

Model of Teaching Style Toward Crawl Swimming Result Study

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Abstract

The aim of this experimental study was to determine the effect of teaching style in physical education and self-confidence toward crawl swimming result study for physical education student college in STKIP Kusumanegara Jakarta. The teaching styles are divided into three parts, namely training teaching style, commando teaching style and self check teaching style with self confidence as a moderator variable are divided into two parts, namely high self confidence and low self confidence. Experimental method using design of treatment by level 2x3. The sample consisted of 60 students divided into 6 groups, each consisting of 10 people. Data analysis technique is a two-way analysis of variance (ANOVA) followed by T-Dunnet test at a significance level $\alpha = 0.05$ level. Before analysis, there are a test requirement of analysis such as normality test by Liliefors and homogeneity test by Barlett test. The results of this study indicate that (1). Overall, training teaching style has a better effect than commando teaching style toward crawl swimming result study for physical education student college in STKIP Kusumanegara Jakarta, (2) Overall, training teaching style has a better effect than the self confidence teaching style toward crawl swimming result study for physical education student college in STKIP Kusumanegara Jakarta, (3) Overall, self confidence teaching style has a better effect than the commando teaching style toward crawl swimming result study for physical education student college in STKIP Kusumanegara Jakarta, (4) Overall there is a high interaction between teaching styles form and confidence toward crawl swimming result study for physical education student college in STKIP Kusumanegara Jakarta, (6) Training teaching style, commando teaching style and self check teaching style has a high influence on the ability of crawl swimming result study in the high confidence group

Keywords

teaching style influence, confidence and crawl swimming,

1. Introduction

I see and pay attention to the problems that occur at the SKTIP College (Kusuma Negara). It lies in the quality of the lecturers who teach swimming courses. and do not have the right way of teaching students aged 18 years and above and can be classified as the age of an adult who is clearly different in character with students at school age (age 6-17 years) so that the teaching that occurs is not effective and efficient. Following are the swimming pool results data of STKIP KUSUMA NEGARA students in the Sports Education study program that students of 2018 with a total of 120 people have received swimming courses, but not all have passed well, can be seen in the following chart:

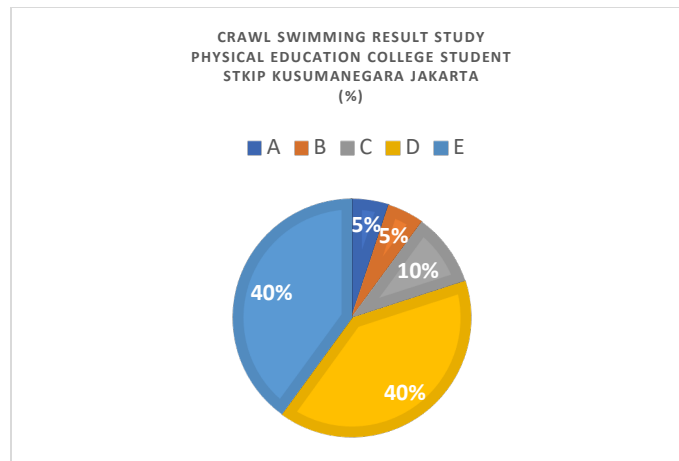


Figure 1. Graph Analysis

A: 5%, B: 5%, C: 10%, D: 40% Not graduating, E 40% Fail, TOTAL students who fail are: 80%

Research related to teaching style by Aktop, A., Karahan, N. Turki (2012) revealed that physical education teachers who teach in elementary and junior high schools (junior high schools) are more dominant using the "command" teaching style and "exercise" teaching style. . While teaching style "Self Check", "Divergent discovery", "Guided Discovery" are very rarely used, the teaching strategy used is teacher-centered. Then research on teaching styles by Cothran, Kulinna and Ward (2000) Greece, which revealed that physical education teachers tended to use reproductive teaching styles rather than productive teaching styles. The efficiency and effectiveness of swimming learning is also related to the problem of self-confidence. Achievement of learning outcomes requires a long process and requires self-confidence which is usually defined as a process that stimulates behavior or moves us to act, self-confidence for practice and learning is the most important aspect to learning swimming, so that "confidence" is a moderator variable that also affects results learn student swimming. Therefore in this study I tried to prove and experiment whether the theory of the teaching style of physical education "Mosston, Muska and Sara Ashworth" was suitable for students. This study aims to get an overview of the influence of teaching style, and confidence in the results of freestyle swimming scores for students aged 18-26 years. In particular the implementation of this study aims to find out:

- Differences in the value of student freestyle swimming as a result of command style teaching, exercise teaching style and self-examination teaching style.
- Interaction between command style teaching, exercise teaching style, self-examination teaching style and confidence in improving student freestyle swimming scores.
- The right teaching style to improve swimming learning outcomes.
- The right teaching style is given to students who have high self-esteem
- The right teaching style is given to students who have low self-confidence

In addition, information about factors (mental and psychological) namely "self-confidence" that also affects learning outcomes is needed to find out how much students have the desire to make an effort to achieve swimming learning goals.

