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Swimming Learning Method Early Childhood

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ABSTRACT
The purpose of this research is to learn new things and make discoveries. The second is to show or validate the accuracy of previously held beliefs, and the third is to ascertain how the model of early childhood swimming develops. This research was conducted in a library. The research data is secondary. The documentation method of data collection is used in this research. Article content analysis is a technique used for analysis. When research articles meet the criteria, they are submitted, and a journal summary is prepared, which includes the name of the researcher, year of publication of the journal, study design, objectives, sample, tools (such as measurement instruments), and research summary findings. There are ten publications that discuss swimming learning models in early childhood; all of these publications are national journals. To find it, use the keyword "swimming learning models" in the Google Scholar search box. The articles were then critically assessed to determine the similarities and differences between them. Of the 10 journals, 5 discussed topics such as gross motor skills, game modification, and capacities rather than explicitly examining swimming play. Identification of early childhood swimming learning methods by explaining efficient methods from several related studies so that they can be used as a reference for early childhood swimming learning is one of the important things obtained from various journals. Second, the Swimming Sports Learning Model for Young Children can Grow Interest and Prevent Boredom. Third, the learning process is more fun and interactive and has a good impact on gross motor skills and cognitive capacities in early childhood.

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INTRODUCTION

One of the most important stages in a person's life is education, which is also very influential in the formation of a nation's character. Since education is one of the components of this education, it is very important for students who will later become candidates (Utama Bandi,

2011). Physical education and health education should be the primary and first subjects taught from an early age.

Physical and health education (Penjaskes) is an integral component of overall education that aims to develop physical fitness, critical thinking, movement skills, emotional stability, social skills, moral action, and the introduction of a clean environment in aspects of health and lifestyle (Nugraha, 2015). Physical sports and health sports that are selected and organised methodically to meet national educational goals are used to organise education. Physical education should encourage natural growth and development as well as brain, muscle, mind, and emotional growth (Burhaein, 2017).

According to American fitness scientist Siedentop (1991), physical education is widely recognised as a model of education through physical activity that began with the growth of the study of motion education in the late 20th century and emphasised social development, mastery of skills, and physical health. Teachers and trainers involved in the learning process of the education of jasmani also should pay attention to all aspects of the personality of the child so that both the measurement of the process and the product are given the same weight (Pane & Saragih, 2018). Activities involving physical processes are intended to help students develop motor skills and functional values that include social, emotional, and cognitive elements. It is expected that students will be able to develop their physical and personal growth through physical education practise.

The aim of physical education activities is to cover all aspects of the child's educational development, including social and brain development. Students' psychomotor, affective, and cognitive abilities can develop according to physical education (Syafruddin & Herman, 2020). The psychomotor growth side involves muscle nerves ranging from the unintentional reflex action to the appearance outside the element of sports skills. Affective aspects include personal, social, and emotional development. The cognitive aspect includes intellectual development. Playing and sporting activities are physical activities taught in Japanese education. All forms of physical activity involving large muscles (rough movement) are emphasised in physical education.

One of the things that is included in the scope of teachers work is the improvement of education in a country. To help students succeed, educators act as teachers and provide them with education. Therefore, in order to provide the highest level of education to students, educators need to have qualifications in their fields (Syafruddin et al., 2022). Teachers in this regard should use strategies that are expected to be beneficial to children psychologically and physically. Therefore, if the chosen approach is appropriate, the child will be involved in a successful and effective learning process (Syafruddin & Asri, 2022).

The age group is a component that influences success in the process of learning basic swimming skills, along with the correct learning approach. Age also affects the child's appearance. The capacity of age factors varies according to their level of development. The physical, mental, and social capabilities of each age group vary as a result of environmental variables. These differences have an effect on how learning happens. Older children also have stronger cognitive abilities.

The level of cognition affects how easily information is received; the higher the level, the easier it is to receive information. Children's physical activity is adapted to their emotional and physical development. Depending on the age range, physical exercise is modified: in the 7-8-year-old age range (SD grades 1 and 2), in the 9-year-old area (SD class 3), in the 10–11-year-old range (class 4 and 5), and in the 12–13-yyear range (kelas 6).

