

Implementation of Reciprocal Teaching Style to Improve Learning Outcomes of Freestyle Swimming in Students Sekolah Tinggi Olahraga Dan Kesehatan (STOK) Bina Guna

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Abstract- This study aims to improve the learning outcomes of freestyle swimming in the Theory and Practice Swimming Course I by using the application of reciprocal teaching styles to students of the Physical and Recreational Education Study Program of Sports and Health (STOK) Bina Guna by 30 students. This research uses the Action Research method. The subjects in this study were students of the Health and Recreation Education Study Program at the Bina Guna College of Sport and Health (STOK) class B 2018/2019. This research was conducted with seven meetings consisting of two cycles, the first cycle that was realized through actions according to the plan and learning methods, the results were the average value of students in freestyle learning in the initial test 60 or 36.67% of students who completed, and 63.34% of students incomplete. In the first cycle, the average student results were 70 or 60% of students completed, and 40% of students did not complete. In the second cycle, which was realized through the results of the reflection of the first cycle, the results were an average of 80 or 90% of students completed and 10% of students who did not complete. Based on the results of the study it can be concluded that: (1) with the application of reciprocal teaching styles the learning outcomes of freestyle swimming increased, (2) with the application of reciprocal teaching styles applied through life aids in improving freestyle swimming learning outcomes.

Keywords: Reciprocal teaching style, freestyle

1. Introduction

Theory and practice courses swimming is one of the subjects that must be traveled by students Prodi Health Physical Education and Recreation College of Sports and Health (STOCK) BinaGuna. As a provision for future students in preparing themselves as candidates gym teacher.

In the implementation of the lecture by applying the learning method, there are still shortcomings and needed improvement, especially padaperkuliahan swimming, among others: (1) lack of approach of lecturers to students in the lecture, (2) the lack of evaluation of the learning outcomes of the students at the end of the activity, (3) lack of clear objectives to be achieved in the learning process (4) less pahamnya lecturer in the methods to be used in the delivery of the material.

Based on the observations of researchers for this study program Physical Education Health and Recreation College of Sports and Health (STOCK) BinaGuna, there are many factors that cause students difficulties in understanding the concept of freestyle swimming, one of the factors is the lack of meetings in the learning process , where for the moment in one week there is only one meeting. In addition to the one meeting that lasted just 100 minutes will make students less fatigue which makes the level of concentration will fall in learning. Given that students who take courses in the pool I was a freshman, we know that the new students in college a lot of courses taken in conjunction with the first swimming courses, so that the learning process is ongoing ineffective and inefficient. Therefore, to overcome halini all it takes creativity and the role of the faculty in the learning process of bathing.

The ability of faculty select and present the learning material is determined by the ability and experience in learning. In connection with that, to make the learning process freestyle, selected

the appropriate teaching and learning strategies and easily applied to the students, so the concepts freestyle swimming technique and movement can basically controlled properly.

With their approaches, strategies, methods and teaching styles are an alternative for educators to improve the ability to organize learning to be seen from the results obtained by students both in skill ability and behavior change for the better. The problem can not be left ongoing therefore the necessary efforts to improve student results. One effort to improve learning outcomes freestyle using reciprocal teaching style. Strategies in teaching is a very important factor to obtain good learning outcomes, either because the success of the process can be influenced by learning strategies.

With the approach of reciprocal teaching style could be expected to improve the mastery of technical skills in freestyle swimming motions, because the style of this reciprocal students are given the freedom to help each other and evaluate the techniques freestyle movement, so that students can be more creative. Reciprocal teaching style is the development of a style of exercise that has enhanced its implementation, thus increasing social relationships with friends, and take advantage of their fellow peer feedback.

This method is an alternative method that can be selected in the teaching pool, given the teaching of swimming required some form of activity that can lead the student to be able to find a concept through the practice of controlled movement were learned or invention directly, the application of the teaching style of reciprocity on the subject, among others, aims at so that students are able to perform freestyle swimming technique and improve student results.

2. Theory

2.1. Freestyle Swimming Itself

a. Freestyle Swimming (Crawl)

Freestyle is a swimming motion that has the character of the movement that has been common in everyday life and is the most basic swimming motion. Thus that freestyle is a swimming motion that is most efficient when compared with other movements because the technique of swimming motion is a motion that we do everyday, and the body can maximally directed the whole force with a strong and continuously and with barriers which is very little compared to other swimming styles.

