

The Effect of the Application of Teacher Teaching Styles on Swimming Learning Outcomes in PJOK Learning in Schools

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Article Info

Article history:

Accepted: 09 January 2024

Publish: 11 January 2024

Keywords:

Teaching Style

Learning Outcomes

Pool Learning

Article Info

Article history:

Accepted: 09 Januari 2024

Published: 11 Januari 2024

Abstract

This study aims to determine the effect of the application of teacher teaching styles on swimming learning outcomes in PJOK learning in schools. The research method used is systematic literature review (SLR). At this stage of research, it starts with formulating a research question. Furthermore, developing inclusion criteria as a research protocol needed in conducting literature reviews. Next, conduct a search stage for previous research studies through search engines and determine the database. After finding and collecting related research, then screening of existing articles to be adjusted to inclusion criteria. Through the process of extracting data on articles that are used as research samples, then analysis is carried out with a qualitative approach in narrative form. The conclusion obtained from the results of the study is that teaching style has an influence on swimming learning outcomes in corner learning at school. Teaching style also affects the interest and motivation of learners in teaching. These interests and motivations also have a correlation to student learning outcomes.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan gaya mengajar guru terhadap hasil belajar renang dalam pembelajaran PJOK di sekolah. Metode penelitian yang digunakan adalah systematic literature review (SLR). Pada tahapan penelitian ini, dimulai dengan merumuskan research question. Selanjutnya, mengembangkan kriteria inklusi sebagai protokol penelitian yang diperlukan dalam melakukan kajian literatur. Berikutnya, melakukan tahapan pencarian terhadap studi penelitian terdahulu melalui search engine dan penetapan data-base. Setelah menemukan dan mengumpulkan penelitian yang terkait, kemudian dilakukan screening terhadap artikel yang ada untuk disesuaikan dengan kriteria inklusi. Melalui proses ekstraksi data pada artikel yang dijadikan sample penelitian, selanjutnya dilakukan analisis dengan pendekatan kualitatif dengan bentuk naratif. Kesimpulan yang didapat dari hasil penelitian yaitu bahwa gaya mengajar memiliki pengaruh terhadap hasil belajar renang dalam pembelajaran pjok di sekolah. Gaya mengajar juga mempengaruhi minat dan motivasi peserta didik dalam mengajar. Minat dan motivasi tersebut juga memiliki korelasi terhadap hasil belajar siswa.

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1. INTRODUCTION

Through research studies that have been conducted previously, it shows that as many as 7 to 20 students out of a total of 84 respondents of SMPN 2 Rawamerta, have low and very low interest in learning to swim. While 32 other students are in the medium category (Shosa et al., 2022). In a study conducted at SMA 1 Teluk Jambe Timur Karawang on student interest in swimming learning, it showed that as many as 87 students were in the low category with a percentage of 41.43%, then as

many as 23 students in the very low category with a percentage of 10.96% of the total 210 respondents (King et al., 2023).

Based on the results of the study, it turns out that students' interest in learning swimming at several school levels is still in the low category. This needs to be a concern in order to provide a comprehensive swimming learning experience for all students. The influence of interest in learning is very large on learning because by having a high interest in learning, students will tend to be diligent and diligent to learn. Conversely, if the interest in learning students is low, then learning will feel boring because they have no attraction to their learning (Prastika, 2020). Interest can serve as a catalyst to achieve goals or meet requirements in the cognitive domain, ensuring that everything it does adds value to itself. In the attitude domain, on the other hand, whatever it does will provide satisfaction and pleasure, not boredom. Because interest serves as a source of energy to carry out tasks in order to meet demands or goals (Rahmayanti, 2016).

The high and low interest in learning students is influenced by two things, namely intrinsic motivation and extrinsic motivation (Primary, 2022). Motivation greatly influences the interest in learning students. It takes time and motivation to achieve learning objectives, which are often understood as processes that drive behavior or drive us to action. The most important component of classroom teaching is student motivation to learn (Syarif, 2017). Low-motivated students believe that success comes from luck and failure is caused by incompetence, so they only think failure after failure will be obtained on other tasks. This is what causes them to make less effort. Highly motivated students plan more effort to overcome the greater likelihood of succeeding on the next task (Rahmayanti, 2016).

