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Increasing *Kata* Learning Motivation (Stance) Through Mastery Learning

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Abstract: ***In general, the purpose of this action research is to increase the motivation to learn Kata in Karate classes through mastery learning. In addition, this study was conducted to determine the increase in motivation, process and improvement of learning outcomes on student Kata Karate. This action research using qualitative approaches. Subjects in this study were students of the second semester of a regular classroom Coaching Education State University of Medan. This study was conducted with four sessions consisted of two cycles, each cycle of two meetings. To test increased motivation to learn words through the mastery learning karate courses increased motivation to learn kata through mastery learning in the first cycle showed that 29 (60.42%) students have been completed, and 19 (39.58%) students not complete yet. This means that for psychomotor aspects of learning first cycle is not complete yet in the classical 85% of students studying completed.therefore necessary repairs for the next cycle. From the results of the assessment showed that 43 (89.58%) students had been completed, and 5 (10.42%) students not complete yet. This means that for psychomotor aspects of the learning cycle has been completed in the classical II ie 95% of students completed.***

Keywords: Mastery Learning Styles, Motivation, and Learning Outcomes *Kata* Karate

1. Introduction

Learning is very important in human life. The reason, because learning it serves as a tool to maintain human life. Learning is an obligation for every human being to obtain knowledge in order to improve the degree of life for them. This is stated in the Letter Mujadalah chapter 11 which means: "Allah will raise some degree to those who believe and knowledgeable". Learning is essentially a process of continuous activities in order to change learners' behaviors constructively.

Karate is one of the sports that is quite popular and popular by the people of Indonesia, especially among students and students. Almost all countries that exist in this world , even Karate is already one of the favorite sports martial arts in some parts of the world such as in Europe and Asia. The development of the longer the better in line with the utilization of various advanced training methods through research results.

When Karate is examined more in a lot of positive things contained in the Karate sport. Because through sports karate can be fostered and developed the properties of decency, high fighting spirit, cooperation, mutual respect, unyielding spirit, discipline, responsibility, sportsmanship and so forth. In connection with karate coaching in particular and coaching the sport in general which should be given from an early age. Such coaching is physical, mental, psychological and other coaching, more importantly coaching through a scientific approach is really needed, one of the scientific approaches is the discipline of motor learning.

Karate is a long-known martial art in Indonesia that shows rapid growth and development. Martial arts have been populist and widely studied by various circles. Those who are interested in karate as well as study it include state apparatus, employees, even now more popular among the younger generation, students and students. In the advent of the times, karate has grown in meaning and function, formerly by exercising soul and body solely aimed at martial problems to produce a powerful force that can paralyze an opponent with a single blow or kick. Nowadays it has developed is an educational tool and material to form human beings capable of performing actions and actions and actions that are useful, which is divided into 4 (four) aspects, namely: mental, martial arts, art, and sports.

Against these different characteristic conditions, different approaches are required. This is in line with one of the principles of individualization learning which means giving lecture materials in accordance with the ability of each student. From the facts in the description, seen the obstacles in learning karate twigs, whereas twigs are a strategic object and potential for the program pembinaan.Untuk overcome this, lecturers as the spearhead in learning karate must have adequate ability that is expected to achieve objectives as formulated in the teaching program.

Various ability capabilities that must be owned by a lecturer / trainer among others is in choosing and using the style of teaching that attention to the development and growth of students. Because of the various types of teaching styles that exist must have its own specificity, so thus not only one style of teaching is considered suitable for all learning materials. As Singer notes, that there is no learning approach suitable for all situations. The complexity of the situation is one of the main factors to consider the most effective selection of approaches or learning styles. In another interpretation, a suitable learning style for certain student characteristics is not necessarily suitable for other student characteristics.

