

The Influence of Teaching Inclusion Style on Destination Swimming Learning

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ABSTRACT

This study aims to look at the effect of inclusive teaching styles on breaststroke swimming learning outcomes. The teaching style of inclusion has done a lot to understand and explain learners in sports. When using the inclusive teaching style approach, it can introduce various levels of tasks to be performed. Where the inclusion force assigns tasks that vary in their level. In the inclusive teaching style, students are encouraged to determine their level of appearance in doing breaststroke swimming. This article gives an influence on the learning outcomes of breaststroke swimming, with a difference of mean = 7.06, which means the difference in the score of the learning outcomes of the breaststroke renag between after and before being given the inclusion teaching style. The positive price is significant after being given an inclusive teaching style with a score of swimming breaststroke learning outcomes higher than before being given an inclusive teaching style. Furthermore, the statistical value of $t = 14.016$, with $db = 15$ and $sig.$ or $p-value = 0,000 < 0.05$ or H_0 rejected. Thus, it was concluded that there were significant differences in student learning outcomes in the breaststroke style between before and after being given an inclusive teaching style.

Keywords: Inclusive teaching, swimming breaststroke

1. INTRODUCTION

Swimming is an aquatic propulsion techniques defined by the action of per-iodik upper and lower limbs to overcome the power of the pulley and push the body forward (arbosa, Costa, Morais, et al., 2013).

In 1994, inclusion is presented as a promising new pedagogical approach at the World Conference on Special Needs Education in Salamanca (United Nations Educational, Scientific and Cultural Organization, 1994). Since then, the idea evolved into an internationally ideas discussed and investigated empirically (Göransson&Nilholm, 2014a), Dfurther an already promoted by the 2006 Convention on the Rights of Persons with Disabilities. However, inclusion is not a clearly defined concept (Göransson&Nilholm, 2014a; Reindal, 2016)

Instead, it is marked by ideas that are not elaborated and different ideas. However, now, there are a number of attempts in the English literature to systematize this diversity, the most recent was Göransson and Nilholm (2014a; the scientific backlash against their work, see Dyson, 2014; Florian, 2014; Göransson & Nilholm, 2014b). In a study based on the previous review and the results of database searches

recently covering the period 2004-2012, the authors found four different interpretations that led to the inclusion of four categories qualitatively different definitions.

Various types of definitions of inclusion and relationship hierarchical (Göransson & Nilholm, 2014a, p. 268): (a) the definition of placement - inclusion as the placement of students with disabilities / needs special support in general education classrooms, (B) establishes the definition of the individual - inclusion as meeting the needs of social / academic students with disabilities / special needs the support, (c) the definition of individual individual - inclusion as the fulfillment of social / academic all students and (D) the definition of community - inclusion as the creation of a community with specific characteristics.

The beginning of the kind of lesson will consist of demonstrations beginning skills, focus on cue skills and cognitive components of the throw. The task of learning where students will practice and apply these gestures emphasize autonomy and inclusion Mosston combine teaching style. Inclusion teaching style provides students with varying degrees of difficulty in practice the same skills.

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Based on previous research using a less complex breaststroke teaching style, we hypothesized that the inquiry teaching style would provide different breaststroke swimming learning outcomes in the PJKR Nikken UNP Student Program.

2. MATERIALS AND METHODS

This study design is experimental (Pre Experiments) one group pretest and posttest. The study was conducted on students of Nikken UNP PJKR totaling 16 people. While the instrument used in this study is the observation sheet form breaststroke swimming motion. The procedures in this study are:

The students in Sattu group of 16 people. Procedure The study was conducted in an outdoor column Nikken UNP, (ie, 2 hours per week), with a duration of 8 weeks.

Video recording and retention trials all participants were evaluated individually by the two observers (swimming coach). The observers were not involved in any way in the testing of experimental conditions. Each participant is identified by number only. Each observer measures time and rated the skills of students on the score sheet standards that reflect elements of breaststroke swimming technique. Observers are trained to use video and Stockwatch as an example to ensure the reliability of assessors and the scoring sheets per trial per student. Intra-observer reliability was examined after observation and evaluation of 16 students of the first day and 16 students of the same evaluation the next day.

Statistical analysis of the data was made by using SPSS version 24. Significance is determined at the 0.05 level. Before the data analyzed test data variance, the Kolmogorov-Smirnov test (KS test) the test for normality of the variables and the covariance matrix dilakukan equivalence test. There were non-significant values ($p < 0.05$), indicating that the data did not differ significantly from multivariate normality of variables, so that parametric tests can be applied.

3. RESULT AND DISCUSSION

The primary effect in this study is the difference of swimming learning outcomes breaststroke before being given teaching style inclusion and after being given teaching style inclusion.

The average percentage of learning outcomes swimming ability breaststroke before being given

teaching style inclusion 26.56 with 95% on average can estimate the population average between 24.83 to 28.29. While the average learning outcomes swimming breaststroke after being given teaching style inclusion at 33.63, and the average population estimate in the range of 31.54 till 35.71.

Ratios skewness and kurtosis, obtained: skewness sebelum inclusion di berikan teaching style = $0.129 / 0.564 = 0.229$ and skewness after inclusion diberikan teaching style = $0.608 / 0.5647 = 1.078$. and kurtosis sebelum inclusion diberikan teaching style = $1,070 / 1,091 = 0,981$ and kurtosis after inclusion diberikan teaching style = $1,021 / 1,091 = 0.936$. Because these results are not below -2 it can be assumed that the learning outcomes data renang breaststroke before and after given the inclusion of teaching style is a normal distribution.

