

THE EFFECTIVENESS WATER INTRODUCTION LEARNING MODEL (MNS) BASED ON PLAY IN SWIMMING SPORT

Maryam Novita Sary

State University of Jakarta

maryamnovita86@gmail.com

Abstract

The purpose of this study is to produce a water-based learning introduction model (MNS) based on playing in swimming (for elementary school students who have anxious swimming). The subjects in this research and development are Bekasi Jaya XIII Elementary School and AL-AZHAR Kelapa Gading Islamic Elementary School. The research method used is the research and development model of Borg and Gall. Data collection techniques used are the results of expert validation and effectiveness testing through an instrument of anxiety level assessment with t-test statistical data analysis. The results of research and development of water-based learning recognition models (MNS) based on swimming in swimming (for elementary school students who have anxious swimming) shows that (1) water-based learning learning models (MNS) are based on playing in swimming sports (for elementary school students who are anxious swimming) significantly reduce the level of anxiety in the learning process of water recognition in swimming sports, (2) Based on data analysis, the average value of pre-test is 14.5 and post- test average is 8.1, t-count = 25.59, df = 39 and p-value = 0.00 <0.05, it can be said that the water recognition learning model (MNS) based on playing in swimming (for elementary school students who have anxiety to swim) can reduce the level of anxiety and is effective to be applied in the learning process of learning water in swimming sports.

Keywords: Learning Model, Water Recognition, Anxiety

The importance of introducing good, correct and most importantly safe swimming to students. Before being introduced to swimming styles, students need to understand and feel various forms of water recognition. "Introduction to water is an exercise for beginners who can't swim in the early stages." (Mustaqim, 2018) The process of introducing water is a natural thing for students who are less brave or afraid to swim, so that students can get rid of their fear of water and get to know them. Water properties such as cold, wet, water resistance and make water a friend not an enemy to be afraid of.

Water recognition includes the correct way of breathing when swimming, floating on the surface and in water and gliding movements in water. "At the time of introducing water, 3 important things can be given, namely: Breathing, Gliding, Floating. The three things mentioned above, if used as a basis for someone to learn to swim well." (Department of Sports and Youth, 2006) Performing the correct breathing technique by taking a breath through the mouth and exhaling through the nose so that it can last a long time swimming in the water. Floating movement is a floating movement, floating movement in water can be done in a supine position on the water surface, perpendicular to the body in the water and the head position is above the water surface. The movement of gliding in the water is done by sticking one foot to the wall to slide then pushing the body through the repulsion of the foot and the body slides as far as possible with the position, both palms sticking straight forward and both arms attached to the ears, head facing downwards. in water.

Research conducted by Mustaqim, Roesdiyanto, entitled Development of a Water Train Game Model for Water Introduction for Beginners Age 6-8 Years at the Amarta Aquatic Swimming Club Malang City that occurred in the field:

Found several problems in the toddler class including: (1) A total of 15 children (100%) stated that it was important to introduce water. (2) A total of 10 children (66.6%) stated that they had never played water games. (3) A total of 9 children (60%) stated that the coach had never given a water introduction game. (4) A total of 3 children (20%) stated that they did not know about the introduction of water. (5) A total of 15 children (100%) stated that they wanted to be given a water introduction game. (Mustaqim, 2018)

The explanation above is clear that it is very important to learn to introduce water in swimming. Elementary school students learn in swimming activities accompanied by educators. In teaching and learning activities swimming for elementary school students there are still students who have not adapted to water well so they feel anxious to swim. Students who were initially worried about swimming had been able to adapt to the water well, these students would be able to follow the learning styles in swimming sports well. In the swimming sport, there are still students who are anxious about swimming. This happened because of the students' doubts. Anxiety in aquatic activities can happen to anyone. This anxiety stems from different causes. Some people are anxious because they have very dangerous diseases such as heart disease, skin disease, kidney disease, epilepsy, bronchitis, eye, ear, and nose infections.