Seeing the relationship between motivation and interest in learning on student learning outcomes, a competent teacher needs to find solutions to increase the motivation and interest of his students. In learning the sport itself, especially in swimming learning, students tend to be less motivated and not interested in learning swimming for various reasons such as fear of water or fear of drowning, not confident in the techniques mastered, and feeling satisfied with the value of the substitute task. To overcome these problems, it takes the creativity of a teacher to motivate and increase the interest in learning of his students. One of them is by applying a teaching style that is in accordance with the learning material. Teaching styles have a relationship and influence on improving students' abilities and learning outcomes (Sahutu et al., 2021).

The use of appropriate and appropriate teaching styles will result in effective learning activities and is expected to achieve the goals set. The use of variety in teaching styles is believed to increase students' desire to learn (Kurniawan, 2023). Therefore, researchers aim to explain teaching styles that can be applied in swimming learning. Researchers hope to provide benefits in providing examples of effective teaching styles to improve students' swimming learning outcomes.

2. RESEARCH METHODS

The research method used is the method *systematic literature review* (SLR). SLR is a comprehensive research method to find, assess, and synthesize previous research related to a particular field of study (Yanti & Novaliyosi, 2023). The idea behind this systematic literature review is to present a more complete and impartial picture of the facts by collecting and summarizing relevant study findings (Alfiyyah et al., 2023). This research uses a qualitative approach by presenting the results of previous studies in narrative form.

Before reaching the stage of collecting research results, researchers make preparatory steps. These preparatory steps include: (1) Identifying the problem by creating a *research question*; (2) Establish research protocols; (3) Determine the location of the data-base for the search of research results; (4) Collect research results related to research questions; (5) Carry out inclusion and

exclusion of research that will be followed into literature studies based on their quality; (6) Extract data from individual studies to obtain relevant findings.

In the first stage, researchers formulate *research questions* that are in accordance with the background of the problem to be studied, in the form of: "*How can teaching styles affect swimming learning outcomes in PJOK learning at school?*" Then in the next stage, researchers begin to develop research protocols that are useful for adjusting research results to problem formulations. The protocol is structured as follows: (1) The research results sought are journal articles indexed by ARJUNA or SINTA; (2) The subjects in his research were students at all school levels (elementary to high school); (3) Journal article research can be accessed openly; (4) The research location focuses on the territory of Indonesia; (5) The results of the study show the influence of a teacher's teaching style on the learning outcomes of swimming students.

In the third stage, researchers used the *Publish or Herish* application as a search engine and set *Google Scholar* as their journal article data-base. Using the keywords "Teaching Style" and "Swimming" found 35 *papers* consisting of 17 thesis research and 18 journal article research. Then 18 existing journal articles were qualified based on feasibility, quality, and conformity with established protocols. In the end, 4 journal articles were obtained that met the research criteria. Below is attached the flow of *the screening process* in the form of pictures.