Selection of learning styles, of course, must be able to support the principle of individual development of students in accordance with age and ability possessed. Learning styles should be designed in such a way as to be able to stimulate students to keep moving freely and creatively. Learning styles that lead to the needs of students (student center) should be much more strived in order to make learning the Kata (jurus) as a vehicle to train themselves. Too much learning demands students to submit to what the lecturers instruct or center on the lecturers (teacher center), it is not impossible that it will rely on students to be less

creative. Achievement of the process of learning of words (jurus) optimal karate is very dependent on whether or not in choosing a learning style. Lecturers who teach *Kata* (jurus) karate must be able to manage students in the process of teaching and learning, which is how to present the forms of learning skills of motion (jurus) is good and right, in order to encourage students to understand, understand and able to do it. The role of lecturers / trainers in the process of teaching Kata learning (jurus) karate, among them is to determine and choose the right teaching style and effective, so that students can use the learning materials presented in accordance with the expected goals. On that basis the authors do research by applying an approach to learning styles. Of the many styles of learning, in this study selected the style of mastery learning (complete learning). In addition to learning styles also involves motivation which is one of the supporting aspects that are expected to streamline the process of learning karate, especially Kata (jurus). Therefore, the researcher wanted to see the increase of learning motivation of Kata (Jurus) Faculty of Sports Science State University of Medan, and considering the importance of the role of teaching style used in karate learning for the achievement of learning result, this research is expected to reveal the influence of learning style mastery learning (complete learning) against learning Kata (jurus) Karate.

2. Literature Review

Concept of Action Research

Action research is defined as any systematic research conducted by teachers / lecturers, education providers, education counselors / education advisors, or teaching and learning environments with the aim of collecting information about how schools work, how to teach lecturers, and how their students learn. More importantly, action research is illustrated as research conducted by lecturers for their own sake.Action research specifically focuses on the unique characteristics of the research population / subjects that are the object of the implementation of a practice or a compulsory partner for a particular action. This fact in turn resulted in greater utilization and effectiveness for practitioners (Parson & Brown, 2002).

Others argue that action research is a direct and logical outcome of a progressive position. After showing students how to work together to solve problems, the next step for the lecturers is to use the methods they have taught students, and learn to solve their own problems in a cooperative manner. In addition, according to Rochiati, action research is a study that combines research procedures with substantive action, an action performed in the inquiry discipline, or an attempt to understand what is going on, while engaging in a process of improvement and change.

Action research is one form of collective self-reflection research conducted by participants in social situations to improve the reasoning and fairness of their educational practices and social practices, as well as their understanding of their practices and the circumstances in which they are practiced. While Ebbut suggests action research is a systematic review of efforts to improve the implementation of educational practices by a group of lecturers by taking actions in learning based on their reflection on the outcomes of those actions.

Based on the above opinion it can be concluded that action research is related to existing learning activities in the field conducted through a systematic study that aims to make a change about the problems that occur in learners or environmental conditions as a place of research in order to improve learning practices by doing testing an idea / action into a learning activity. Furthermore, action research is a scientific study of a study aimed at improving the implementation of educational practices and processes in learning, based on the results of lecturer and student reflections on outcomes and corrective actions deemed to be capable of solving educational problems.

Action research has very different characteristics or characters than with other formal studies. There are some similarities with case study (case study) in terms of data acquisition, for example: both use interview observation and possibly questionnaire.

Both also use the instrument as a measurement tool (in this study it is not qualitative that uses the main statistical data but only limited to a simple calculation, eg the number or percentage). This research is also to improve the rational stability of the action of performing the task (learning), deepening the understanding of the actions taken and to improve the conditions, places, processes, learning practices undertaken in the cycle.

Implementation of Research This action is not only done once but requires a process of at least two cycles which each cycle must go through four stages (Kemmis, McTaggart, 1988) known as: preparation, action, observation and reflection reflection). This research is emphasized on the observation process, so it is highly recommended that triangulation analysis, collaboration or collaboration with friends with common goals. This is indispensable because of the results of reflection to be performed on remedial actions in subsequent cycles. So the results obtained data to the maximum results in accordance with the purpose of Action research is to improve the process in learning or education.

Action research is a reflective activity for teachers that can be used to improve the learning process that has been done. This action is a representation of the improvement of the learning process in the teacher perform the task which is one of the responsibilities of the students for the advancement of education. Active learning experience, earnestly and taking into consideration all the forms that students need both physically and psychologically to the knowledge provided can be believed to have an impact on the results and productivity of learners is very significant. For that action research is one of the reasons why teachers should do it in carrying out learning as the main duty of professional lecturers.Action research is a study aimed at finding solutions to problems faced by lecturers in the classroom (Ardiana and Kisyani-Laksono presented by Sukarno). With action research can be inspired and created learning models that are interesting and fun, creative and effective. The development of various learning media is very useful in improving learning.

