

Effect of Method of Teaching and Learning Motivation toward Skills Freestyles Swimming 25 meter

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Abstract: This study of this research is to find out the effect of teaching style toward the ability of the student in of the freestyles swimming. Experimental method used in this study, while the 2x2 ANOVA to analyze the data and see the interaction between the two styles of teaching, as well as between the moderator variables. Based on the sampling technique according to the Verducci samples taken 27% of the highest scores and 27% of the lowest score. The result of this research; The Self Check Teaching Style has better effect than Command Teaching Styles; There is an interaction between Teaching Styles and Motivation Learning toward Freestyle Swimming; At high motivation Self Check style gives a better effect than the command of teaching styles; While in the low motivation, the Command Teaching style provides better effect.

1 INTRODUCTION

The lecturing process at the Faculty of Sport Sciences at Padang State University is conducted by the SKS system. Students must complete 144-148 credits divided into a number of courses. One of the subjects that must be followed by students is swimming or aquatic courses. This subject becomes the subject of compulsory subjects at the Faculty of Sport Sciences State University of Padang because graduates of the Faculty of sports science later one of them will work as a physical education teacher. Physical education teachers are required to teach swimming subjects / aquatic activities in both elementary and secondary schools (Bob et al, 1997). In the swimming / aquatic courses students learn some swimming styles such as freestyle swimming, freestyle swimming, backstroke swimming, butterfly swimming and swimming match systems (Woolfolk, 2016).

The results of observations of researchers in the field found. There are still many students who score E or fail in this course. Even in the semester of January-June 2014 there are 32% of students who fail in basic swimming. The value of the students taking the basic swimming courses is still low. Learning methods of lecturers are not appropriate in the learning process (Woolfolk, 2009). A monotonous learning method can make students feel

bored. Incorrect learning method for all student characteristics can also cause lecture process can not be followed well (Langendorfer, 2007). Lecturers give lectures only with one method only, while students have different karakistik (Becker, 2011). There are students who need more repetition to master a skill. The number of students who follow the basic swimming of one section of the course subjects an average of 35-40 students. The large number of students has heterogeneous characteristics. Therefore lecturers can not correct carefully one by one technical error by the students. For that we need an appropriate method in teaching swimming skills. According to Moston there are several methods that can be applied by lecturers in learning, such as: Command Style, the practice style, the reciprocal style, the self-check style, the inclusion style, the guided discovery style, the divergent style, the going beyond style (Robert. J. David. Yun dai, 2008). In their application each style has its own characteristics. Lecturers are expected to be able to choose the right style of teaching in accordance with the purpose of learning (Gentile, 1972). In choosing an approach or teaching style lecturers should pay attention to: the ability of lecturers, the needs of students, the size of classes, tools and facilities available, the media, the goals to be achieved and the material to be studied.

2 METHODS

The use of methods of teaching command mode is the application of a teaching style in which the learning is fully controlled by the educator. The lecturer prepares all aspects of teaching and he is fully responsible and initiative towards teaching and monitoring the great progress of his student development. Concerning learning in a command mode is an educator-centered learning, supported by Alnedral (2015: 36) who argue that command-line learning is a learning approach that involves the whole educator to make policies and learners must follow the policy. From the expert's opinion above, it can be concluded that the learning by command-style method is a centered learning to the educator in making decisions either during the preparation of the lesson, while the learning takes place and when the learning should be terminated. According to Trisna E. (2013: 143) states on the style of commanders educators have an important role in the learning process because educators become subjects and students become the object of learning. Lecturers determine the form, intensity, assessment and learning objectives. The role of educators in this learning is very dominant, namely as decision makers at all stages, because at the planning stage, implementation stage and evaluation phase is fully done by educators, while students / students only serve as executors who must fully submit to the direction, and all orders from educators.

