

Basic Attitude Ability of Early Childhood in Aquatic Learning

Anne Hafina, Lutfi Nur, Nandang Rusman

Universitas Pendidikan Indonesia

Bandung, Indonesia

annehafina@upi.edu, lutfinur@upi.edu, nandangrusmana@upi.edu

Abstract—The purpose of this study was to look at the ability of early childhood attitudes in aquatic learning. This research uses a descriptive method. The subjects in this study were eight students of children aged 5-6 years. The instrument in this study uses structured observation and field notes about children's basic attitudes which include respecting rules, sharing equipment, without fear, listening to instructions and willingness to participate. The data analysis technique used is descriptive statistics. The results showed that the ability of the basic attitudes of children aged 5-6 years was still in the start developing category. This can be seen from the findings that the acquisition of the basic attitude score was 42.5%. Providing stimulus in the form of appropriate learning methods is needed to improve the child's basic attitude.

Keywords—aquatic learning; basic attitude ability; early childhood

I. INTRODUCTION

A period that is very important for the growth and development of children, namely in preschool. At that time, the growth and development of motoric and intelligence of children developed rapidly [1,2]. So that at that time it was considered appropriate to introduce water and basic swimming activities. At the age of 3-7 years, children can be introduced to ideal exercise, at the age of 10-12 years for specialization, while the age between 16-18 years is the age of achievement [3,4]. Unfortunately, swimming lessons at school are not directly implemented continuously because of certain considerations. Curricula, programs, materials, facilities and infrastructure, facilities, and methods and assessments are taken into consideration in the implementation of aquatic learning in schools. In fact, the learning process is an effort to improve the quality of learning to achieve the expected goals. In developed countries the preschool aquatic program is more focused on the introduction of motoric aspects in water as a basis for basic swimming skills. Children are not taught to be great swimmers but to remain in the water independently and enjoy the activities carried out [3].

Swimming skills can be obtained more readily at the age of 5 years. So that the ability of the child's basic attitude is more ready to be stimulated at that age. The ability of basic attitudes is closely related to the affective aspects or important parts of emotional intelligence and is part of individual development [5,6]. Aquatic learning also needs to provide a stimulus for the

ability of the child's basic attitude, so that not only in motor skills in swimming, but emotionally also needs to be stimulated well by educators. Other research states that basic attitudes are a component of student affection which is an important part of learning [7]. The ability of the child's basic attitudes to be of particular concern in aquatic learning includes fearlessness in water, attitude to sharing swimming equipment with friends, obeying rules, listening to instructions, and the desire to participate [8,9]. This basic attitude needs to be pushed towards the positive and is one indicator in measuring the success of preschool aquatic learning [9].

Previous studies were carried out on science in aquatic learning [3,6,10]. However, studies that focus on knowledge and understanding the ability of the basic attitudes of early childhood in aquatic learning are still limited. So that in this study, researchers wanted to understand information about the basic attitudes of students during learning. The purpose of this study is to look at the basic attitudinal abilities of early childhood in aquatic learning.

II. METHODS

This research uses a descriptive method. The number of samples involved in this study were 8 students (5 men and 3 women) aged 5-6 years. Subjects involved were children aged 5-6 years. The study was conducted at the Kindergarten. This research was carried out for about one month. The number of samples in this study were 8 children. The instruments used in this study are structured observation, field notes and documentation of children's basic attitude in aquatic learning which includes respecting rules, sharing equipment, without fear, listening to instructions and willingness to participate. Data analysis techniques in this study use descriptive statistics.

III. RESULTS

This study provides an overview of a particular phenomenon, namely the ability of basic attitudes of children aged 5-6 years in aquatic learning. Based on the data taken, the acquisition of basic attitudes data of children aged 5-6 years. To provide a further description of the following, the researcher shows the description of the data as a whole as follows:

TABLE I. DATA DESCRIPTION OF TOTAL OBSERVATION ATTITUDES VALUE

Total	17
Mean	2,13
Standard Deviation	1,13
Maximum Score	4
Minimum Score	1

Table 1 Shows a description of the total data on the value of observing the basic attitudes of early childhood in aquatic learning. The total score obtained for all aspects is 17, with an average score of 2.13, a standard deviation of 1.13, a maximum score of 4, and a minimum score of 1.

Here is a table of basic attitudes in preschool aquatic learning [9]. Aquatic learning especially swimming can improve children's interpersonal skills, and their self-confidence [3,11].