While Ernest W. Maglischo revealed that freestyle is the fastest style and based on this same style swimming prowess will be assessed how smooth and easy it is to swim freestyle. In freestyle we need to learn is how to position the body in the water, footwork, hand gestures, breathing, and movement koordinasi. Penjelasan respective details freestyle basic technique is as follows:

1) Body Position (Body Position)

During the swim freestyle, body position should be always in a position to be able to streamline or body resembling wooden beams that are currently floating in the water. So that in a streamlined position from the fingertip sampai toe body can rotate on the center line or the rotation. While doing a movement position of the head must be streamlined to the body, the ears in line with the body, the body must state the position of straight, parallel to the surface of the water, arms straight forward and try to arm the views down into contact with the ear, and the head should be aligned with the agency. For more details about the position of the body in freestyle swimming are presented in the following picture:

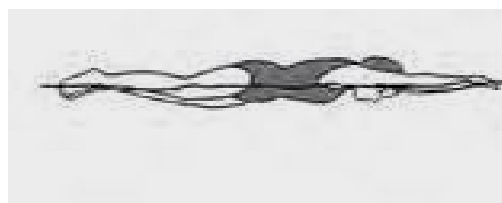


Fig 1. Body Position (Body Position)

2) Leg Movement (Kicking)

The swimming leg movements in handy to encourage progress and megatur balance of the body, so the body can move in a state of motion stabil. Teknik rennag freestyle leg on the attitude of the

beginning of both arms straight ahead, body and legs straight into the back flush with the surface of the water, head or face down to the bottom of the pool / down and the movement starts from the hip and ended up with a flick of the ankle, the foot movement downward in doing a bit strong, especially ankle. The depth of the lower legs or feet from the water's surface when the beating and whipping around 30-35 cm. For more details about the movement of the legs in freestyle swimming are presented in the following picture:



Fig 2. Leg Movement (Kicking)

3) Rotation Movement Hand (Hand Rotation)

In the hand movements have some movement phase is the phase entered the water surface (Entry Phase), capture phase (Phase Catch), phase pull (Pull Phase), the phase of pushing (Push Phase) and Phase Rest (Recovery Phase).

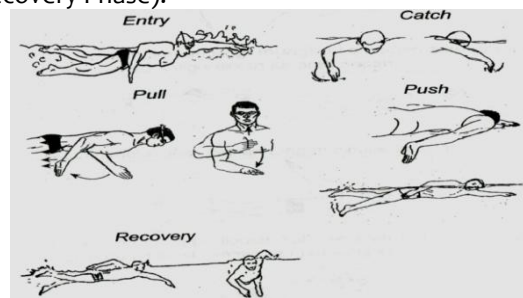


Fig 3. Entry seen from below the water surface

4) Breath Taking movements (breathing)

Making a deep breath freestyle done when one hand is behind or parallel to the body and at the same time tolean head towards hand again the motion push so that the head of families, from the surface of the water and by the time above the water surface of the mouth or nose inhaling the air as much as possible, try to at the time of making the movement of breath beside her earlobes were hit with another put arm movements so that the head entry is not too rose to the surface. Head immediately put into the water again and remove the air from the mouth, this is to avoid the entry of water into the nose. For more details about the movement of the breath taking freestyle swimming are presented in the following picture:



Fig 4. Taking Breath Movement (breathing)

5) Coordination freestyle

Posture is almost parallel to the water surface, which has kotinue rhythm leg up and down, right arm is straight ahead, while the left arm did pull the angled attitude to pull it under the center, remember the view in the water fixed straight ahead. After pulling the left hand ends below the navel and then spliced with the encouragement of the hand below the navel veer to the side of the body and ends in addition to paha.Tangan left almost over do the pushing, the right hand prepares to open the shoulder width ends coincide with the left hand on the thigh, then hand right start

moving reach the water which in turn form the corner below the thigh, then your left hand doing recovery with a pick-up elbow, right hand end to pull in unison to below the navel. When the left hand make entry is completed then boost kananpun hand finished to an end on the side thigh, simultaneously perform a boost at that time took a breath sideways movement do right. After ending encouragement to the right hand and making the end of the air on the water surface, the elbow began to be appointed then brought close to the ears, followed by the eye to make entry right hand, neck / clod rotated incoming water surface for air throw.

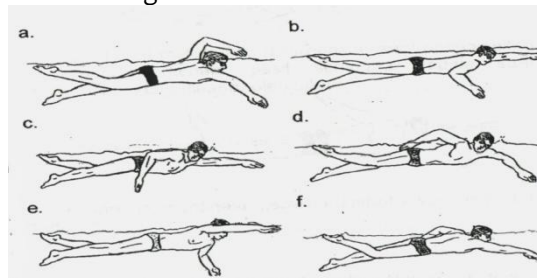


Fig 5. Coordinate movement freestyle swimming

b. Reciprocal Teaching Style

Learning style is personality or personalities ability to engage students in the learning process, while the style of teaching is the interaction performed by teachers and students in the learning process so that the material it presents can be absorbed by the student. Reciprocal teaching style is the style of reciprocity ataufeed back.

