IJPESS
Indonesian Journal of Physical Education and Sport Science
p-ISSN 2775-765X | e-ISSN 2776-0200
Volume 4, No. 3, September 2024 Page. 220-230
http://journal.unucirebon.ac.id/index.php ijpess

Integration of Practice Style Teaching with Inclusion: Improving Chest Style Swimming Learning Outcomes

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Received: 8 June 2024, Approved: 28 June 2024, Published: 30 September 2024

Abstract

Study purpose. The study aims to improve student learning outcomes in breaststroke swimming through the integration of practice style teaching with inclusion.

Materials and Methods. This study used the Classroom Action Research method of Stephen Kemmis and McTaggart model with phases: preparation, implementation, observation, and reflection. The sample totalled 18 people consisting of 3 female students and 15 male students. Data analysis using Microsoft Excel.

Results. Based on the results of data analysis, there is an increase in learning outcomes through two cycles according to the research data. Analysis of cycle I completeness data was 38.9% and cycle II was 72.2%.

Conclusion. learning physical education on breaststroke swimming material using the integration of the practice style teaching style with inclusion can improve breaststroke swimming learning outcomes. In addition to improving learning outcomes in breaststroke swimming material, it can also train students' learning independence, student responsibility and student confidence.

Keywords: Practice Style, Inclusion, Breaststroke Swimming, Learning Outcomes

DOI: https://doi.org/10.52188/ijpess.v4i3.738

Introduction

Education is one of the main pillars in nation building (Munawaroh & Muhaimin, 2023). Education is the most important part of a country's life structure because every educated person will be able to bring change and progress to the nation and homeland (Pebriyandi, Warni, and Mashud 2022).Through education, humans can develop their potential and become qualified human resources. One of the important aspects of education is Physical Education (Mustafa, 2022). Physical Education has a very important role in intensifying the implementation of education as a lifelong human development process. Physical education provides opportunities for students to be directly involved in a variety of learning experiences through physical activity, play, and exercise that are carried out systematically, purposefully, and planned (Iko, Said, Lamusu, & Ilham, 2024). Physical education is an important component of the primary

school curriculum, which aims to develop physical abilities, motor skills, and positive attitudes and behaviours towards physical activity. Physical Education has always evolved into sports, which leads to games and sports (Mayanto Akis, Zulfikar, 2020); (Hadjarati & Haryanto, 2020). One of the learning materials in physical education and sports in elementary schools is swimming learning material (Widiastuti & Hamamah, 2017). Swimming is not only a physical skill, but also plays an important role in developing students' independence, discipline and health. Swimming is an activity that humans do while moving in water, so that they can move from one place to another in water. There are various styles in swimming, one of which is breaststroke swimming (Ndruru & Daulay, 2021).

But in reality there are still many students who cannot practice breaststroke swimming properly, based on the observations and observations of researchers on the subject of practicing one of the swims, namely breaststroke, the learning results still have not reached the completeness of 18 students, there is still not even 1 student who reaches the minimum completeness in class V (Pretest / Pre Cycle Results). This illustrates that students have not been able to perform breaststroke swimming movements correctly as expected. In the physical education learning process, teachers must be able to use teaching methods/styles so that learning becomes effective (Pramusinta, Setyosari, Widiati, & Kuswandi, 2019); (Capella-Peris, Gil-Gómez, & Chiva-Bartoll, 2020). A learning is said to be effective or successful if the learning outcomes obtained reach or exceed the Minimum Completeness Criteria (KKM) that has been determined (Nurlindah, Mustami, & Musdalifah, 2020); (Nurlaila, 2023). In order to be able to achieve minimum completeness (KKM) Teachers need to create varied learning models and effective methods to achieve learning objectives (Mulyawati & Purnomo, 2021).

In physical education, the "Mosston" teaching style designed by Muska Mosston for physical education learning is known (Setiawan, Budi, Nopembri, & Soni, 2013). The practice teaching style is one of the recommended teaching models for subject matter related to improving learning outcomes in the realm of skills, or learning outcomes related to changes in behaviour related to physical (Tuna, 2018). Mastery of a skill that will be conveyed to students depends on the preparation factors and the selection of strategies that will be carried out by educators (Yudhi Ardinnata, Mashud, & Warni, 2023). This teaching style is very influential on learning that will change the active role of students as desired.

