













a) The Difference Between Teaching Style Exercise With Command Teaching Style Against Freestyle Swimming Learning Outcomes at Kusumanegara STKIP Jakarta Education Students. (A1 x A2)

Based on the results of the analysis of research data in the first hypothesis, it was stated that there were differences in the value of the learning outcomes of swimming freestyle significantly between the style groups teaching the exercises and the command style teaching group.

In the contrast value of the two treatment groups there is a p-value of 0.004. When compared with the significance standard of 0.05 or 5%, the p-value  $0.004 < 0.05$  means that  $H_0$  is rejected and  $H_1$  is accepted. Then it can be concluded that there are differences in the value of learning the free freestyle significantly between the teaching style group exercises and the command style teaching group and the value of freestyle swimming learning outcomes of students trained with training teaching styles superior / higher than the value of groups trained with teaching style command on Kusumanegara STKIP Jakarta Sports Education students.

Based on the process of teaching style, treatment of teaching style exercises where the lecturer gives the task of motion then students determine where, when, how to solve it. In this style students are given time to carry out the task of motion that is individual freestyle swimming, while the lecturer gives feedback to all students individually. Here the lecturer is responsible for determining the goal of freestyle swimming assignments, selecting activities and determining the sequence of activities to achieve the teaching goals. Exercise teaching style is very suitable for learning in mastering the freestyle swimming technique. In this exercise teaching style students participate in determining the speed of the tempo of learning, meaning the lecturer provides flexibility for each student to determine their own learning speed and learning progress. In this style, the lecturer ignores how their class is arranged, or whether the student does the task simultaneously or not because it is not so important. Students carry out freestyle swimming tasks according to their abilities and they can also be helped by their friends, or the motion assignments are carried out in a small group.

The advantages of command style teaching are (1) Uniformity of motion (2) If done by many people it can create a beautiful and pleasant atmosphere (3) Develop discipline behavior (4) Produce a level of activity that is High. The shortcomings of command style teaching are (1) Lack of developing student reasoning (2) Lack of developing character formation (3) Not democratic.

b) The Difference Between Exercise Teaching Style And Teaching Style Self-check Against Learning Outcomes Freestyle swimming at Kusumanegara STKIP Jakarta Education Students. (A1 x A3)

In the contrast value of the two treatment groups there is a p-value of 0.001 / 2. When compared with the significance standard of 0.05 or 5%, the p-value of  $0.0005 < 0.05$  means that  $H_0$  is rejected and  $H_1$  is accepted. Then it can be concluded that there are differences in the value of learning freestyle significantly between the teaching style group exercise and the self-examination teaching style group and the value of freestyle swimming learning groups of students who are trained with an exercise teaching style superior / higher than the group trained with teaching style self-check on Kusumanegara STKIP Jakarta Education Education students.

The advantages of exercise teaching style are as follows because the training teaching style has distinctive characteristics, namely: (1) clear and understood motion / training assignments by students, (2) students choose ways of learning that suit their abilities, (3) more lecturers easy to give evaluation. In the teaching style process the exercise allows the learning process and lecture to continue when the lecturer is unable to come (4) Enables the use of teaching tools more efficiently (5) Failure or success is not known to the whole class. Lack of teaching style exercises: (1) Students can hide themselves, or isolate themselves from the group.

While the self-examination teaching style is to understand how to do the task and examine or evaluate the work itself. students measure their own performance based on the motion criteria given. Itself: students work on assignments individually and independently, provide feedback for themselves using criteria developed by lecturers. Assessing his own appearance, establishing criteria for improving his own appearance and learning to be objective about his appearance, learning to accept his own limitations and making new decisions in the lesson during and after meetings. In this style students are more independent than previous styles. In this teaching style students compare what is done with the criteria of the teacher. In the teaching style, check yourself more decisions that are shifted to students. Students are now given a decision after the meeting to assess their appearance. The role of students assessing their own appearance, establishing criteria for improving their own appearance and learning to be objective about the appearance of their movements.

The advantages of this self-examination teaching style are as follows: (1) Mastery of freestyle swimming learning skills depends on the extent of one's own abilities without any pressure, (2) Students are more independent and skilled in carrying out freestyle swimming tasks, (3) Students can introspect themselves, (4) Students know the location of their shortcomings, (5) Students try to correct mistakes. In this self-examination method there are also weaknesses or shortcomings in the process of learning freestyle swimming. The shortcomings found in this self-examination teaching

style are: (1) There are students who feel the most right among their friends, (2) Students feel ashamed to express their shortcomings (3) Most students interpret that everything is done right.

Thus, based on the results of the research and the results of the analysis above, it turns out that the value of the skills of students trained in training teaching styles is superior to the self-examination teaching style. therefore the researcher recommends that the teaching style of exercise have a higher influence than the teaching style of self-examination in an effort to improve learning freestyle swimming.

c) **The Difference Between Teaching Teaching Style and Teaching Style Self Check Against Freestyle Swimming Learning at Kusumanegara STKIP Jakarta Education Students. (A2 x A3)**

In the group of students trained in command style teaching and teaching style self-examination did not have a significant difference. In contrasting the values of the two treatment groups there is a p-value of 0.344. When compared with the significance standard of 0.05 or 5%, the p-value of  $0.344 > 0.05$  means that  $H_0$  is accepted and  $H_1$  is rejected. Then it can be concluded that there is no difference in the value of learning freestyle significantly between the command style teaching group and the teaching style group self-check and the value of freestyle swimming learning outcomes of students trained in high / low command style teaching with the value of groups trained teaching style self-check on Kusumanegara STKIP Jakarta Education Education students.