2. Methodology

The study was conducted using the experimental method. This study consists of:

- Dependent variable: the result of learning freestyle swimming
- independent variables: teaching style (practice, command, self check)
- moderator variable, namely: confidence.

The research design used was treatment by level 2 x 3, where the independent variables were classified into 3 (three) teaching styles (A), namely the style of teaching practice (A1), command style teaching (A2) and self-examination teaching style (A3) . While the moderator variables are classified into two levels of self-confidence (B), namely high self-confidence (B1) and low self-confidence (B2).

Table 1. Treatment by Level 2x3 Research Design

| Treatment Variabel Attribute Style | | Teaching Style (A) | | |
|---------------------------------------|------------------------|-------------------------------|-------------------------------|-------------------------------|
| | | Training (A ₁) | Command (A ₂) | Self Check (A ₃) |
| Self Confidence (B) | High (B ₁) | A ₁ B ₁ | A ₂ B ₁ | A ₃ B ₁ |
| | Low (B ₂) | A ₁ B ₂ | A ₂ B ₂ | A ₃ B ₂ |
| Total | | A ₁ | A ₂ | A ₃ |

Information :

A1B1: A group of students who have high self-confidence are taught with an exercise teaching style

A2B1: A group of students who have high self-confidence are taught by teaching style

A3B1: Groups of students who have high self-confidence are taught in the form of self-examination teaching styles

A1B2: Groups of students who have low self-esteem are trained in a training teaching style

A2B2: Groups of students who have low self-confidence are trained in command style teaching

A3B2: Groups of students who have low self-confidence are trained in the form of self-examination teaching style

A1: Exercise teaching style

A2: Command style of teaching

A3: Form a self-examination teaching style

B1: High self-confidence

B2: Low self-confidence

The description of the comparison / difference of data from the results of this study aims to provide an overview of the different teaching styles which are divided into 3 treatment groups, namely teaching style training, command teaching style and self-examination teaching style. To find out the description of the data, the researcher uses the distribution of data distribution, the size of the location of the frequency distribution, data normality, data homogeneity and hypothesis testing. The data presented after processing from raw data using descriptive statistical methods, namely the maximum value, minimum value, range, average, standard deviation and variance

The population of this study were 6 semester 6th grade students totaling 60 people, STKIP Kusuma Negara sports education department. In determining the sample the researcher uses total sampling because the number of samples is the total of the total population. The sample of students took the year swimming course for 2017/2018 totaling 60 people. The gradual nature of the sampling technique was also carried out, namely by giving a self-confidence questionnaire. The first stage of the sampling technique is based on the average score (mean), then divided into two for high self-confidence and the results of good and good freestyle swimming scores, low self-esteem and the results of bad freestyle swimming values.

3. Analysis Data

Data description of the level of freestyle swimming learning in the teaching style group exercises, command and self check

Information :

- a) A: Teaching style
- b) B: Confident
- c) A1: Exercise teaching style
- d) A2: Command style of teaching
- e) A3: Teaching style Check yourself
- f) B1: High Confidence
- g) B2: Low self confidence

