

Swimming Exercise Model Policy Using Straps as Aid for Beginners

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Abstract

Introduction. Swimming is a sport much favored by many, and one needs to have the courage to be able to swim. In swimming lessons in schools, there are still many students who are afraid to swim for fear of drowning and other reasons. The key to be able to swim is being able to float. **Purpose.** This research is to improve the learning ability to swim through a learning model using rope as aid. Based on the results of research and discussion, we can conclude that there is an improvement in the swimming learning process with the aid of a rope. Improvement in the learning through the method of swimming using rope as aid performed by the students of the State University of Sriwijaya, Palembang can be seen from their improved learning process and participation. **Method.** The research using qualitative method. The total of the population is 82 students in this class, 23 students could not swim and are afraid to carry out activities such as gliding, dipping heads and diving in shallow areas. **Conclusion.** There is a significant improvement in the outcomes of three learning cycles that have been prepared, such as the students apply the learning method of floating with rope as aid; cycle two, in which they swim using rope as aid, and cycle three, in which they make swimming motions freely without any aid. Change takes place in the application of swimming method using rope as aid in which students who initially could not swim can eventually swim.

Keywords: Swimming learning, rope as aid, sports policy

1. Introduction

Swimming is a sport that is high in demand by children, youth, adults, and the elderly. To be able to swim, one needs courage and an outdoor swimming facility. There are still many children who are afraid to swim because of fear of drowning and others. The primary key to swimming is the ability to float. When someone is able to float, he/she can easily make swimming movements. If a child spends most time learning how to float in a shallow pool, they will need a longer time to be able to float in his/her own ways (Burac, 2015). Swimming needs courage. For beginners, it is extremely difficult for them in practice, due to lack of confidence in doing so. The causes of fear to swim are among others lack of area to play with water, and having no experience being in unpleasant circumstances such as choking or drowning, even simply swimming up to the nose in the water. To overcome all these fears and solve the problems, a teaching method is needed (Kirgios et al., 2020; Nasirin et al., 2020) A tool to instill confidence is important for beginners and is the main thing in their swimming learning process.

To overcome all the fears and problems above, one needs to perform gradual habituation ways. This is done by initially letting the kids just soak their feet or splash in the pool while still wearing bathing suits. They can also be registered to a masterfully-handled swimming club, or simply ask them to take swimming lessons together with their relatives/friends of his age. Accompanying them will undoubtedly build their confidence that swimming is fun and that nothing to be afraid of. This method is often applied by many people or experts. Introducing them to water as early preparation for learning to swim should be done to those who want to learn swimming with the aim of preparing

them physically and mentally. Harmouche-Karaki et al. (2020) maintains that the physical body has to be prepared to get to know the properties of water, namely; water will moisten the body, water moves into the barriers, there needs to be a balance in the water, water moves transparently, and the need to understand the depth of water.

Based on the above research, an attempt must be made to get an outdoor teaching method with the help of a rope for beginner swimmers. In relation to the description above, the author will carry out research on Improving Learning Using Rope as Aid for Beginner Swimmers. The formulation of problem-based on this background is as follows: Can a form of learning with the help of rope enhance the ability to swim for beginner swimmers? The purpose of this research is to improve the learning ability of beginner swimmers through a learning model using rope as an aid.

2. Literature Review

Swimming is a physical activity carried out in the water by using a limb or part of a limb. Someone making body movements in the water to move around the place is said to be swimming. The activity of swimming and floating across water use hands and feet. A swimming style is a motion made by a swimmer at a championship race in a swimming pool. The swimming styles competed in a swimming championship include the styles as follows; style of crawl or freestyle, the style of the back crawl or backstroke, breaststroke or breaststroke style, and butterfly style or a butterfly. Swimming with these forces can be done when they are taught first through stages exclusively taken in teaching the swimming methodology. The swimming stages in the study include an introduction to water and the basics of swimming. Human beings, in principle, not the water need physical and psychological preparation to perform activities in the water. This is, in contrast, to fish as animals that live in water. Introducing water to beginner swimmers as a prelude to preparation for learning to swim is important to do. The introduction of this water to those willing to learn will prepare them physically and mentally. This explains that the physical body must be prepared to get to know the properties of water, namely; water will wet the body, moving in the water becomes there needs to be a balance move in the water, the water is transparent, and the necessity to understand the depth.