Action research carried out at any time as long as it does not interfere with learning and continuity of learning process in school, ideally lecturers conduct research once in each semester, considering the many lecturer duties that must be run so as not to interfere with the implementation of action research. Things that need to be considered by researchers in the implementation of action research:

1) Problem solving based on real findings in learning process done by lecturer.
2) Peer collaboration is a key factor in determining and appropriating the action to be performed as innovative learning.
3) In self-motivated lecturers to work to improve the quality of education in various forms and aspects.
4) To support problem-solving and action execution, the theoretical framework must be really strong and clear, it is necessary to be able to score by the credit score assessment team and to consider the promotion of a higher rank.

Action research has a very important and strategic role to improve the quality of learning when implemented properly and correctly. Implemented well, meaning that the parties involved in action research (lecturers) try to consciously develop the ability to detect and solve problems that occur in classroom learning through meaningful actions that can be considered to solve problems or improve the situation and then carefully observe the implementation to measure level of success. Implemented correctly, meaning in accordance with the rules of action research. Action research efforts are expected to create a learning culture among the lecturers. Action research offers opportunities as a performance development strategy because this research approach puts lecturers as researchers, change agents whose work patterns are collaborative.

Classroom action research is a part of action research, and action research is part of general research. So before discussing action research needs to be defined in advance about research in general. Research is an investigation conducted according to systematic scientific method to find scientific information and or new technology, proving truth or untruth hypothesis so that formulated theory and or process of social phenomenon. Research can also be interpreted as an activity to look at an object by using rules methodologies certain to obtain useful data or information for the next data are analyzed to search for conclusions
Action research includes qualitative research even though the data collected may be quantitative, in which the description is descriptive in the form of words, the researcher is the main instrument in data collection, the process as important as the product. The researcher's attention is directed to understanding how an event or effect of an action takes place.

Action research should be done in the classroom that is taught daily, not the class that is taught by other lecturers although still in one school. This is due to a research based on the class. Research can be done independently, but it would be nice to be collaborative, both with colleagues, lecturers, and others relevant to action research. Research results can be used to improve the quality of teaching and learning process (PBM) in accordance with the conditions and characteristics of schools, students and lecturers. Through action research lecturers can develop varied teaching models, dynamic and conducive classroom management, and appropriate and appropriate use of media and learning resources. By applying the results of action research on an ongoing basis PBM is expected in the school (class) is not dry and boring and fun students. The more popular term is Creative Innovative Learning Effective and Exciting.

Based on the understanding of action research as described above, a simple Action research can be interpreted as action research conducted with the aim to improve the quality of the learning process and the results of a group of students. In this sense the class is not limited to the four class walls or classrooms, but rather the existence of learning activities of two or more students.

In practice, there are still many lecturers who make mistakes in interpreting action research. Common mistakes are often done, for example related to learning activities, often the highlighted is the activity of lecturers rather than student activities. For example, the lecturer gives the task to the students to make observations. The sentence should be formulated as follows: students do observations under the guidance of lecturers and so on which is highlighted is the activity of student learning is not a lecturer activity. Another aspect that needs to be highlighted is improving the process or improving the quality of the lecturer's learning.

Basically action research aims to overcome the gap between expected conditions and the reality that exists in other words, action research is oriented toward change towards improving a state through new actions. The orientation of action research is to study the real situation of a class or school that aims to develop the shape and quality of actions in the learning model.

