

Inhibiting Factors of Facing Students Complete Studies in the Faculty of Sport Science Unimed

Agung Sunarno, Doris Apriani Ritonga

Faculty of Sports Science, Medan State University, Indonesia

Abstract: *The purpose of this research is to find out the inhibiting factors of students in the process of completing the study which came from the Center for Training and Student Sports Exercise (PPLP). The research method is qualitative with case study approach. Sample number of 8 students with data collection techniques interview. Data analysis and data interpretation techniques include: open coding, axial coding, and selective coding. Assessment of result validity using member check and triangulation. The results of the study indicate that: (1) internal factors, including: (a) an imbalance between sports achievement and academic, (b) demand for sports achievement is more proud than academic achievement, (c) lecture duties as burden and (d) (2) external factors, including: (a) a general curriculum, no special classes for athletes, (b) a grace period of study allowed for 14 semesters, (c) low academic support in the social environment.*

Keywords: Inhibiting Factors, The Completion of the Study.

1. Introduction

An interesting phenomenon to be studied and examined about inhibiting factors of students in the Faculty of Sport Science is between academic achievement and sports achievement. Students who enter college at the present time through three acceptance lines, the first line is called SNMPTN, the second SBMPTN and the third line is UBMPTN. SNMPTN line or always known as invitation path is acceptance of new students by receiving registration for best sons and daughters to get into Faculty of Sport Science Medan State University by sending certain requirements through school such as: biodata, certificate, sport achievement and video skill owned sports. It will then be assessed by the assessors assigned by the University to be recommended to the Rector and forwarded to the Ministry of Education and Culture. The results are determined by the Ministry of Education and Culture. This system provides great opportunities to the junior athletes who have been fostered in the Center for Training and Sports Exercise Students to be able to enter the students of the Faculty of Sport Science. This is very reasonable because the athletes built by the Center for Training and Sports Exercise of Students already have National and International achievements. The second acceptance system is SBMPTN that is the candidates of the students who will enter the Faculty of Sport Science through two series of tests, namely written test for academic ability and skill tests in the field. Both series of tests is a whole that used as an indicator of graduation as a student. This system is fully determined by the Ministry of Education and Culture in determining the level of kelulusanya. The UMBTN system is almost the same as the second system, only the organizing college is given a small wewewang to be able to accept new local students. However, all students who participated from these three lines remain as public students in accordance with government regulations. The focus of this research is the students who come from PPLP who already have sporting achievements both nationally and internationally. When the student is enrolled as a student of FIK Unimed, the student is the same as his / her other students so that all the subjects taken by the student from PPLP are the same as the students

who pass through other channels. The focus of this research is on one side of the student has become an athlete, on the other hand the student must follow all courses offered by the study program in the faculty. For example PPLP athletes from the sport of wrestling, must take athletic courses and martial arts. It can be predicted that the wrestling athlete will have difficulty in following the course and in turn the students who come from PPLP sports wrestling will fail in the athletic and pencak silat courses. Similarly, the other courses are still many more. This condition raises a problem that is hampered the student who at once has the statue as an athlete in completing his studies at the Faculty of Sport Science Unimed. For that will be sought for factors that hamper students in completing the study in the Faculty of Sport Science, especially the students who come from the Center for Training and Sports Exercise Students (PPLP).

2. Literature Review

Based on self-evaluation data that in the Program of Physical Education of Health and Recreation, Faculty of Sport Science, Medan State University (Prodi PJKR, FIK UNIMED) describes some students experiencing delays in completing the study including thesis work. Based on the old category of completion of the thesis in the period of study completion and thesis writing that can be completed within one semester it can not be fulfilled by most students. Data self-evaluation year 2016 average graduation rate of student coming from Student Learning Center and Training Exercise (PPLP) is in moderate category that is between 10-11 semester, while the other student is around 8-9 semester. [1] (Self Evaluation Team: 2016). Various difficulties faced by students in the completion of the study, among others, divide the time between the time of college and training time, making it difficult to work on the tasks of college and search for research titles, difficulty finding the appropriate literature with the topic to be examined in the final task, the feeling of saturation and bored during the work of the thesis, difficulties with the standard of scientific writing, the difficulty of obtaining the necessary resources as research data, limited funds, and difficulty in communicating with supervisors can block as a hurdle that causes the length of completion of the study. As pointed out: [2] Baskoro,