Miscellaneous. The Swimming Styles: Swimming consists of four styles, namely: Freestyle, Breaststroke, Backstroke, Style Butterfly. *Nature of Learning:* The ways to deliver swimming lessons are well known such as 1) Lesson of swimming ashore is a way in which the movements are taught first outside the pool (cleaning in place) with a stand or lie on the floor. 2) Lesson of swimming with assistive devices, which contain two ways: (a) Using a rod (Hengel method). After the lesson on land is completed in general, another class begins with assistive devices such as fishing, (b) Using floating tools. The tools used for the float are boards, air-filled tin, air-filled wings, and cork. 3) Reasonable method (Naturlicher Schwimmunterricht), which is the swimming lesson in which the whole movement motions naturally, tailored to the child's needs and given in the form of games (Balan, 2015). Besides, the maintains that novice swimmers should first be taught to float, because the most difficult swimming style consists of how to float and the swing push to make the body move from one place to another.

The benefits of swimming, such as the concentration, creativity, and mental health because it can increase the amount of oxygen in the blood and accelerate the flow of blood to the brain (Lankia et al., 2019; Nasirin, 2020). Experts believe that these can encourage physical and mental reactions better. The results of studies have been published in the Proceedings of the National Academy of Science, which mention that proper and regular exercises can stimulate the growth of neurons (nerve cells) that have been damaged.

By swimming the people will help delay the aging process (Abhijit et al., 2020). Research shows that a simple exercise such as swimming regularly can help reduce mental decline in women over 65 years. The more often and the longer they do so, the slower is mental decline. Reportedly, many people feel the benefits of the activity after nine weeks of doing it regularly three times a week. This exercise should not be done at a high intensity. Quite a breath floats and repeated. Further, the aerobic exercises can increase the ability of the heart and make the body more quickly cope with stress. Activities such as walking, swimming, cycling, and running are the best way to reduce stress (Lionardo et al., 2020; Wang and Boros, 2020).

Boost endurance: Doing exercise joyfully but not too long, frequent or prolonged, and in a relaxed manner, may increase good hormones in the brain such as adrenalin, serotonin, dopamine, and this endorphin. These hormones have the role to boost endurance. Studies conducted in several locations showed that 83 percent of people who have mental disorders rely on exercise to boost their mood and reduce anxiety. While researchers at Duke University found that 60 percent of depressed people who do sports for four months with a frequency of three times a week, and each

exercise for 30 minutes can overcome these symptoms without medication. Although classified as an efficacious measure, it does not mean that treatment can be stopped immediately, especially for those who are severely depressed.

Generally, the more proficient a person is in a particular type of activity, the more confident he becomes. Even a study proves that teens who actively exercise feel more confident than their friends who do not carry out similar activities.

3. Methods

The method used in this research is classroom action research with experimental types namely the research conducted by attempting to apply different techniques and models effectively and efficiently in the teaching and learning process. In relation to teaching and learning activities, it is possible to use more than one model to achieve the instructional goals. Through the implementation of action research, the researchers are expected to be able to determine which one is more effective in order to achieve the goal of teaching. The subjects of this study were the students of Physical Education of high education student. The number of subjects in the study was 23 students consisting of 14 male and 9 female students. The research activity includes preparation of research, execution, and preparation of reports. The preparation activities include observation, problem identification, determination of action, filing of title, proposal development and submission of research permits. The execution activities include implementation of the proposals and collection of research data, while preparation of report includes report writing. The research class action procedures are implemented in the form of 3 (three) cycles. Each cycle is designed to improve the learning. If one cycle has yet to show signs of problem-solving toward improvement (increase), the research activities are continued to the second cycle, and so on. The aspects are observed in each cycle of an activity during the learning in the pool using the learning model application of swimming with help of a rope. This study is a class action so that the researchers always cooperate with the swimming instructor lecturer, starting from the beginning of the dialogue, action planning, action, observation, monitoring, and reflection on every action and evaluation.

