

TEACHING STYLES, MOTOR SKILLS AND SPRINTING SKILLS LEARNING OUTCOMES

Akhmad Sobarna

College of teacher training and education Pasundan Cimahi

akhmadsobarna9@gmail.com

Abstract

The purpose of this study was to look for the effectiveness of teaching styles on learning outcomes seen sprinting skills of motor skills. The method used is experiment with a 2x3 factorial design treatment. Population research is College of teacher training and education students that amounted to 12 classes, contain 360 person. The sample was selected using simple random sampling. The study was conducted during one month with 16 times meeting. Research instrument using sprint test and rubric. The results of the study concluded that: (1) There are differences in skill scampers between teaching style inclusion, training and reciprocal as a whole, (2) There are differences in skill scampers between motor skills and high motor abilities low overall, (3) There is an interaction between style teaching and motor skills against the skills to sprint overall.

Keywords: *Teaching Style, motor skills, sprint*

The running of academic and non academic activities in the college aims to prepare the students in order to be fully responsible in the learning process that passes, with the assets will create the intellectual skill that gets acquired even have a good personality, strong mentality, good ethics and morale. The academic process in universities, especially in Teacher Training Institution that will produce prospective teachers who are expected after they finished academic in college. It also can produce independent graduates, and have a competitive advantage, all must have changes that are arranged or systematic both in terms of goals, methods or Material in the process of academic learning. In this case of course the lecturers can no longer just repeat the old practice in the learning process. Thus the lecturers here need to create a relevant innovation in accordance with the learning process in college.

The execution of learning athletic courses on a fun sprint can be called a basic principle for achieving success. In the sprint learning process, many psychological factors influence the students in determining a success in every lecture on materials that have a complex degree of difficulty. As the "*Learners set goals for their learning and monitor and regulate their cognition, motivation, and behaviour within their environment can lead to achieving independent learning*". Individuals or each student has their own character here will be very different ways to understand what is taught by the lecturer so that students will be a huge influence on their performance and achievement in learning.

The main objective of sprint based on IAAF (2009: 21) is to maximize the horizontal speed with a forward impulse. The length of contact between the foot and the ground (ground time) is a very important factor to support the running speed. However, it should be done as shortly as possible because the flight time will be relatively longer, and this is the nature of the powerful runners. According to Hunter, Marshal (2005:261), "*Sprint running horizontal velocity is the product of step length and step rate. (In this article we have used the term "step" to define half a running cycle, that is, from foot contact to the next contact of the opposite foot. The term "stride," therefore, defines a complete cycle, from foot contact to the next contact of that same foot*". Therefore, if a runner wants to achieve optimal results, then an increase in the length of the step should be programmed and strive. Nevertheless, the frequency of steps and length of steps is still a key feature for a powerful runner.

This kind of learning will be achieved regardless of the role of lecturers in teaching and the environment that supports the learning process.

In this case lecturers need to know the reason students to be able to learn new motion skills, because the success guarantees of the motion process learning is the willingness of students to practice the motion given. The reasons include: enjoying the movements being learned, being forced or afraid of being reprimanded by the teacher if they do not want to do, wanting to get rewards when they are ordinary, gaining satisfaction, expanding relationships, creating skills, feeling the benefits for the individual. The reason of students in learning the movement skills that have been done through the stages of the learning process will be seen. Thus the process is able to instill independence to prospective teachers in Teacher Training Institution should be able to create graduates who in Brunner terms in Suyanto and Syamsudin, able to transfer of training and transfer of principles and attitude.

For those reasons, with various constraints of teaching and learning facilities, field, lecturers, and lack of various training to lecturers spur all lecturer components to be able to work hard in making it happen through the design of the teaching styles application suitable for students to create graduates who can be qualified for Educational development in our beloved country.

There are many teaching styles developed by Muska & Asworth (2010), including the teaching style of inclusion, the reciprocal teaching style and the teaching practice style used in this study. The advantage of inclusion teaching style compared with other teaching styles, is the freedom of students to choose the level of task in accordance with their ability. The same task is designed for different degrees of difficulty. Students decide to be able elevating their status to the higher tasks the further difficulty of inclusive teaching styles maximizes student engagement and to help others to succeed using obstacles set at certain levels.