Students who are anxious about the depth of the water result in anxiety that they will drown, worry that there is a lot of water, worry about cold, worry that their nose or mouth will enter water (choking). This can be from a doubt that dominates the mind, the most important thing to do is to turn the student's memory back and give suggestions that in fact the feeling of anxiety does not exist. Unfortunately, anxiety in water activities is a destructive factor for the development of students' swimming abilities. It is undeniable that failure in swimming for the first time can cause students to not want to return to the pool. Students will start swimming again if the anxiety in their minds has disappeared. Though feeling anxious like this is a condition that is very difficult to forget. The more popular medical term is known as traumatic nature. Meanwhile, what is really needed in rehabilitating students' anxiety about water is physical education teachers, swimming instructors. The swimming instructor or teacher is the first person who is competent in rehabilitating students' fears, namely by building a spirit of courage through activities in the water gradually.

"Students' confidence in their instructors or teachers is a very important capital to eliminate anxiety." (Susanto, 2005) Knowledge, insight, and skills of the instructor or teacher are also important assets in building student confidence. Swimming learning must have the right solution so that students who are anxious about swimming can master the material well. The purpose of learning swimming for students is so that students are able to improve movement skills, and develop basic movement patterns.

In principle, everyone is able to master this swimming skill. Because humans naturally have what is called *buoyancy* or buoyancy. Similarly, the nature of water is able to lift the burden of our bodies. So there should be no one who cannot master swimming movements. (Susanto, 2005)

Facts that occur in learning to swim in students who are afraid to swim take time because their anxiety in water can affect their swimming ability. For example, students are anxious to enter the swimming pool, students are anxious to walk in the swimming pool, students are anxious to put their faces in the water, students do not understand breathing when swimming so students are anxious to make air bubbles in the

water, students are not able to float. so anxious to drown, and students are anxious to perform gliding movements by themselves. The research conducted by Hernawan, Widiastuti, et al entitled Development of Water Recognition Models for Early Childhood that occurred in the field:

Facts in the field there are problems that occur in the water recognition exercise process for early childhood, namely (1) children are afraid to enter the water, (2) children are afraid to make air bubbles in the water, and (3) children are afraid to make gliding movements with (Hernawan, Widiastuti, Aprilia Intan Timur, 2018)

Based on what happened in the field, researchers conducted interviews with educators, there were difficulties for students in the swimming learning process because elementary school students in lower grades or grades 1-3 had students who were new to swimming so that there was a level of anxiety possessed by each student such as:) There are students who do not take swimming lessons, so they don't want to enter the pool, 2) There are still students who just stay by the pool, 3) There are students who can take lessons but still have doubts about practicing it. So from the interview above the researchers thought of finding a solution, the researcher who has the name Maryam Novita Sary designed to apply the Water Recognition Learning Model (MNS) Based on Playing in Swimming (For Elementary School Students Who Have Anxiety Swimming) in addition to reducing anxiety students when swimming, it can also motivate students to learn to swim.

The results of the literature study obtained from previous research conducted by Widiastuti, Fatin Hamamah entitled Swimming Learning Model (FH) for Preschool Students, this study focused on preschool students, using the method of playing with more individual play, the instrument used in the study This model is a questionnaire, testing the effectiveness of the model using a swimming skill assessment test for preschool students by looking at the increase in swimming skills results before and after the implementation of the learning model. The research conducted by Hernawan, Widiastuti, et al entitled Development of Water Recognition Model for Early Childhood This research focused on the process of water recognition training for early childhood, using the method of playing with more individual play. The instrument used in this model research is questionnaire, Test the effectiveness of the model using a swimming assessment test for early age students by looking at the increase in swimming skill results before and after the implementation of the water introduction model. While this research focuses on the application of the water recognition learning model in swimming for elementary school students, it has elements of counting, recognizing shapes, and recognizing colors as well as using interesting and modern ways of playing and tools. The instrument used in this model research is an observation checklist. Test the effectiveness of the model using an anxiety level test in learning the introduction of water in swimming for elementary school students by looking at the results of the level of anxiety in the swimming learning process before and after the implementation of the water recognition learning model in swimming.