4. Result and Discussion

The research was carried out at the Lumban Tirta Swimming Pool Jakabaring Palembang. The researchers observed the learners' learning process in an effort to improve their swimming ability through the help of a rope, which was conducted in two cycles, such as meeting and Cycle.

- a. *Planning Stage*: In this stage, the researchers plan the learning scenarios and set up support facilities to carry out the action scenarios. In detail, the activities carried out in the planning stage are 1) Create a learning model scenario using pool rope as aid, 2) Set up the learning facilities, swimming pools, equipment for teaching the swimming model using rope as an aid. 3) Structure the instrument for monitoring the implementation of swimming model with the help of rope. 4). Determine the technical implementation of the study. 5) Set up the reflection.
- b. *Implementation stage (action)*: The learning process of the cycle was held on Monday, June 6, 2016, effective two-hour lesson (100 minutes), with the sequence of events as follows: 1) Lecturers and students departed from the State University of Sriwijaya, heading to the Lumban Tirta pool, as the location for conducting research. 2) Lecturers gathered the students at the pool in an aligned manner. One of them was asked to lead the prayer, the lecturers took the attendance of the students in this case the number of all coming students is 42 and those who cannot swim are 23. Furthermore, the lecturers informed the students the following: the students should know that starting that day Monday until Friday, the schedule was the subject of swimming lesson using rope as an aid. The students are encouraged to participate in outdoor learning with the help of a rope. 3) At this stage of the learning cycle, the researchers had developed the lesson plans and validated them in the planning stage The action in the learning process of one cycle was done in one learning process. The swimming learning materials using rope as aid will be tested in one cycle of meeting in the form of floats using string as an aid. 4) The material presented in the meeting of the learning cycle with the help of a rope is swimming; floating using the string as aid, 5) swimming lesson using rope as an aid on the learning process of the faculty and students was conducted by the lecturers using observation.

The result of observations made by the two collaborators is as follows: Student Development. Based on observations on students' participation in a single cycle, the students who initially could not swimming after attending swimming lesson using rope as aid can float even though they are still afraid *Reflection*: The results reflect the learning activities in the cycle show that: The learning process as directed by the lecturers takes place The activities are quite capable of encouraging students' creativity to the movie during the learning. The learning model used by the faculty is in accordance with the teaching materials.

The students actively participate in the pool following the learning process using rope as an aid. The creativity of students during the learning is maximum. Some students seem less able to complete the tasks assigned by the faculty. Thus we conclude that improvement in swimming lesson using rope as aid is significant in this one cycle activity. Some students were not able to make floating motion properly so that the learning outcomes can not be achieved to the maximum. It requires the design of learning in the next cycle (cycle two) based on the results of this one cycle of reflection and enhances learning with the help of ropes properly so that the objectives and learning outcomes can be achieved. This includes efforts to further enhance the activity and skills of students and create more pleasant learning activities.

Cycle learning activities with an allocation of 2-hour lesson time effectively (100 minutes). From the result of reflection on the learning activities in cycle one, namely: maximum learning process by the lecturer, students can perform floating motions even though it appears some students are still missing Basic swimming motions still need to be improved further with the approach of the pool with the help of a rope. The sequence of learning activities in two cycles is as follows: *Plan*: Based on the result of reflection on the learning cycle activities, action on two cycles needs to be designed to improve future learning. The results reflect a cycle of learning activities that show an increase in the learning effectiveness so that the two cycles of learning activities as the development of learning take place in a single cycle. After finding flaws in the cycle, not all students can perform floating motion to the maximum, and efforts should be made so that the learning improves, then the next researchers create the learning design for implementation in two cycles.