Based on Data Analysis and Discussion, By (Sorayah, Valianto, & Nugraha, 2018) It was found that overall the practice style teaching style has a better effect than the command teaching style on freestyle swimming learning outcomes and fosters learning independence in students, but researchers have not found research on learning that presents the level of learning difficulty according to student needs. Then, inclusive learning style is a teaching method that allows students to choose the level of difficulty at which they should start learning a movement and the number of repetitions they should do to master it (Ferawati, Mashud, & Warni, 2022).

Integrating different teaching styles can produce a stronger effect than the use of one teaching style alone. This integration not only benefits students by increasing their learning independence and performance but also helps teachers become professionals in the education system (Ulisses & Terto, 2022). By combining practice style and inclusion, it is expected to create a dynamic and effective learning environment where all students can achieve the KKM and develop the skills and knowledge they need.

By using the integration of the training style learning model and Inclusion, students are expected to be able to perform breaststroke swimming movements correctly, besides that students become interested and interested in this lesson. Researchers consider the use of the integration of the training style learning model with inclusion to achieve a learning outcome by offering a menu of learning options ranging from easy to difficult, from basic to complex. So that students can choose movement activities based on their respective abilities in accordance with the syntax of the integration of the training style learning model with inclusion in table 1.

Table 1. Syntax Of Integration Of Practice Style Learning Model With Inclusion

Practice style (Saputra 2014)	Inklusi (Mashud et al., 2023)	Integration of teaching style syntax integration of practice style learning model with inclusion
Motion task delivery (demonstration and task explanation)	Diagnostic Assessment	Diagnostic Assessment
Providing the task sheet	Determining teaching objectives	Determine objectives and Design various difficulty teaching materials
Practising the task independently or individually	Designing various difficulty teaching materials	Providing motion task sheet
Feedback to each individual	Demonstrate and practice teaching	Demonstrating the motion task
Evaluation of learning	Feedback of teaching process	Practising the task independently or individually
Further practice	Feedback of teaching results	Feedback to each individual learning process and outcome
		Evaluation of learning

By applying the integrated syntax of this learning model, it is expected that students will actively work on their movement tasks without feeling afraid or bored. Students will also be more challenged to complete more difficult or strenuous activities because they believe they have been able to successfully complete simple movement tasks several times. With these levels, it is hoped that all students will be able to achieve the predetermined targets in performing breaststroke swimming movements and this will have an impact on the level of completeness of student learning outcomes.

This research aims to develop problem-solving skills in learning by using the integration of two teaching styles whose learning steps are structured and patterned so that student learning disabilities can be detected why and because of what, as well as how further reflection as a solution.

Materials and Methods

Study participants.

The population of this study were all fifth grade students of SD Alam Muhamamdiyah Martapura, namely 18 people consisting of 3 female students and 15 male students. The sampling technique uses total sampling technique. Which means the sampling technique where the number of samples is the same as the population (Mujayanah & Fadilah, 2019). The sample in the study was all fifth grade students of SD Alam Muhamamdiyah Martapura, namely 18 people consisting of 3 female students and 15 male students.

Study organization.

The PTK design was made using the Stephen Kemmis dan McTaggart (1988) (Wijaya, Tinggi, Theologia, Makassar, & Riyanti, 2023), which includes four components in each step: 1) preparation, 2) action, 3) observation, and 4) reflection (Maliasih, Hartono, & Nurani, 2017).

Statistical analysis.