This study was made and directed at elementary school-aged students who are able to recognize water well in order to reduce anxiety and increase courage in students during swimming lessons. The final goal in this study is that students are expected to be able to reduce anxiety in learning to swim with the Water Recognition Learning Model (MNS) Based on Playing in Swimming (For Elementary School Students Who Have Anxiety Swimming). In the description of the problems that underlie this research, the focus of the problem raised by the researcher is the Water Recognition Learning Model (MNS) Based on Playing in Swimming (For Elementary School Students Who Have Anxiety about Swimming).

Based on the background of the problem and the focus of the research that has been stated above, the formulation of the problem in this study is as follows:

1. What is the Play-Based Water Recognition Learning Model (MNS) in Swimming (For Elementary School Students Who Have Anxiety about Swimming)?
2. Is the Water Recognition Learning Model (MNS) Based on Playing in Swimming (For Elementary School Students Who Have Anxiety about Swimming) effective in reducing the anxiety of elementary school students in learning to swim?

METHOD

The approach used in this study is a qualitative and quantitative approach using the *Research & Development* (R&D) development model from *Borg and Gall*. Place and subject of research. The research will be conducted in 2 schools, namely SDN Bekasi Jaya XIII, East Bekasi, West Java and SDI AL-AZHAR Kelapa Gading, North Jakarta. This research was conducted from October 2018 when the researchers took data for initial observations until July 2019.

RESULT

After the model underwent a phase II revision from the results of the small group and large group trial. then proceed with testing the effectiveness of the water recognition learning model (MNS) based on playing in swimming (for elementary school students who have anxiety about swimming) which has been compiled and refined through the several stages described. The effectiveness of the developed model was carried out at AL-AZHAR Islamic Elementary School Kelapa Gading with a total of 40 research subjects.

Table 4.5 Results of Assessment of the Water Recognition Learning Model (MNS) Based on Playing in Swimming Sports before *treatment* (*Pre Test*), after *treatment* (*Post Test*)

Respondent	Pre Test Score	Post Test Score
X1	20	15
X2	14	9
X3	13	7
X4	20	14
X5	16	8
X6	14	7
X7	10	5
X8	18	10
X9	15	6
X10	20	13
X11	14	9
X12	10	5
X13	17	9
X14	11	6
X15	20	15
X16	14	9
X17	13	7
X18	20	14
X19	16	8
X20	14	7
X21	10	5

X22	18	10
X23	15	6
X24	11	6
X25	14	9
X26	10	5
X27	17	9
X28	11	6
X29	11	6
X30	14	8
X31	14	7
X32	15	5
X33	15	5
X34	14	9
X35	10	5
X36	17	9
X37	11	6
X38	14	9
X39	13	7
X40	17	9
Amount	580	324
Average	14.5	8.1

1. Average Anxiety Level

From the data on the results of learning the introduction of water in swimming above, the following values are obtained:

Table 4.6 Average Anxiety Levels

Paired Sample Statistics

	mean	N	Std. Deviation	Std. Error Mean
Pairs 1 Pre_Test	14.5000	40	3.11325	.49225
Post_Test	8.1000	40	2.81753	.44549

Based on the *output* results using SPSS 16 that the average value of the learning outcomes of water recognition in swimming before the learning model was given was 14.5 and after being given treatment with the 8.1 learning model, it means that the average value of the anxiety level decreased.

2. Correlation coefficient

Table 4.7 Correlation coefficient

Paired Samples Correlations

	N	Correlation	Sig.
Pairs 1 Pre_Test & Post_Test	40	.862	.000

Based on the results of the *output* table above, the correlation coefficient of learning before and after being given a swimming learning model is 0.862 with a p-value of 0.00 <0.05 so the conclusion is significant.