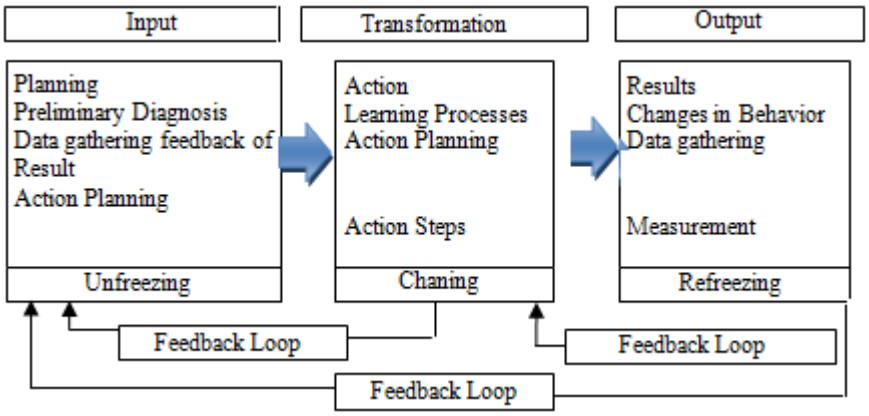
All action research has two main goals, namely to improve and involve. Action research aims to achieve three things (a) improvement of practice, (b) improvement (professional development) of practical understanding by practitioners and (c) improvement of situations where practice exists.

3. Action Research Models

Action research is done in several rounds (cycles). The number of rounds is not determined because the success indicator is measured by the satisfaction of the research toward the achievement of the result of the change of behavior of the subject under study. In general, each action research cycle contains planning, action, observation, evaluation / reflection activities

Model Kurt Lewin
Lewin developed an action research model in a system consisting of input, transformation and output sub-systems. At the input stage a diagnosis of initial problems is seen in the individual or group of students. Problem identification data is collected based on the feedback of daily performance evaluation results. Researchers have conducted a preliminary study before establishing a research action or drafting a proposal. Thus, the person who best understands

the problem facing the research subject and how to overcome it is the researcher himself.



4. Approach Model Actions taken

Of the four models of action described above, researchers are more inclined and interested in the Kemmis and Taggart model, because fundamentally there is no difference with Kurt Lewin model which is the basic model which is then developed by other researchers, planning, action, observation and reflection is packed in a spiral shape that the number of revolutions (cycles) is not determined because the success indicator is measured from the researcher's satisfaction with the achievement of the results in the form of changes in the behavior of the subject under study. This model is also widely used by other researchers because it is simple and easy to understand.

The action design in this research by using spiral system which started from Planning (planning) researcher preparing syllabus unit syllabus and RPP, looking at study material, preparing source of learning and developing learning format. Action (acting) Implementing learning activities based on planning, Conducting observations during the learning process with selected actions and Collecting other complementary data that support the learning process. Observation Observing teacher activity filled by observer according to observation sheet and Observing student activity filled by observer according to observation sheet. Reflection Observing changes in teacher actions and student activities after second action and Evaluation of action and resuming to re-planning as a basis for problem-solving strategies. The relationship between the four stages in this system is seen as one silkus.

If the first cycle has not shown the expected results, then the study continues in the next cycle, with re-planning referring to the reflection of action in the first cycle, and the action taken again as planned, as well as the observation and reflection of the second cycle action. If the results obtained in the second cycle have not shown the expected results, then the research is done again in the next cycle. And so on until the results obtained are expected.

Activity of action and observation are combined in one time, that is, when the action is carried out at the same time carried out the observation. Teachers as researchers as well as doing observations to observe changes in student behavior. The results of the observations are then reflected to plan the next stage of action. The cycle of action is done continuously until the researcher is satisfied, the problem is solved and the improvement of learning outcomes is maximum or no longer need to be improved.

The obstacles and success of the implementation of the action in the first cycle should be observed, evaluated and then reflected to design action on the second cycle. In general, the action in the second cycle is a corrective action of the action in the first cycle but does not rule out the action in the second cycle is to repeat the first action. Repeating action to convince the attorney that the action on the first cycle has been or has not succeeded.

In this action research the researcher is the main actor who will carry out the design of learning in the field, while the lecturer as the collabator Plans the action based on the existing problems, the selection of probable problem solving, implementation in the field until the evaluation stage and the formulation of the next action. The process of action research is carried out in the framework of the cycle, and each cycle will be carried out with the changes to be achieved. Still the lack of number of lecturers conducting the action research, and still many mistakes made by lecturers in the implementation of action research is closely related to their understanding of the research practice itself , whether related to the preparation of proposals, implementation, and reporting. Especially lecturers and prospective lecturers in order to always be able to make improvements from each learning done so that there is continuous quality improvement (continuous quality improvement).

