



Effectiveness Of Freestyle Swimming Learning Results Through The Water Fun Games Approach In Primary School Children

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Abstract

This research is motivated by the swimming learning process carried out by elementary school students which is still not optimal, such as problems in learning to swim freestyle consisting of fear when learning to swim, and difficulties in carrying out style techniques in body position, leg movements, movement. hands, inhale. The aim of this research is to find out how effective the results of learning to swim freestyle through the water fun games approach are for elementary school children, especially at the Baitul Hikmah Islamic Elementary School. The method used was Quasi Experimental Design in the form of a Pretest-Posttest Control Group, resulting in a calculated sample of 30 children. The instruments used were 3 test instruments, namely psychomotor skills tests, cognitive aspect tests and affective aspect tests. Data was processed using SPSS software through the Paired Sample T Test and grouping the range of criteria values using Norm Reference Assessment (PAN). The results of data processing were carried out using the Paired Sample T-test Hypothesis Test, namely that there was a sig value of $0.000 < 0.05$, so H_a was accepted. This shows that the results of learning to swim freestyle with psychomotoric, cognitive and affective aspects of children improved after being given treatment. Through this research, swimming learning can be made more varied with a variety of fun water games so that children are more enthusiastic about starting to learn freestyle swimming.

Keywords: *Freestyle Swimming, Water Fun Games, Learning Results*

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INTRODUCTION

Freestyle swimming is an activity in water that can be done by elementary school students. In freestyle swimming learning activities, of course students will learn new things so that they are motivated to carry out systematic learning so that varied learning models and fun new experiences are needed. According to Mashud (2019:47) Freestyle swimming is a water activity that produces body propulsion by coordinating leg movements, arm strokes, taking a breath in a streamlined body position. This movement can develop motor skills and increase students' understanding of optimal and efficient movements in water.

In freestyle swimming, the abilities possessed by students are important for the teacher to know. Knowing children's abilities will be very helpful in realizing children's dreams and achieving the goals of these activities. In elementary school students must develop basic skills, especially related to general technique in sports, especially freestyle swimming.

According to Firdausi (2018:3) In the swimming learning process there are still students who have not mastered the basic skills of freestyle swimming. Factors inhibiting learning to swim consist of the risks of learning to swim, anxiety when learning to swim, fear when learning to swim, environmental influences and special understanding regarding freestyle swimming. So from these results it is known that risk, anxiety and fear factors are more hindering than other swimming learning factors such as facilities and infrastructure and the environment.

In order for the delivery of basic freestyle swimming learning to improve, teacher innovation and creativity is needed in creating learning models to support the success of freestyle swimming techniques. The game material is considered very unique because it combines games and swimming activities (Susanto, 2016). The learning model used is water games so that students do not feel bored and have difficulty so they can find comfort in the teaching and learning process. According to Firdausi (2018:4) Water fun games are a form of activity carried out in a pool and can make a person happy and adapt.

Water games (Water Fun Games) have several advantages, including a strong appeal for children. Water games can be included as part of aquatic learning by teachers in elementary schools, are easily accessible and played by children, both men and women, and are able to improve various aspects of children's development, including physical, motor skills, cognitive and emotional abilities.

The game material is considered very unique because it combines games and swimming activities. The learning model created by the teacher must refer to the basic movement elements or indicators of freestyle swimming, balanced with a model that is easy to do, fun and uses updated media tools. With these steps, students become more motivated in carrying out the basic freestyle swimming movements presented by the teacher. Therefore, researchers tried to conduct research because the aim of this research was the Effectiveness of Freestyle Swimming Learning Results through the Water Fun Games Approach for Elementary School Children. So this activity is expected to be a solution for educators in improving freestyle swimming learning outcomes using a water fun games approach and also as learning material.

From the research results presented above, it is clear and convincing that children's skills in carrying out freestyle swimming activities still have difficulties. Based on these

circumstances, researchers are interested in testing the effectiveness of freestyle swimming learning outcomes through the water fun games approach for elementary school children.