TABLE II. INDICATORS OF ASPECT ASSESSMENT OF BASIC ATTITUDES IN AQUATIC LEARNING

No	Assessment Aspect	(√)
1	Without fear (WF)	
2	Share swimming gear with friends (SSG)	
3	Obey the rules (OR)	
4	Listen to instructions (LI)	
5	Desire to participate (DP)	

Table 2 shows aspects of basic attitude assessment in aquatic learning for children aged 5-6 years. The research aspect consists of: 1). No fear, 2). Share swimming gear with friends, 3). Obey the rules, 4). Listen to instructions, 5). The desire to participate.

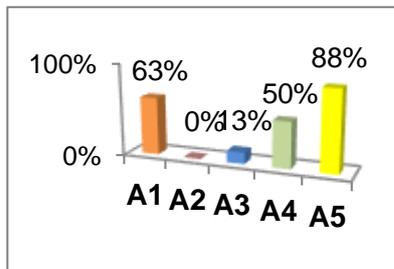


Fig. 1. Score chart based on assessment aspects.

From the graph above, it can be seen that the aspect of assessment that has the highest score is the aspect of the desire to participate (A5) with a percentage score of 88%. The aspect of assessment that obtained the lowest percentage percentage is the aspect of Swimming Equipment Sharing with Friends (A2) with a percentage of 0%. To give a further picture, the following data are presented in graph form which are approved scores based on the research sample.

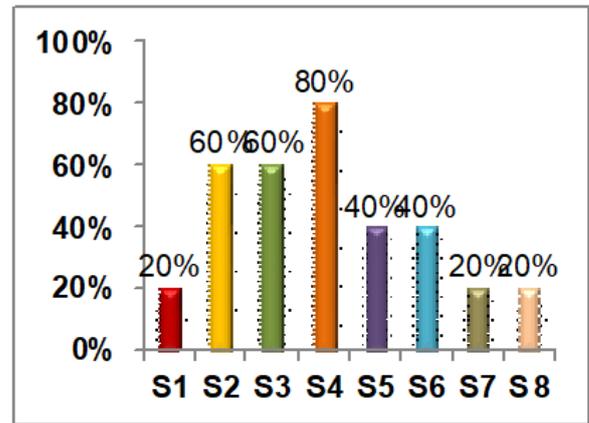


Fig. 2. Graph of score based on research samples.

The graph above shows the percentage of scores obtained for each research sample. The sample that got the highest score was S4 sample with a percentage score of 80%, a score of 60% obtained from the S2 and S3 samples, the S5 and S6 samples obtained a score of 40%, while the rest obtained a score of 20%, namely S1, S7 and S8.

From figure 2 it can be seen the data related to the percentage score of aspects of the child's basic attitude in aquatic learning. The data can then be converted into the following categories:

TABLE III. ACHIEVEMENT CATEGORIES PERCENTAGE BASED SCORES

Category	Percentage Range
Undeveloped (UD)	0% - 25%
Start to Grow (SG)	26% - 50%
Developing As Expected (DAE)	51% - 75%
Very Good Development (VGD)	76% - 100%

By using table 3 the score achievement category the researcher gives a further picture by giving the individual sample score category as follows:

TABLE IV. ASSESSMENT CATEGORIES BASED ON INDIVIDUAL SAMPLES

Subject	Score	Assessment Category
S1	20%	Undeveloped (UD)
S2	60%	Developing As Expected (DAE)
S3	60%	Developing As Expected (DAE)
S4	80%	Very Good Development (VGD)
S5	40%	Start to Grow (SG)
S6	40%	Start to Grow (SG)
S7	20%	Undeveloped (UD)
S8	20%	Undeveloped (UD)

Table 4 provides an overview of assessment categories based on individual samples. Overall the following is the distribution of sample scores based on the rating category:



Fig. 3. Percentage of overall score based on achievement category.

From the circle diagram above, information can be obtained that 37.5% of children reach the Undeveloped (UD) category, 25% of children reach the category of Start to Grow (SG), 25% of children reach the Growing Expectation (DAE) category, and 12.5 % of children reach the category of Very Good Developing (VGD).

IV. DISCUSSION

The results showed that the ability of the basic attitudes of children aged 5-6 years in the Kindergarten as a whole was only 12.5% which entered the category of very well developed. The rest is only included in the category of starting to develop, developing according to expectations, until it has not yet developed. Based on this, it indicates that the ability of the basic attitudes of early childhood has not developed optimally. Therefore, it is of course necessary to use several things as an effort to deal with this. Efforts made to improve the ability of the child's basic attitude are through play and games, because for children, playing activities have a very important meaning, that's where children can get the true meaning of learning [2,4,12,13]. Aquatic learning activities are included, meaning aquatic learning must be given through games from the beginning to the end of learning, because aquatic games can be said to be activities that involve children in the experience of playing in water as interesting activities, recreation, and competition [14,15]. Efforts were made to obtain data on the ability of the basic attitudes of children as mentioned above, namely through the stimulus of aquatic learning with the following stages: making aquatic learning plans (determining the Basic Competencies achieved, indicators of the success of aquatic learning, determining the steps of activities, determining the allocation of time, prepare facilities, determine assessment tools), then carry out activities. The implementation of the activity is divided into three, introduction, core and closing. The introduction is filled with activities of marching, praying, apperception, motivation, stretching warmth, going down the pool ladder, walking freely along the width of the pool, knowing the water consciously putting the face into the water, and introducing water unconsciously with the ball taking game. Then the core of aquatic learning with instructional stimuli such as moving both legs up and down while sitting at the edge of the pool, moving both legs up and down while lying on your stomach holding on to the edge of the pond, dissipating by moving both legs up and down with the help of a buoy as far as 10 meters (the width of the pool), breathe with the entire face into the water with a simple swimming motion,