Table 2. Summary of research results and analysis

| Self Confidence (B) | Sampling | Teaching Style (A) | | | Amount | Range |
|---------------------------|-----------|--------------------|--------|--------|---------|-------|
| | | A1 | A2 | A3 | | |
| High (B1) | 1 | 25 | 22 | 16 | | |
| | 2 | 24 | 18 | 12 | | |
| | 3 | 25 | 22 | 13 | | |
| | 4 | 24 | 19 | 18 | | |
| | 5 | 25 | 20 | 15 | | |
| | 6 | 23 | 20 | 16 | | |
| | 7 | 25 | 16 | 15 | | |
| | 8 | 24 | 12 | 10 | | |
| | 9 | 25 | 21 | 14 | | |
| | 10 | 25 | 19 | 12 | | |
| AMOUNT | | 245.00 | 189.00 | 141.00 | 575.00 | |
| RANGE | | 24.50 | 18.90 | 14.10 | | 19.17 |
| Low (B2) | 1 | 19 | 20 | 20 | | |
| | 2 | 18 | 18 | 23 | | |
| | 3 | 18 | 17 | 22 | | |
| | 4 | 18 | 17 | 22 | | |
| | 5 | 19 | 15 | 19 | | |
| | 6 | 19 | 17 | 19 | | |
| | 7 | 18 | 20 | 20 | | |
| | 8 | 19 | 19 | 24 | | |
| | 9 | 19 | 22 | 24 | | |
| | 10 | 18 | 18 | 24 | | |
| AMOUNT | | 185.00 | 183.00 | 217.00 | 585.00 | |
| RANGE | | 18.50 | 18.30 | 21.70 | | 19.50 |
| HIGHEST AMOUNT | | 430.00 | 372.00 | 358.00 | 1160.00 | |
| HIGHEST RANGE | | 21.50 | 18.60 | 17.90 | | 19.33 |

Testing the hypothesis in the study was processed and analyzed using two-way analysis of variance (ANOVA) with treatment design design by level 2 x 3. Anova technique (analysis of variance) to test the main effect of differences between teaching style treatments (A) and differences between self-confidence (B) and testing the interaction of the two variants (interaction effect), namely between the style of teaching and self-confidence (Interaction AB). After that, it was continued by using the Dunnet t-test to find out the variance / difference between groups in the teaching style treatment (A) with confidence (B). To see the results of anava analysis between teaching style groups using SPSS 17 application, the researcher compiled and looked at variance differences between teaching styles (A) according to the proposed hypotheses including: differences between teaching styles and command style teaching (A1xA2), differences between the style of teaching exercise with self-examination teaching style (A1xA3) and the difference between teaching style teaching and self-examination teaching style (A2xA3).

Before looking at the variance between the styles of teaching practice, command, and checking yourself first To see the differences between teaching style groups with confidence, then a further test is carried out with the overall homogeneity test. Next to test the homogeneity of the six groups using the Levene's Test group using SPSS 17. After the sample has the same or homogeneous variant, the data is continued by testing how much the difference and the influence of the six groups of the average freestyle swimming learning value. After knowing the main effects (Main Effect) and the influence of interaction (Interaction Effect) style of teaching with confidence. then the researchers looked at and analyzed the differences in contrast tests between treatment groups. This aims to see in detail or simpler the differences between treatment groups.

4. Results

Descriptive analysis of statistics can be seen in the following table:

Table 3. Variant Differences Between Teaching Style Exercises, Teaching Style Teaching, and Teaching Style Check yourself.

| A | Mean | Std. Deviation | N |
|--------------|-------|----------------|----|
| Latihan | 25,59 | 11,989 | 20 |
| Komando | 18,45 | 2,395 | 20 |
| Periksa Diri | 17,50 | 4,085 | 20 |
| Total | 20,51 | 8,171 | 60 |

In the mean column obtained the average teaching style of exercise = 25.59, command teaching style = 18.45, teaching style self check = 17.50 and the average in command training = 11.989. This means that descriptively the teaching style of teaching is superior in improving free swimming learning compared to the command teaching style and self-examination teaching style. Then visually the average learning value of the three groups freestyle swimming is presented in the following graph:

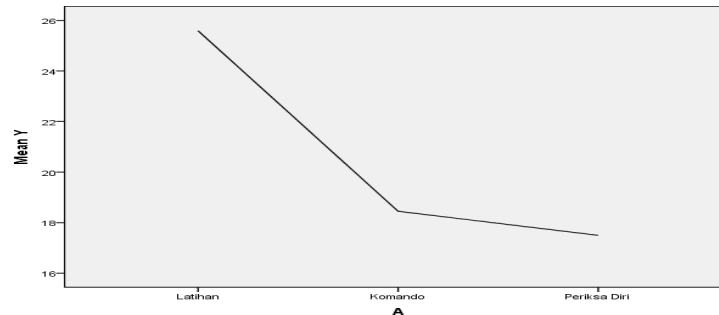


Figure 2. the average group teaching exercise style, command teaching style, and self-examination teaching style.