3 RESULTS AND DISCUSSION

The essence of the command mode is the direct and rapid connection between lecturer stimulus and student response. Stimulus in the form of sign / command given by lecturer, will initiate every movement of student / student in showing movement according to example from lecturer. Typically, the style begins with an explanation of the standard technique, and then the students imitate and do it repeatedly according to the instructor's instructions. Mosston (2008: 81) describes the stage of execution of command styles namely; 1) Preparation before the meeting is to plan.

Table 1: Summary of Free Style Swimming Skills Data.

Teaching Style Learning Motivation	Self Check Style	Command Style
High	$X_1 = 695,39$ $X_1^2 = 3358,12$ $\bar{X}_1 = 57,95$	$X_2 = 490,47$ $X_2^2 = 1670,53$ $\bar{X}_2 = 40,87$
Low	$X_1 = 574,24$ $X_1^2 = 2289,92$ $\bar{X}_1 = 47,85$	$X_2 = 639,91$ $X_2^2 = 2843,61$ $\bar{X}_2 = 53,33$
Total	$kX_1 = 1269,63$ $kX_1^2 = 68443,50$ $k\bar{X}_1 = 52,90$	$kX_2 = 1130,37$ $kX_2^2 = 54607,41$ $k\bar{X}_2 = 47,10$

In the above table the overall look of the Check-Out style itself has a higher average result than the Command Style. Students who have high motivation to learn more in accordance with the style of teaching Self Check. While students who have low Learning Motivation higher the average value with a style of teaching Command (Schunk, Dale H. Zimmerman. Barry J, 2009).

3.1 There is a Difference between Teaching Style Self Check Style and Command Style to Freestyle Swimming Skills

Based on the result of variance analysis (ANOVA) at significant level $\alpha = 0,05$, obtained $F_o = 3,49$ and $F_t = 2,92$. The summary can be seen in table 18. Thus $F_o > F_t$, so there is reason to reject H_0 , it can be concluded that overall, there is a real difference between Self Check Style and Command Style on Freestyle Skills.

The result of freestyle swimming skills after learning by using Self Check Style ($= 52,90$; $SD = 7.46$) is better than Command Style ($= 47,10$; $SD = 7.71$). This means that the research hypothesis states that the overall result of freestyle swimming skills

using Self Check Style is better than using Command Style or in other words the use of Self Check Style is better than Command Style. This is evident from the results of further tests in the analysis of variants (ANAVA), the results are as follows:

Table 2: The Difference between Teaching Style.

Compared Groups	F_c	F_t	Conclusion
A ₁ and A ₂	3,49	2,92	Significant

3.2 There is an Interaction between Teaching Styles and Learning Motivation of Freestyle Swimming Skills

Based on the result of variance analysis about the interaction between teaching style and learning motivation toward the result of freestyle swimming skill seen in the table of calculation of anava above, that the price of F_o interaction (F_{AB}) = 77,42 and F_{table} = 4.06 shows that $F_o > F_t$, so there is reason to reject H_o . The conclusion is that there is an interaction between the two Teaching Styles with the Motivation of Learning to Freestyle Skills. In other words, there is cooperation between Teaching Style and Learning Motivation to FreeStyle Swimming Skill.

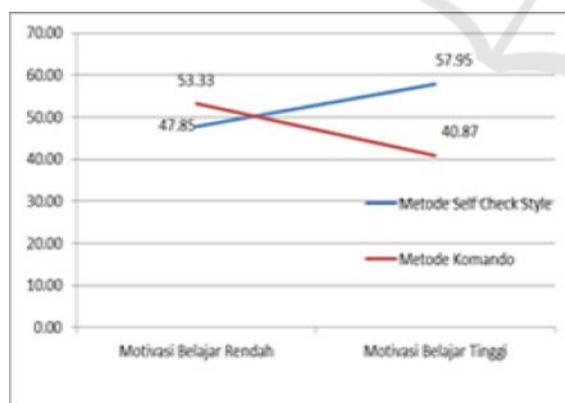


Figure 1: Interaction between Teaching Style and Learning Motivation of Free Style Swimming Skill.