5. Concept of Action Model

A complete learning system is a structured teaching pattern that aims to adapt teaching to a large group of students (classical teaching) in such a way that it is given sufficient attention to a number of differences among students, particularly those involving progress or speed in learning (rate of progress). This system is expected to overcome the weakness / deficiency that is often attached to the classical teaching; among others, is a clever student who will achieve all instructional goals, while the less intelligent student is reaching only a portion of all instructional goals, and may

even achieve nothing at all. For this last student, studying in school is a source of frustration, the motivation to learn to disappear and self-esteem disappear. Individualization of teaching is primarily carried out through individualization of learning speed, which means; each student is given sufficient time to learn and help adequately, according to the needs of each student in terms of the amount of study time and individual assistance / assistance. Thus, it is endeavored for each student to achieve all instructional objectives, but the student group as a unit can move in learning the subject matter with a reasonable and reasonable tempo.

In order for this structured teaching pattern to be efficient and effective, it is emphasized that: (1) the instructional objectives to be achieved are firmly defined. All objectives are coupled and the subject matter is subdivided into the ordered units of instruction, in accordance with the set of instructional objectives, (2) demanded that the student achieve the first instructional objectives first, before the student is allowed to study the new learning unit to achieve the objectives second instruction; the second instructional objective must be achieved first, before the students progress further and beyond. In other words, the "next" does not begin, before the "previous" is mastered. Thus, this learning system emphasizes "mastering", (3) improved student learning motivation and the effectiveness of student learning efforts, by monitoring the learning process of students through regular and continuous testing, and provide feedback to students about the success or failure just at the time that too (formative testing); and (4) provided assistance or assistance to students who are still having difficulty at the appropriate time, ie after the formative testing implementation, and in an effective way for the student concerned.

The question that arises is whether it should be expected that every student will achieve all instructional objectives and whether "mastery" should be interpreted as a perfect mastery without any deficiency. Relevant questions will be answered in the next description.

Ideal for students to master well what is learned in school, not a new ideals that emerged lately. In the third decade of this century, Carleton Mashburne and Henry C. Morrison have championed a teaching system that enables all students, at least in large part, to achieve all school educational goals to the fullest. The subject matter is spelled out in the number of unit units of material sequentially sequentially; one unit of material must be mastered first, before the next unit of material is faced. Students who have not mastered a certain material unit, visible from the results of a test of progress learning (diagnostic progress test), must perform various improvement efforts. Improvement teaching programs can be accomplished through re-teaching to non-mastered groups, through individual remedial instruction (tutoring), through re-organizing all student learning activities or through corrective action on student techniques used by students. However, the cornerstone of today's teaching strategy is known as "Mastery Learning".

Mastery learning style (complete learning) means mastery, emphasizing the importance of phasing in the learning process so that each stage of the task movement is completely mastered. Because learning step by step lesson materials easier to learn and mastered by students. In learning phasing teaching process learn by this method, lecturer / trainer can more freely in giving variation of motion exercise either face to left, right, back, and so on, and repetition-repetition motion to become adept. In addition there is a break time to make improvements to the errors of motion techniques performed. Thus, the most important emphasis on this phasing is, the student first recognizes, understands and fully understands the subject matter of each unit or fragment, for which feedback or feedback is given through formative tests, to know whether or not to proceed to the next stage .

In addition, the style of mastery learning provides an opportunity for the student / athlete enough time to process and analyze the information carefully about the mistakes made. This means that students can learn independently to find mistakes made and fix them.

a. Motivation to learn

1. Understanding Learning Motivation

The word motivation comes from the Latin word movere, which means to move (move). Motivation explains what makes people do something, keeps them doing it, and helps them in completing tasks. This means that the concept of motivation is used to describe behavioral behavior, behavioral direction (choice), behavioral intensity (effort, sustainability), and real settlement or achievement.

Motivation is a process that gives spirit, direction, and persistence of behavior. That is, the behavior that has motivation is a behavior that is full of energy, directed, and last long. In the learning activities, then the motivation can be said as the overall driving force within the students that lead to learning activities, which ensures continuity of learning activities and provide direction on learning activities, so that the desired goal by the subject of learning can be achieved.