The reality of learning, especially sports, is that less attention is paid to the attributes of students based on their age. Sports educational methods are taught in primary school

uniforms; students in class III receive the same instruction as those in class VI. A new model of learning strategy needs to be presented because it is certain that the mental, physical, and social characteristics will differ from each other. Based on an assumption of the age of elementary school students between 7 and 12 years, the researchers selected a sample of children aged 8 to 11 years who were expected to be in classes III to VI. The question of whether the learning outcomes of children of different ages arise on their own, considering the description above, While swimming can theoretically be introduced to children aged 3 to 7, the age of specialisation is between 10 and 12 years (Paramitha & Anggara, 2018).

In this case, swimming is one of the water sports that are included in the educational curriculum of early childhood. Students, in particular, and the general public like swimming sports. Even people of all ages and sexes in Indonesia are familiar with swimming sports (Hasanuddin, 2019). No wonder that more and more business owners and communities offer swimming pool services. This will make it easier to promote swimming as a sport as well as the development of athletes and building success from a young age. Swimming is considered one of the water activities that is fun and attracts people's interest. Relax while swimming. Swimming is one of the water sports with a variety of forms that has been around for a long time and provides many benefits to humans. Swimming is a water activity that is very popular among children, adolescents, and adults because swimming is an important activity to be mastered by an individual to defend himself when in the water (Sukmawati, 2015; Hasyim, M.Q., et al., 2023). Increasing the acquisition of means and prasarana is one of the actions that need to be taken to address this. Because the means and prasarana are the main pillars in supporting all activities related to sports activities, the resources and pratarana are very important for the process of learning activities or enhancing the performance of athletes or students (Hendriadi, 2021).

The risk of learning to swim is 69.6%, the anxiety of swimming learning is 64.7%, the fear of swimming learning is 73%, and the environmental influence of 45% is a variable inhibiting swimming (Arhesa et al., 2020). According to the findings, risk considerations, anxiety, and fears are a bigger barrier to learning to swim than other elements, including facilities, infrastructure, and the surrounding environment. To do this, it is essential to start by providing sustainable construction from a young age. Incredible young swimmers are only found in schools, according to research. The ability to understand basic technological concepts is essential for swimming. To ensure the success of swimming, this is very important.

For best results, it is highly recommended that you have a basic understanding of technical concepts. The mastery of basic skills should be prioritised in the learning process because, in order for students to swim well, they must be able to perform the aspects of movement of the basic techniques of swimming sports. The technique should be trained regularly and methodically in order to be maximised. In order for a movement skill to be mastered and become permanent, as at the time of learning, it must be practised continuously as a process from the short-term memory phase (STM) to the long-term memory phase.

There is no doubt that a good swimming lesson for a small child should be a priority (Prawira et al., 2021). However, there are still many different types of obstacles to this procedure. Realities in the field show that swimming lessons throughout this year have been challenging for teachers of jazz education. Because they only offer theoretical swimming lessons, most elementary school students do not have practical swimming skills. Therefore, in-depth research is needed to provide information on identifying successful swimming teaching strategies, especially for children. Based on the context above, this study seeks to conduct library studies to identify early childhood swimming learning methods by displaying

successful methods from a number of related studies in a rough way so that they can be used as a reference for early childhood swimming education.

MATERIALS AND METHODS

This research is library research, i.e., a collection of studies relating to library data collection techniques or research whose research purposes are tracked through various library information. (buku, ensiklopedi, jurnal ilmiah, surat kabar, majalah, dan dokumen lainnya). (Efendi et al., 2021), who review and analyse critically concepts or discoveries found in academically-focused literature and develop theoretical and methodological contributions to a particular topic known as a literary survey (Mohammad, 2012).

The information used in this study is secondary. Secondary data is information that is not collected through direct observation but through previous research findings. Primary scientific works contained in articles or journals on methods of learning swimming sports in early childhood, as well as related books, are secondary sources of data.

Documentation approaches are used in this research to gather data. The documentation approach is a way of collecting data by searching literature to obtain information relevant to the problem formula (Nugroho, 2018). Information obtained from various literary works is then assembled into one text that is used to answer the problems raised.

Using selected keywords—Learning Model, Swimming, and Early Childhood—the plan is to search for articles published using those keywords in Google Scholar, EBSCO, and Proquest and access other journals in turn. Journals or articles that meet the criteria are selected for additional examination. This literary study refers to publications and scientific literature (peer reviews) available in full text in PDF format.