Average breaststroke swimming learning outcomes of students before being given teaching style inclusion of 26.56 and a standard deviation of 3.245 and after being given the inclusion of teaching styles of 33.63 and a standard deviation of 3.914. This means there is a difference in descriptive average breaststroke swimming learning outcomes before and after given the inclusion of teaching styles.

Samples Correlations, kofesien obtained correlation score breaststroke swimming learning outcomes between before and after administration teaching style inclusion of 0.858 with sig figures. or p-value = $0.000 < 0.05$ or significant.

Paired Samples Test, obtained by the mean difference = 7.06 which means the difference score renang breaststroke learning outcomes between after and before the inclusion given teaching style. Positive price significantly after being given a teaching style inclusion score breaststroke swimming learning outcomes is higher than before given the inclusion of teaching styles. Next on the table is also obtained std.error mean that the standard error figures show an average difference. Furthermore, the most important outcome of this was the price statistics tebel t = 14.016, with db = 15 and number sig. or p-value = $0.000 < 0.05$ or H0 rejected. Thus, it was concluded that there are differences in learning outcomes of students renang breaststroke significant difference between before and after given the inclusion of teaching styles.

Terkait learning outcomes renang breaststroke, in this study teaching style offered inclusion in compiling scheme would breaststroke swimming lesson. Inclusion teaching style used in swimming breaststroke

categorized can give good results. This is evident from the difference of the average student learning outcomes owned before and setalh given the inclusion of teaching styles.

A survey Roelandt, (2019) to show that swimming instructor teaching survival skills in the end it should be reviewed. The difference between the 'socialization of water' and 'survival in the deep waters' can be defined as 'socialization water' practiced in the shallow end of the pool, while learning to survive done at the end. This requires a suitable teaching style in order to survive and to swim didala water.

With breaststroke swimming movements suda such things can be overcome, to bias perform breaststroke swimming, in a ditinjaulagiberlu planning on teaching styles employed. Inclusive teaching style is a style of teaching that gives the opportunity for someone to learn from the Simply put, all the more difficult part. With the inclusion of teaching style using the results of the study can be obtained with good swimming. The results of the study renag breaststroke other not only on how a person can survive well in water or in areas dakal.

"Inclusion Style" instruction can be used in many basic leadership activities as well as many more advanced sports skills. In activities such as adventure, archery, badminton, bowling, dancing, field hockey, floor hockey, gymnastics / fall, football, golf, lacrosse, pickle-ball, soccer, softball, handball team, tennis, volleyball, track & field and a large number of fitness lessons, "Style Inclusion" teaching can be utilized / person adjust teaching and learning scenarios in an effort to create a series of endless opportunities for students to find success. (Christenson, & Barney, 2009).

Last Gya usage of production is the force multiplier Inclusion. This means that the characteristic style of inclusions have varying skill levels who participate in instructional materials to choose the level of difficulty, where the student / students can perform these tasks. In the implementation of inclusive teaching style, teachers or students make the learning experience with various levels of difficulty. Students then make a choice about where they entered the lab in terms of degree of difficulty. Teachers will also be questioned students about the appropriateness of their choice (SueSee, Edwards, Pill, & Cuddihy.2018).

Hancox, quested, Ntoumanis, and Thøgersen-Ntoumani. (2018). Explains that,those who support the inclusion of showing the benefits resulting from the entering students with disabilities into general education

classes. Educators and all students (basically, everyone) benefit through interaction with different people. Integrate students with disabilities into the classroom can also force teachers to leave their comfort zone and learn new techniques to become a better instructor.

Proponents cite the inclusion of increased social interaction as a major benefit for students of all ability levels. Friendship, if not inconceivable, formed, and this bond allows children to understand the difference in the way that can not be done textbooks and formal classes. Although not a traditional subjects such as mathematics and science, diversity proved essential in creating an open-minded society. Throughout their lives, the students will meet with other people who do not think or act the way they do; to learn how to work and interact with these individuals, they gain not only in the classroom / outside the classroom, but also in life in general.

Based on the above findings, the impact of the inclusion of teaching styles to learningbreaststroke different swimming too, on gender and skill level of the student prior to use teaching style inclusion. Although the use of force widespread practice in the school or in college (college), the study was limited and very little learning pool (Proios, 2018).

So if we look further "Inclusion Style" teaching on Mosston's Spectrum of Teaching Styles is a brilliant teaching methods with a large number of opportunities, if the purpose of the teacher is to have all students in activities. Penguanan teaching style can be brought into the inclusion tersebut especially breaststroke swimming lesson. By using the style of inclusion, students easily understand every stage of the engineering path. So no hayaiklusi teaching style used for people disabilities but can also be used for normal people, for the smooth process of learning to do.

4. CONCLUSION

Teaching style inclusionaddressing a significant impact on the results hasi learned to swim breaststroke. This is evident from the difference in the average pretest and posttest learning outcomes breaststroke swimming owned by students.Teaching style inclusionactually means to develop the skills of students in learning the breaststroke swimming. Karean inclusion style of teaching provides learning services in the form of steps. For that we need a program or breaststroke swimming lesson plan that is structured, which includes usingteaching style inclusion,

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