Data in the form of numbers from the results of data collection for each student in each cycle is used the percentage formula and described as an argumentation for the description of the data obtained (Mashud & Ihwanto, 2022). The percentage formula is as follows:

$P = \frac{F}{N}$ X 100%

Keterangan :

P : Percentage
F : Frequency of students who completed
N : Total number of students
100% : Nominal Percentage

Results

Observation Data Before Action Research (Pre Cycle)

Based on the results of the initial observation of breaststroke swimming learning in class V, the observation data is obtained in table 2:

Table 2. Results of Initial Observation of Grade V Breaststroke Swimming

No	Students	Percentage	Category
1	18	100	Not Completed

Initial observation data for class V breaststroke swimming lessons can also be seen in Figure 1 below:

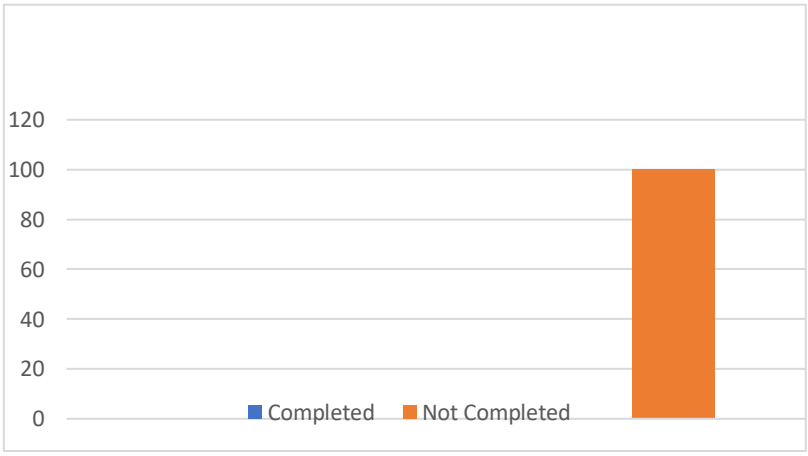

Figure 1. Graph Of Initial Observation Data Of Class V Breaststroke Swimming

Description of Pre-Cycle Data

Based on the table and graph above, it can be seen that the learning outcomes of breaststroke swimming for class V students who are complete are still nonexistent or have not reached the predetermined KKM. With the data obtained, the researcher will continue learning in Cycle 1. The following cycle 1 data is presented in table 3.

Table 3. Cycle 1 data of breaststroke swimming class V

No	Students	Percentage	Category
1	7	38,9	Completed
2	11	61,1	Not Completed

Cycle 1 data on breaststroke swimming learning in class V can also be seen in Figure 2 below:

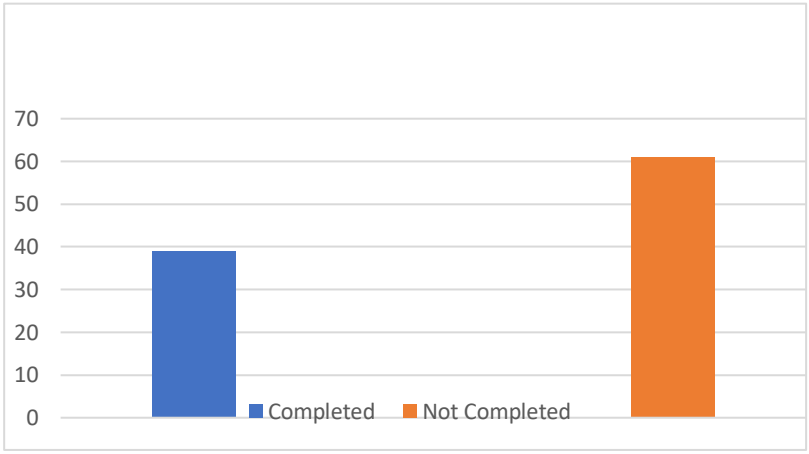

Figure 2. Data graph of cycle 1 breaststroke swimming class V

Based on the table and graph above, it can be seen that the learning outcomes of breaststroke swimming of class V students in cycle 1 are only 38.9% (7 students) who are complete and 61.1% (11 students) are not complete or still have not reached the KKM target. From the evaluation and results above, for this reason, class action research will be continued in cycle II, arranged for reflection and learning improvements.

