



Development of a Swimming Learning Model With a Play Approach to Elementary School Students

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Abstract

The purpose of this study was to develop learning freestyle swimming for elementary school students, as well as to find out the effectiveness of the model that had been developed. The method in this study was to develop a freestyle swimming learning model for elementary school students using the Research & Development model approach from Brog and Gall. The aim of this research is to develop a swimming learning model for students at State Elementary School 1 Lokatabat Utara, State Elementary School Guntung Manggis, State Elementary School Landasan Ulin Utara. The small group trial consisted of 20 people while the large group trial consisted of 110 people. Data collection in this study was to review various literature or literature studies related to the model concepts that would be developed according to the product to be made and referred to needs analysis, expert review and field trials. To calculate the effectiveness test using (t-test) with an analysis of the difference between the two means for dependent samples. The results of the study of the freestyle swimming learning model for elementary school students are in accordance with the characteristics of the students and are effective for improving freestyle swimming learning.



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INTRODUCTION

Physical Education is that part of education designed to develop students totally through physical activities and physical experiences. This means that physical education is an integral part of education which has a positive impact not only on physical growth, but also on mental, intellectual, emotional and social development. It is this understanding of the concept that must be followed up not only as complementary education, because the provision of Physical Education as part of the school curriculum is not without reason because the curriculum is a set of educational systems designed to achieve certain goals if the system is not implemented properly it is impossible for the goals of education in Indonesia to be achieved. The important mission of Physical Education is often not understood, this is the reality that is happening. This condition illustrates an inaccurate understanding by many circles, both among the education community itself. One undeniable fact is that physical education is often considered complementary education. This is because the physical education teachers at school still refer to the forms of sports contained in the lesson plan. It is more appropriate if the form of physical education in schools is based on forms of movement activities that assist students in obtaining a healthy and fit physique, because excellent health greatly contributes to students participating in the teaching and learning process and can help develop other abilities. Further students, especially for the success of students in the future.

In general, the learning process for sports and health physical education is at every level of education, namely, elementary school, junior high school, up to high school. Each level of education certainly has different educational goals as well as physical education, physical

education goals must be adapted to the characteristics of students, meaning that physical learning design refers to skill abilities according to the theory of the developmental phases of human movement. because the ability of human movement from infancy, children, adolescents, and adults always changes from time to time throughout life. (PH et al., 2018) divides motor development into 4 phases, namely (1) the reflex movement phase, (2) the initial basic movement phase, (3) the basic fundamental movement phase, and (4) the special (specialist) movement phase. Referring to the expert opinion above, the characteristics of the movement abilities of elementary school age students are in the basic fundamental movement phase, the mature stage and the special movement phase (specialization) in the transition stage. This means that the physical education learning design must be in accordance with the characteristics of the development of the motor skills of elementary school students. (Suherman, 2014).

Before determining the physical education learning design the main thing is to look at the scope of physical education, in theory it is explained that the scope of physical, sports and health education in elementary schools is games and sports, development activities, gymnastic activities, rhythmic activities, water activities, outdoor education , and health, (Novembri, 2004). This means that the goals of physical education can be realized through the forms of activity contained within the scope of physical education. One of these scopes is water/aquatic activity, water activities include: swimming, playing in water, safety in water, and movement skills in water. Physical education is a well-structured movement activity. (Wicaksono, 2020; Bangun, 2016).

Swimming is an activity carried out in water with various forms of activity (Neri et al., 2018) (Aulia, 2017). Swimming is one of the activities that children or elementary school students really like, this can be seen when carrying out swimming lessons. They do it very enthusiastically because for them swimming is a fun sport, because the characteristics of elementary school-age children really like the world of games. The above has actually been a very good start in learning, when the great motivation possessed by students to transfer knowledge becomes easier and more effective, but the swimming learning process can become less effective and fun and even make the child feel difficult in learning this is because the lack of teacher creativity in making learning designs that are attractive to students but still effective in achieving the goals designed in each lesson, (Abdullah, 2017). The lack of teacher creativity in designing swimming lessons can make students lack interest and motivation or even lose motivation, especially for those who have water trauma, so a teacher is required to have creativity, with creativity possessed various interesting and innovative learning models can be created so that students will have interest and motivation and conditions like this will make swimming learning more effective and the goals of learning, namely knowledge and skills can be achieved optimally. Based on the problems in this background, the authors conclude that it is necessary to design swimming learning models that are well formulated creatively and innovatively adapted to the developmental phases of student movement, therefore researchers want to contribute to making a swimming learning model that is creative and innovative so that the learning objectives optimally can be achieved and the model created can provide an

overview to the teacher in conveying material in learning physical education.

METHODS

The development of the freestyle swimming learning model for elementary school students is to use the Research & Development model approach from Brog and Gall (Albet Maydiantoro, 2019). Educational research and development according to Brog and Gall, is a process used to develop and validate educational products, which are not only material in nature such as textbooks, learning films, etc., but also include procedures and processes such as methods or models. learning and learning management methods. (Rizki et al., 2021).

Participants

The aim of this research is to develop a swimming learning model for students at State Elementary School 1 Lokatabat Utara, State Elementary School Guntung Manggis, State Elementary School Landasan Ulin Utara. The small group trial consisted of 20 people while the large group trial consisted of 110 people.

Sampling Procedures

The stage of developing the learning model, setting targets in this case the teacher as a physical education learner, swimming coach and students assessing the learning model that has been developed based on the following criteria: (1) evaluators who carry out the evaluation of learning experts are determined based on their expertise; and (2) the evaluator who carries out the evaluation is determined based on the capabilities of the practitioner who has been involved.

Materials and Apparatus

Data collection in this study was to review various literature or literature studies related to the model concepts that

would be developed according to the product to be made and referred to needs analysis, expert review and field trials.