Table 4. Descriptive analysis of statistics Styles teach with confidence in learning freestyle swimming.

| Teaching Style | Self Confidence | Mean | Std. Deviation | N |
|----------------|-----------------|-------|----------------|----|
| Training | Hight | 24,50 | ,707 | 10 |
| | Low | 18,50 | ,527 | 10 |
| | Total | 21,50 | 3,137 | 20 |
| Komando | Hight | 18,90 | 3,035 | 10 |
| | Low | 18,30 | 2,003 | 10 |
| | Total | 18,60 | 2,521 | 20 |
| Periksa Diri | Hight | 14,10 | 2,378 | 10 |
| | Low | 21,70 | 2,058 | 10 |
| | Total | 17,90 | 4,459 | 20 |
| Total | Hight | 19,17 | 4,843 | 30 |
| | Low | 19,50 | 2,271 | 30 |
| | Total | 19,33 | 3,754 | 60 |

The results of descriptive data analysis above show that freestyle swimming learning for students taught with: training teaching style is 21.50, command teaching style is 18.60 and self-examination teaching style is 17.90. This means that in general there are differences in the results of learning styles of free swimming between teaching style exercises, command teaching styles and self-examination teaching styles. Furthermore, for students taught with training teaching style and command teaching style, the results were $24.50 > 18.90$ so that the value of learning freestyle swimming in students was confident that Hight was better than students with low confidence. But it is inversely proportional to students who are taught in self-examination teaching style, with results that we can see in the table above at $21.70 > 14.10$ it turns out that self-examination teaching styles are taught to students with low self-confidence the results are better than students with confident Hight.

Table 5. Levene's Test of Equality of Error Variances^a

| F | df1 | df2 | Sig. |
|-------|-----|-----|------|
| 3,619 | 5 | 54 | ,057 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + A + B + A * B

From the variance analysis test table using Levene's Test above there is a price for Levene's test with statistics $F = 3.619$ with $df = 5$ and $df = 54$ at $p\text{-value} = 0.057 > 0.05$. So that the data to 6 sample data groups have the same or homogeneous variants. As for knowing the differences and the influence of the six groups can be seen in the following test of between table:

Table 6. Differences in Average Learning Value Groups Swimming freestyle Between Summary of Teaching Style (A) and Confidence (B).

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-----------------|-------------------------|----|-------------|----------|------|
| Corrected Model | 616,333 ^a | 5 | 123,267 | 30,960 | ,000 |
| Intercept | 22426,667 | 1 | 22426,667 | 5632,744 | ,000 |
| A | 145,733 | 2 | 72,867 | 18,301 | ,000 |
| B | 1,667 | 1 | 1,667 | ,419 | ,520 |
| A * B | 468,933 | 2 | 234,467 | 58,889 | ,000 |
| Error | 215,000 | 54 | 3,981 | | |
| Total | 23258,000 | 60 | | | |
| Corrected Total | 831,333 | 59 | | | |

a. R Squared = ,741 (Adjusted R Squared = ,717)

From the table above it can be analyzed that there are 2 interpretations, namely the main effect and the Interaction Effect, while the analysis is described below:

$F_o(A) = 18.301$ with $p\text{-value} = 0,000 < 0.05$ or H_0 rejected. This means that there is an influence on the teaching style of teaching, the command style of teaching and the style of teaching self-examination of the results of learning free style swimming. $F_o(B) = 0.419$ with $p\text{-value} = 0.520 > 0.05$ or H_0 accepted. This means that there are differences in the results of freestyle swimming learning between confident High students and low-confident students.

$F_o(AB) = 58,889$ with $p\text{-value} = 0,000 < 0,05$ or H_0 rejected. This means that there is a significant effect of interaction between factor A (teaching style) and factor B (confidence) on learning freestyle swimming in these students. 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 $RSquared = 0.741 \times 100 = 74.10\%$. The effect of interaction between teaching styles (A) and self-confidence (B) on learning freestyle swimming is presented in the following figure:

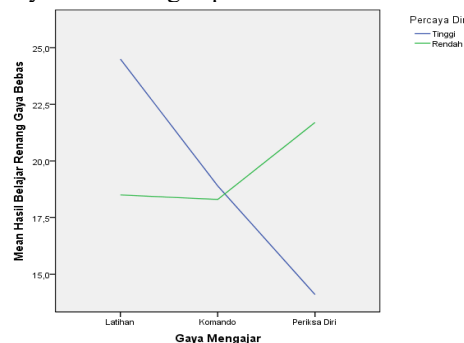


Figure 2 Interaction Value Graph Learning swimming freestyle Between Teaching and Confidence Style (AXB).

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 Fo 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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Biographies

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