The inclusive teaching style has special features especially in the design of tasks that show the single standard decided by the lecturer. While the task of students is to show the type of task in accordance with the level of the task. The role of a lecturer in this style is to make decisions before the meeting. Students make decisions during meetings including decisions about entry points to achieve goals by selecting the stages of implementation. At post-meetings, students assess decisions about further placement in the existing levels.

The practice teaching style is one of the most suitable teaching models applied to the physical education and sports education activities. By using this style of training, the lecturer will have the opportunity to teach students in large numbers once at the same time. Teaching with style of training is designed to improve a person's skills by assigning them to do many exercises repeatedly. By repeating this kind of activity, it is hoped that there will be an increase in physical strength and skill of the students involved. In addition to repetition of movement, there is another thing that important is the provision of appropriate feedback about the appearance that has been done.

Reciprocal teaching style through the delivery of learning aimed at improving students' movement ability by diverting some decisions regarding learning activities from teachers / lecturers to students. The decisions include the execution of the task motion as well as the delivery of feedback by his colleagues. In this case, students are given more responsibilities, about the execution of the task motion, and provide feedback to peers. A learning strategy that in its teaching approach provides a task for students to pair up in practice, alternately exchanging roles as perpetrators and as observers in providing formative assessment or feedback of their partner with reference to instructional goals that have been established. Motor learning is one form of learning that emphasizes on something specific, that is for the purpose of improving the quality of gestures. The media of motion learning process is the body so that, the subject which embodies it is physical education and sports. The motor skills that exist within the student will be a supporting factor in learning the mastery of sprint skills. All courses of physical health education and recreation in each college have different characteristics with other courses. The differences can be seen from the objectives that want to be achieved, the material

presented, the strategies to be used, the means and infrastructures, and the media used to achieve the goal. In terms of diversity, then someone who will teach in learning need special preparation. Physical safety and health factors have an important role in learning using motion activity as the main media.

According to Mosston & Asworth (2010), the reciprocal learning style of decisions regarding learning activities shifts from teacher to student. Students in this case are given more responsibility, ie make some decisions regarding the execution of tasks and provide feedback to their friends. In the reciprocal learning style, the responsibility of giving feedback shifts from teacher to peer. The practice teaching style is during the meeting there are some decisions that are transferred from the lecturers to the students. The transfer assigns students new roles and responsibilities. Every student has the opportunity to decide how to make their own decisions.

In applying a good teaching style should be poured in the design of learning, not a step that is suddenly applied without going through a directed planning, integrated and systematic long before the learning activities began. Situations and conditions to be a teacher's judgment, what if the teaching style is no longer relevant to what is being taught then it is necessary that the teacher change the appropriate teaching style in developing learning strategies. According to Geatano r. & Gomez F.P (2015: 63) explains that, "*Teaching method of physical activities and sport use traditionally tutorials and prescriptive exercise that have the theoretical basis in cognitive approach*". Here new innovations needed for educators, especially those who teach motion to deliver students with a cognitive approach so that changes to teaching can be done by lecturers and its impact on the achievement of goals for students.

Therefore, as a lecturer must be able to create how to make the relevant way to be able to synergize the students with the subject matter and harmony of all parties involved in the activity, both the lecturers themselves, the subject matter and students. The spectrum of the chosen teaching style is one of the connecting paths between the students and the teaching materials.

In the realization or application of teaching style is strongly influenced by the decisions taken by both lecturers and students at certain times. According to Raiola G. & Tafuri D. (2015:377) explains that "*The coaches, trainers and teachers play physical activities and sport throughout simulations, order, command that have the theoretical basis in Behaviourism theory and Cognitive one*". The types of decisions taken by both lecturers and students will determine the processes and consequences of each of the teaching episodes. In the end the spectrum of teaching will provide a great help to the achievement of learning objectives and learning activities in general.