Cycle II Data

Based on the results of observations of cycle II of breaststroke swimming learning in class V, the data in table 4 are obtained:

Table 4. Cycle II Data Breaststroke Swimming class V

No	Students	Percentage	Category
1	13	72,2	Completed
2	5	27,8	Not Completed

Cycle II data on breaststroke swimming learning in class V can also be seen in Figure 3 below:

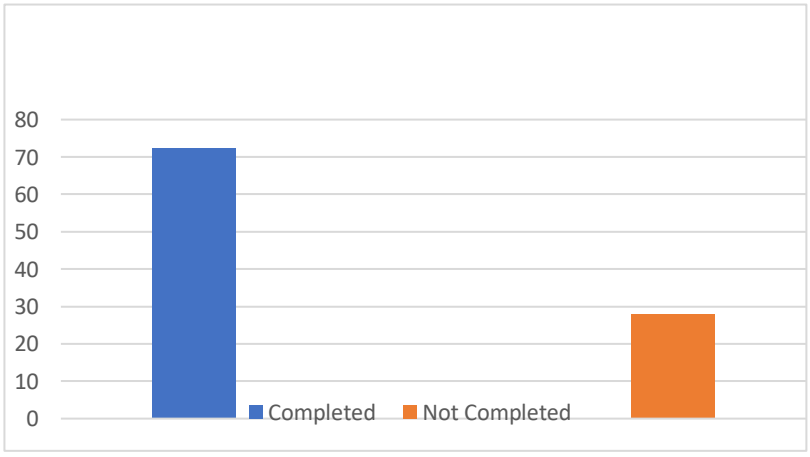

Figure 3. Data graph of cycle II breaststroke swimming class V

Based on the table and graph, it can be seen that the breaststroke swimming learning outcomes of class V students in cycle II are 72.2% (13 students) who are complete and 27.8% (5 students) who are complete. Furthermore, it will be compared between pre-cycle, cycle I and cycle II in table 5 and figure 4:

Table 5. Comparison of Pre-Cycle, Cycle I and Cycle II Data of Class V Chest Style

No	Cycle	Student	Percentage	Category
1	Pra	0	0	Completed
		18	100	Not complete
2	I	7	38,9	Completed
		11	61,1	Not complete
3	II	13	72,2	Completed
		5	27,8	Not complete

Swimming

The following graph shows the comparison of scores between pre-cycle, cycle I, and cycle II in terms of the assessment looks significantly different which can be seen in Figure 4:

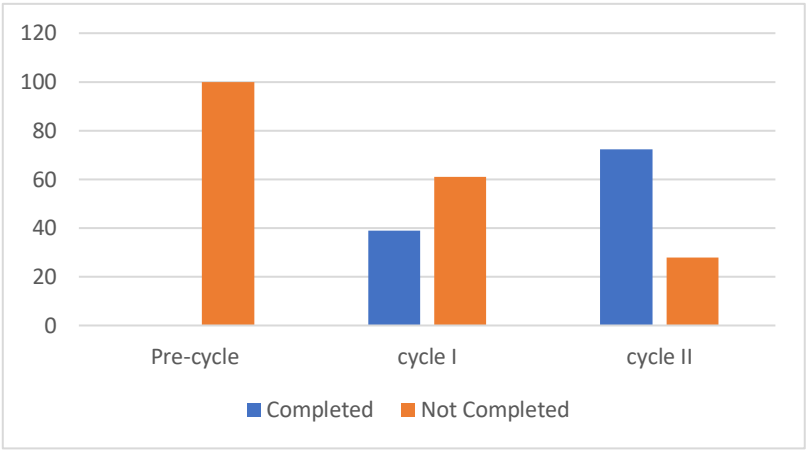

Figure 4. Pre-cycle, cycle I and cycle II data graphs of class V breaststroke swimming

Based on the comparison of data between cycles in the table and graph above, the researcher determined that the second cycle of learning had reached the desired minimum completeness and was based on qualitative observation findings. This can be seen from the students' learning outcomes in cycle II. Thus the researcher can draw the conclusion that learning breaststroke swimming in class V has successfully met the minimum completeness determined by using the integration of the Practice Style teaching style with inclusion. There is no need to conduct this cycle III class action research because cycle II has been declared successful.