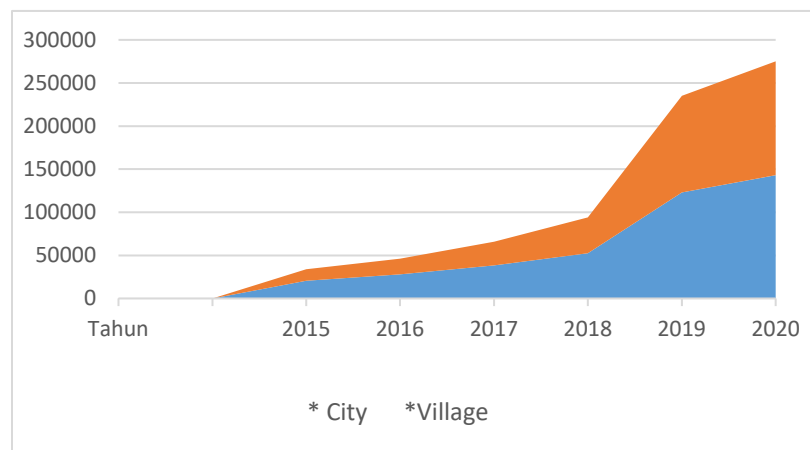


Figure 2: Cycle Learning Activities

In this this cycle, the researchers prepared appropriate learning lesson plans that had been developed and validated in the planning stages. Actions in these two cycles are in a single learning process. 2) The swimming learning materials with the help of a rope that will be tested in two cycles are more directed to perform freestyle motion activities but still with the help of a rope. 3) The material presented in the meeting of two learning cycles with the help of ropes pool is: Doing freestyle movement but still with the help of a rope. 4) The swimming lesson with the help of a rope on the learning process of the faculty and students was conducted by lecturers using the observation sheet. The observation and the researchers note to indicate that the students are already well and actively participate. Almost all the students make movements and participate actively in swimming in the pool. Almost all students can complete the given task with a good lecturer. In addition, the learning atmosphere is pleasant, this is evidenced by the fact that all the students are excited about learning, serious in following the learning process and they are all responsible for carrying out the task assigned by the lecturers.

The reflection the learning activities in two cycles which show: 1) Lecturer Learning Process. The learning process with the help of the ropes pool presented by the lecturers has been able to encourage the creativity of students to be active during learning. The lecturer is able to boost students' motivation in participating in the learning activities. The use of models of rope helps in accordance with the teaching materials. 2) Participation of students. They actively participate and are creative in the learning core activities. During the closing activity there are some students who asked the question, "Sir, when will we swim again without the help of a rope?", Almost all the students seemed glad for the learning and they all can do and follow the pool with good learning. We conclude that improvement in

swimming learning through the help of a rope at a meeting in two cycles is visible. The results of this study in two cycles are as follows the learning process runs optimally, lecturers, students can perform and follow the lesson with good swimming techniques. The students stated that the learning is fun and lively, and their swimming abilities have improved so that the learning objectives have been achieved.

Basic swimming motions still need to be improved with the help of a rope. The sequence of learning activities in three cycles is as follows:

Plan: Based on the result of reflection on the learning activities in cycles one and two, the action is then designed on three cycles to improve future learning. The results reflect that the learning activities in processes one and two have already shown increasingly effective learning so that the three cycles of learning activities as the development of learning have taken place in cycles one and two. After finding flaws in process one and two, not all students can make swimming motion to the fullest without the help of a rope, and efforts should be made so that the learning improves, then the next researchers create the learning design for implementation in three cycles.

Implementation measures: 1) In this second cycle, the researchers carry out learning in a program that had been developed and validated in the planning stage. The action in three cycles is taken two times in the learning process, 2) the swimming learning materials using rope as aid that will be tested in three cycles are more directed to perform the activities of freestyle swimming motion without the aid of a rope or doing their own swimming. 3) The material presented in the meeting of two learning cycles with the help of rope pool is: Doing freestyle movement without the help of a rope. 4) Without the aid of a rope pool, the learning process for the faculty and students was conducted by lecturers using the observation sheet.

Observations: The results of observation by the researchers, as evidenced in the note sheet, show that the students are already good and actively participate. Almost all the students do movement and participate actively in the swimming pool. Nearly all students can complete the given task with a good lecturer. In addition, the learning atmosphere is pleasant, and this is evidenced by the fact that all the students are excited about learning, serious in following the learning process and are responsible for carrying out the task assigned by the lecturers.