The Interaction between Teaching Style and Motivation Learning in its influence on Free Style Skills can be graphically visualized as shown in Figure 1.

With terujinya interaction, then further need to test further. The advanced test is intended to know

about: (1) Differences in the result of Free Style Skill between Self Check Style and Command Style in High Learning Motivation group; (2) Different results of Free Style Style Skill between Self Check Style and Command Style in Low Learning Motivation group. The summary of the advanced test results can be seen in table 3 below:

Table 3. Summary of Tukey Test Calculations.

Compared Groups	D_k	Q_c	Q_{table} ($= 0.05$)	Conclusion
A ₁ and A ₂	0,90	3,49	2,92	Significant
A _{1B1} and A _{2B1}	1,38	12,33	3,77	Significant
A _{1B2} and A _{2B2}	1,38	3,95	3,77	Significant

3.3 There is a Difference in Freestyle Swimming Skills between Student Groups learning with Self Check Style) Better than Students studying with Command Style on Higher Learning Motivation

Self Check Style gives a better influence on the results of freestyle swimming skills in groups with high learning motivation. This is evident from the results of further tests in the analysis of variants (ANAVA) by using Tukey test which results as follows:

Table 4: Differences Group Self CheckStyle and Command Style on High Learning Motivation.

Compare d Groups	Q_c	Q_{table} ($=0.05$)	Conclusion
A ₁ B ₁ and A ₂ B ₁	12,33	3,77	Significant

Group of high motivation study with Self Check Style compared with high learning motivation group with Command Style, obtained F_h = 12,33 and F_t = 3,77. Thus $F_h > F_t$, based on the data there is a reason to reject H_o , so it can be interpreted that there is a distinct difference in freely styled freestyle skill between Self Check Style and Command Style, with high learning motivation level.

Based on the calculation, it is found that average students who have high learning motivation by using Self Check Style ($= 57,95$; $SD = 7,46$) is better than Command Style ($= 53,33$; $SD = 7,71$) in the results

of freestyle swimming skills. Thus the research hypothesis stated that students with high learning motivation who learn with Self Check Style, Better than Command Style.

3.4 There is a Difference of Freestyle Swimming Skills between Student Groups who studied with Self Check Style and Command Style on Low Learning Motivation.

Command Style Teaching gives an insignificant effect on the result of freestyle swimming skills in the group of students with low learning motivation. This is evident from the results of further tests in the analysis of variants (ANAVA) by using the Tukey test, which results as follows:

Table 5: Differences of Self Check Style and Command Style Groups in Low Learning Motivation.

Compared Groups	Q_c	Q_{table} (= 0.05)	Conclusion
A ₁ B ₂ and A ₂ B ₂	3,95	3,77	Significant

The low learning motivation group with the Self Check Style compared with the low learning motivation group with Command Style obtained $F_h = 3.95$ and $F_t = 3.77$ Thus $F_h < F_t$, based on the data there is a reason to accept H_0 , so it can be interpreted that there is a distinct difference in freely styled freestyle skills in Self Check Style with Command Style at low motivation level. Based on the calculation, obtained the average score of students who have low learning motivation by using Command Style Style (= 53.33) is better than the Self Check Style (= 47.85) in the freestyle skill result. But if empirically tested the average value of the two teaching style groups shows a significant difference with $F_h > F_t$, so H_0 is rejected or there is a significant difference.

4 CONCLUSIONS

Based on data analysis, the conclusion is (1). Free Spirit Style Style Skills of Self Check Style students are better than the Command Style Group. 2). There is an Interaction between Teaching Style and the Motivation of Learning to Freestyle Skills. 3). On

Higher Learning Motivation, Student Free Style Students Free Style Skills, Better Self Check Style, 4). At Low Learning Motivation, Student Style Free Student Style Skills Outcomes Better than Self Check Style, to the Results of Free Style Skill 25 meter Students Department of Sport Education FIK UNP.

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