is the "World Apart Report". This report describes the comparison of methods used in the UK and Singapore. This report finds the fact that one of the factors that led to differences in learning outcomes in both countries is the use of whole-class interactive teaching which is one of the major factors of Direct Instructional (DI) (Fraenkel, Wallen and Hyun, 2013).

In the teaching floor exercise, every learning skill has a complex motion duties, so it takes a good information processing and should have the confidence in doing the series of motion well and safely.

Some of the psychological effects of physical education that can affect attitude, behavior, and cognition.

Thus, the effort to overcome the above problems is the teacher is required to choose the learning model that will be delivered in order to increase student confidence in learning pemas, so that will impact on the results of student learning in learning physical education, especially learning activities of floor exercise.

2 METHOD

2.1 Participants

The population in this study is the students of class X SMAN 11 Bandung City as many as 340 students and consists of 10 classes. Samples are part or representative of the population studied. This sampling technique is by using simple random sampling (Kirk, 2001). The sample in this study is the students of class X which amounted to 50 people.

2.2 Procedures

The method used in this research is the method of experimental research (Pretest-posttest Control Group Design) (Kirk, 2001). The study was conducted three times a week for 12 meetings (including pre-test and post-test) conducted in August - September 2014.

In this study the authors give instructions, goals and research interests to the subject of research to students.

Then do Pre-test regarding confidence questionnaire filling and skill test backward roll straight leg. After the initial data obtained from the results (Pre-test), then students are given treatment (treatment) in the form of learning activities of floor exercises performed three times a week for 12 meetings. For ± 6 weeks.

After the treatment is done the subject of research is given a final test or post-test regarding confidence test questionnaire filling and skill test backward roll straight leg, to determine the effect of direct learning model to the level of student confidence.

2.3 Instruments

Instruments in this study that is based on the criteria of motion tasks include: a) description of the movement and certain errors; b) criteria with measurement scales and standard descriptions (Kova, 2012). While the instrument in confidence that is with the Questionnaire used in this study is a closed questionnaire type. Questionnaire has been composed of questions or statements that are firm, orderly, concrete, and complete, does not contain answers, only in accordance with alternative answers, based on components of confidence indicators: 1) cognitive efficiency, 2) physical skills and training, 3) and resilience (Gould, Petlichkoff, and Weinberg, 1984).

3 RESULTS AND DISCUSSION

3.1 Outcome Learning of Backward Roll Skill

Table 1: Hypothesis test results using two-together equivalence test (μ): one-part test of backward roll skills.

Group	T_{count}	t_{table}	Explanation
Experiment Group and Control Group	0,382	1,678	Not Significant

From Table 1 above, it is known that the skill test of the students' backward roll leg straight of the experimental group and the control group is obtained t count of 0.382 t table (1.678) so that H0 is accepted and H1 is rejected. This means that, the

direct learning model does not give a significant effect on the results of the skill backward roll leg straight on the learning of gymnastics floor exercise Class X at SMAN 11 Bandung.

Table 2: Hypothesis test result using two-typical equivalence test (µ): one-part test level of student self-confidence.

Group	T_{count}	t_{table}	Explanation
Experiment Group and Control Group	-0,49	1,678	Not Significant

From Table 2 above it is known that the students' self-esteem from the experimental group and the control group is obtained -0.49 from t table 1.678 then H0 is accepted and H1 is rejected. This means that, the direct learning model does not give a significant effect on the level of student confidence in learning gymnastics floor exercise class X at SMAN 11 Bandung.

Based on the results of research during the field of students experimental group look conducive in the learning process, so not so much feedback (feedback) to the teacher. In the use of direct learning model in this study, felt the influence of other variables that cause insignificance to student self-confidence. These variables come from academic focus, and teacher control. Academic focus is defined as the priority of the selection of tasks that must be done students, during the learning, academic activities should be emphasized.

Transfer as long a material explanation causes the ability to receive information and interpretation of the student will the task of movement become forgotten and even when looking at the teacher's demonstration of the task of the motion students tend to consider something difficult. In relation to teacher control, in this study, the researcher too oversees the student's condition tightly so that it affects the confidence.

The limitation of the direct learning model is that the direct learning model relies on the student's ability to assimilate information through listening, observing and taking notes (Fraenkel, Wallen and Hyun, 2013). Because teachers are central to this model, the success of learning strategies depends on the teacher's image, then if the material is presented in a complex, detailed, or abstract way, and the direct learning model may not provide sufficient student opportunities to process and understand the information (Metzler, 2007).

In this study when preliminary tests and end-of-life skill tests were straight-legged, the female sample wanted in a room test in the absence of a men's

sample. This of course affects their confidence. This is in contrast to the procedures instructed by the teacher, requiring all students to be in the same room at the time of the lesson or test.

High self-esteem actually refers only to some aspect of the individual's life, where he feels competent, confident, capable and believes that he can, because it is supported by actual experience, actual potential, and achievement of self-esteem. Data from previous research on the relevance of self-confidence in sports performance by Hidayat and Sukadiyanto (jurnal iptek olahraga) that self-confidence did not affect sports appearance significantly tcalc (0.778) 0.05 and standardized coefficient parameters of -0.022. In other studies found a significant negative linear relationship between cognitive anxiety and performance, even they found no significant difference between confidence and performance.

Good teachers should not only be skilled in teaching methods, but can also provide learning benefits related to positive evaluations and assessments that enable them to measure student learning outcomes individually and adjust activities according to student needs Learning experiences and assessment tasks are closely related to involving simple or minor modifications to one another (Reynolds and Farrell, 1996; Vealey and Hayashi, 1998)

Looking at some of the above opinions the authors conclude that in the study of the implementation of this direct learning model has no significant effect on self-confidence in the skills of backward roll leg straight, this is caused by several factors namely academic focus, teacher control.

4 CONCLUSIONS

As an input for subsequent research, it is expected Based on the conclusions of the findings of the study, that the direct learning model has no effect on the level of confidence in the skills of backward roll. On the basis of the above, several recommendations are made. One, the importance of applying various learning models that can be used in floor exercise learning in order to improve students' self-confidence and skills. Second, learning with regard to psychological aspects should be a top priority for the realization of learning and education objectives. Third, it provides knowledge for teachers of the importance of using the model of learning in an effort to increase confidence. And the last is by dividing by category of each gender.

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