3. Significant Difference

From the results of the average value of learning the introduction of water in swimming above, the significance of the difference is as follows:

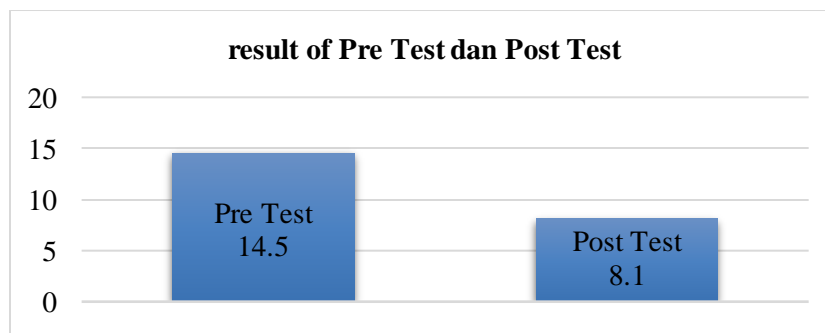
Table of Significant Differences

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pairs 1 Pre_Test Post_Test	6.40000	1.58195	.25013	5.89407	6.90593	25.587	39	.000

In the significant difference test with SPSS 16, the results obtained t-count = 25.59, df = 39 and p-value = 0.00 <0.05, which means that there is a significant difference in water recognition learning in swimming before and after the treatment of the introduction learning model. water in swimming.

Based on this information, it can be said that the water recognition learning model (MNS) based on playing in swimming sports (for elementary school students who have anxiety about swimming) which is carried out or applied is effective and can reduce anxiety levels in elementary school students. The following is a comparison of the results of the anxiety levels of elementary school students before giving *treatment* and after giving *treatment* with water recognition learning models (MNS) based on playing in swimming sports (for elementary school students who have anxiety about swimming) with a bar chart: Figure 4.1 Diagram of the results of the water recognition learning model in swimming sports.



DISCUSSION

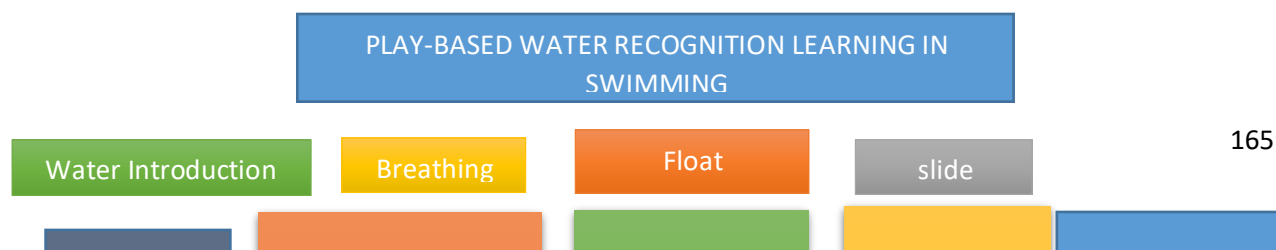
Based on the numbers in the table above, it can be concluded that the Water Recognition Learning Model (MNS) can and is feasible to be used in learning the introduction of water in swimming for elementary school students who have anxiety about swimming and is effective in reducing anxiety levels