float with a simple swimming motion for 10 counts or as far as 5 meters. The closing was filled with games with oray-orayan.

V. CONCLUSION

The results showed that the ability of the basic attitudes of children aged 5-6 years was still in the start developing category. This can be seen from the findings that the acquisition of the basic attitude score was 42.5%. Based on the results of research and discussion, the suggestions that can be put forward are to find alternative solutions to improve the ability of basic attitudes in aquatic learning. The things that need to be done include improving teacher competency by applying effective learning models and improving existing facilities in schools in order to improve the potential development of students. After that, for further researchers it is necessary to expand the scale of the subject to be sampled and make it possible to try several alternative learning models to develop the potential of early.

REFERENCES

- [1] E. Mulyasa, *Manajemen PAUD*. Bandung: PT Remaja Rosdakarya, 2012.
- [2] Y.N. Sujiono, *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: PT Indeks, 2013.
- [3] E. Susanto, *Pembelajaran Akuatik Bagi Siswa Prasekolah*. Cakrawala Pendidikan, November 2009, Th. XXVIII, no. 3, pp. 282-295, 2009.
- [4] H. Rusmayadi, *Bermain dan Permainan*. Kementerian dan Kebudayaan Direktorat Jendral Guru dan Tenaga Kependidikan, 2016.
- [5] L. Nur, *Nilai Karakter, "Berpikir Kritis dan Psikomotorik Anak Usia Dini,"* *Jurnal Ilmiah VISI PGTK PAUD dan DIKMAS*, vol. 13, no. 1, Juni 2018, pp. 29-35, 2018.
- [6] T. Sato, D.W. Ellison and K. Eckert, "African American pre-service physical education teachers' learning about aquatic courses," *European Physical Education Review*, 2018.
- [7] A.A. Malik, "Ular Tangga Olahraga" *Media Permainan Edukatif untuk Olahraga dengan Menggunakan Sistem Sirkuit Training bagi Siswa Kelas X SMA Negeri Ajibarang Tahun 2013,* *ACTIVE: Journal of Physical Education, Sport, Health and Recreations*, vol. 2, no. 10, pp. 630-636, 2013.
- [8] S.J. Langendorfer and B.D. Lawrence, *Aquatic Readiness. Developing Water Competence in Young Children*. Canada: Human Kinetics Publisher Inc., 1995.
- [9] E. Susanto, "Model pembelajaran akuatik siswa prasekolah," *Journal of Physical Education and Sports*, vol. 1, no. 1, pp. 36-47, 2012.
- [10] H.A. Rocha, D. Marinho, N.D. Garrido, L.S. Morgado and A.M. Costa, "The acquisition of aquatic skills in preschool children: deep versus shallow water swimming lessons," *Motricidade*, vol. 14, no. 1, pp. 66-72, 2018.
- [11] M. Sari, "Peningkatkan Kecerdasan Kinestetik melalui Kegiatan Bermain Air," *Jurnal Pendidikan Anak Usia Dini*, vol. 8, Edisi I, pp. 373-382, 2014.
- [12] P. Conatser, E. James and U. Karabulut, "Adapted Aquatics for Children with Severe Motor Impairments," *International Journal of Aquatic Research and Education*, vol. 10, no. 3, pp. 5, 2018.
- [13] F.M.M. Lucas, "The Game as an Early Childhood Learning Resource for Intercultural Education," *Procedia - Social and Behavioral Sciences* vol. 237, no. 2017, pp. 908-913, 2017.
- [14] S.J. Langendorfer, "Changing Learn-to-Swim and Drowning Prevention Using Aquatic Readiness and Water Competence," *International Journal of Aquatic Research and Education*, vol. 9, no. 1, pp. 4-11, 2015.

[15] M.T. Matias and M.M. Parent, "Developing and Implementing a Community-level Para-Swimming Program," *International Journal of*

Aquatic Research and Education, vol. 11, no. 1, pp. 3, 2018.