Procedures

Conceptually, the research and development approach includes 10 general steps, as described by Borg & Gall as follows: 1) Research and information collecting, 2) Planning, 3) Develop preliminary form of product, 4) Preliminary field testing, 5) Main product revision, 6) Main field testing, 7) Operational product revision, 8) Operational field testing, 9) Final product revision, and 10) Dissemination and implementation, (Gustiani, 2019).

Design or Data Analysis

To calculate the effectiveness test using (t-test) with an analysis of the difference between the two means for dependent samples. (Arifin et al., 2022) (Usmadi, 2020).

RESULT

There are many ways that teachers can develop aspects of courage and aspects of fun which will later provide high motivation for students, because not all students have strong self-confidence when in the swimming pool. This explains that in each lesson there are various kinds of characters and uniqueness that students have, such as lack of courage, shyness, lack of self-confidence, water trauma and others.

Expert Test Results

Based on the data in the table above, it can be explained that the results of the initial product evaluation were in the form of a freestyle swimming (crawl) learning model for elementary school students which were evaluated by 3 experts consisting of swimming learning experts (2 swimming lecturers and 1 swimming

coach), and 1 Physical education teachers obtained the following results: 1) The use of the learning model for the introduction of water can be categorized as valid as a learning model for elementary school students so that they optimally achieve the learning objectives, namely introducing a swimming environment, growing confidence and courage. 2) The use of the leg stage learning model is valid as a freestyle swimming learning model for elementary school students. 3) The use of the learning model for the hand movement stage to provide motivation can be categorized as valid as a freestyle swimming learning model for elementary school students. 4) The use of the learning model for the breathing stage, fostering a sense of pleasure can be categorized as valid as a learning model for freestyle swimming for elementary school students. 5) Using the learning model for the body posture stage by introducing a float board, giving a sense of fun, as a learning model for freestyle swimming for elementary school students. 6) The use of the combination stage learning model, training the feet, hands and breath gives a feeling of pleasure and high motivation so that it can be categorized as valid as a freestyle swimming learning model for elementary school students. 7) The use of the movement combination stage learning model can be categorized as valid as a freestyle swimming learning model for elementary school students.

Main Group trials

Based on the results of the main trials (field testing) conducted on the 7 models listed in the table above. It was obtained that the average percentage of the results of using the model was 87% so that the use of the entire model in this development can be categorized as valid and suitable for use in the development of swimming style learning models. According to the opinion of experts on the

development of the freestyle swimming learning model which has been tested in the main trial it turns out that the use of the model that has been developed does not need to be revised because all aspects meet the standards for use so that product dissemination can be carried out by testing the effectiveness and efficiency of the process. learning.

Model Effectiveness Test

The steps taken are as follows: (1) determine the group of research subjects; (2) carry out a pre-test; (3) trying out the freestyle swimming learning model; (4) carry out a post-test; (5) find the average score of the pre-test and post-test results, then compare the two; (6) looking for differences in the two averages through statistical methods (t-test) repeated observations to find out whether there is a significant effect from the use of the learning model. The results of the model effectiveness test carried out in this study were to test 20 students who were given treatment using swimming learning. This treatment was given for 10 meetings. While the test used in this study is to use a rubric for assessing the correctness of swimming motion by scoring the movements made while swimming. Following are the results of testing the effectiveness of the model using the results of the correctness assessment of the movement between the pre-test and the post-test.



Figure 1. pre-test and post test data

DISCUSSION

Research and development of the freestyle swimming learning model for elementary school students have been maximally pursued according to the author's abilities, but there are still some limitations that must be stated as material for consideration in concluding the results achieved. The limitations include the following: (1) Field trials of this research were only carried out in one place, namely SDN Loktabat Utara Banjarbaru with a limited population; (2) Learning is devoted to learning freestyle swimming for elementary school students in grade IV; (3) There are psychological factors that are suspected of influencing the results of the research that cannot be controlled, including: interest, self-confidence, and other psychological factors; and (4) There are other factors that are suspected of influencing the results of the study which cannot be controlled, such as the physical condition factor.

The student swimming learning approach is carried out by considering the available resources and basic swimming skills which are then packaged in the form of a game by promoting fun situations using strategies, methods, materials and media that are interesting and easy to do. Rusman in (Esminarto et al., 2016) states that determining the learning model to be used in learning activities must consider: (a) the goals to be achieved, (b) learning materials or materials, (c) students, and (d) other non-technical considerations. Through the game model developed, students are invited to explore, find and utilize objects that are easy to find, so that learning becomes easy and fun so that the game approach will greatly support the success of the swimming lecture process because it touches the cognitive, affective and psychomotor aspects of students. (Lauh et al., 2020). Broadly speaking, it

can be divided into three domains, namely the cognitive domain, the affective domain, and the psychomotor domain. The essence of the game is physical activity that is carried out in earnest, voluntarily, and fun. (Wulandari, 2022) (Bandi Utama, 2011) (Warni & Arifin, 2018). Playing in essence is an activity that is used as entertainment. We define play as non-competitive physical entertainment, even though play does not have to be physical. Playing does not mean sports and physical education. Swimming learning also involves physical activity that is carried out in earnest to achieve its learning goals. (E. Susanto, 2016). Through the play approach, learning objectives will be easily achieved because students will carry out physical activities voluntarily, happily, and happily. (B. H. Susanto & Listianingsih, 2019) (N. Susanto, 2017).

CONCLUSION

The freestyle swimming learning model for elementary school students is in accordance with the characteristics of students and is effective for increasing freestyle swimming learning. but not only that innovative and varied learning models must continue to be developed. This is due to the dependence of physical education teachers on standard facilities and learning approaches in presenting basic techniques as well as standards in accordance with the curriculum.

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