METHOD

The design used in this research was a Quasi Experimental Design in the form of a Pretest-Posttest Control Group, as explained by Creswell (2015:7). There were two groups carried out without randomization. This research group is used as an experimental group and a control group which will be given a pretest, then treatment and posttest. The population in this study were beginner class children from Baitul Hikmah Elementary School, Bandung City. The data collected by class III & IV students was 30 people. The basis for the researchers choosing this class is because at the age of 8-11 years, boys and girls are classified as this age, which is the age for specialization in learning swimming (Susanto, 2016).

In this research, researchers used Purposive Sampling techniques to determine the research sample with certain considerations with the aim of making the data obtained later more representative (Sugiyono, 2010). The sample was divided into two groups, 15 people as the male and female experimental group, 15 people as the male and female control group. The instrument used to obtain data on the results of improving basic freestyle swimming movement skills in this research was an observation instrument.

In this study, 3 test instruments were adopted, including a psychomotor skills test, a cognitive aspect test and an affective aspect test. The research procedure uses an initial test or pre-test, treatment and post-test. This research uses the Data Normality Test, data processing by determining the Norm Reference Assessment (PAN) and Hypothesis Testing, namely the Paired Sample T-Test which is used as a data analysis technique.

RESULTS AND DISCUSSION

Results

1. Descriptive Statistics

Descriptive statistics are statistics used to describe data into clearer and easier to understand information that provides an overview of the research. The results of descriptive statistical analysis research can be seen below:

Tabel. 1. Experimental Class Post Test Descriptive Statistics Results

Variable	Average	Max Value	Min Value	SD
Psychomotor	19,27	20	17	0,93
Cognitive	7,53	10	6	1,20
Affective	17,07	20,00	13,00	2,08

Based on the Post Test results in the table above, it can be concluded that the descriptive statistics in the variable experimental class (Psychomotor) with a sample size of 15, the average value is 19.27, the maximum value is 20, the minimum value is 17, while the standard deviation results are 17. 0.92. In the variable (Cognitive) with a sample size of 15, the average value is 7.53, the maximum value is 10, the minimum value is 6, while the standard deviation result is 1.20. Meanwhile, for the variable (Affective) with a sample size of 15, the average value is 17.07, the maximum value is 20.00, the minimum value is 13.00, while the standard deviation result is 2.08.

Tabel. 2. Post Test Descriptive Statistics Results for Control Class

Variabel	Average	Max Value	Min Value	SD
Psychomotor	17,1	20	13	2,09
Cognitive	7,5	10	6	1,15
Affective	17,2	20	15	1,83

Based on the Post Test results in the table above, it can be concluded that the descriptive statistics in the Variable Control (Psychomotor) class with a sample size of 15 mean value is 17.13, the maximum value is 20, the minimum value is 13, while the standard deviation results are 13. 2.09. For the variable (Cognitive) with a sample size of 15, the average value is 7.5, the maximum value is 10, the minimum value is 6, while the standard deviation or standard deviation is 1.15. Variable (Affective) with a sample size of 15. The average value is 17.2, the maximum value is 20, the minimum value is 15, while the standard deviation result is 1.83.

Tabel. 3. Normality Test

Variable	N	Std. Deviation	Sig. (2-tailed)
Experimental Class (Psychomotor)	15	.92929	.089 ^c
Control Class (Psychomotor)	15	166.206	.200 ^{c,d}
Experimental Class (Cognitive)	15	122.759	.185 ^c
Control Class (Cognitive)	15	.75029	.200 ^{c,d}
Experimental Class (Affective)	15	181.137	.200 ^{c,d}