In line with the above statement, Brophy stated that learning motivation prioritizes cognitive responses, namely the tendency of students to achieve meaningful academic activities and to benefit and try to benefit from the activity. Students with motivation to learn will pay attention to the lesson delivered, read the material so they can understand it, and use certain learning strategies that support. In addition, students also have an intense involvement in such learning activities, high curiosity, searching for related materials to understand a topic, and completing a given task.

Students who have learning motivation will depend on whether the activity has interesting content or a fun core process, learning motivation involves learning objectives and related strategies in achieving the learning objectives.

Mastery Learning in Karate Learning

A complete learning system is a structured teaching pattern that aims to adapt teaching to a large group of students (classical teaching) in such a way that they are given sufficient attention to a number of differences among students, particularly those involving progress or speed in learning (rate of progress). This system is expected to

overcome the weakness / deficiency that is often attached to the classical teaching; among others, is a clever student who will achieve all instructional goals, while the less intelligent student is reaching only a portion of all instructional goals, and may even achieve nothing at all. For this last student, studying in school is a source of frustration, the motivation to learn to disappear and self-esteem disappear. Individualization of teaching is primarily carried out through individualization of learning speed, which means; each student is given sufficient time to learn and help adequately, according to the needs of each student in terms of the amount of study time and individual assistance / assistance. Thus, it is endeavored for each student to achieve all instructional objectives, but the student group as a unit can move in learning the subject matter with a reasonable and reasonable tempo.

In order for this structured teaching pattern to be efficient and effective, it is emphasized that: (1) the instructional objectives to be achieved are firmly defined. All objectives are coupled and the subject matter is divided into units of instruction sorted according to the set of instructional objectives, (2) demanded that the student achieve the first instructional objectives first, before the student is allowed to study the new learning unit to achieve the objectives second instruction; the second instructional objective must be achieved first, before the students progress further and beyond. In other words, the "next" does not begin, before the "previous" is mastered. Thus, this learning system emphasizes "mastering", (3) improved student learning motivation and the effectiveness of student learning efforts, by monitoring the learning process of students through regular and continuous testing, and provide feedback to students about the success or failure just at the time that too (formative testing); and (4) provided assistance or assistance to students who are still having difficulty at the appropriate time, ie after the formative testing implementation, and in an effective way for the student concerned

6. Research Methodology

Research in general aims to find ways to improve the motivation to learn Kata (jurus) with mastery learning at the students of Faculty of Sport Sciences State University of Medan:

1) Knowing the process of mastery learning that can increase the motivation to learn Kata karate.
2) Knowing karate learning outcomes in students with mastery learning.

This action research is carried out in the regular classroom A Sport Education Faculty of sport and science State University of Medan North Sumatra. The location is very strategic because it is in the city of Medan, and became one of the favorite universities in the city of Medan who many enthusiasts every year**.** The research method used is action research that is participative and collaborative. A qualitative approach is undertaken to describe the sequence of events occurring during the research activity so as to obtain a complete picture, information and explanation of the problem under study. The quantitative approach is used to analyze the learning process data or to compare the character of the child before and after the action is performed. This result will be verified by this method to see how far the significance of the increase in student motivation before and after the action is implemented.

This action research uses the procedure proposed by Stephan Kemmis and Mc.Taggart. Kemmis, as quoted by Hopkins, suggests that action research can be experimental in lifting ideas into practice about an improvement or change that can have a real effect on the situation. So what is expected in this research is the increase in self-motivation of students conducted through mastery learning.

The researcher planned the action with two cycles and each cycle was held four times. Learning activities will be continued to the next cycle if the first and second cycles are not achieved based on predetermined success criteria between researchers and collaborators. In this cycle the researcher determines the success indicator based on the problem being studied is about the motivation that is on the aspects of individual behavior that always leads to a standard of excellence, individuals who like challenging tasks, responsibility personally, and open to feedback to improve innovative achievement creativity.

Increased motivation of students especially class A regular Sports Training Education with the number of students 48 people, can be done by providing learning activities in accordance with the age of development of children with appropriate learning methods. One of the learning methods is done through mastery learning. Mastery learning activities carried out by collaborators, referring to the plan that has been programmed. In this case between researchers and collaborators work together so that the plans that have been made can be done well.