The tested journal requirements are research papers in Indonesian and English with early childhood swimming topics; these articles should be research journal articles and not literature reviews. Subsequently, the journal that meets the criteria is checked. Research papers that meet the requirements are then collected, and a journal description is prepared that includes the name of the researcher, the year of publication of the journal, the research design, objectives, samples, instruments (measurements), and a summary of the research findings. A summary of the research journals is included in the table and organised according to the year of publication and the journal alphabet, as well as the structure described above. Read and consider carefully the entire journal text and abstracts to explain further analysis. Journal summaries are then supplemented with research information that is included in the research purposes and research outcomes. Journal content analysis is the analytical technique used.

RESULTS AND DISCUSSION

Using existing methods to gather information about swimming learning models, a library study was conducted to determine early childhood swimming learning models. The collected literature was examined using Critical Assessment tables to address the measurement objectives and contrasted with direct measurements. There are ten national journals that all deal with models of learning swimming sports in early childhood. To find the journals, search "swimming learning models" on the Google Scholar portal. The journal core and research findings are then analysed using critical assessment analysis to find out the equations and differences between the two.

Early Childhood Cognitive Skills in Swimming Learning (Nur et al., 2020) It is explained that the findings of the research showed that in total, 20% (2 children) of children aged 5

and 6 years at the UPI Campus Prototype Laboratory enter the highly developed category, and 20% (2 kids) enter the highly developing category. Four of the remaining children, or 40%, belong to the undeveloped category. The findings of this study suggest that early childhood cognitive development has not developed as it should, so it requires a variety of interventions.

In his research entitled "Model of Halus Motor Training Through Introduction to Swimming in Early Childhood Cooperative Games", Sururuddin et al. (2020) discussed the problem. Plastic balls can only be placed in the basket with 5% of the first cast of group A and 4.5% of the first cast of group B. Then, on the second throw, Group A received up to 7% and Group B received 10%. All participants recognise the letters and can mention the letters they hold when group A is asked to raise their hands and mention the letter they hold on the second occasion. Group B was given the same instructions. However, only one member of group B can speak those letters but is accustomed to the letters they represent. Based on the proportion of the first chance, group A already knows 20% of the letters and group B knows 10%, while group A knows 30% of the letters and team B knows 40%. Given the opportunity again, group A was able to name and recognise numbers up to a degree of 100%, and group B up to a degree of 90%.

Basic motor skills in early childhood swimming learning (Nur et al., 2020) The results of the study show that the basic motor skills of early childhood in aquatic learning are in the developing category. A descriptive approach is used in this study. Eight children in class B, aged between 5 and 6 years, are the subject of the study. (5 laki-laki and 3 perempuan). The tools used in the study included systematic observations, field records, and documentation of children's basic motor skills, among other things, introducing them to the water, inviting them to swim, regulating breathing, body positions, floating, pushing and resting arms, moving arms and legs, and combining movements.

Author, "Development of Water Identification Models for Early Childhood" (Hernawan et al., 2018). The results of research and development of water recognition models in early childhood showed that (1) early child water identification models significantly improve children's early swimming skills, and (2) validation tests by swimmers showed 25 practical model items to be applied in the learning process. (3) The child's pre-test and post-test results obtain a t-count of 21.67, larger than the t-table, and a Sig(2-tailed) of 0.05 (), showing the efficiency of the water identification model. This shows that the difference between before and after treatment has increased.

The author of the article "Model Learning: Breathing and Swimming Through Water Games for School and School Students" is Mujibuddin et al. (2018). Based on the findings of the study, teaching learning activities could use a model of breathing learning that involves playing in the water with or without instruments to help students develop their breathing techniques and skills.

CONCLUSION

The following conclusions can be drawn from the research on the survey of literature models of swimming learning in early childhood that have been outlined in several important aspects, namely, first, as the identification of methods of learning swimming in early children by describing the effective method of some related studies, which can be used as a reference to swimming sports learning for early children. Second, swimming sports learning approaches for early childhood can grow enthusiasm and reduce boredom. Third, the learning process is more enjoyable and interactive, as well as having an impact on both gross motor and early childhood cognitive abilities.

CONFLICT OF INTEREST

There is no conflict interest in the article.

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