METHOD

The method used is experiment with 2x3 factorial treatment design. The population in this study College of teacher training and education school students Pasundan Cimahi level I which amounted to 12 classes, consisting of 360 people. Samples were chosen randomly using simple random sampling technique. The sample in this research is 60 students College of teacher training and education Pasundan Cimahi level I. Research conducted for one and half month or six weeks with the number of meetings 16 times a meeting conducted three times a week.

RESULT AND DISCUSSION

After testing the hypotheses pre test requirements of normality and homogeneity tests, the overall data is normal and homogeneous. That is, hypothesis testing continued on paired t test using SPSS 17. Here is a summary of the overall data hypothesis testing in table 1.

Tabel 1 Overall Calculation Results

Tests of Between-Subjects Effects

Dependent Variable: Sprint skills

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1367.027 ^a	5	273.405	2.426	.047
Intercept	594112.514	1	594112.514	5271.892	.000
Teaching Style	1185.243	2	592.621	5.259	.008
Motor skills	35.221	1	35.221	.313	.005
Teaching Style * Motor skills	146.563	2	73.282	.650	.006
Error	6085.496	54	112.694		
Total	601565.036	60			
Corrected Total	7452.522	59			

a. R Squared = .183 (Adjusted R Squared = .108)

In table 1. shows the sig numbers. At the value of the teaching style of 0.0008, the value of motor skills of 0.0005 and the value in the teaching style with motor skills of 0.0006. From this data the whole show that the value of sig. <0.05 then it can be interpreted the whole data has significance value for rejection Ho. It means, the style of teaching and motor skills can affect the success of learning to run fast.

From these data can be seen the interaction between teaching style and motor ability to the results of learning to run fast. The interaction image can be seen in Figure 1.

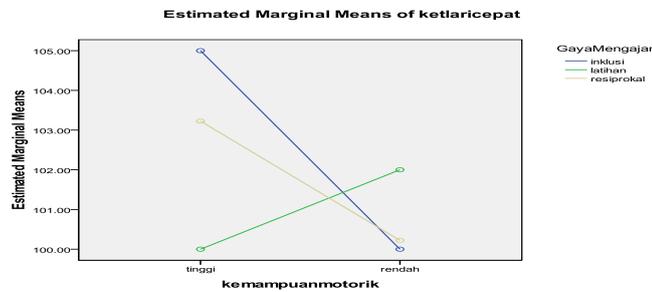


Figure 1. Teaching style interaction and motor skills in sprint learning outcomes

In Figure 1, there is a line of interacting interplay between the teaching style line, motor skills and sprint learning outcomes. This shows that there is an interaction between the three, meaning between teaching style, motor skills and sprint learning outcomes. Will affect each other. Here is a discussion of the overall results of this study:

1. There is a difference in the skills of sprint between the teaching style of inclusion, training and reciprocal overall

Based on the results of processing and analysis of research data, the results obtained that there are differences in the skills of sprint between the teaching style of inclusion, training and reciprocal overall. That is, the style of inclusion, training and reciprocal teaching has a different effect on the

results of short distance running skills. Having tested the post hoc to see which the most influential learning styles on short distance run skills are the most influential teaching styles of inclusion to short distance run skills. It means, that the style of inclusion teaching has a better effect than the reciprocal style and exercise style in teaching students to sprint skills. According to Zaelan, Ain (2013:16) said that, *Reciprocal Teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and student regarding segment of text. The dialogue is structured by use of four strategies: Summarizing, question generating, clarifying and predicting. Reciprocal Teaching* Described as a learning activity that takes place in the form of a dialogue between the teacher and his students about part of a text. Dialogue activity is organized with four strategies that summarize, make questions, clarify (explain) and predict. Through this strategy, students will be trained to study independently.

Teaching through an inclusive teaching style, the teacher explains the overall levels of difficulty in sprint material and is aided by sprint images ranging from start, running and finish. Thus, students can choose the type of activity according to their ability so that it will be easier for students to learn the skills to run fast. The teaching style of inclusion is the teaching guide used by the teacher in presenting the learning material as a whole in detail the level of difficulty. Muska Moston and Sara Asworth (2008:16).