At the time of collaborators doing mastery learning activities then the task that must be done by researchers is to observe the behavior of students. According to Subyantoro cited Asmani interpret the research is reflective by doing certain actions in order to improve or improve the practice of learning in the classroom professionally. With the actions taken in the lesson will be able to improve the practice in the classroom.

Instrument Type

The types of instruments used in this study are:

a) Observation sheet, used to see how far the motivation improvement of student learning after learning activities through mastery learning. Observation is focused on the problem under study.
b) Field notes, used to record activities consisting of written notes about what the researcher sees, hears, experiences and thinks in order to collect data. In addition, this field note is used to reflect on qualitative data.
c) Interview, according to Moleong interview is a conversation with a certain intention. The conversation was conducted by two parties, namely: the interviewer (interviewer) who asked the question, and the interviewed (interview) that provides answers to the question. In this study the interview was conducted to obtain more complete information tailored to the problem studied is about the motivation of learning through

mastery learning. Interviews were conducted both structured and unstructured.

d) Documentation, is a source of data in the form of daily activities plans, photo learning activities and other written materials needed in the study.

Instrument Validation

Instrument Validation is a condition that describes the level of the instrument concerned is able to measure what will be measured. To measure the validation of the instrument used expert judgment whether the item has described the intended aspect is the assessment that involves the expert to assess whether the instrument can be used or not.

Data Validation

Validation of data can be done in several ways as proposed by Robin and Moleong through triangulation of data. Triangulation is a technique of checking the validity of data that utilizes something other than that data for checking purposes or as a comparison of that data. Validation of data or validity of data by Guba is done in four steps, as follows.

1) Credibility

Credibility means that the research is truly trustworthy because it has been done in accordance with appropriate procedures, methods and methods, by proposing several ways that can be done to meet the credibility standards that are: extension of researcher participation, observational persistence, triangulation, peer examination, and reference adequacy. In the implementation of this research, the researchers directly involved as observers and assisted by collaborators. In this case observer and collaborator make observation on every activity undertaken by student based on problem which is being studied by using instrument of observation of learning activity about learning motivation done through mastery learning.

2) Transferbility

Learning activities through mastery learning is not only done in order to increase motivation but learning mastery learning can be applied to develop all aspects of student development. Mastery learning is one of the interesting methods that can be given to students to achieve the expected learning objectives. Mastery learning applied to students is tailored to the ongoing themes so that this action research does not interfere with the learning process that is in the classroom. So mastery learning tailored to the situation and conditions that exist. Assessment of student learning motivation is done individually based on the problem under study.

3) Dependability

Dependability is the ability of a qualitative study to take into account possible changes to the phenomenon under study, including changes in the design as a result of a deeper understanding of the background of the study. In this action research the researchers collect data in various ways so that the data obtained is completely accurate and complementary. The data collected by the researcher are: (a) the result of interview with the lecturer / trainer, (b) the implementation plan of Cycle I to Cycle II, (c) field notes by the researcher, (d) the collaborative journal, and (e) and the reflection sheet students every end of the cycle.

4) Confirmability

Confirmability is related to objectivity which is defined as something that arises from the relationship between the subjects that interact with each other. In this case the researchers collect data about motivational student motivation realized in everyday behavior, especially when in the classroom with learning activities conducted through mastery learning. This is done before and after action. Triangulation of data by comparing data collected from various sources obtained, and compile records of observations about various things during the research process took place.

7. Data Analysis Technique

Technique of data analysis conducted in this research is through two ways that is qualitative data analysis and quantitative data analysis.

1) Qualitative Analysis

Qualitative data analysis is analyzing the data that occurs in the learning process through masterlinearning since the implementation of the initial observation until the implementation of the cycle with the implementation procedures include: planning, implementation, observation, and reflection. Qualitative data analysis was conducted on data collected through interviews, field notes of researchers, collaborative journal journals, and reflections. Qualitative data analysis using techniques according to Miles and Huberman consisting of: data reduction, display data, and conclusing drawing / verification.

2) Quantitative Analysis

Quantitative data analysis is done to increase student's learning motivation of class A regular in every cycle, observation result and final reflection result to know whether mastery learning can increase motivation of student significantly. Data analysis using the calculation of how much percentage increase in student learning motivation after action through mastery learning.

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