Discussion

In Cycle I

Before starting the research, the researcher made observations. In the preparation stage, researchers make learning scenarios that contain activity steps in learning, prepare learning facilities that support the implementation of actions, prepare research instruments and conduct student tests related to the material is part of this activity (Pauziah, Alfaqih, Hoirunnisa,

Sadiyah, & Khoerunnisa, 2023). The minimum completeness target is 70% (Parahita, Santiyadnya, & Sutaya, 2019).

In the action stage, implementing what has been planned in stage one, namely taking action in the classroom. At this stage, the action must be in accordance with the plan, but it must be scientific and not engineering (Maisarah, Daniah, & Fajria, 2021). In the first meeting the researcher taught by applying the Practice Style learning model with Inclusion. To do so, researchers gave tasks through task cards that had been written according to the difficulty level of breaststroke swimming at different levels.

The researcher and students did a static and dynamic warm-up for fifteen minutes before starting the breaststroke swimming lesson. During the core of the lesson, the researcher presented the lesson by applying an integrated teaching style of the Practice Style model with Inclusion based on the level of learning difficulties.

In the first level, the low difficulty of the gliding stage is: The body is in the pool in a standing position. Keep the body straight and relaxed, look down at the water with the head down both ears are kept between the shoulders, Inhale when the body is above the surface of the water and Exhale when the body is below the surface of the water. 1 foot against the pool wall to push, then push the foot against the pool wall to slide forward until the Streamline Position. Then at the stage of moving the legs, arms and breath, namely: After sliding, both arms still hold the buoy with the body still in a streamline position. Pull both legs until the knees are bent with tight thighs, open the ankles towards the back. Push the legs down and back down with an outward kicking motion. (Open the legs wider when kicking outwards, and bring the legs together after the push). Push the legs twice, then take a breath by lifting the neck so that the face is facing forward and the mouth is opened to take a breath and then point the face back into the water to exhale through the nose.

At the second level, namely moderate difficulty at the gliding stage, namely: The body is in the pool in a standing position.Both arms straight ahead without holding the buoy. Keep the body straight and relaxed, Look down at the water with the head down both ears stored between the shoulders, Inhale when the body is above the surface of the water and Exhale when the body is below the surface of the water. 1 foot against the pool wall to push, then push the foot against the pool wall to slide forward until the Streamline Position. Then at the stage of moving the legs, arms and breath, namely: After gliding, both arms straight follow the position of the body in the streamline position. Pull both legs until the knees are bent with tight thighs, open the ankles towards the back. Push the feet down and back down with an outward kicking motion. (Open the legs wider when kicking outwards, and bring the legs together after the push). Push the legs twice, then take a breath by pulling the elbows slightly so that the body is slightly raised and then lift the neck so that the face is facing forward and the mouth is opened to take a breath and then point the face back into the water to exhale through the nose.

In the third level, which is medium difficulty at the gliding stage, namely: The body is above the edge of the pool. Both arms are straight forward and placed above the head. Keep the body straight and relaxed, Look down at the water with the head down both ears stored between the shoulders, Inhale when the body is above the surface of the water and Exhale when the body is below the surface of the water. Both feet together, toes against the edge of the pool to push, knees slightly bent and then push the feet to slide forward. (the first to touch the water is the fingertips). Then at the stage of moving the legs, arms and breath, namely: After gliding, both arms straight follow the position of the body in a streamline position. Pull both legs until the knees are bent with tight thighs, open the ankles towards the back. Push the feet down and back down with an outward kicking motion. (Open the legs wider when kicking outwards, and close the legs after pushing) Push the legs 1 time. Pull the hands inwards in a circular motion towards the chest. Keep the elbows close to the body and the palms connected. Turn the neck so that the face is facing forward and the mouth is opened to take a breath and then turn the face back

into the water. Push the hands forward in a straight motion above the head. Repeat the movement starting with the legs, arms and taking a breath.