In this case the student is given the freedom to make decisions with respect to the implementation of the tugas.mahasiswa given the obligation to have a limited learning outcomes. Ratings are limited to formative assessment or correlative by a student against a student against belajar.Namun most common result is a student or often applied in the formation berpasangan.Menurut Mosston said that:

Style reciprocal ie greater attention to changes in decision-making from teachers to mahasiswa.Mahasiswa responsible for observing the appearance or pasangannya and provide immediate feedback on every movement. Teachers prepare a task sheet that explains the tasks to be performed, the evaluation criteria used to determine that the movements should be done by a partner that is in accordance with the referral.

From the above explanation, it can be concluded that the reciprocal teaching style when the teacher gives a lesson in advance to demonstrate and describe how its implementation. Then the teacher gives an assignment sheet that describes the evaluation criteria as a determinant of movements to be done. Students are arranged in pairs which one acts as a principal and the other as an observer. after that the actors do what is listed on the assignment sheet and observers to comment on what made the perpetrators.

In this case Adisasmita, which states that the reciprocal learning styles, responsibility for providing feedback shift from teacher to peers. This role shift allows for increased social interaction among peers and providing feedback directly.

In a reciprocal learning styles, each student gives feedback on other students. One student acts as a principal or an administrative task while the student movement spouses acting as observers(Observer)and prepare feedback, then switch roles. The faculty is responsible for making decisions about what he had to do, design criteria as a guide (Guide) for observers dalam memberikan feedback, assign tasks to students and help observers to improve its ability to communicate with pasangannya.Landasan theory of reciprocal learning style, basically applying the theory of feedback,This theory assumes that the information on skills will solidify or improve learning outcomes in later life. Information that leads to improvements called negative feedback whereas the information actually strengthen skills called positive feedback.

c. Learning outcomes

The educational process of learning and teaching is a very strategic effort to achieve the expected goals. Didactic association came about through an active interaction between students as

learners and teachers as educators. Learning activities carried out by students and through itukan no change behavior while learning activities carried out by teachers to facilitate the learning process both these roles are not separated from the situation affect each other in the pattern of the relationship between the two subjects.

Someone who has been successful in learning is when he changes his behavior when compared to the previous state. Of course this can be done the business practice in earnest and high morale as well as a conscious so that it becomes familiar. From the above opinion can be concluded that the factors that influence student learning outcomes students are internal factors, among others, the ability of the students on the material to be delivered.

3. Research methodology

Action research is an important research to be implemented in education with a view to improving practices held, in learning. Kemmis and Mc Taggart stated that action research is a form of self-reflective undertaken by participants in social situations or practice of education.

Research actions preceded by a review of a problem sistematis. Hasil this study as a basis to draw up a work plan (action) as an attempt to overcome the problem is the implementation of the action next tersebut. Kegiatan followed by observation and evaluation. Observation and evaluation are used as fill to reflect on what happened during the implementation of the action. Results of reflection and then used as a basis to determine improvement and refinement of further action.

According to Carr and Kemmis as quoted Siswojo Harjodipuro that action research are: A form of self-reflection carried out by the participation of teachers, students or principals in social situations, including education for memberikan rationality of truth (a) social practices or education conducted themselves. (B) an understanding of these practices, and (c) situations where such practices be implemented.

Based on the above opinion, it can be concluded that action research is the application of a fact-finding for solving problems in social situations with the aim of improving kualitas first acts committed, action research can be done alone or in collaboration between researchers and practitioners, action research is a combination of qualitative and quantitative research, so it has two types of data, in the process, resembles the action research experiment, only without sampling and without strict control as in the experiment, so the experiment can be categorized as weak. Meanwhile, according to research Sukardi the action is:

How a group or a person in organizing a condition where they can learn about their experiences and make their experience can diaskes by lain. Selain itukelas is where the teachers do research, with possible they keep working as a teacher in the workplace.

From the above explanation can be concluded that action research is a way of organizing a group or a person in a condition so that they can learn about their experiences and make their experience accessible to others.

Based on the background of the research that has been described, the study aims to improve learning outcomes on student freestyle Pendidikan Jasmani Prodi Health and Recreation College of Sports and Health (STOCK) Bina Guna class B Year 2018/2019 through the implementation of reciprocal teaching style by using the tool boy pull aids and buoys.