Thus, based on the results of the research and the results of the analysis above, it turns out that the value of the skills of students trained in command style teaching is the same as the self-examination teaching style. therefore the researcher recommends that the command style of teaching and teaching style self check there are no clear differences in results in an effort to improve learning freestyle swimming.

d) **Effect of Interactions Between Teaching Style and Confidence in Learning Outcomes Freestyle swimming in Kusumanegara STKIP Jakarta Education Education students**

From the results of analysis and hypothesis testing between teaching styles (A), then the researcher determines how much the interaction between teaching styles (A) and self-confidence (B) relates to freestyle swimming learning at Kusumanegara STKIP Jakarta Sports Education students. Based on the results of the analysis of research data, it was stated that there was an interaction between teaching styles (A) with student confidence (B). On the value of Testing Interaction between the two groups (AxB) there is the price of the  $F_0$  value (AB) = 58,889 with p-value =  $0,000 < 0,05$  or  $H_0$  rejected. This means that there is a very significant interaction effect between factors A (teaching style) and factor B (confidence) on freestyle swimming learning in Kusumanegara STKIP Jakarta Sports Education students. Furthermore, it can be seen from the results of the analysis that the influence of the teaching style and self-confidence variables on learning freestyle swimming is  $RSquared = 0.741 \times 100 = 74.10\%$ .

Thus the results of the hypothesis test prove that there is an analysis of the interaction between teaching styles including training teaching style, command style teaching and self-examination teaching style (A) with confidence (B) on freestyle swimming learning outcomes in Kusumanegara STKIP Jakarta Education Education students. So that it can be concluded that there is an interaction between teaching style exercises, command teaching style and self-examination teaching style.

In learning swimming in addition to good motor skills, learners or students are required to have high self-esteem, because swimming learning is done in swimming pools, logically how can students be able to take lessons but when swimming in a deep place they do not have confidence thus causing unwarranted anxiety and even panic and this also causes accidents in the water such as sinking or cramping. In the end, students could not absorb the knowledge taught by lecturers when swimming courses. Furthermore, students who have good self-confidence can receive stimulation of movement, feel, grow and develop movement skills so that the students of STKIP Kusumanegara Jakarta Sports Education become skilled in following swimming courses, especially in the crawl swimming style (freestyle).

From the description above, it can be interpreted that the occurrence of high interaction between teaching styles that are trained with training teaching styles, command style teaching and teaching styles check for high self-confident students and low self-confident students. Thus it can be concluded that there is an interaction between teaching style and confidence in freestyle swimming learning in Kusumanegara STKIP Jakarta Sports Education students.

## **5. Conclusions**

Based on the results of the research and the results of the analysis above, it turns out that the value of the skills of students who are trained in low self-confidence category command style teaching is lower / lower than the teaching style of self-examination of low self-confidence students. Therefore the researcher recommends that the teaching style of self-examination in the low self confidence category be more influential than the command style teaching style of the low self-confidence in an effort to improve learning freestyle swimming.



Drawing conclusions is based on the findings of experimental treatment by level research, with the independent variables namely teaching styles including exercise teaching style, command teaching style, self-examination teaching style and moderator variables namely self-confidence and the dependent variable resulting from freestyle swimming learning. The conclusions in this study are in accordance with the submission of hypotheses, from the results of hypothesis testing conducted can be concluded that:

- a) There is a difference between the style of teaching practice and the command style of teaching the results of freestyle swimming learning in students of Kusumanegara STKIP Jakarta Education
- b) There is a difference between the style of teaching practice and the teaching style of self-examination of the results of freestyle swimming learning in students of Kusumanegara STKIP Jakarta Education
- c) There is no difference between the command style teaching style and the teaching style of self-examination of the results of freestyle swimming learning in Kusumanegara STKIP Jakarta Sports Education students.
- d) There is an influence of the interaction between the style of teaching and self-confidence in the results of freestyle swimming learning in students of the Kusumanegara STKIP Sports Education Jakarta
- e) There are differences in the results of freestyle swimming learning outcomes between the high confidence category teaching exercise style and the high confidence category commando teaching style in the Kusumanegara STKIP Jakarta Sports Education students.
- f) There are differences in the results of freestyle swimming learning outcomes between the high self confidence category teaching practice style and teaching style self-check the category of high self-confidence in the Kusumanegara STKIP Jakarta Sports Education students.
- g) There are differences in the results of learning styles of free swimming between the command style teaching style of high self confidence and teaching style self-check the category of high self-confidence in Kusumanegara STKIP Jakarta Sports Education students.
- h) There is no difference in the results of freestyle swimming learning outcomes between the low confidence category teaching exercise style and the low confidence category commando teaching style in Kusumanegara STKIP Jakarta Sports Education students.
- i) There are differences in the results of freestyle swimming learning outcomes between the low confidence category exercise teaching style and the teaching style of self-checking the low self confidence category in the Kusumanegara STKIP Jakarta Sports Education students.
- j) There is a difference in the results of learning the free style swimming between the low self confidence category command style teaching and the teaching style self check low self confidence category in the Kusumanegara Jakarta Sports Education STKIP students.

Thus to improve the learning outcomes of freestyle swimming in students of Sports Education Kusumanegara Jakarta College of Teacher Training and Education can be improved through teaching styles including training style teaching, command style teaching and self-examination teaching style by controlling self confidence first.

The results showed that there was an influence of teaching style and confidence in the results of learning freestyle swimming. This research strengthens the knowledge and theory that the variable of learning outcomes in free style swimming is influenced by the teaching style. In this connection the research results obtained are consistent with the proposed theoretical model and design.

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