Reflection: The results reflect the learning activities in three cycles which show: 1) Learning Process. The learning process, with the help of swimming ropes presented by the lecturers, is able to encourage the creativity of students to be active during learning. The lecturer is able to boost students' motivation in participating in learning activities. The use of models using ropes helps to teach the materials. 2) Students' participation. They actively participate and are creative in the core learning activities. Nearly all the students seemed glad in the learning and they can do and follow the lesson with a good learning method. We conclude that improvement in swimming learning through the help of a rope at a meeting in three cycles is visible. The results of this study in three cycles are as follows, the learning process has been running optimally, lecturers, students can perform and follow the lesson with good swimming techniques. The students stated that the learning is fun, lively and their swimming abilities have improved so that the learning objectives have been achieved.

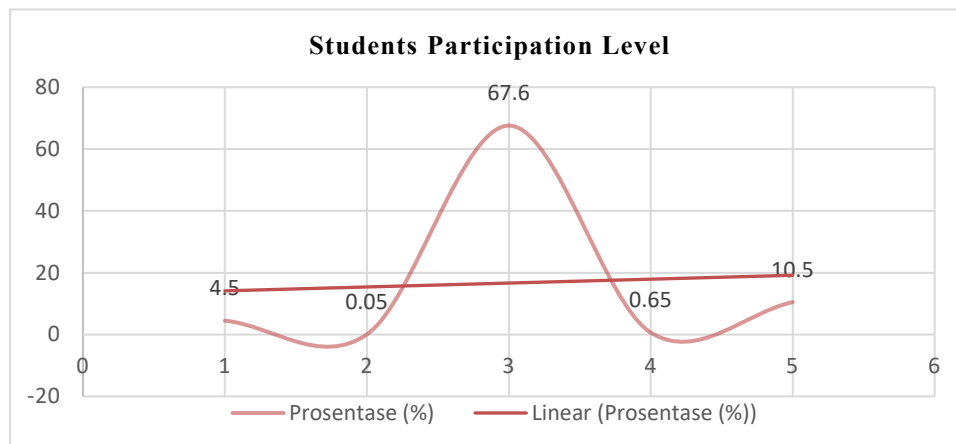


Figure 2: Students Participation Level

The results show that there has been an improvement in the learning process, from opening until closing motion in the learning of basic swimming with the learning methods of using rope as an aid. This is evidenced by the significant improvement in the learning process during their treatment in the activities of the learning process in three cycles. The lecturers are able to motivate students to participate in the learning activities to swim with the help of a rope. According to Lionardo and Nasirin (2020), the leader must be able to manage the class well so that the learning activities can be controlled the competencies and the faculty was able to create a fun atmosphere of learning activities for students, so they were enthusiastic in participating in the learning process with the help of rope.

There is a significant improvement in the third cycle that has been collated in such a way, from the cycle of the given method of learning to float with the help of a rope, cycle two, namely the learning method of swimming with the use of a string and cycle three in which the students perform swimming movements by themselves without aided by a rope. After the swimming learning method with the help of yarn, the students who initially could not swim can, in the end, swim. In addition, the results of this study also show a significant improvement in the third cycle that has been collated in such a way, from the process of the given method of learning to float with the help of a rope, cycle two, namely the learning method of swimming with the use of a rope and cycle three in which the students move in the pool by themselves without help of rope. After the swimming learning method with string, students who initially could not swim in the end can swim.

5. Conclusions

Based on the results of research and discussion, we can conclude that there is an improvement in the learning process with the help of the rope pool. Improved learning through the learning method of swimming with the help of ropes by students of the University of Sriwijaya, can be seen from their improvement in the learning process and increased student participation. There is a significant improvement in the learning outcome of the third cycle that has been collated in such a way, from the cycle of the given method of learning to float with the help of a rope, cycle two, namely the learning method of swimming with the help of a rope and cycle three in which the students do swimming motions with the aid themselves without a leash. After the swimming learning method with the help of rope, the students who initially could not swim in the end can swim. Based on the conclusion above, the author suggests the following: 1. The approach of learning through the teaching method of using rope as aid needs to be explored for more learning, so researchers are more interested in developing their creativity to create innovation in the delivery of learning. 2. Promoting students' physical activity needs support from various parties, including the elderly, and education providers. 3. The learning method with the help of a rope pool is expected to be applied to universities throughout Indonesia.

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