in students. Susanto. (2005). Strategies to Eliminate Water Phobia: An Approach to Aquatic Learning Safety. Introduction to water is an exercise for beginners who cannot swim at an early stage.” (Mustaqim, 2018). Hernawan, Widiastuti, Etc. (2018). Development of Water Recognition Models for Early Childhood, then Maidar. (2017). Playing Approach Model in an Effort to Improve Physical Fitness of Deaf Students. Paying attention to safety factors during implementation, both from facilities, infrastructure and students themselves. This is in line with the research results of the Sports and Youth Service, 2006 “When introducing water, 3 important things can be given, namely: Breathing, Gliding, Floating. The three things mentioned above, if used as a basis for someone to learn to swim well.” Then it was strengthened by the results of Mustaqim's 2018 research which explained several problems in the toddler class including: (1) A total of 15 children (100%) stated that it was important to introduce water. (2) A total of 10 children (66.6%) stated that they had never played water games. (3) A total of 9 children (60%) stated that the coach had never given a water introduction game. (4) A total of 3 children (20%) stated that they did not know about the introduction of water. (5) A total of 15 children (100%) stated that they wanted to be given a water introduction game. Then in line with Budiningsih's findings. (2011). Characteristics of Students as a Foothold in Learning Research. So that the water recognition learning model (MNS) based on playing in swimming (for elementary school students who have anxiety about swimming) made by researchers is a product that aims to help physical education teachers, reduce anxiety levels in students and increase students' courage to learn to swim. , and as a reference for the introduction of water learning models for elementary school students. This water recognition learning model (MNS) was made based on the level of needs of elementary school students in learning water introduction in swimming sports.

After reviewing some of the weaknesses that need improvement, this product can be conveyed some of the advantages of this product, including:

- a. Increase courage during swimming lessons for elementary school students.
- b. Students are more enthusiastic when swimming.
- c. Make it easier for physical education teachers to teach the introduction of water in swimming.
- d. Using various and interesting tools.
- e. As a reference for the learning model for the introduction of water in swimming.

The water recognition learning model (MNS) based on playing in swimming sports (for elementary school students who have an anxiety about swimming) is carried out from easy to difficult, it is a solution to various problems that exist in children learning to swim so that children can learn to swim. learn to swim while playing, brave and passionate. This shows that there is an influence on improving children's learning to swim, because MNS can be applied to learning to swim while playing.



REFERENCES

- C. Asri Budiningsih. (2011). Characteristics of Students as a Foothold in Learning Research. *Cakrawala Pendidikan, Scientific Journal of Education* , February 2011, XXX, No. 1, 1-15
- Department of Sports and Youth. (2006). Basic Techniques for Swimming. *Jakarta: Department of Sports and Youth*.
- Ermawan Susanto. (2005). Strategies to Eliminate Water Phobia: An Approach to Aquatic Learning Safety. *Indonesian Journal of Physical Education* , Special Edition, 2005, 117-126
- Firly Baihaqi Martindar, Sasminta Christina Yuli Hartati. (2014). The Effect of Cooperative Learning Model Type *Team Games Tournament* (TGT) on Learning Outcomes of Freestyle Swimming (*Crawl*) (Study on Class X Students of Fishing Vessel Engineering Department at SMK Negeri 4 Probolinggo). *Journal of Sports and Health Education* , Volume 02, Number 01, 164 – 170. doi: <http://ejournal.unesa.ac.id/index.php/jurnal-Pendidikan-jasmani/issue/archive>
- Hernawan, Widiastuti, Etc. (2018). Development of Water Recognition Model for Early Childhood . *Journal of Early Childhood Education* , Volume 12, Issue 2, November 2018, 251-260. doi: <https://doi.org/10.21009/JPUD.122.06>
- I W. Setaya. IW Santyasa. I M. Kirna. (2013). Application of Direct Learning Model Assisted by Modeling to Improve Motivation and Achievement in Swimming Learning. *Ganesha University of Education Graduate Program E-Journal* , Volume 3, 2013
- Ikee Agustini Proclamation, Agus Tomi, I Nengah Sudjana. (2016). Improving Basic Locomotor Movement Skills Using Play Method in Physical Education Learning for Class III C Students at SDN Krian 3, Sidoarjo Regency. *Physical Education*, Volume 26, Number 02, 229 – 237
- maid. (2017). Playing Approach Model in an Effort to Improve Physical Fitness of Deaf Students. *Journal of Social Education, Science, And Humanities* , Vol. 3, No. 4, December 2017, 829-842
- Mustaqim, Roesdiyanto. (2018). Development of Water Train Game Model for Water Introduction for Beginners Age 6-8 Years at Amarta Aquatic Swimming Club Malang City. *Edcomtech* , Volume 3, No. 1, 13- 20.