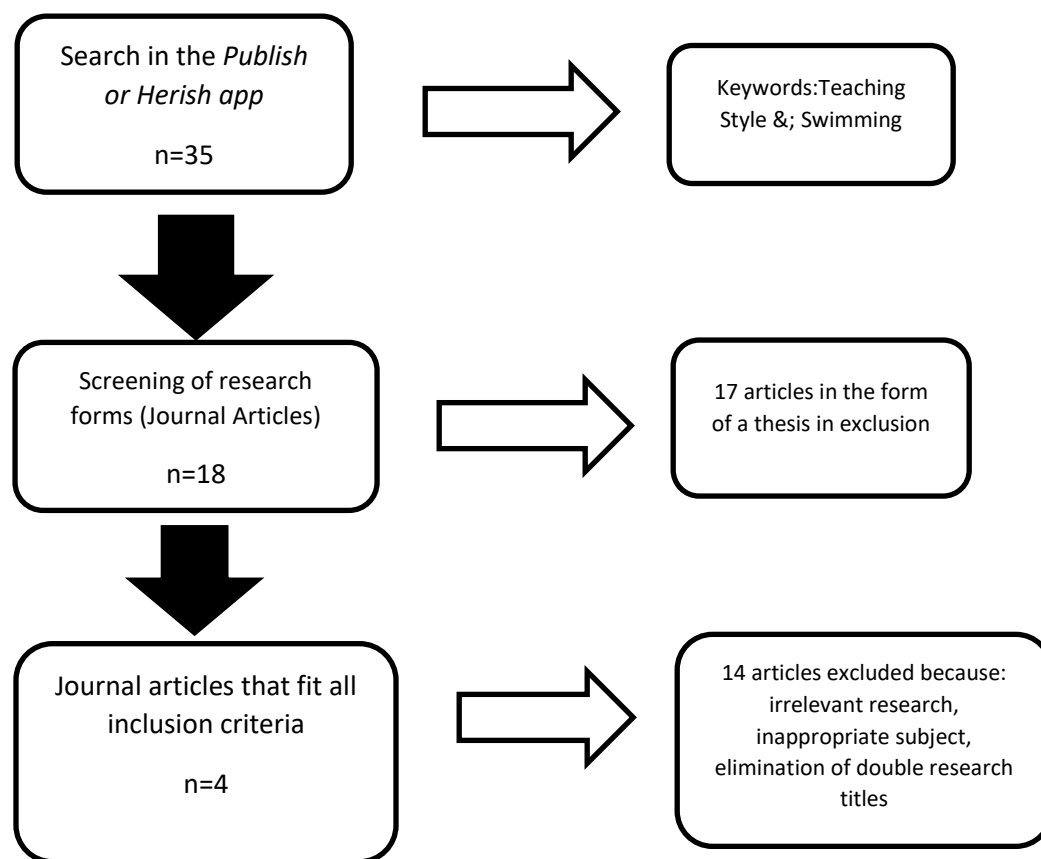


Figure 1. SLR *research* screening flow

3. RESULTS OF RESEARCH AND DISCUSSION

3.1. Research Results

After going through the stage of collecting research samples, then proceed to the stage of extracting data. Research data can be extracted into matrix tables, to make it easier to review important aspects in research journal articles. The following researchers present a matrix table containing journal articles of previous research studies.

Table 1. Matrix Table of Journal Articles Including Inclusion Criteria

No	Aspects in the Abstract					
	Heading	Purpose	Method & Sample	Result	Conclusion	Author/Journal
1	The influence of teaching style and learning motivation on freestyle swimming learning outcomes	The purpose of this study was to determine the difference between command style and training teaching style on student motivation in freestyle skills.	Experimental studies with 2 X 2 were utilized to fulfill the research design. The sample of this study consisted of 44 students of TB Simatupang Elementary School, South Jakarta	(1) In general, the commando style crawling skill experimental group showed better results compared to the training style. (2) There is a correlation between teaching style and student motivation for freestyle swimming skills. (3) Students who are highly motivated with command style show better results compared to students who are highly motivated with training style. (4). There is no significant difference in freestyle skills between command style and training style for students who have low motivation	Overall, the command teaching style is better than the exercise teaching style on freestyle swimming learning outcomes. This is because teaching style and learning motivation towards freestyle swimming learning outcomes correlate with each other. For highly motivated students, the commando teaching style is better than the exercise teaching style toward freestyle swimming	Sharif, 2017 (BUREAU TICS)

					learning outcomes.	
2	The Effect of Command o Teaching on the Ability to Swim 20-Meter Freestyle in Senduk Christian Junior High School Students	This study aims to determine the influence of command style on the ability to swim the 20-meter freestyle of Senduk Junior High School students	The method used was an experimental method with a sample of 20 male students of SMP KRISTEN SENDUK	The results of data collection on the ability to swim a 20-meter freestyle in male students of Senduk Christian Junior High School showed that the initial or final conditions of each group caused differences in the number of twenty-meter freestyle swimming abilities.	There is an influence of command teaching style on improving the ability of 20-meter freestyle swimming for male students of Senduk Christian Junior High School.	Tangkuman et al., 2021 (Olympus)
3	Efforts to Improve Freestyle Swimming Learning Outcomes through the Demonstration Method for Class VIII A Students of Budi Agung Medan Junior High School	This study aims to determine the improvement of freestyle swimming learning outcomes in grade VIII students of SMP Budi Agung for the 2017/2018 academic year, through the demonstration method.	The method used is Classroom Action Research. The subjects in this study were grade VIII A Budi Agung students for the 2017/2018 academic year totaling 32 students, consisting of 20 male students and 12 female students.	From the analysis obtained a significant increase of cycle I and cycle II. This is known from the initial test of 9 students who were complete (28.12%) and 23 students who were incomplete (71.87%) with an average score of 53.38, in cycle I there were 17 students who completed (53.12%) who were incomplete 15 students (46.87%) with an average score of 60.41 and cycle II there were 29 students who	Through the demonstration method, it is very good to improve the learning outcomes of freestyle swimming in grade VIII students of SMP Budi Agung for the 2017/2018 school year.	Syaleh & Abady, 2018 (STOK Scientific Journal)