From the One Sample Kolmogrov-Smirnov Test table, the probability number or asymp is obtained. Sig. (2-tailed). This value is compared with 0.05 (in this case using a significance level of 5% or $\alpha = 5\%$). So if it is related to the research above, the value of the Experimental Class (Psychomotor) variable is 0.89 which is greater than 0.05 so that the Experimental Class (Psychomotor) variable is normal. The value of the Control Class (Psychomotor) variable is 0.200, this value is greater than 0.05, which means normal. The value of the Experimental Class (Cognitive) variable is 0.185 which is greater than 0.05 so the data is normal. The value of the Control Class (Cognitive) variable is 0.200 which is greater than 0.05 so the data is normal. The value of the Experimental Class variable (Affective) is 0.200 which is greater than 0.05 so the data is normal. The value of the Control Class (Affective) variable is 0.200 which is greater than 0.05 so the data is normal.

Tabel 4. Hypothesis testing

Variabel	Std. Deviation	t	df	Sig. (2- tailed)
Experimental Class (Psychomotor)	127.988	-14.323	14	.000
Control Class (Psychomotor)	168.184	-10.593	14	.000
Experimental Class (Cognitive)	1,43759	-8,801	14	.000
Control Class	0,88372	-14,317	14	.000
(Cognitive)	2,41622	-7,160	14	.000
Experimental Class (Affective)	2,32584	-9,769	14	.000

Based on table 6 regarding the t test (paired sample t test) above, it shows that there is a significant difference between the before and after results of the six variables.

Discussion

The results of this study show that the combination of freestyle swimming training has a positive effect on increasing water fun games. The samples who underwent this training program experienced significant improvements in freestyle swimming. Achieving learning outcomes related to psychomotor abilities can be realized through mastering skills that require the use of muscles, physical strength and body activity (Utama & Heldisari, 2021).

Therefore, in the process, teachers need to provide children with direct involvement in learning experiences through play activities so that children are always in a happy atmosphere

and get good impressions. Therefore, the researchers combined modified games with the core swimming movements which were the aim, namely, teaching breathing techniques, gliding techniques, leg movements, hand movements and coordination movements while still involving each student's various abilities from the psychomotor aspect.

In carrying out physical activities, children need to have the ability to think logically, apply critical thinking, and have skills in solving problems and recognizing cause-and-effect relationships. Cognitive learning can emphasize the active role of children in the learning process. Each child has a unique way of thinking, therefore they are actively involved in assimilating new information into their own cognitive structure.

Results of research by Basrowi (2015 p. 109) "Students' attitudes play a supporting role in achieving a learning goal". Attitudes are influenced by feelings of support or non-support for an object. There are many perceptions that there is a positive relationship between student attitudes and learning outcomes (Siskandar, 2015). In freestyle swimming, teachers can educate students to have a sense of interest and attitude that includes understanding and influencing the thoughts, attitudes and behavior of elementary school students.

Based on the discussion above, it can be concluded that the three aspects of psychomotor, cognitive and affective experience significant improvements before and after implementing water fun games. Based on the research results presented above, it can be concluded that the water fun games training method can improve students' ability to swim freestyle and can also increase learning activities.

The increase that occurred from the research results was possibly influenced by the water fun games training factor. Water fun games are a training program specifically for carrying out swimming activities happily. With happiness, fun learning will be created for students. Fun learning that has an impact on good results. Furthermore, Thorndike (1874-1949) quoted by Endriani (2011) in the theory of connectionism put forward several laws of learning, including the law of exercise (Law Of Exercise). This law explains the possibility of strong and weak relationships between stimulus and response. The implication of this law is that the happier students are while learning, the more they will master the lesson.

CONCLUSION

Based on the results of the analysis explained in the previous chapter, it can be concluded that the implementation of water play games can improve freestyle swimming learning outcomes at Baitul Hikmah Elementary School, Bandung City. Based on the research results, there was an increase in learning outcomes in the psychomotor domain with a very

significant increase before and after playing water games, as well as a very significant increase in cognitive performance before and after playing water games. Fun water games. After having fun playing in the water. On the other hand, there was a very significant increase in emotional aspects before and after water play.

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