The lesson ends by closing the lesson by giving a cooling movement, evaluating the movement tasks that have been carried out by students, asking questions and concluding and researchers convey follow-up for learning at the next meeting / second meeting. Then in the first cycle action of the second meeting, researchers observed learning outcomes by assessing the performance of breaststroke swimming skills. Based on the results of observing learning outcomes in the skills test using the breaststroke swimming performance test. The results of learning outcomes on the skills test showed unsatisfactory results. And did not meet the minimum completeness standard that the researcher had set of 70%. Observation data also shows learning in cycle one at the first and second meetings. The results of student observations in cycle one are; 1) it appears that some students do not understand the level of difficulty of motion tasks. 2) when the material was presented and the motion task was demonstrated, there were still many students who were not focused and paid less attention, 3) when the motion task was carried out according to the selected level of difficulty, there were still many students doing it carelessly, 4) students still waited for instructions from the researcher to perform the motion task, thus causing students not to be independent in utilising learning time. Based on the learning outcomes in the first cycle that have not reached the expected minimum completeness and qualitative observation findings.

In Cycle II

In cycle II researchers conducted learning in two meetings. Learning is carried out based on the findings during cycle I both learning outcomes and observation results on teachers and students with the following steps as a basis for the implementation process: the planning phase carried out activities to make an action plan in an effort to get around the obstacles experienced by students when performing breaststroke swimming movements. Developing lesson plans and assessing learning completeness for cycle II is another activity. The action phase of the researcher and colleagues made efforts to overcome the problems from cycle I and continued to encourage students directly. The researcher then started the session and explained the learning objectives that needed to be achieved by explaining the theory of breaststroke swimming and the stages of difficulty levels in performing the learning stages in a more structured manner. The observation phase by looking at data on the results of the implementation of motion activities that have been carried out by students. The reflection phase is seen from the cycle II data that the students' breaststroke swimming learning outcomes have seen a fairly good increase and passed the minimum standard set by the researcher, which is 70%. For breaststroke swimming skill test data using an integrated teaching style of practice style teaching with inclusion Researchers provide an overview of the first cycle and second cycle as follows: The results of student observations in the second cycle; 1) students are able to understand the difficulty level of motion tasks to complete motion tasks well. 2) during the delivery of the material, students pay close attention, 3) students perform motion tasks according to the level of difficulty chosen by themselves well. 4) students perform motion tasks independently and are responsible for their motion tasks and are confident in practising motion tasks.

Based on the discussion above, the implication of this research is that through the integration of the practice style teaching style with inclusion, it can improve student learning outcomes in breaststroke swimming material in class V SD. Providing learning variations based on the level of difficulty so that student needs will be accommodated as a whole. And can train student learning independence, student responsibility and student confidence. Referring to the implications above, the researcher recommends an application of teaching styles by integrating the practice style teaching style with inclusion, this is proven to be able to improve student

learning outcomes in breaststroke swimming material. However, of course integrating the practice style teaching style with inclusion has advantages and disadvantages. The advantages are Increasing student participation and involvement; Facilitating learning accessibility; Increasing student independence and confidence; Improving critical thinking and problem solving skills while the disadvantages are Requiring careful planning and preparation; May not be suitable for all students.

Conclusions

Based on the results and discussion that have been described, this study can be concluded that the application of the integration of the practice style teaching style with inclusion is proven to improve learning outcomes in breaststroke swimming material in class V SD Alam Muhammadiyah Martapura for two cycles. The implication of this research is that in addition to improving learning outcomes in breaststroke swimming material, it can also train students' learning independence, student responsibility and student confidence.

Acknowledgment

The researcher would like to express her deep gratitude to the principal of SD Alam Muhammadiyah Martapura and her supervisors for their assistance and participation in this research. Their valuable and insightful inputs have contributed significantly to the development of this article. The researcher realises that without their cooperation, the preparation of this article would not have been possible.

Conflict of interest

The author declares that there is no conflict of interest in this article.

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Cite this article as: Pebriyadi., Mashud. (2024). Integration of Practice Style Teaching with Inclusion: Improving Chest Style Swimming Learning Outcomes. *Indonesian Journal of Physical Education and Sport Science (IJPESS)*, *4*(3), 220-230. https://doi.org/10.52188/ijpess.v4i3.738