				completed (90.62%) and incomplete 3 students (9.37%) with an average score of 76.56.		
4	Efforts to improve breaststroke swimming learning outcomes using reciprocal teaching styles in grade X AP-1 students of SMK Negeri 1 Percut Sei Tuan T.P 2017/2018	This study aims to improve the learning outcomes of the subject of breaststroke swimming by applying reciprocal teaching styles	Classroom Action Research with a quantitative approach. The subjects of the study were grade X AP-1 students of SMK Negeri 1 Percut Sei Tuan T.P 2017/2018 totaling 24 students (20 boys and 4 girls).	Based on the results of research starting from pre-tests, postes cycle I and postes cycle II there has been a significant increase.	The conclusion of this study is that the application of reciprocal teaching styles can improve the learning outcomes of students in class X AP-1 SMK Negeri 1 Percut Sei Tuan T.P 2017/2018.	Haryatno, 2020 (Indonesia Sport Journal)

3.2. Discussion

Through the table above, there are various kinds of teaching styles applied, including: (1) Exercise Teaching Styles; (2) Command Teaching Style; (3) demonstration teaching style; and (4) Reciprocal Teaching Style. These three of the 4 teaching styles include classical teaching styles or *teacher-centered* teaching styles, in contrast to reciprocal teaching styles that invite students to interact with each other in socializing and providing feedback.

Through the first research conducted by Syarif (2017) on students of SD TB Simatupang, South Jakarta, it shows that there is a relationship between teaching style and student motivation towards freestyle swimming learning outcomes. The style of teaching exercises is considered less effective on the results of student swimming learning compared to the command teaching style. Command teaching style greatly affects the motivation of students of SD TB Simatupang South Jakarta in swimming learning so that learning outcomes increase. For students who have high motivation, through the command teaching style can improve the learning outcomes of freestyle swimming students of SD TB Simatupang South Jakarta.

Another study conducted by Tangkuman (2021) showed positive results also on the commando teaching style on the learning outcomes of freestyle swimming students of Senduk Christian Junior High School students. In the study, differences occurred after students were given treatment or experimentation by applying command teaching styles. Through *the pre-test and post-test*, it can be seen that the difference in the results of students' time achievements as swimming ability data has increased. With the application of the command teaching style in

freestyle swimming learning for Senduk Christian Junior High School students, it has proven influential in improving student learning outcomes.

In contrast to the research conducted by Syaleh & Abady (2018), a demonstration teaching style used in his research to improve freestyle swimming learning outcomes. The subjects in this study were Class VIII A students of Budi Agung Medan Junior High School totaling 32 students, consisting of 20 male students and 12 female students. According to the analysis, there was a significant increase in cycle I and cycle II. In the initial test, there were 9 students who completed (28.12%) and 23 students who did not complete (71.87%) with an average score of 53.38. In the first cycle, there were 17 students who completed (53.12%) and 15 students who did not complete (46.87%) with an average score of 60.41. In the second cycle, there were 29 students who completed (90.62%) and 3 students (9.37%) with average scores. In addition, students also experience changes in affective terms such as more passion, discipline and more confidence. Therefore, this demonstration method is very good to be applied in freestyle swimming learning for students of SMP Budi Agung Medan.

In the research conducted Haryatno (2020) for grade X AP-1 students of SMK Negeri 1 Percut Sei Tuan, reciprocal teaching styles are used to improve breaststroke swimming learning outcomes. Social engagement, reciprocity, receiving and giving prompt feedback (as directed by teacher-defined criteria) are characteristics of the reciprocal teaching style (Fauzi et al., 2021). Through his research, the reciprocal teaching style is considered capable of improving the learning outcomes of breaststroke swimming students of grade X AP-1 SMK Negeri 1 Percut Sei Tuan. This is seen from the difference in value *Pre-test* and *post-test* which has increased.

4. CONCLUSION

Through the explanation above, the application of teacher teaching styles will affect the swimming learning outcomes of students. Teachers need to adjust effective and efficient teaching styles to the characteristics of their students, because teaching styles also affect student interest and learning motivation. By adjusting the teaching style to the characteristics of students, it will have an impact on their interest and learning motivation which then affects student learning outcomes. For physical education teachers, in swimming learning students experience problems with motivation to learn. Therefore, a good teaching style is one that is able to stimulate student motivation in learning which ultimately has a positive impact on the final learning results. The competence of physical education teachers in developing teaching styles is important in achieving the final learning results.

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