Ervina, & Rahmawati, 2008; [3] Gunawati, Hartati, & Listiara, 2006; [4] Rahmawati, 2011; [5] Rahyono, 2010; [6] Santosa, Wiyanarti, & Darmawan, 2009; [7] Suhapti & Wimbarti, 1999). And the results of the study [8] Main (2000) found one of the internal factors needed in overcoming obstacles in completing the study, especially completing the thesis of time management, tenacity, creativity, commitment, and concentration. The delay in the completion of the study stems from the failure to manage the time and tasks embodied in the gap between intentions and behaviors aimed at the goal or delaying it until the last moment in which a person intends to solve it, as described by [9] Baumeister & Heatherton, 1996; [10] Chu & Choi, 2005; [11] Steel, 2007; [12] Steel & Konig, 2006; [13] Wolters, 2003. Based on the fact that the delay caused by the delaying behavior of the study and the uncomfortable feeling felt by the students, it can be concluded that the delay in the completion of the study has the potential to be detrimental. Students who are late in completing the study draw the attention of the researcher to be studied considering its adverse impact on students and institutions. Students will experience additional study time which will have an impact on the increase of tuition fees and also reduced opportunity to get and pursue the field of work in accordance with degree in college degree. On the other hand, the number of student delays in completing high studies will be a problem as well as a challenge to achieve standards in the assessment of the quality or accreditation status for the Department or Higher Education. In an effort to provide assistance to students who are hampered completion of the study which resulted in delays in completing the thesis, intervention and prevention of interventions are needed to prevent the completion of student completion in completing the thesis. Therefore it takes a deeper and more intimate understanding of the phenomenon of students who are late in completing their studies. This is the underlying researcher to study factors inhibiting factors students complete the study.

Research Method

This research was conducted in Faculty of Sport Science Medan State University, the time of implementation at the end of semester of 2017. This research method is qualitative, Samples amounted to 8 students from the Center of Training and Training of Student Sports (PPLP) of North Sumatera with purposive sampling technique, in-depth interview with open-ended questions, observations, field notes, and documents. The use of triangulation by taking different sources of data is document analysis, comparing interviews and observation results to obtain the depth of data so as to get a complete picture of the phenomenon [14] (Patton, 1991).

Research Result

The results of the study indicate that: (1) internal factors include: (a) an imbalance between sports achievement and academic achievement; (b) the demands of sporting achievement are more proud than academic achievement; (c) lecture and thesis tasks as expenses; and (d) low self-esteem in college and thesis work; (2) External factors include: (a) a general curriculum, no special classes for athletes, and (b) a grace period for completion of study is allowed for 14 semesters; (c) low academic support within the social environment.