This study was conducted Medan Kartika Tirta swimming pond in students who took a course in Theory and Practice Pool I. The timing of the study at the beginning of February to April 2019 to study the frequency is seven meetings once a week with the first month as the conduct of research in the field followed by data processing and data analysis in the following months.

The subject of research in the study of learning enhancement freestyle through the implementation of the reciprocal teaching style is student Pendidikan Jasmani Prodi Health and Recreation College of Sports and Health (STOCK) Bina Guna class B Year 2018/2019 totaling 30 students.

Analysis of the data for the assessment is descriptive and qualitative and quantitative, qualitative data comparing the initial test data and test results after cycle 1 and 2. While the quantitative reflection within each cycle based on the observation recorded in field notes, documentation, and observasi. Analisis Data descriptively by comparing the results of the achievement of the indicators of success.

4. Results and Discussion

4.1. Initial tests

The evaluation results obtained by the students at the beginning of the test are presented in tables and graphs histogram as follows:

Table 1. Distribution Freestyle Swimming Learning Outcomes Early Tests

No.	Score	F	%	S x F
1	53.3 - 59.3	3	10%	159.9
2	60.3 to 66.3	16	53.34%	1040.4
3	7.3 to 73.3	7	23.33%	513.1
4	74.3 to 80.3	3	10%	240
5	81.3 to 87.3	1	3.33%	86.7
amount		30	100%	2040.1

Based on initial test distribution table in freestyle swimming it can be concluded that as many as 11 students who completed or about 36.67% with a minimum of 70 KKM limit of 30 students. While the students who did not complete a round of 19 students, or about 63.4% to more clearly view the histogram below:

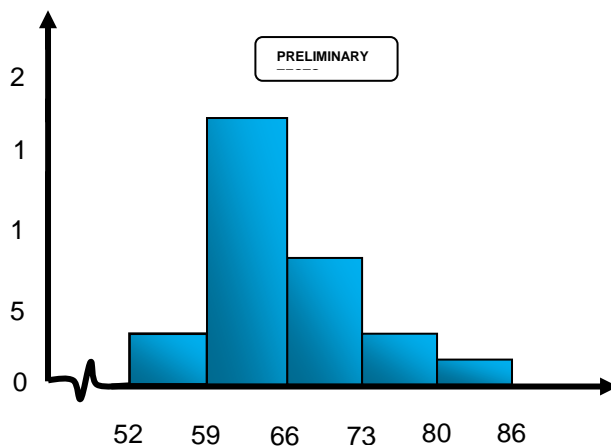


Fig 6. Histogram Graph Initial Test Results for Freestyle Swimming Learning

First cycle

From the results of initial observations and interviews with faculty at the pool I Pendidikan Jasmani Prodi Health and Recreation College of Sports and Health (STOCK) Bina Guna class B Year 2018/2019 obtained information that the implementation of learning especially freestyle swimming through learning activities had previously been carried out by professors, but not yet fully effective. Applied learning methods are still one-way.

Observations were carried out by the researcher and collaborator of them using camera. This observation resulted from field notes (CL). The observation field notes about the reciprocal teaching with learning penerapangaya freestyle that had been turned into a pleasant boring. Interaction among friends are good because there is a good cross directly so that the learning process becomes more active.

Based on the observation of the observer obtained during the test cycle I do there are some students who make mistakes, which is when doing leg movements seen some of the students at the time of freestyle leg is still a little sink is not aligned with the body and when taking a breath visible

head still raised, also when coordinating movement of students are still afraid and have not been able to do freestyle with a distance of 50 meters.

Table 2. Distribution freestyle Learning Outcomes Cycle I

No.	Score	F	%	S x F
1	60.0 to 64.0	4	13.33%	240
2	65.0 to 69.0	8	26.67%	533.6
3	70.0 to 74.0	11	36.67%	806.3
4	75.0 to 79.0	-	-	-
5	80.0 to 84.0	5	16.67%	400
6	85.0 to 89.0	2	6.67%	173.4
amount		30	100%	2153.3

Based on the first cycle distribution table it can be concluded that as many as 18 students who completed or about 60% with a minimum limit of KKM 70 of 30 students. While the students who did not complete about 12 students, or about 40% to more clearly view the histogram below:

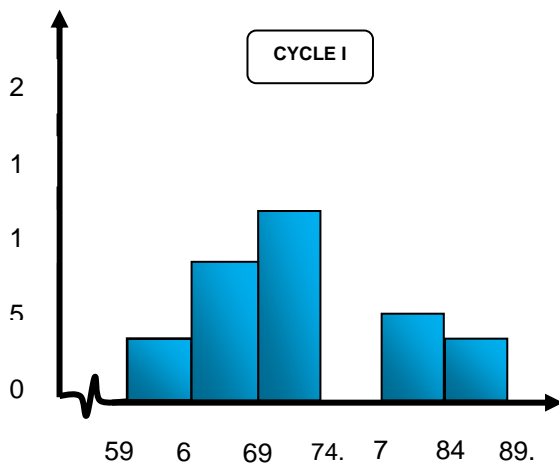


Fig 7. Graph Histogram first cycle Freestyle Swimming Learning Outcomes

While the quantitative data obtained in the first cycle that students who completed about 18 students, or about 60% with a minimum limit of 30 mahasiswa. Sedangkan KKM 70 students who did not complete about 12 students, or about 40%. in the first cycle has not been successful because the number of students who pass did not reach 80% of the whole, be continued siklus II which has been given the action with the results of students who completed about 90% as many as 27 students and about 10% of the students who did not complete as many as 3 people ,

cycle II

The observations made by researchers using observations camera. Dari generated field notes (CL). The observation of field notes on the application of the reciprocal teaching styles to improve learning outcomes bebasedengan style pool form small groups, each group consists of 3 people. 1) Each student in the group given the task as observers, perpetrators and helpers, the task of a servant that instead of using tools. 2) perform freestyle swimming race 50 meters to the rules that have been modified.

Table 2. Distribution freestyle Learning Outcomes Cycle II

No.	Score	F	%	S x F
1	66.7 - 70.7	3	10%	200.1
2	71.7 - 75.7	13	43.33%	952.9
3	76.7 - 80.7	8	26.67%	640
4	81.7 - 85.7	-	-	-
5	86.7 - 90.7	4	13.33%	346.8
6	91.7 - 95.7	2	6.67	186.6
Jlh		30	100%	2326.4

Based on the above table in the second cycle it can be concluded that as many as 27 students who completed or about 90% to at least 70 KKM limit of 30 students. While the students who did not complete about 3 students, or about 10% to more clearly view the histogram below:

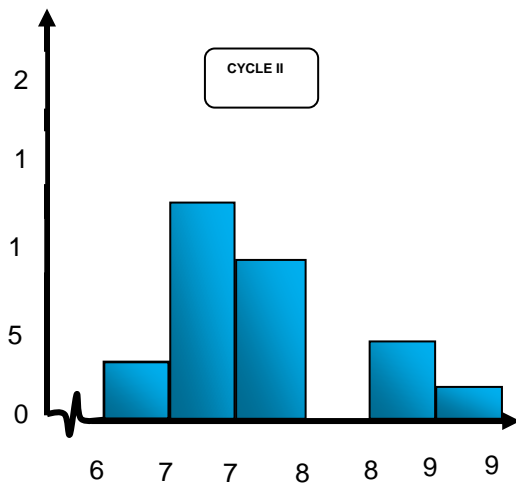


Fig 8. Histogram Graph Cycle II Freestyle Swimming Learning Outcomes

This latter Dipertemuan students seem to have a lot of changes and progress, where students have to apply reciprocal teaching style in learning freestyle swimming. Shape observation in reciprocal interactions and students are no longer hesitant to perform leg movements, making coordination of breath and movement freestyle, seen a lot of the progress of the student.

And overall, the students and faculty perform properly learning students can mengaplikasikangerakan coordination proven that in practice 50meter freestyle with satisfactory academic results which classically have been thoroughly exceeded 90% target achieved.

5. Conclusion

Based on the research that has been described, in general it can be concluded that an increase in student results through teaching style of reciprocity in the subject of swimming I freestyle on students Prodi PendidikanJasmani Health and Recreation College of Sports and Health (STOCK) Bina Guna class B 2018 / 2019. In the first cycle of students are enthusiastic in following subjects freestyle swimming. In accordance with the reflection, the value of the average grade in the subject of freestyle is 70 with the percentage of completeness 60% of the students who graduate and student learning outcomes in the second cycle was 80 with the percentage of completeness 90% can be concluded for a significant increase learning outcomes in the second cycle ,

With penerapangaya teach reciprocity that has researchers designed namely by twos and media tools such as pull boy and buoys in accordance with the needs of the students to improve learning outcomes freestyle, the students more active in participating in the learning process, so as to obtain optimum results in mastering course materials especially freestyle swimming.

6. Reference

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