

# Implementation of Swimming Training Practices

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## ABSTRACT

The lack of achievement of the objectives of carrying out swimming intracurricular activities is the background of the problem of this research. The aim of this study; describe the practice of training swimming from planning to evaluation. In this study the approach taken is through a qualitative approach. This means that the data collected is not in the form of numbers, but the data comes from interviews, field notes, personal documents, memo notes, and other official documents. So that the purpose of this qualitative research is to describe the empirical reality behind phenomena in depth, detail and completeness. Therefore the use of a qualitative approach in this study is to match the empirical reality with the prevailing theory using descriptive methods. The results of the study are: (1) Implementation of swimming training which was held by the Faculty of Sport Sciences, Padang State University Coaching Department was in accordance with the provisions in the practice guidebook. (2) Lack of attention from the management to the implementation of the training practices implemented. Because the manager only has the responsibility to submit students to where the practice is carried out. (3) The absence of communication between the management party practices training with the club where students carry out swimming practice practices

**Keywords:** *swimming training practice*

## 1. INTRODUCTION

According to the Law on the National Education System CHAPTER II Article 3 of the Law of the Republic of Indonesia (RI Law) NO 20 of 2003 [1]: "National education has the function of developing capabilities and forming dignified national character and civilization in order to educate the nation's life, aiming at developing potential students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen " The above quote contains hope for Indonesian people who are desirable in the future, namely Indonesian people who are wholly who include psychological aspects and physical aspects.

To meet the expectation of improving the quality of sports human resources, one of the institutions that plays a strategic role is the Faculty of Scientific Sciences, Padang State University (FIK UNP). This is stated in the purpose of the UNP FIK, namely: 1. Produce graduates who have attitudinal knowledge, and skills that are professional in the field of sports, moral, national-minded, have a high work ethic and noble character. 2. Produce reliable trainer instructors in various sports that have professional abilities. 3. Produce sports management/management personnel/consultants and sports match management services in the community. (4). Produce graduates who have an entrepreneurial culture in managing sports activities "[2] From the above quotation, it is clear that there are two competencies in the field of sports that will be possessed by students after graduation later, namely

professional academic competencies that are able to prepare students (Teacher Competence) and professional competencies who are able to work in sports outside of teacher training. One of the sports science (sport science) is sports training (Training Science or Trainingslehre). Sports coaching is essentially a science that addresses broad training problems because exercise is the main substance discussed in sports coaching. In accordance with one of the intra-curricular activities carried out by the sports science faculty coaching student, Practicing Train (PM), with practical activities training students is taught and required to be a good trainer, and can make and give birth to outstanding athletes. In order to later be able to create the seeds of new athletes who are of high quality and achievement.

As explained in the training practice guidebook [2], the practice of training is one of the intra-curriculum activities carried out by UNP FIK coaching students, including knowledge of skills, values and attitudes needed by students as prospective teachers and trainers through teaching assignments and mentoring and integrated training to lead to the formation of professionalism in sports teachers/trainers. Based on the preliminary observations in the field when the author carried out the practice of practicing swimming sports, the author did not find out what it was that actually trained, because when practicing practice, we were not training athletes at these clubs, but only teaching and training first-time children when you know swimming sports or rather we only teach children who don't know anything about swimming sports. There is also another example of the problem encountered

in the field is, when training students there were previously made an exercise program but in the implementation of the training it was not even in accordance with the program they had made. with what's in his head. Basically we are required to observe, know, learn and help with anything or how the process of training athletes, according to Rothig et al in Syafruddin (2012), training (training) is a process of action / action / action that complex of planned and objective influences with the aim of increasing sports performance. Harre in Syafruddin (2012) defines training as preparation for athletes to achieve their best sports performance.

### **1. Sports Training**

Some related terms about sports training include: the science of training, knowledge of training, training theory, coaching theory and the science of coaching. and if explored further, all these terms basically discuss aspects that are not much different from each other. As revealed by [3] sports coaching is: a. Sports science that studies and discusses the problem of athletes (people who practice), training problems (training) and achievement problems and how to improve and maintain the performance of a person or athlete through a programmed development process that is effective and continuous; b. Sports knowledge that provides information about practical experiences of the sport training process and information on the results of research related to other sports in an effort to optimize sports achievement. It is very clear from the above quote, that sports training that covers the whole of sports science (Training Science or Trainingslehre), talks about the problem of training extensively because training is the main substance discussed in sports coaching. Coaching talks about sports practice experiences and the results of sports science research, how an athlete's achievements go to world-class achievements, from what age he starts practicing, and so on.