The Bali N. & Souissi, K. (2015: 102) study revealed that, *“The micro analysis of each of these styles indicated that ten sessions (62.5%) had been conducted with the command style of teaching, four (25%) with the practical teaching style, and only two (12.5%) with the reciprocal teaching style. Finally, this study shows that the plurality teachers prefer teaching with the style of command that represents the lower limit of individualization; autonomy and creativity as the teacher centers his intervention on its own activities and not on the activity of the student”*. From these results it can be concluded that the use of teaching styles can stimulate students to achieve learning outcomes well in accordance with their characteristics.

2. There is a difference in sprint skills between high motor skills and low motor skills overall

Based on the results of processing and analysis of research data, the results obtained that there is a sprint skill between high motor skills and low motor skills overall. That is, the high motor skills and low motor skills possessed by the students have a different effect on the results of short distance running skills. Research of Drew, Ricardo dll (2013::38) revealed that *a psychomotor skill is a voluntary body movement with a predetermined end result. For example, hitting a ball with a bat. Fundamental motor skills are basic skills that are learned when young*. The motor skills possessed by a student are very important in the motion learning process.

In theory, motor skills are a capability gained from general motion skills, which form the basis for enhancing growth and development, motion skills. A person who has a high level of motor skills can be interpreted that the person has the potential or ability to perform better motion skills compared with people who have low motor skills.

Gallahue & Cleland (2003:134) explain that, *“Learning to move, through motor skill acquisition and physical fitness enhancement and learning through movement, by developing social skills and cognitive concepts, are essential goals of a developmentally appropriate”*. Motion teaching can also improve motor skills and other social skills.

3. There is an interaction between the teaching style and motor skills to the running skill overall

The result of hypothesis testing is known that there is interaction between teaching style and motor ability to sprint skill as a whole. The interaction of both is seen in the difference of the effect of treatment on sprint skill at both level of motor ability of student. That is, teaching styles of both

inclusion, reciprocal and training will be better applied to produce good running skills by taking into account the students' motor skills.

Student is as subject and as object, therefore teaching process is none other than learning activity in reaching a purpose of teaching. The purpose of teaching will of course be achieved if the student seeks actively to achieve it. Teaching includes what lecturers can do in assisting students in doing tasks, listening, thinking, speaking, reading, writing, solving problems, answering questions, investigating and so on what the lecturers advised. Motor learning is one form of learning that emphasizes on something specific, that is for the purpose of increasing the quality of gestures. The media of motion learning process is the body so that the subject which embodies it is physical education and sports. The motor skills that exist within the student will be a supporting factor in learning the mastery of sprint skills.

Research of Byra, M. & Wallhead, L., (2012:317) revealed that, "*Enjoyment is linked to learning or whether a particular teaching style is linked to greater enjoyment of a lesson and these findings are in line with this. These findings were inconclusive on the overall effects demonstrate that there was a greater initial skill improvement from self-teach*". Mastery and skill enhancement can be through the teaching style given by the teacher because it can cause a sense of fun while doing the learning process.

It can be known whether successful or not successful student learning is not just a style of teaching as the only source of causes. But it is clear that the mastery of learning methods will provide a lot of meaningful choices for students so it remains diligent and diligent to learn. Lecturers should be able to act as initiators, ie those who always take the initiative, not the curriculum or students. Therefore, as a lecturer should be able to create how to make the relevant way to be able to mengsinerjikan students with learning materials and harmony of all parties involved in the activity, both the lecturers themselves, subject matter and students. The spectrum of the chosen teaching style is one of the connecting paths between the students and the teaching materials.

CONCLUSION

The results of the study concluded that: (1) There is a difference in the skills of sprint between the teaching style of inclusion, training and reciprocal overall, (2) There is a difference in sprint skills between high motor skills and low motor skills overall, (3) There is an interaction between the teaching style and motor skills to the running skill overall.

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