

A Systematic Review of Teaching Swimming Based on Constructivist Approach

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Abstract—The constructivist approach to swimming learning is still doubtful. On the other hand, constructivist provides many opportunities for students to find the right way of learning. This study aims to determine the implementation of constructivist approaches in swimming learning. The research subjects were 6 research articles published online. Data were analyzed using the Miles and Huberman Model. The results of the study on constructivistic approaches to swimming learning are still rarely find. The results of data analysis found that constructivist approaches in swimming learning focused on developing patterns of thought and interaction to solve motion problems.

Keywords— *constructivist, swimming, teaching swimming based.*

I. INTRODUCTION

The constructivist approach developed rapidly in team sports learning. This approach is still rarely used for individual sports learning. On the other hand, constructivist has advantages, namely student-centered learning. The obligation of students to follow the instructions of the teacher, but students have the right to reconstruct the knowledge that has been obtaining. Students are free to submit new ideas in accordance with problem solving in learning [1]. The achievement of successful swimming learning is individual and technical. The ability of self-evaluation is needed to improve swimming. The concept of student-centered learning becomes an attraction for researchers to find out constructivist implementation in swimming learning.

II. METHOD

A. Research Design

The design of this study is a systematic review. The purpose of a systematic review is to obtain integrative information according to the research topic [2]. Constructivist in swimming learning is the topic of this research. Data collected in the form of research articles published online. The collected data is then conducted a meta review.

B. Unit Analysis

Meta review was conducted in 6 articles purposively. The subject selection requirements are articles of research results with the topic of swimming learning based on constructivist approaches. Articles used have been publishing online in journals or proceedings.

C. Data Collection

Researchers become data collection instruments. Data is taken from the first publication source. The validity of the data is determined by the suitability of the research results with the research topic (content validity).

D. Data Analysis

The qualitative approach was used in this study so that the data were analyzed using the Miles and Huberman Model [3].

III. RESULTS

The results of the search for research articles have a constructivistic approach to swimming learning in the 2002-2016 period, there are 6 articles. The six articles are published online by international journals. Researchers are from Canada, England, Melbourne, Ohio and Washington. Swimming learning using a constructivist approach has not received attention in Asian countries. The context of swimming learning here is not limited to physical education, but also coaching.

The focus of swimming learning based on constructivist approaches is in developing interactions between learners and teachers / instructors and thinking skills. Interaction patterns are built according to function, namely teachers / instructors as facilitators and learners as learning centers. Learners are given wide opportunities to reconstruct the experience of trying swimming styles. Then, recommend the idea of deciding the easiest way to master the swimming style.

The results of the study recommend a constructivist approach can be done in swimming learning by using Inderect Instruction and Teaching Games for Understanding Models. This approach can encourage learners to develop

feelings of motion in water. Finally, learners can make decisions about how to do an effective and efficient swimming motion.

IV. DISCUSSION

The constructivist approach has the potential to be developed in swimming learning. Interaction between instructors with learning or learners with learners is intertwined at the same time. Problems to master the motion technique can immediately find a solution because the discussion space is open. This assumption is built from the results of research on the synchronized swimmers team in Canada. Swimmers faster synchronize motion using indirect instruction [4]. The thought of using a constructivistic approach is focused on developing interaction and thinking skills [5].

V. CONCLUSION

The key to the success of constructivist approaches in swimming learning is the development of thinking and interaction skills. Thinking skills to be more sensitive to the learning environment and ability to master skills. The

context of the interaction in question is a discussion to find a solution to the problem of motion faced by the learner.

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