### **2. Practice Training**

Coaching Education students' practice of training is one of the intra-curricular activities carried out by UNP, including knowledge skills, attitudes that are treated by students as well as trainers through teaching assignments, guided and integrated training to lead to the formation of professionalism of sports teachers/trainers. Therefore, the Department of Training Education is also a practical experience of training as a basis for having the ability to boost the athlete's achievements needed by the community. In taking this activity students will receive direct guidance from the tutor coach and all staff involved in this activity, the success of the business is very much dependent on students as well as prospective teachers or prospective trainees.

To achieve the implementation of the training experience assignments, written in the guidebook practice practice [2], it is necessary to follow the instructions as follows: 1. During the course of practicing the training period, it is endeavored that students concentrate on the main activities that can be carried out with the practical tasks of students can complete within a specified time. 2.

The success of students in collaborating with other parties, such as tutors, tutors, tutors, supervisors, and others. 3. If students want that relationship well, try to always be friendly, happy, polite, respect the opinions of others, objectives and so on. 4. Do not hesitate to ask for advice/guidance from the tutor coach and other people who might be able to provide the stone. 5. Avoid students from unfavorable habits such as criticizing someone without thinking logically, gossip, often not to avoid assignments and so on. 6. To be able to manage children to train well, you should pay attention to children to train, to pay attention to children practicing, the sympathetic to children training and so on. 7. Maintain attitude and behavior as expressions of students as trainers who will be role models for children to train. 8. The trainee and supervisor tutors are very useful as prospective trainers who are practicing practice.

Listed in the training practice manual (2014-12) are: 1. Carry out observations to the School/Association / Target along with the coach with the supervisor. 2. Plan and Exercise Program based on observations that have been made according to the club's work program. 3. Choose and use teaching or training strategies. 4. Practice Practicing in a group, school or sports target in a manner that has been set at least 18 times outside the test. 5. The progress of the child training. 6. Consultations with the supervisor of each exercise. 7. Make a report on the course of practice. A good coach that is most important for him to prepare for a training program that is right and right, and for students who will practice training certainly make the training program in accordance with what has been observed at the time of observation, and must be able to choose what form of exercise is more optimal given to athletes.

### **3. Exercise Program**

The training program is the first step prepared by a trainer, because all the activities or training that will be carried out have been presented in a training program, and a coach will not be mistaken in determining the method of training to be given [4]. In accordance with Syafruddin, he says that the training program is a plan of coaching and training activities created/compiled by the trainer to improve and maintain athlete's achievements.

## **2. RESEARCH METHODOLOGY**

### **2.1. Type of Research**

In this study the approach taken is through a qualitative approach [5]. This means that the data collected is not in the form of numbers, but the data comes from interviews, field notes, personal documents, memo notes, and other official documents. So that the purpose of this qualitative research is to describe the empirical reality behind phenomena in depth, detail and completeness. Therefore the use of a qualitative approach in this study is to match the empirical reality with the prevailing theory using descriptive methods.

## 2.2. Place of Research

This research site is in the lotus swimming pool of Padang city.

## 2.3. Research Information

Informants in this study were people who were within the scope of the place where the practice was practiced by Padang State University coaching students as well. The selection of informants in this study used snowball sampling (snowballs). The researcher selects the informant as follows:

1. Management practice training.
2. Coach.
3. Athletes.

## 2.4. Data Collection Techniques

In qualitative research, the data collection techniques used are participatory observation, structured interviews, and communication.

## 3. RESULT

The results of the study are: (1) Implementation of swimming training which was held by the Faculty of Sport Sciences, Padang State University Coaching Department was in accordance with the provisions in the practice guidebook. (2) Lack of attention from the management to the implementation of the training practices implemented. Because the manager only has the responsibility to submit students to where the practice is practiced. (3) The absence of communication between the management party practices training with the club where students carry out swimming practice practices.

## 4. CONCLUSION

- 1) The practice of swimming training is held by the Faculty of Sport Sciences, Padang State University Coaching Department in accordance with the provisions in the practice guidebook.
- 2) Lack of attention from the management to the implementation of training practices that are implemented. Because the manager only has the responsibility to submit students to where the practice is practiced.
- 3) The absence of communication between the manager's practice of training with the club where students carry out swimming practice practice activities.

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