3. Discussion of Research results

Based on the findings of the study's delayed delays can be grouped: **I. Internal Category** (a). Imbalance between sporting achievement and academic achievement. Records of achievement in the field of sports have become influential in the selection of participant's activities. They have an effort to improve their performance in the field of sports with routine exercises so that the record of achievement in this field continues to increase. There is an imbalance between sporting achievement and academic achievement, because for the participants sports achievement has more value than the academic achievement. (b). The demands of sporting achievement boast more than academic achievement. students from PPLP argue that sporting achievement is more pronounced than academic achievement. Students' sporting achievements derived from PPLP have made the institution a name as they always represent institutions in various events both national and international. So that their names are better known and make them proud and tend to focus more on achieving in sports. (c) Tasks and theses as burdens. Working on college assignments including thesis requires literacy skills and scientific writing. This ability is obtained by a long learning process from the beginning of education. The process of education that is not surpassed wholeheartedly because of the attention that is divided by the pursuit of sports achievement to make the participants lack the insights needed in writing scientific work as a lecture or in writing a thesis. Their involvement is low in classroom learning. This poses a problem for the participants themselves in accepting the assigned tasks. Participants experience the discomfort in learning and doing lectures. Discomfort that allows avoidance of tasks and learning. Actions that result in low learning outcomes are expected that is the acquisition of low knowledge of the subject matter related to the task. The acquisition of low knowledge during the learning process experienced by participants makes the participants do not have enough capital to work on thesis when it has reached the thesis writing period. They are confused about their coursework and the thesis. Confusion caused by the difficulty of doing college and thesis tasks cause discomfort that makes thesis as a heavy burden, their tolerance is low against the difficulties felt during the work of college and thesis. The perceived burden pushes efforts to reduce the burden by evasion. Avoidance that affects the increasing time in the completion of tasks and working on the thesis. (d). Low confidence in doing college assignments and theses. Low expectation of success in doing college and thesis task because of low ability to it increase fear of failure of participants in doing task and thesis. They have no confidence in doing their job well. Their confidence is low in the academic field, in contrast to the sports activities that are occupied. Low confidence in doing academic tasks becomes an obstacle in the completion of college and thesis tasks. [15] Doris Apriani (2012). Students who are unsure of their ability to do thesis encourage the emergence of feelings of despair and surrender. They lack independence in determining attitudes and actions for their desired goals in the academic field. Their low independence in doing the tasks makes them depend on others to accompany and assist them in doing the thesis in completing the study. **II. External Category.** (a) A general curriculum, no special

class for athletes. The same learning process with other colleagues make the students have to follow the learning hours and master all the courses. While the hours of study and the competencies expected of each course are not fully followed by the students. The time to learn to share with practice time is a condition that should receive special attention not given to the participants. This forces participants to set priorities in dividing their time between training and academic activities. In this case, the priority is to follow the practice of sports rather than hone skills in the academic field. In addition, learning that is the performance of motion contrary to the condition of students who are already athletes since the PPLP so that students will have difficulty in mastering subjects that require high levels of movement and different. (b) A grace period for completion of study is allowed for 14 Semesters. Regulations about the study period for 14 semesters also become an obstacle for students to complete their studies. In general the study process can be completed for 8 semesters or four years. The grace period of completion of the study for 14 semesters made the participants have a leeway in completing their studies. There is discretion in delaying the completion of academic duties and will not be afraid of sanctioned drop outs because there is still a six-semester backup of the normal period of completion of the study. (c) Lack of academic support in the social environment. The low level of academic support in this regard is the students' perception of the support received from the institutions and environments in which students learn in overcoming their academic problems. The experience of one of the students who describes the lack of supervision from the academic advisors contributes to the difficulties of students in developing their learning strategies that ultimately affect the process of completion of the study. This lack of supervision can be an obstacle for students to recognize the right steps on their way to achieving the goal of completing the study in a timely manner. Similarly, the other students felt in the process of guidance writing the proposal of his thesis. The disappointment of the student for not getting support in the form of a supposed direction to his proposal turned into a reluctance to do further guidance. Another form of low support from lecturers is that lecturers are hard to find for guidance. Difficulty meeting lecturers becomes a barrier for the participants. Lecturers are hard to find make them have to spend time to wait without certainty. While they also have a training schedule that must be met. Unavailability of telephonic opportunities further increases the difficulty level for them to communicate with their teachers. This condition makes students feel the lack of comfort in dealing with lecturers in the study process. Similarly, the environment where participants live. They lack support in academic achievement because they generally board with college students from different educational backgrounds. The pressure felt during the difficulty of doing academic tasks is increasingly heavy because there is no support in solving problems from friends

4. Conclusion

The factors inhibiting students in completing the study at the Faculty of Sport Science are (1) internal factors include: (a) an imbalance between sports achievement and academic, (b) the demands of sporting achievement are more proud than

academic achievement, (c) (d) low self-confidence in performing academic tasks; and (2) External factors include: (a) the curriculum is general, there is no special class for athletes, and (b) the time to complete the study is allowed for 7 years, and (c) the low academic support in the social environment.

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